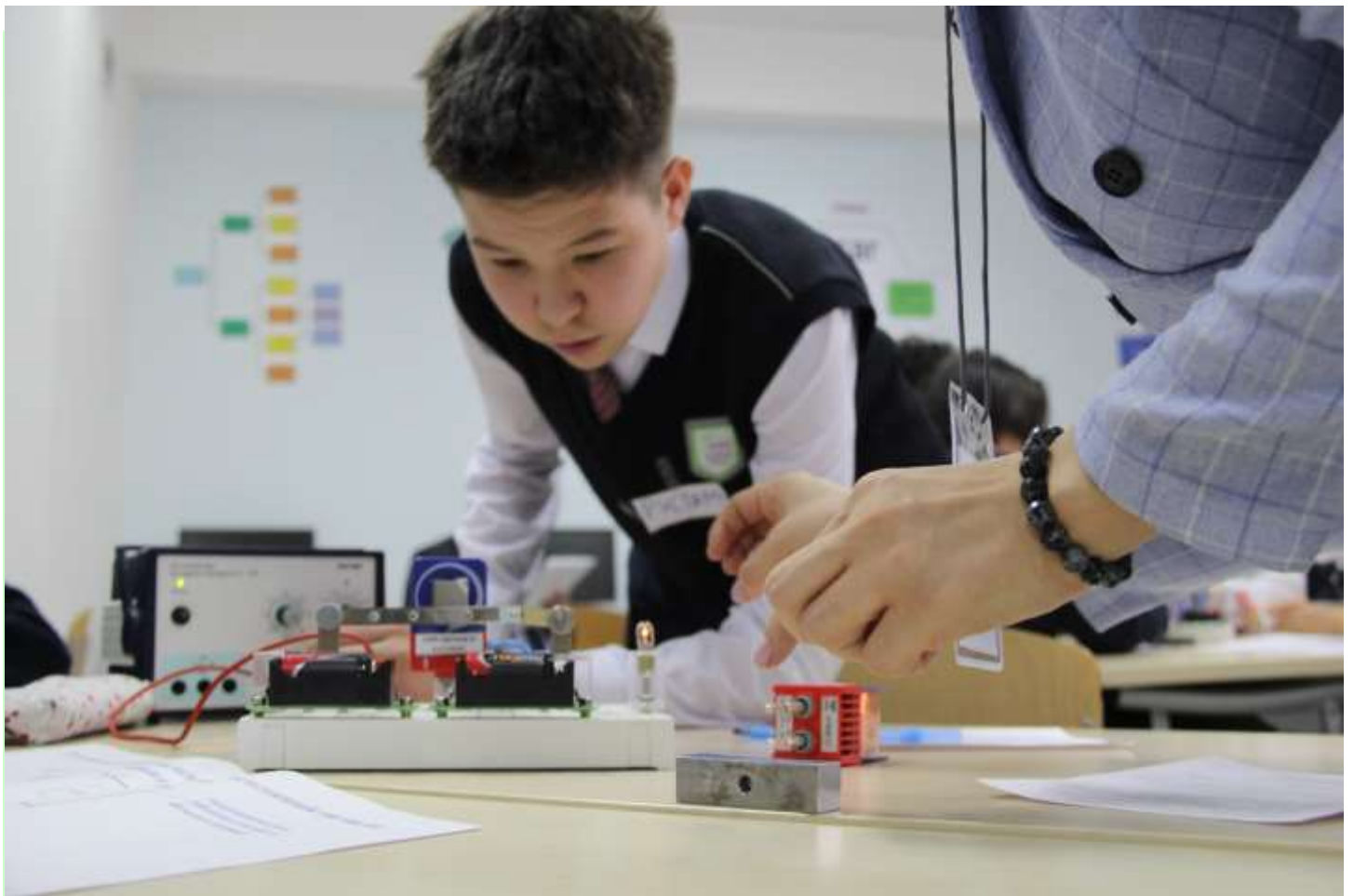




# ANNUAL REPORT

of the Nazarbayev Intellectual School  
of Physics and Mathematics, Nur-Sultan  
ACADEMIC YEAR 2019-2020



## 1. Information note about the school

The first Intellectual School of Physics and Mathematics was opened under the state program "20 Intellectual Schools" on January 12, 2009 by the first President of the Republic of Kazakhstan. In October 2016, the school received international accreditation from the Council of International Schools (CIS).

Student enrollment for the academic year 2019-2020.

Total students	Classes	Boys	Girls	In the Kazakh language of instruction	In the Russian language of instruction	persons with disabilities	orphans	Children under guardianship or trusteeship
975	7-12	624	351	507	467	2	-	-

Social portrait of families, place of residence								
low-income family	Single-parent family			the large family	both parents are disabled	Place of residence		
	total	only mother	only father			from rural areas	from small towns, district centres	from cities of regional and republican importance
4	127	123	4	119	0	13	29	932

### Qualitative composition of school teachers

Total	By age (%)				By length of teaching experience (%)				
	Up to 30 years old	31-40	41-50	Over 50	Up to 3 years	Up to 10 years	11-20	21-30	Over 30
<b>174</b>	<b>28</b>	<b>31</b>	<b>16</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>19</b>	<b>21</b>	<b>15</b>

### Curatorship

The school employs 20 curator-teacher-organizers in grades 7-12. They are exempt from teaching lessons and are involved in organizing the educational process of the student at school. Each curator has two classes with 48 students.

### Resource provision

The school is equipped with the latest computer systems, multimedia classrooms, robotics laboratories, high-speed Internet, and innovative software tools. The schools has 65 training rooms, classrooms for individual lessons and psychological unloading, and an assembly hall with the possibility of transformation into a lecture hall and a greenhouse. There is

NIS Hub, where children are engaged in design and research activities, solve problems in natural science and technology, master programming, 3D modeling.

Medical offices, a library with a reading room, an information point for the reception and delivery of literature, and a television studio provide their services. All conditions have been created so that students can engage in high-quality study and sports: two gyms, a sport hall, a physical culture and sports area in the courtyard of the school includes a circular jogging track, football and volleyball fields, basketball and tennis courts. The Intellectual School has a full-day canteen with its own food block.

Mission of the school - Start your future here!

The teaching staff implements an innovative model of education reflecting the best domestic and international experience of modern science and pedagogy:

- Support a multilingual environment and promotion of dialogue among cultures
- Cooperation of teachers, students, and parents
- Civic education
- Instilling universal values and open-mindedness
- Ensuring equal rights and opportunities for all
- A lifelong learning experience.

### 1.1. Features of the educational programme

The educational program sets out the values that define the importance of education respect, cooperation, openness, patriotism, work, and creativity. Within the framework of established values, the aim of the Intellectual School is to create an educational environment conducive to the harmonious development and development of a highly educated, creative personality with a wide range of skills.

In the academic year 2019-2020, training was conducted in compliance with NIS Programme and the plans approved by the NIS Center for Educational Programmes.

The content of the program covers the content of subjects according to the State General Compulsory Education Standards of the Republic of Kazakhstan, as well as the content of the international program GCE AS/A-level (Great Britain). The organization of the educational process is regulated by the annual calendar of school hours and class schedule, which are developed and approved by the school itself.

Education in high school was realized at the standard (3-hour workload per week) and in-depth levels (6-hour workload per week). In the subject "Mathematics", students had the opportunity to choose a program with a 7-hour or 10-hour weekly load. In high school, subjects were taught in subgroups. The implementation of the content of education in high school provides for a reduction in the number of academic subjects by providing students with electivity. The decrease in the number of compulsory subjects in high school contributes to the purposeful preparation of students for further education in higher educational institutions. Taking into account the individual interests and needs of students, a flexible system of choice of subjects at two levels of study is offered. Students can choose 2 subjects from the advanced level and 1 subject from the standard level.

When performing practical and laboratory work on the subjects "Physics", "Chemistry" and "Biology", teachers of the manuals are guided by the "List of mandatory practical and laboratory work".

The evaluation of the results of studying subjects is carried out using a system of criteria-based assessment.

In the academic year 2019-2020, 9th grade textbooks and educational-methodical complexes developed by NIS AEO, were tested in such subjects as "Chemistry", "Physics", "Art",

“Geography”, “World History”, “History of Kazakhstan”, “Informatics” and “Biology” in Kazakh and Russian languages.

## MAIN DIRECTIONS, CONTENT AND RESULTS OF LEARNING ACTIVITIES

### 2.1. Elective courses

In the academic year 2019-2020, elective courses were held in two directions: equated to the invariant component and according to the interests of students.

The elective courses, equated to the invariant component, included training courses for exams, including international ones. For example, IELTS preparation covered all 11th grade students. The preparation for the SAT and NUFYP in chemistry, physics, biology and mathematics covered 141 graduate students.

Elective courses in mathematics, physics, chemistry, geography and computer science have been held at the school for those who wish to solve complex problems in preparation for the subject Olympiad. In the current academic year, 56 students attended such courses.

In order to develop the research skills of students, courses in Biotechnology and Robotics were held. The enrollment of students interested in these courses is about 30, mainly students in grades 7-10.

A feature of the school is the elective course "Dombyra", which has been organized since 2016 for all students in grades 7-9. Here all students have the opportunity to master playing a national musical instrument. For these purposes, two offices are specially equipped and are functioning. The enrollment of students - 336 people.

Starting from the academic year 2017-2018, the school introduced elective courses in Chinese, Japanese, Korean, French, German and Italian. In the academic year 2019-2020, 611 students (both beginner and advanced) attended such courses.

According to the mission of the school "Start your future here!" all courses are aimed at mastering ways of solving life problems, mastering research skills and are focused on the future profession of our graduates.

### 2.2. Personalized Learning

In the academic year 2019-2020, personalized learning "Accelerated Learning" was organized in experimental mode (program of grades 8-10 in 2 years, - Model 1) S.A. - 8th grade students (with Russian as the language of instruction). Personalization is the attempt on the part of the school to take into account the individual characteristics and needs of the student and to rely on flexible learning practices in organizing the learning environment. Programs and curricula for personalized learning have been developed by the CEP. The teachers were appointed according to the distribution of the teaching workload of teachers.

The evaluation of academic achievements was conducted on the basis of a separate timetable and on the basis of separate FA(formative assessment), SAU(summative assessment for the unit) and SAT(summative assessment for the term). Nevertheless, teachers noted the following difficulties: separate preparation of SAU and SAT is time-consuming. In accordance with the rules of the personalized learning organization, a "quiet zone" was allocated for the student for individual and additional lessons.

At the initial stage, educators had difficulty preparing for a personalized lessons. This was particularly the case for the humanitarian cycle, where teachers routinely practise group jobs. It became difficult for teachers of natural sciences to carry out practical work, after which it was decided to carry out all laboratory and practical work individually and not with class.

Throughout the school year, constant monitoring was carried out, analysis of the introduction and implementation of personalized learning, work with teachers, students, curators

and parents. The study made recommendations aimed at improving personalized learning in the next school year.

### 2.3. Multilingualism (Second foreign language)

The NIS curriculum has a number of features related to the aims and objectives of the school with language programmes. During the academic year, according to the NIS Program, students of the Intellectual School studied Kazakh, Russian, English.

Also for further implementation of the project «Second foreign language», students of grades 7-11 studied a second foreign language as an elective course. There were six 2FLs to choose from: German, French, Italian, Chinese, Korean, Japanese. Classes were held 2 hours a week according to the schedule drawn up by "2FL" after the main lessons by teachers with the appropriate qualifications. Lessons were conducted in individual, pair, group forms in the classroom fund, as well as outside the school. Thus, students participated in various competitions, exhibitions and competitions organized by the cultural centers of the Republic of Korea, the People's Republic of China and others.

Language learning at the School has enabled students not only to increase their multilingual skills, but also to improve their understanding of the cultures of the countries of the language.

Subsequently, the school intends to maintain a leading position in the spectrum of languages and the quality of their teaching, creating all the necessary conditions, attracting qualified Kazakh and foreign personnel.

### 2.4. Analysis of distance learning experience

Owing to the complex epidemiological situation, in 2020, the 4<sup>th</sup> term was held in the form of distance learning. The transition to a distance learning format was not easy.

Before the beginning of the DL:

1. The analysis of the technical capabilities of teachers and school students for the implementation of DL
2. Providing laptops for teachers and students in need
3. Creating teams by class and subject in TEAMS
4. MO teacher training on TEAMS
5. Assigning IT specialists to each teacher and class

Each MO has assigned an DL coordinator from among the most experienced teachers.

For the 4<sup>th</sup> term of the academic year 2019-2020, more than 14,000 lessons and 5,000 consultations were conducted online. A lot of preparatory work has also been done:

- Distribution of the school administration to MO to monitor lessons and support teachers.
- Providing teachers of the natural science and mathematics with graphic tablets and teaching them how to use them during DL.
- Creation of a telegram bot for technical support.
- Creation of video instructions for working in TEAMS on the most frequently asked questions from teachers.

During DL, teachers faced a number of problems:

1. Lack of "live" communication and contact of students with the teacher and students with each other
2. Inefficiency of group work, differentiated learning.
3. Dependence on technical means (Internet failures, poor connection, lack of cameras for most of the students)

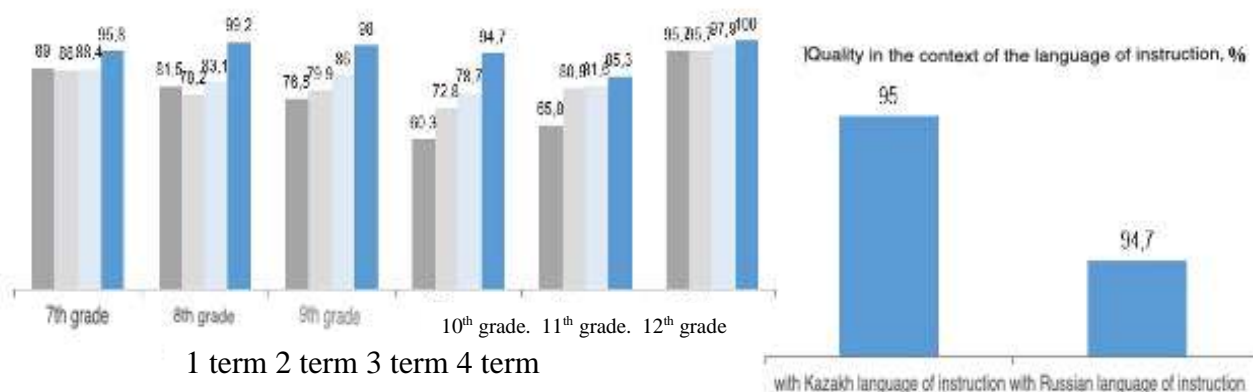
4. The difficulty of carrying out practical and laboratory work. Students' research skills are poorly formed (without "live" observation, students do not develop high-order skills - they cannot formulate conclusions and compare facts) and, as a result, a low level of motivation
5. Great psychological stress on both students and teachers.
6. Weakening of physical health. Exceeding the time spent (work / study) at the computer causes fatigue and impairs vision.
7. Decreased academic integrity. Most of the students use the Internet resources for SAU and SAT.

### Knowledge quality analysis

The quality of knowledge based on the results school year	Plan	Quality of knowledge according to the results of the IV quarters
for the main school	70 %	96,7 %
for high school	80 %	91,4 %

According to the results of the IV quarter of the 2019-2020 academic year

- the results of students of the main school are higher than the main strategic indicator by 20.7%
- the results of high school students are higher than the strategic indicator by 11.4 % b.



## 2.5. International exam results

Graduates of the 12th grade of the Intellectual School take part in the international exams SAT-1, SAT-2, SET, IELTS, TOEFL, BCEPT.

Academic year	2017-2018		2018-2019		2019-2020 including SAT	
	Number of graduates	%	Number of graduates	%	Number of graduates	%
140 6	0	0	1	0,5	31	22,14
130-139 6	39	23%	52	26	23	16,43
120-129 6	49	30%	62	31	39	27,86
110-119 6	34	21%	42	28	22	15,71
100-109 6	19	12%	14	7	11	7,86
< 100 6	23	14%	29	14,5	14	10,00

The IELTS GPA for the 12th grade is stable at around 6.5-7.0. SAT (GPA1327). Thanks to early pre-university training and excellent scores, high school students are admitted to leading universities in the world such as Nazarbayev University, Embry-Riddle Aeronautical University,

Massachusetts Institute of Technology, University College London, Cambridge University and many more.

The achieved results allowed 12th grade students to apply to NU and foreign universities. From the 141 graduates of 2019-2020, the following have been admitted:

Universities of the Republic of Kazakhstan 37 (27%)	Foreign Universities 54 (38%)	Nazarbayev University 50 (36%)
Grants: 36 (97%)	Grants: 47 (87%)	Foundation 12 (24%) Direct 38 (76%)

Subsequently, the School intends to maintain high performance in international exams, creating all the necessary conditions, attracting qualified Kazakh and foreign teaching staff.

## 2.6. Winners of contests, olympiads, and scientific projects

In the academic year 2019-2020, school students took part in city and national competitions and subject competitions.

88 students won prizes, of which 21 won international, 1<sup>st</sup> place-4, 2<sup>nd</sup> place-3, 3<sup>rd</sup> place-4, certificates-6, certificates-4. Republican level 46, 1<sup>st</sup> place-13, 2<sup>nd</sup> place-12, 3<sup>rd</sup> place-21, regional level 21, 1<sup>st</sup> place-1, 2<sup>nd</sup> place-14, 3<sup>rd</sup> place-6.

Muratov Adilhan won the 1<sup>st</sup> place and the XI Eurasian International Olympiad in Informatics and bronze medalist of the International Autumn Tournament in Informatics, Shumen (Bulgaria). After winning 2<sup>nd</sup> place at the International Mendeleev Olympiad and 1<sup>st</sup> place at the International Bektur Chemistry Olympiad, Joldasbekov Amir won the bronze medal of the XIII International Earth Science Olympiad IESO-2019, South Korea. Ismagulov Temirlan got the 3<sup>rd</sup> at the 16<sup>th</sup> Zhautykovsk International Olympiad.

## PROJECT: HOLIDAY SCHOOLS

The Principal Order 310/OD of 27 December 2019 was issued in order to organize classes in the School for Holidays for students of the 6<sup>th</sup> grade of Secondary Education Organizations. According to the Order, from 05.01.2020 to 06.01.2020 and from 08.01.2020 to 09.01.2020, 212 students of 6-th grades attended the school.

A work plan had been drawn up, including a timetable and a schedule of lessons, subject curricula had been developed by the teachers appointed, certificates had been issued to the students and a report had been prepared.

## 3. Staffing

### Levels of teaching excellence

Academic years	total	trainee	teacher	moderator	expert	researcher
2019	151	26	42	50	30	3
2020	176	20	62	55	36	3

Awarded with “Ibrai Altynsarin”-8

Academic merit RK - 2  
«Honorary Education Worker RK»-4  
Candidate of Science-1, PhD-1, MSc-88.

In 2020, distance learning at school became a new reality. The transition to distance learning has required a change in teachers' habits and mindsets. The teaching staff needed to quickly master the main distance learning formats: video and audio conferencing, interactive platform, webinars, chat or e-mail.

In the academic year 2019-2020, 14 courses and workshops were organized for 104 teachers. And in spite of all the difficulties and challenges of online learning, DO has become an impetus for the development of the skills of self-education educators.

### 3. Experience exchange

In the academic year 2019-2020, 85 schools in the city of Nur-Sultan (of which 24 are the main schools) and 152 schools in the districts of Akmola region benefited from the experience broadcast by teachers of NIS FMN. Nur-Sultan. As part of the implementation of the cooperation plan of the Autonomous Educational Organization «Nazarbayev Intellectual Schools» and the Non-commercial Joint-Stock Company «Kazakh National Academy of Choreography» The Ministry of Culture and Sport organized classes in grades 3, 4, 5, 6 and 9.

Within the framework of the memorandum on cooperation of NIS PhM. Nur-Sultan with «Republican school «Zhas ulan» named after General Nurgambetov S.K.» of the Ministry of Defence of the Republic of Kazakhstan, an event was held on the exchange of experience in the organization and conduct of robotics circles.

All activities were aimed at the successful implementation of updated educational content as well as evaluation tools.

With the transition to distance education nationwide in the fourth quarter, there was a need to translate the various approaches to distance education, as well as to apply a variety of information and communication technologies.

Teachers of the school, including foreign teachers, shared their experience on webinars on the topics: «Modern Media Environment for educators», «Distance Learning Lesson using ClassFlow, Bubble map», «National Geographic Educator», «Promotheon usage in distance», and also «Distance language learning by using STEAM ». The webinars were attended by more than 300 teachers from Nur-Sultan Secondary schools.

Active forms of work in formative evaluation, differences between reflexion and feedback were discussed in detail. Educators in online groups considered active forms of work and provided feedback to each other. Special attention was paid to tasks related to developing critical thinking skills of students.

### 4. International cooperation: partner schools

During the academic year 2019-2020, the School continued the implementation of the project «Partner Schools» in accordance with SHC and memorandums of cooperation with the following educational institutions:

Outside Kazakhstan:

- Hanover International School (Germany)
- Birchwood High School (UK)
- National Centre for Gifted Youth «PERMATApintar» (Malaysia)

In RK:



- Kyzluyum Junior Secondary School (Enbekschilder District, c. Kyzyl-Uyum)
- Kazgorod Secondary School (Birzhan Sal district, Akmolinsk region)

The main directions of the partnership are exchange of knowledge, experience, inculcation of values of international internationality, interculturality, as well as education of «citizen of the world».

Exchanges of students have taken place within the framework of signed agreements. Groups of students from partner schools made visits to the Intellectual School, where they studied, communicated with host peers, gave presentations, studied the culture of the capital and the Republic of Kazakhstan: visit of students of «International School of the Region of Hanover» took place from 24 September to 1 October 2019; the visit of the group from the National Center for Gifted Youth «GENIUSpintar» took place from 16 to 22 February 2020.

Foreign schoolchildren also visited NIS partner schools in S. Kyziluyuma and Kazgorodoka with social projects. The purpose of these events was to facilitate the expansion and strengthening of contacts between Kazakh and foreign pupils, develop intercultural communication, strengthen local partnerships and broaden the prospects of rural youth.

In turn, students of the senior classes of the Intellectual School underwent an educational and cultural program at the «Hanover Region International School» from 20 to 26 October 2019. During the visit, the students underwent an intensive programme of study in subjects of interest, subjects of choice, research, experimentation and attended institutions of higher education.

During the Project, students in partner schools had the opportunity not only to deepen their substantive knowledge but also to improve their language, communication and social skills. As a result of the work done, all participants in the Project received certificates of participation; school authorities sent letters of thanks to each other for further implementation of the Project.

Under the conditions of the imposed quarantine in the country and the world, the trip of the Intellectual School's students to the «National Center for Gifted Youth «GENIUSpintar», planned for the end of March 2020, was cancelled with the prospect of realization during the following academic period. In the next school year the School will continue the implementation of the project «Partner Schools» according to the planned indicators of the PSA.

## 5. The main directions, content and results of educational work

In the academic year 2019-2020, the educational activities of the school were carried out in accordance with the goals and objectives of the school for the academic year and was aimed at the implementation of the main goal of educational work: the upbringing of a highly moral personality, a patriot with an active life position and leadership qualities through the creation of a single educational space, the main the value of the student's personality, his development to ensure successful socialization.

The main tasks of educational work:

- to form students' understanding of the major nationwide values underlying national idea "Mangilik El", Program "Ruhani zhangyru", article Elbasy "Seven faces of the Great Steppe", revealing the ideological basis of the Kazakhstan patriotism;
- to involve students in research and creative activities as a way of development and self-affirmation in life;
- to contribute to the development of the leadership qualities of students through inclusion in school self-government, the formation of a life position through participation, cooperation and contribution to solving problems of the local community;
- to closely interact with parents of students in creating a school culture and a common vision of the school, strengthening the role of the family in education .

A special organization of educational work is aimed at solving these problems through:

**Nurturing training** - allows you to achieve an organic connection between the acquisition of knowledge, abilities, skills by students and the formation of their personality through the daily practice of the formation of school values in the classroom through the enrichment of educational work with educational projects aimed at fostering understanding among students of universal human values: “100 books”, “100 songs”, “100 Kazakh kuis”, “Proverbs and sayings”, “Poets of the Great steppe”, “Succession of generations”, “Friends of the Botanical garden”, “Kazakh Wikipedia”, TEDxNIS in the format of an “idea worth spreading”, use in the activity of the appointed material history research as part of the expedition “Tugan elge tagzym” social practices and projects.

**Educational upbringing** is the creation of a special environment that contributes to the formation of key personality traits of a NIS graduate: the formation of social intelligence, the formation of emotional intelligence, leadership education, and maintaining a healthy lifestyle.

Educational work was carried out through:

- lesson and extracurricular activities
- a system of additional education (elective courses, sports sections, clubs and hobby groups)
- social projects and practices

## Spiritual and moral education

### 1.1. The project "History of 100 kuis"

Significant project in the spiritual and moral education of students, supported by the whole school community, became elective course “100 Kazakh kuis” - mandatory for each 7-8 grade student at school, dombyra ensemble of 100 students in the school promotes national culture not only in the school as part of the integrated lessons and school-wide activities, but also nationally and internationally. In all subjects developed integrated with the course lessons and extra-curricular activities, mobile applications for learning to play the dombyra, and interactive games on the project “100 Kazakh kuis” work experience in the implementation of the project was presented at the August conference as a unique school project.

On February 22-29, 2020 participants of school dombyra ensemble "Zhiger" took part in an international music festival, held in New York City.

Strengths		Weaknesses	
The high professional level of teachers and their stability, good material base (100 dombyras) The project allows you to foster an understanding of the identity of the culture of the Kazakh people, respect for the national musical heritage, the ability to develop an ear for music, research skills, skills of playing a national instrument.		Low level of interest of individual students in playing the instrument, lack of ear for music, weak support from individual parents. Lack of assessment affects the motivation of individual students.	
Suggestions for improvement	Strengthen the involvement of parents in the project with the aim of strengthening their interest in the success of children to while providing five of their successful musical development and change it approach the family to the musical education of students. The curators will continue to work with parents on an individual basis on issues of upbringing in students such qualities as hard work, responsible student attitudes or the issuance of certificates at the end of the course to study. Introduce a credit system for assessing skills.		

### 1.2. The "Public Service"

About one of the priorities of the educational work of the school is the implementation of the program "Public Service". The content of this program is an ongoing volunteer practice. Memorandums of cooperation have been concluded with various social facilities on a long-term basis: State Institution " Malotimofeevsky Boarding House for the Elderly and Disabled", State Institution " Nurly Zhurek " Social Service Center of Astana Akimat ; State Public Enterprise " Special kindergarten No. 64" Asyl bbek "for children with special educational needs of the Akimat of Nur- Sultan ; JSC Republican Children's Rehabilitation Center; JSC National Scientific Center for Motherhood and Childhood, Shelter for homeless animals "Save a friend".

The implementation of the "Public Service" program in the academic year 2019-2020 was held under the auspices of the Year of the Volunteer, initiated by the President of the country. All 20 Shanyraks of the school were involved in serving the community, the project is actively supported by parents.

**Within the framework of the project "Kamkor"**, which focuses on the work of volunteers in nursing homes, long-term continued patronage over the school "Malotimofeevsky house for the elderly and disabled." With this trend of volunteerism has been associated with a new social project "Succession of generations" - acceptance of elderly people in the school for engaging in an active life and the useful leisure. Students think through in advance the format of the weekly Saturday meeting: guests do needlework and fitness, play chess, mold from clay, learn the basics of computer literacy, participate in art - therapy.

**In the direction of "Saulyk", the school cooperates with the Shelter for homeless animals "Save a friend"**. Within the framework of the Action of Kindness for the International Day of Charity, Shanyrak "Okzhetpes" visited a shelter for homeless animals in the village of Ilyinka, where more than 200 homeless cats and dogs are kept.

**The Taza Alem project** is about environmental protection, tree planting, and training in garbage sorting. In October, the implementation of a joint project of Nazarbayev Intellectual Schools AEO with the Botanical Garden began. The project provides for the weekly participation of schoolchildren and parents in eco-community service on Saturdays.

**The "Bilim"** - within its framework to realize their own project "an NIS for all - volunteer assistance to children from low -income families for admission to NIS as paid courses, many can not afford it in. During 5 months, volunteers have taught math, English, Kazakh and Russian to 18 students. Also, high school students conducted a series of workshops for high school students in one of the city's schools on the topic of career counseling and admission to colleges.

**Project "Umit"** for the 75th anniversary of the Victory in the Great Patriotic War - the students and their parents participated in the marathon network of NIS AEO "Otan ushin ot keshken batyrdun biz urpagymiz". Pupils, teachers, parents of the school presented the history of their family during the Second World War through front-line letters and albums, videos.

Strengths	Weaknesses
Participation in the project contributes to a change in the outlook of the students themselves and benefits both the state and the volunteers themselves, who through participation develop their skills and abilities, satisfy the need for communication and self-esteem, realize their usefulness and need, develop important personal qualities	Low level of support for this project from individual parents. The implementation of the project has, in some cases, a one-time nature due to the academic workload of students.
Suggestions for improvement	Make community service compulsory for a certain number of hours of volunteering in high school.

### 1.3. Results of the implementation of the new project "Uly dala akyndary"

In order to promote the popularization of the rich heritage of classical poets and writers of Kazakh literature among the younger generation, a new project was launched this year, within the framework of which the life and work of Fariza Ongarsynova, a poetess, people's writer of the Republic of Kazakhstan, laureate of the State Prize of the Kazakh SSR, was studied

Strengths		Weaknesses	
Participation in the project contributes to the popularization of the rich heritage of the poet among students. During the year, students received full information about the life and work of the poet, practiced expressive reading of works. Interaction of curators and teachers of the Kazakh language and literature in the implementation of the project.		Incomplete student coverage due to the workload of high school students.	
Suggestions for improvement		To increase the number of literary evenings on the poet's work with the involvement of students' parents	

### 1.4. Results of the implementation of the new project "Proverbs and sayings"

The aim of the project is to develop the language skills of students, increase their love for their native language, popularize the national heritage and national values, foster resourcefulness, oratory and the use of proverbs in everyday life. According to the annual plan to hold monthly in-school activities, students in grades 7-9 to explore whether the proverbials and talk to and practiced in the conditions of everyday life, with proof create video and posted there on a school channels in social networks, wire or contests, games, essay and other activities. At the end of the academic year, the results of the project were taken into account in the assessment criteria for the Shanyrak community.

Strengths		Weaknesses	
The project allows you to develop the language skills of students, oratory, eloquence, introduce folk proverbs and sayings into the active stock		Low level of student interest in the study of the folk language, proverbs and sayings	
Suggestions for improvement		Increase the number of adversarial activities to increase motivation to learn proverbs and sayings	
Tasks for the next year		Involvement of the parents of students and subject teachers in the implementation of the project to create a language environment for the use of proverbs and sayings	

## Intellectual development

### 2.1. The project "Smart Thursday"

This project has been implemented since the opening of the school and allows students to go beyond the school curriculum, to gain in-depth knowledge in the field of science, technology, new technologies, as well as in the field of culture and sports. In accordance with the Smart Thursday program, various forms are used: classroom lessons, lectures, seminars, workshops, excursions, exhibitions. Classes are held both with all students and for individual students interested in a particular topic. Also lessons within the framework of the project "Children - to children" high school students conduct for the younger students. In the academic year 2019-2020, Rosalie Lopez, doctor, leading world scientist - astronomer and

volcanologist, M.I. Volnova, 2010 Asian champion, world championship silver medalist, Amir Kuat - young scientist, inventor, businessman, the winner of the project "100 new faces of Kazakhstan", etc. spoke to students.

Strengths		Weaknesses
Cooperation with scientists from universities in the capital, support and guidance of students' project activities High student motivation Expanded laboratories of physics, chemistry and biology classrooms for practical research. The possibility of organizing meetings with representatives of culture and sports, using the possibilities of finding a school in a metropolis		The topics of meetings do not always meet the needs and interests of students.
Suggestions for improvement	Continue the implementation of the project at the specific requests of students with a preliminary questionnaire Involvement of parents - representatives of various spheres in holding Academic Thursdays	

**Outside the classroom, mass sports and physical culture and health improvement work at school** is one of the most important areas of the educational work system.

Sports and recreational activities at the school in the school year 2019-2020 were aimed at solving problems of preservation and strengthening of health teaching the students and instilling healthy lifestyle skills, and to increase the sports activity of students by involving them in various forms of extra-curricular activities and sports events of different levels. Compared to last year, the percentage of students participating in sports and recreation activities increased by 15%.

The presence of sports titles and grades among students: chess: 3 - Candidate Master of Sports, 8 - I grade, 3 - II grade, 4 - III grade; fencing: 1 - master of sports, 4 - CMS, 3 - 1 adult category; togyzkumalak - 1 CMS, 3rd category - 1; table tennis - 1 CMS, 1-2 category; Zhekpezhek-1 KMS. Swimming -1 CMS; hockey -1 CMS, athletics - 1 adult category.

Strengths		Weaknesses
Material and technical base A wide range of sports clubs and clubs Availability of qualified specialists with work experience in NIS Value-based program.		Insufficient level of involvement of students to physical culture and sports activities non-systemic approach in preparation for the network Olympics in team types of games.
Suggestions for improvement	1. Conduct physical education lessons at a high professional level, not forgetting that this subject takes the main place in a number of school disciplines. 2. To take care of the involvement of students in various forms of physical exercise, to involve the school teaching staff in this work for carrying out gymnastics exercises and physical exercises. 3. To involve school teachers in sports events so that they influence students by personal example, on the formation of a healthy lifestyle. 4. To organize the systematic preparation of students for urban and network sports events.	

	5. To diversify the forms of holding in-school competitions and sports events.
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### Leadership development

The school operates Student Council. The tasks of this council are to implement new ideas, coordinate student projects, organize school events, improve school life, motivate students to serve society, and promote ideas.

During the academic year, the student council of the school was the core of all the school's activities, both creative and sports.

### 5.1. Project "100 books recommended for reading by students of the Intellectual Schools"

The project "100 books recommended for reading by students of the Intellectual Schools" is being implemented at the school with the aim of instilling a love of books and is aimed at supporting trilingual education, studying the history, culture of one's people and fostering tolerance to another culture through reading literature in Kazakh, Russian and English NS. To implement the project, a number of activities were carried out this academic year:

<p><b>Strengths:</b>                  Participation of students' parents in the "100 Books" project.                  Conducting on an ongoing basis various competitions, mind games, quizzes that motivate students to read books.                  Using the information obtained from the readings in the framework of the "100 books" project in the classroom.                  Integration of projects "100 books" and "Scientific Thursday"                  Holding literary evenings dedicated to the work of individual representatives of literature                  Organization of certain events taking into account the weaknesses of last year's experience with the "100 Books" project                  Conducting meetings with poets and writers, taking into account the weaknesses of the past year's experience.                  Attending theatrical performances (recommendation from last year).</p>	<p><b>Weaknesses:</b>                  There is no consistency in the organization of the work of literary clubs and circles, the workload of subject teachers with basic activities.                  Lighting information held on the project "100 books recommended for reading to students of the Intellectual Schools' activities on publications, in the media, social networks at an insufficient level.                  Lack of time for poets and writers invited to school events</p>
<p><b>Recommendations for improvement:</b>                  Review and analyze list of 100 books, including modern literature. To focus on the holding of anniversary events for poets and writers of the regions at the regional and city levels.                  Strengthen interaction and cooperation with regional and city libraries.                  Organize the action " Family Reading of Books "</p>	

### 5.1. Project "Kazakh Wikipedia"

In 2012, NIS PhM students were the first to join the global Wikipedia project. The project is being carried out jointly with the public association "WikiBilim ". The members of the club got the opportunity for a closer acquaintance with information technologies and media resources, creative work and scientific research. This year, the number of students with from 10 to 20 articles in the Kazakh language has increased.

**Suggestions for improving the work of the club:** develop the practice of writing articles in 3 languages: Kazakh, Russian, English to improve students' skills in writing articles in a journalistic style.

#### Participation in circles, clubs of the artistic and aesthetic direction in the academic year 2019-2020

Implementation of values " Mangilik El" and the program "Ruhani zhangyru" according to the Development Strategy of "Nazarbayev Intellectual Schools" AEO by 2030 through the integration of primary and secondary education, the main focus of which was the idea of spiritual renewal, giving the opportunity in school to learn the basics of national crafts and arts: "Kiyz Basu", "Kysh Oneri", "Shi Toқu", working with clay, Art-design, folk dance studio, playing the kobyz, playing the zhetigen, the "Zhyr-terme" circle.

No.	Direction	Names of circles, clubs and sections	Number of participants	Total lan nicknames
1	Artistic and aesthetic	Zhetigen	15	795/81%
2		Kbyz, sazsyrynay	12	
3		Ballroom dance studio	24	
4		Contemporary dance studio	26	
5		Dombyra	120	
6		Folk dance studio	34	
7		VIA	25	
8		Chorus	216	
9		Pottery art	38	
10		Acting skills	42	
11		Young artist	48	
12		Design Basics	32	
13	Decorative and applied	Arts and crafts	26	
14		Art weaving	48	
15		Jewelery	19	
16		Art design	48	
17		Turning	22	
	Total:	17	795	

#### Analysis of the state of the educational system of the school

Strengths (S)	Weaknesses (W)
1. A value-based program 2. A stable team of teaching staff, an increase in the number of young specialists, including graduates of NIS.	1. Insufficient preparedness of newly arrived teachers for the implementation of a competent approach in the process of teaching and upbringing. 2. Insufficient involvement of teachers in the implementation of educational projects; in

<p>3. The presence of school student self-government and school communities of Shanyrak, a group of senior leaders.</p> <p>3. A wide range of circles, clubs, sports sections.</p> <p>4. School library of a new format</p> <p>5. Well-established system of work of the psychological service. Strong Family Program.</p> <p>6. Systematic work of the career guidance inspector.</p>	<p>daily practice, subject teachers are mainly focused on educational activities and participation in the broadcast of experience.</p> <p>3. Academic workload of students and parents.</p> <p>5. Low level of participation of fathers of students in school life, despite the fact that the percentage of boys in school is twice as many as girls.</p>
<p>Opportunities (O)</p>	<p>Risks (T)</p>
<p>1. Professional development of curators through intra - school courses "Equal to equal": "Development of giftedness", Lesson Study, "Action research ", exchange of experience, mutual visits, mentoring, training on online webinars.</p> <p>2. Expansion of public relations, search for social partners of the school.</p> <p>3. Introduction of a variety of innovative pedagogical technologies, forms and methods of work.</p> <p>4. Improving the school self-government model.</p>	<p>1. Weakening of the educational component in teaching practice, violation of the principles of the trinity of educational space.</p> <p>2. Employment of parents at work. Insufficient opportunity for the parental community to participate in the life of the school.</p> <p>3. The impossibility of a full-fledged and high-quality organization of summer holidays due to quarantine for financial reasons and the need for social isolation.</p> <p>4. The quality of summer social practices due to quarantine restrictions.</p>

Analyzing the work done over the past academic year in the plans for the academic year 2020-2021, it is necessary:

- improve the consistency and consistency in the conduct of school-wide and intra-class activities;
- improve work with the maximum involvement of parents;
- work to strengthen school traditions.
- to improve the system of psychological and pedagogical support of students in order to form a healthy lifestyle and create conditions for the formation of a system of universal values of students (portfolio, traic yearmcking the dynamics of development, etc.).
- to continue work on developing international relations schools, enriching the educational process and facilitate the exchange of pedagogical technologies.
- to strengthen and develop the traditions of the school.