

Samtse Higher Secondary School Roadmap for 2025

Area of Development	Focus area	Action Plan	Indicator of success	SPW	School Attributes	Timeline	Responsible
1) Cerebral	1.1) Raising the bar in life-science, Dzongkha, English, Math, ICT Domain	1.1.1) 35 minutes reading session activity for Dzongkha and English in a week 1.1.2) Learning experience to be learner based 1.1.3) Learning experience to be suited to diverse learning styles 1.1.4) Providing Exam writing tips for learners of high stakes examination - class 10 and 12	1.1.1.1) Zero period reflected in the school time table for reading. 1.1.2.1) Lesson plan reflects use of variety of teaching strategies in the mother board 1.1.3.1) Accommodation/modification in lesson plan and Individualize review 1.1.4.1) Remedial and coaching for learners (School mid-term result, cycle test, annual exam results analysis)	Skill: Listening, Reading, speaking, coding critical thinking, articulation, analysis Process: Practice, Exploration, Collaboration, communication Watermark: Creativity, Critical thinking, Confidence	Mastery	learning 1-4	Cerebral coordinator and all domain teachers
	1.2) Contextualize the curriculum	1.2.1) Contextualize the learning aspiration of learners and parents, national curriculum and BB curriculum 1.2.2) Publish e-book.	1.2.1.1) Collection of Baseline Data and backstories of learners (School calendar reflects the date)	Skill: Critical thinking, creativity Process: Practice, reflection Watermark: Collaboration, communication	Sense of purpose	learning cycle 1-4	All domain teachers
	1.3) Teacher Development	1.3.1) Enrichment program on teachers of life science, Math and chemistry Domain teacher. (DGI, TRA) 1.3.2) PLC- Professional Learning Community 1.3.3) Classroom teaching observation	1.3.1.1) School calendar 1.3.2.1) PLC reflected in school Timetable, motherboard 1.3.3.1) Walk in classroom observation by Principal, vice principal, Cerebral coordinator)	Skill: critical thinking, articulation Process: Practice, Exploration, Collaboration Watermark: Joy, confidence, collaboration, communication skills.	Sense of purpose and leadership	learning cycle 1-4	Cerebral coordinator
	1.4) Assessment Practice	1.4.1) Cycle test, examination, reflection, project work, field trip, individual review, Cross pollination review, Practical.	1.4.1.1) School calendar	Skills: critical thinking, creativity Process: exploration, practice Watermark: Accuracy, diligence.	Leadership	Learning cycle 1-4	All domain teachers
2) Emotional	2.1) Recognize and regulate emotions 2.2) Yoga 2.3) Awareness program	2.1.1) Institute school wellbeing team. 2.2.2) Identify and provide psychosocial support to the vulnerable groups. 2.3.1) Learners to write a gratitude letters to parent/guardian. 2.3.2) Conduct awareness program on youth issues to learners. 2.3.3) Conduct stress management program for staff.	2.1.1.1) Framed wellbeing policy documents and implemented programs as per the plan. 2.2.1.1) Leads to less issues related to socio- emotional challenges. 2.3.1.1) learners write gratitude letter twice a year to parents/guardian. 2.3.2.1) Conducted awareness program on youth issues to learners. 2.3.3.1) Conduct basic yoga session for staff	Skills: awareness, communication, listening Process: collaboration, observation, mentoring Watermarks: resilience, confidence, self-esteem, Joy	Sense of purpose	learning cycle 1-4	Emotional coordinator/ counsellor/ wellbeing team
3) Physical	3.1) Physical Fitness	3.1.1) School annual sports day 3.1.2) Inter-class tournament 3.1.3) Indigenous games 3.1.4) Nature walk 3.1.5) Measure BMI twice a year 3.1.6) Conduct fitness Test	3.1.1.1. conducted annual sport day on 5 th April 3.1.2.1. Organized throughout the year 2.1.3.1 Orient and practice <i>Degor, Soksum, Jigdun</i> 3.1.4.1. All staff and learners participated in 10 km walk 3.1.5.1. Measured BMI and shared to individual 3.1.6.1 Conducted fitness test for learners and uploaded in motherboard	Skills: Focusing, Team work, Time management, Collaboration Processes: Practice, Participation, Watermarks: Activeness, Joy and Agility,	Joy and Leadership	Learning cycle 1-4	Physical coordinator/ SSI/ sports committee
	3.2) Health and wellbeing	3.2.1) Invite health official to give talk on health and fitness, diet, mental health 3.2.2) Create awareness on first aid skills 3.2.3) observe global health days 3.2.4) Exchange program with Norbugang CS	3.2.1.1) health talk by relevant health officials 3.2.2.1 Hands on practice 3.3.3.1 Poster competition on importance of health 3.2.4.1 Played basket, volleyball among staff and learners of two schools	Skills: Focusing, Team work, Time management, Collaboration Processes: Practice, Participation Watermarks: Activeness, Agility, joy	Sense of purpose	learning cycle 1-4	Health In-charge/ sports domain heads
4) Social	4.1) Inter-personal relationship	4.1.1) Organize annual variety show. 4.1.2) Staff social gathering twice a year 4.1.3) Annual staff picnic	School annual calendar	Skills: Communication, collaboration, interpersonal skills, empathy Processes: Communication Watermark: Joy, empathy, confidence	Joy leadership	learning cycle 1-4	Social coordinator
	4.2) Community engagement	4.2.1) Conduct positive parenting program (SPEA) 4.2.2) Foothill Literary Festival 4.2.4) Organize cleaning campaign twice a year	School yearly calendar, school Diaries	Skills: Communication, Organizational, Cultural competence, Relationship building skills. Processes: Develop a plan, Communication, Engagement. Watermarks: Joy, Confidence, communication, responsible, respect, inter-personal relationship.	Community	learning cycle 1-4	Social coordinator
5) Spiritual	5.1) Driglam Namzha	5.1.1) Orientation on the basic aspects of Driglam Namzha 5.1.2) Orient learners on the basic aspects of Driglam Namzha 5.1.3) Perform the morning prayers with conscious awareness and proper posture.	School calendar, School time table	Skills: mindfulness, concentration, Process: Practice, demonstration, Watermarks: loyal, calm, patriotic, disciplined, inner goodness	Sense of purpose	learning cycle 1-4	Spiritual coordinator/ principal
	5.2) Self Awareness and Interdependence	5.2.1). Practice Ngondro for 10 minutes daily with music. 5.2.2) Taking care of Aesthetic aspects of school 5.2.3) Sing His Majesty's Zhabten on Thursday. 5.2.4) Spiritual discourse (<i>Chhhoe-shey Leyrim</i>)	<i>Ngondro</i> practiced with music on daily basis Flower exhibition Individual learners sing without reference Conducted twice a year				Spiritual coordinator