

## School Profile:

---

1. Name of the School:.....
2. Village:.....
3. Gewog:.....
4. Dzongkhag:.....
5. Year of establishment:.....
6. Thram No: :..... Area: :.....acres.

7. No. of students:

Girls: ..... Boys:.....

8. No. of teachers:

Female:..... Male: .....

9. No. of support staff .....

Female: ..... Male: .....

10. Class range from ..... to .....

No. of sections: .....

11. No. of school going age children enrolled (PP):.....

12. No. of school going age 6-12 children not enrolled: .....

13. No. of repeaters: Girls..... Boys.....

No. of dropouts: Girls..... Boys.....

14. School Agriculture land: .....acres

15. Road access: Yes/No.

16. School Category: Very Remote/Remote/Semi remote/Semi Urban/Urban

17. Does your school have RC/ECR/MGT/NFE/CE?

18. School Status : Boarding/Day School

Name of Principal:.....

Signature .....

Date: ...../...../.....

**School Vision, Mission and Goals**

**Vision:**

.....  
.....  
.....  
.....

**Mission:**

.....  
.....  
.....  
.....

**Goals:**

.....  
.....  
.....  
.....

## I. Leadership and Management Practices

S I . No.	Indicators	Current Rating	Target Rating	Review Rating
1.	School has a written management policy, which is understood and shared by all – Principal, teachers, students, community and proprietor			
2.	The policy covers all aspects of school management system in line with National Education Policy			
3.	Quality of School Improvement Plan (SIP) as evaluated on the defined parameters: <ul style="list-style-type: none"> <li>• Specific “from-to” goals with quantification (e.g. 1-2 or 1-3 etc.)</li> <li>• Sufficient progress in goals (e.g. 1-3 instead of 1-2 )</li> <li>• Clear action items with timelines and responsibilities</li> </ul>			
4	Percentage of parameters where targets were achieved from previous year’s SIP			
5	School has professionally trained principal who provides effective leadership including life skills			
6	School consciously observes teachers’ and students’ code of conduct and ensures effective implementation			
7	Student leaders are set up with clear roles and responsibilities and are effective in driving student development affairs			
8.	Staff performance appraisal is conducted transparently and timely			
9.	Resources such as finance, human and materials are mobilised, used and monitored effectively			
10.	School involves parents in school activities and student development programmes			
11.	School ensures realistic and timely requisition and follows up on arrival of school resources			
12.	School management is proactive in seeking support from relevant agencies and has evidences of such support for school improvement			
13.	School has professional development plan and programmes in place with evidences of implementation			

14.	School has a schedule for in-school teacher meeting, including class, subject, management and committee meetings			
15.	School renders necessary support to students with special needs			
16.	School has adopted a quality disaster management plan.			
<b>Sub Total</b>				
<b>Summary Score</b> = Divide the Sub Total by 16 (Write the score in the summary sheet)				

Three most important aspects of Leadership and Management Practices that the school is proud of from the above indicators

(Provide examples for each that is in line with Educating for GNH)

Indicators	Examples

## II. Green School Domain

### A. Physical Ambience

Sl. No	Indicators	Current Rating	Review Rating	Target Rating
1	School adopts and advocates No Plastic Policy (refuse, reduce, reuse and recycle) in school and community			
2	The students are clean and tidy			
3	School promotes and demonstrates knowledge on eco-literacy like climate change, resource conservation, impact of pollution and consumerism			
4	School adopts innovative ways to harvest / manage natural water resources e.g. rain water harvest			
5	School has accessible, safe and sufficient drinking water with functioning taps			

6	School has adequate, accessible and clean toilets separately for girls, boys and staff			
7	School is litter free with proper waste management practices			
8	The classroom is clean, safe and conducive for interactive teaching / learning activities			
9	School has well maintained flower gardens, hedges and plants in all relevant places			
10	School promotes organic farming and local product through school agriculture programmes / makeshift vegetable garden			
11	School adopts water sources, streams, sections of rivers, forest and provides sustained care, cleanliness and preservation			
12	School encourages healthy food habits (display of nutrition guide, zero waste policy, discourages junk food, etc.)			
13	School environment is free of graffiti			
14	School ensures timely maintenance of school buildings and other infrastructure to provide safe environment. (Drain, railing, ramps, verandah, foot path, wiring, window panes, school fence, etc.)			
15	School practices strong conservation ethics (e.g. saving electricity, water, paper use, etc.)			
Sub Total				
Summary Score = Divide the Sub total by 15 (Write the score in the summary sheet)				

## B. Psycho-Social Ambience

SI. No.	Indicators	Current Rating	Review Rating	Target Rating
1.	School has a written policy on school discipline and practices a variety of positive disciplining techniques			
2	School implements Life Skills Education and integrates GNH values and principles in all school programmes			
3.	School practices inclusiveness for students with special needs			
4	School has safe, caring and supportive environment (e.g. absence of abuses, bullies, corporal punishment, humiliation and harassment)			

5	Principal and staff members effectively communicate with students both inside and outside school			
6	School conducts counselling programmes and services with protocols for referrals			
7	School promotes mind training and mindfulness practices as a normal part of school life			
8.	Each student has a proper health record maintained by the class teacher / health incharge / warden / matron.			
<b>Sub Total</b>				
<i>Summary Score = Divide the sub total by 8 (Write the score in the summary sheet)</i>				

Three most important aspects of Green School Domain that the school is proud of from the above indicators

(Provide examples for each that is in line with Educating for GNH)

Indicators	Examples

### III. Curriculum Practices: Planning and Delivery

Sl. No	Indicators	Current Rating	Review Rating	Target Rating
1	Teacher's full understanding of syllabus is evident from year plan, block plan and daily plan			
2	Every teacher has daily lesson plan which incorporates all the essential components with due modification, adaptation and accommodation for students with different abilities			
3	Use of variety of teaching strategies (role play, dramatisation, group works, classroom debates, question-answer techniques, field trips, project works, local wisdom, use of ICT, etc.) appropriate to each subject is apparent			
4	Relevant teaching learning materials prepared by both teachers and students are indicated and visible			

5	Teacher implements effective introductory procedures of the lesson			
6	Teacher inspires and creates conducive environment for positive learning attitudes and behaviours in the students			
7	Teacher paces his / her teaching to the different abilities using inclusive practices			
8	Teacher has quality Teaching Learning Materials (TLM) (e.g. workbook, teachers' manual, flash cards, models, etc.) and uses them appropriately			
9	Teacher translates the knowledge of their subjects into effective classroom teaching by relating to GNH values and principles without compromising on the quality of the content			
10	Appropriate class-works are assigned, monitored and checked using appropriate criteria and constructive feedback			
11	Teacher constantly checks students' learning and progress within classroom and actively takes steps for improvement of academically challenged students			
12	Teacher uses appropriate lesson closure method			
13	Teacher uses instructional time effectively as per the plan			
14	Home works are assigned in line with the school homework policy and with clear and appropriate instructions			
15	The text books, syllabi, stationery items and other required learning materials are made available			
16	Reading programmes are actively carried out			
17	Teacher receives 80 hours of professional development per year through trainings like SBIP, DBIP, CBIP and NBIP			
18	Teacher receives effective coaching from Principal / subject coaches / Special Educational Needs Coordinator (SENCo)			
19	Teacher keeps up to date with the current developments in their own field and use them in their teaching			
20	Principal spends sufficient time in instructional leadership			
21	Teacher uses ICT for day to day work and teaching purposes.			
<b>Sub Total</b>				

Summary Score = Divide the sub total by 21 (Write the score in the summary sheet)			
---	--	--	--

Three most important aspects of Curriculum Practices that the school is proud of from the above indicators

(Provide examples for each that is in line with Educating for GNH)

Indicators	Examples

**IV. Holistic Assessment**

S I . No	Indicators	Current Rating	Review Rating	Target Rating
1	Teacher assigns a variety of tasks in the class with specific focus to develop concepts, skills, values and attitudes			
2	Teacher uses a range of strategies for assessing students' work (self, peer, group, teacher, etc.)			
3	Home tasks are assigned with specific instructions and criteria for assessing students' works			
4	Assessment is conducted effectively with adaptation strategies for students with different abilities and feedback provided to students and parents			
5	School has proper monitoring and follow up on feedback (re-doing & re-checking of students' work)			
6	School has relevant remedial programmes especially for academically challenged students (<45% academic score)			
7	Examination results are used to analyse teaching learning process for improvement			
8	Promotion is fair and based on reliable and valid assessment			
9	Question banks are maintained and is accessible to teachers and students			



10	Clear guidelines exist for assessment (question setting, test specification, marking schemes, paper moderation and group evaluation)			
11	Practices for building and improving student's character are evident			
12	Students' assessment is carried out with honesty and fairness			
13	Teacher maintains assessment record of students (academic and conduct).			
<b>Sub Total</b>				
Summary Score = Divide the sub total by 13 (Write the score in the summary sheet)				

Three most important aspects of Holistic Assessment that the school is proud of from the above indicators

(Provide examples for each that is in line with Educating for GNH)

Indicators	Examples

## V. Broader Learning Domain

S I . No	Indicators	Current Rating	Review Rating	Target Rating
1.	School policy document contains well defined policies on broader learning domain and action plans			
2.	School ensures that every child participates in co-curricular / extra curricular activities including students with special needs			
3.	School provides access to quality playgrounds and sports facilities for all students			
4.	School promotes cultural and spiritual dimension through project work, research and other events / functions			
5.	School has a variety of clubs that meaningfully engage all students to promote their wholesome development			

6.	Citizenship building education are effectively delivered through Scouting programme and Life Skills Based Education			
7.	The advancement scheme in scouting for both the scouts and scout masters is followed as per the scouting guidelines and annual action plans			
8.	Students have knowledge and skills on health and physical education			
9.	School takes initiatives to promote local and traditional games and sports			
10.	Students are equipped with information on higher studies, training and career options			
11.	School has designated place for counseling and career education			
12.	School promotes aesthetic sensibilities of students through various artistic and cultural expressions			
13.	All school activities integrate and promote GNH values.			
<b>Sub Total</b>				
Summary Score = Divide the sub total by 13 (Write the score in the summary sheet)				

Three most important aspects of Broader Learning Domain that the school is proud of from the above indicators

(Provide examples for each that is in line with Educating for GNH)

Indicators	Examples

## VI. School-Community Vitality

Sl. No	Indicator	Current Rating	Review Rating	Target Rating
1.	School surveys and facilitates full enrollment of children including children with special needs in the catchment area			
2.	School carries out viable and relevant projects (viz. paddy cultivation / plantation, marijuana uprooting, mass cleaning, etc.) in partnership with community			

3.	School involves community / parents to promote alcohol and drug free life styles in the school			
4.	School strengthens life skills related activities for out-of-school youths in collaboration with community / parents			
5.	School creates awareness on student's health and special need issues to the community			
6.	School has a functioning parents' support group to take a lead role in the parenting education programmes			
7.	Participation of students in community services / local celebrations is evident			
8.	Parents' contributions are acknowledged through school newsletters, magazines, Parent-Teachers Meeting and any other appropriate media.			
<b>Sub Total</b>				
Summary Score = Divide the sub total by 8 (Write the score in the summary sheet)				

Three most important aspects of School Community Vitality that the school is proud of from the above indicators

(Provide examples for each that is in line with Educating for GNH)

Indicators	Examples

### School Self Assessment Summary Score sheet

Key areas		Current Rating	Review Rating	Target Rating
1. Leadership and Management Practices				
2. Green School Domain	A: Physical Ambience			
	B: Psycho-social Ambience			

3. Curriculum Practices: Planning and Delivery			
4. Holistic Assessment			
5. Broader Learning Domain			
6. School Community Vitality			

### School Improvement Plan (SIP) Table

Key Areas	Performance Indicators	Current Rating 1-4 (A)	Review Rating	Target rating for current year 1-4 (B)	Actions to achieve the target	Timeline (dd-mm-yy)	Remarks
1. Leadership and Management Practices	Quality of School Improvement Plan (SIP) as evaluated on the defined parameters: <ul style="list-style-type: none"> <li>• Specific “from-to” goals with quantification (e.g. 1-2 or 1-3 etc.)</li> <li>• Sufficient progress in goals (e.g. 1-3 instead of 1-2 )</li> <li>• Clear action items with timelines and responsibilities</li> </ul>						
	Percentage of parameters where targets were achieved from previous year’s SIP						
	The school has adopted a quality disaster management plan						
	Student leaders are set up with clear roles and responsibilities and are effective in driving student development affairs						
	The school involves parents in school activities and student development programmes.						
	Other parameters						
	<b>Sub-Total</b>						
	<b>Summary Score</b> = Divide the sub total by the number of parameters						

2: Green School Domain	School has adequate, accessible and clean toilets separately for girls, boys and staff						
	School has accessible, safe and sufficient drinking water with functioning taps						
	The school is litter free with proper waste management practices						
	The school has well maintained flower gardens, hedges and plants in all relevant places						
	School encourages healthy food habits (display of nutrition guide, zero waste policy, discourages junk food, etc.)						
	The school has safe, caring and supportive environment (e.g. absence of abuses, bullies, corporal punishment, humiliation, and harassment)						
	The school promotes mind training and mindfulness practices as a normal part of school life						
	School has a written policy on school discipline and practices a variety of positive disciplining techniques						
	School implements Life Skills Education and integrates GNH values and principles in all school programmes						
	Each student has a proper health record maintained by the class teacher / health in charge / warden / matron.						
	Other parameters						
	<b>Sub-Total</b>						
	<b>Summary Score</b> = Divide the sub total by the number of parameters						

3. Curriculum Practices :Planning and Delivery	Principal spends sufficient time in instructional leadership						
	Teacher has quality Teaching Learning Materials (TLM) (e.g. workbook, teachers' manual, flash cards, models, etc.) and uses them appropriately						
	Every teacher has daily lesson plan which incorporates all the essential components with due modification, adaptation and accommodation for students with different abilities						
	Teacher constantly checks students' learning and progress within classroom and actively takes steps for improvement of academically challenged students						
	Teacher receives 80 hours of professional development per year through trainings like SBIP, DBIP, CBIP and NBIP						
	Teacher receives effective coaching from Principal / subject coaches / Special Educational Needs Coordinator (SENCo)						
	Teacher uses ICT for day to day work and teaching purposes						
	Use of variety of teaching strategies (role play, dramatisation, group works, classroom debates, question-answer techniques, field trips, project works, local wisdom, use of ICT, etc.) appropriate to each subject is apparent.						
	Other parameters						
	<b>Sub-Total</b>						
<b>Summary Score</b> = Divide the sub total by the number of parameters							
4. Holistic Assessment	Assessment is conducted effectively with adaptation strategies for students with different abilities and-feedback provided to students and parents						
	Clear guidelines exist for assessment (question setting, test specification, marking schemes, paper moderation and group evaluation)						
	School has relevant remedial programmes especially for academically challenged students (<45% academic score)						
	Students' assessment is carried out with honesty and fairness.						
	Other parameters						
	<b>Sub-Total</b>						
	<b>Summary Score</b> = Divide the sub total by the number of parameters						

5. Broader Learning Domain	School ensures that every child participates in co-curricular / extracurricular activities including students with special needs						
	The school provides access to quality playgrounds and sports facilities for the students						
	School promotes cultural and spiritual dimension through project work, research and other events / functions.						
	Other parameters						
	<b>Sub-Total</b>						
	<b>Summary Score</b> = Divide the sub total by the number of parameters						
6. School Community Vitality	School creates awareness on student's health and special need issues to the community						
	Participation of students in community services / local celebrations is evident.						
	Other parameters						
	<b>Sub-Total</b>						
	<b>Summary Score</b> = Divide the sub total by the number of parameters						
Other input metrics	Student to teacher ratio						
	Average attendance of teachers						
	Average attendance of students						
	% of sections/classes with students less than equal to 32						

### **Signatures of stakeholders**

Please mention below the support that the school needs from relevant agencies to achieve the above targets that they can't get from within.

.....

.....

.....

.....

.....

.....

.....