



2023-2024

REPORT ON SCHOOL

INTERNATIONAL SCHOOL OF ASTANA

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2024, Astana



INTERNATIONAL
SCHOOL
OF ASTANA



Report on school for the 2023-2024 academic year

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General information

The school is a branch of the autonomous educational organization “Nazarbayev Intellectual Schools”, performing the functions of an AEO in the field of educational programs at the following levels of education:

- 1) primary school, including preschool education and training;
- 2) middle school;
- 3) high school.

School address: Astana, Turkestan st. 32/1

Contact details: 91-61-78 (ext. 2902)

Implementation: 2013

Design capacity: 1,500 student places in school, 200 places in kindergarten.

Operating mode: five-day work week (full-day school).

Duration of lesson in primary school - 40 minutes, in middle and high school - 60 minutes.

Nutrition: breakfast, set lunch, afternoon snack.

Language: Kazakh, Russian, English.

The school provides the opportunity to study other foreign languages (French, Turkish, Korean).

1. Introduction

The «International School of Astana» branch of «Nazarbayev Intellectual Schools» AEO (hereinafter referred to as the school) opened in 2013. In 2016, the school moved to a new building. The school building was designed by a team of qualified architects in accordance with a concept based on the idea of teaching and learning, which will be achieved primarily through the creation of equipped classrooms, open internal areas for conducting lessons at a high level. The school is equipped with a range of modern indoor and outdoor sports facilities to host sporting events. Networked desktop and mobile laptops are used throughout the educational process in all classrooms in addition to the interactive whiteboard. The school also has a complex of modern scientific laboratories, which house experimental and technological equipment for students to carry out design and research work.

The school strives to create an environment conducive to the comprehensive development of each student. The mission of the school is to form a healthy, highly moral, intellectual, creative and successful individual who values the culture of her people and respects the diversity of other cultures. The school aims to prepare students to become lifelong learners and make meaningful contributions to the global community. The school's vision is to create a safe environment and support a conducive culture for the holistic development of every student. In its work, the Astana International School is based on the following values: respect, development, cooperation, honesty, safety and responsibility. These values guide the learning process and interaction within the school community, promoting the formation of a harmonious personality and readiness for active participation in global society.

The management structure of the Astana International School branch includes a variety of positions responsible for various aspects of the educational process and administrative functions.

School management: School principal, deputy director for academic work in middle and high schools, deputy director for educational work in elementary schools, deputy director for financial and economic work, deputy director for educational work, deputy director for development, deputy director for scientific and methodological work, head of children's garden, head of the expanded laboratory.

Administrative staff: Coordinators, methodologist, lawyer, economist, accountant, housekeeping manager, student relations manager, PR manager, HR manager, career guidance counselor.

Each of these positions plays a key role in ensuring the effective operation of the school, maintaining high standards of education, managing finances and business processes, coordinating educational and scientific activities, ensuring safety and convenience in educational institutions, and providing legal support.

2. Management, ownership and leadership

Internal governance bodies such as boards, committees and support mechanisms play a key role in organizing and improving the educational process and in supporting the development of each member of the school community.

1. The pedagogical council is a collegial body, which includes leading teachers of the school. The main functions of the pedagogical council include:

- Discussion and development of educational programs and schoolwork plans.
- Assessment and analysis of the results of training and education.
- Development and implementation of measures to improve the quality of education.
- Discussion of issues of methodological and educational work.
- Review and analysis of successful teaching practices.

2. The methodological council is aimed at coordinating methodological work at school.

It includes:

- Development and testing of teaching materials and recommendations for teachers.
- Organization of methodological seminars, round tables and discussions.
- Support for the implementation of innovative educational technologies.
- Coordination of methodological support for new teachers.

3. The Ethics Committee deals with issues of professional ethics and standards of conduct in the school. Its tasks include:

- Development and implementation of a code of ethics for school employees.
- Consideration of conflict situations and violations of ethical standards.
- Carrying out preventive work to develop ethical standards among employees.

4. Disciplinary commission for employees and students. Disciplinary commissions deal with issues of maintaining discipline and law and order in the school community:

- The disciplinary commission for employees considers violations of labor discipline, professional ethics and internal rules.

- The disciplinary commission for students deals with issues of violations of educational and educational discipline, including disciplinary sanctions and educational measures.

5. The Parents Committee is an organizational unit representing the interests of students' parents and cooperating with the school administration:

- The chairman of the parent committee coordinates the work of the committee and represents its interests before the school administration.

- Deputy chairmen help the chairman in solving organizational issues.

- Area advisors provide advisory support to the committee in various aspects of educational and training work.

6. Student government, including the school president and ministers, is an important mechanism for ensuring student involvement in the management of school affairs. The President and Ministers work for the benefit of the school community by organizing events, expressing the views of students and participating in decisions that affect their learning and educational environment. Student voice becomes an essential part of the school's decision-making process, providing participation and feedback from students on issues affecting their learning and life at school.

All these bodies and committees play a key role in ensuring effective management, supporting the educational process and creating a positive educational environment in the school, contributing to the achievement of the overall goals and objectives of the school.

3. Curriculum

Currently, our school is authorized for the International Baccalaureate programs PYP (2017) and MYP (2018), as well as the IB DP program (2019) and has international accreditation from CIS (2023).

The implementation of the IB PYP (Primary Years Program) at the Astana International School is aimed at the comprehensive development of students aged 3 to 12 years, with an emphasis on a research approach to learning and the formation of global thinking. Key aspects of the program include:

1. Conceptual learning: The program is built around key concepts that help students understand global topics and apply knowledge in practice. Concepts are explored through interdisciplinary topics that span multiple subject areas.

2. Inquiry Approach: Students learn to ask questions, investigate, and critically evaluate information. The learning process is aimed at the active participation of students in finding answers to questions and solving problems.

3. Student Profile Attributes: The program aims to develop students' qualities of integrity, openness, caring, communication and reflection.

4. Teacher support: Teachers play a key role in supporting and guiding students, helping them build their knowledge and understanding of the world. Teachers undergo regular professional development throughout the school to effectively implement the PYP principles.

5. Focus on local and global context: The program integrates both local and global perspectives, helping students to appreciate cultural diversity and understand their role in the modern world.

6. Assessment for learning: Assessment is an integral part of the learning process. It aims to monitor and support pupils' progress, with an emphasis on formative assessment. The implementation of IB PYP at school also includes an important event - an exhibition (PYP Exhibition). This is the culminating event of the program and takes place in the final year of study.

This structure helps students develop the independent learning, critical thinking and collaborative skills that are key aspects of the International Baccalaureate.

In the context of globalization, International School of Astana strives to provide its students with a quality education that covers diverse aspects of knowledge and cultural background. An important part of this mission is the inclusion of Kazakh components in the school's educational program, such as the Kazakh language, Kazakh literature, geography and history of Kazakhstan. The inclusion of items of the Kazakh component allows us to preserve and disseminate the rich cultural and historical heritage of Kazakhstan among the younger generation. The Kazakh language and literature, history and geography of Kazakhstan are becoming accessible to students and foreign students, which promotes respect and understanding of the diversity of cultures. Kazakhstan component subjects also play a key role in preparing students for citizenship and career advancement in Kazakhstan. They provide essential knowledge about the language, culture and history of the country, which can be very useful when choosing a career and interacting with local organizations and the community. The inclusion of a Kazakh component in the educational program is a solution to ensure a balance between international education and the preservation of cultural and national identities. This creates an educational environment that promotes harmonious personal development and preparation for a future citizen of the world who respects the cultures and values of different peoples. It is worth noting that the study of subjects of the Kazakh component is carried out in the Kazakh language, regardless of the language of instruction of the class. The subjects history of Kazakhstan, Kazakh language and literature (in classes with the Kazakh language of instruction), Kazakh language (in classes with the Russian language of instruction) are mandatory subjects for external assessment of students in grades 10 and 12. In the PYP elementary school, from the 2023-2024 academic year, the "Language immersion in the Kazakh language" project is being implemented. The goal of this project is to teach the Kazakh language to Russian-speaking children.

Introduction into the language environment is one of the most effective methods of teaching another language. This method involves teaching students in the Kazakh language with the integration of areas of knowledge. This project allowed students to learn the Kazakh language while maintaining their knowledge of the Russian language. At an early stage of introduction into the language environment, education begins in kindergarten or first grade, where all subjects are taught in the Kazakh language. In the first year, students develop basic understanding of the Kazakh language using various methods. In the second half of the second grade, teaching the Russian language begins. Starting from the third grade, the number of subjects in Russian is gradually reduced. Knowledge of a second language contributes to rapid and good learning of a third language. The method of introduction into the language environment involves the use of the Kazakh language in everyday life and effective communication. The value of the method lies in the fact that students learn the Kazakh language while studying all subjects. The development of spoken language is the

primary key to the method of introduction to the language environment. The method of introduction to the language environment is based on the natural process of language learning. The child first listens to the language, listens, repeats, begins to understand the meaning of the word, over time the Kazakh language enters the language fund, begins to speak, read and write.

The Middle Years Program (MYP) includes eight subject groups, providing a broad and balanced education, and requires a minimum of 50 hours of teaching time for each subject group in each year of the program. In addition to developing knowledge and skills, the program is focused on developing “soft” skills (Approaches to learning - hereinafter ATL), known as approaches to learning in the International Baccalaureate system. We systematically assess student performance using both local and international assessment methods. According to the International Baccalaureate (IB) curriculum, training consists of studying certain topics (units), at the end of which students take a summative assessment, which can be organized in various forms (for example, in the form of project work, creating a product, testing, writing an essay, submission of a portfolio, procedural journal, presentation, etc.) The obtained assessment results undergo a procedure of standardization and internal moderation by teachers, and are used to adjust curricula and ensure the achievement of high educational standards. Our school actively prepares students for international exams and tests required for admission to universities abroad. In the 10th grade of the basic school, students take external assessment in the subjects: History of Kazakhstan, Kazakh language, Russian language, mathematics (compulsory subjects) and an elective subject (biology, physics, chemistry, world history), in addition to these exams, students in the 10th grade complete Personal project (a compulsory component of the basic school curriculum), which is externally assessed by the IB. The curriculum of the International Baccalaureate Basic School program includes interdisciplinary learning in the form of Interdisciplinary Unit Studies (IDU). MDUs combine content from two different subject courses in ways that integrate disciplinary knowledge in new and creative ways.

The IB Diploma Program (DP) is a two-year educational program for high school students aimed at the comprehensive development of students and prepares them for successful admission to universities around the world. The core elements of the program include six subject groups, three compulsory components (Theory of Knowledge (TOK), Extended Essay (EE) and CAS (Creativity, Activity, Service), as well as the integration of an interdisciplinary approach to learning.

The school conducts a full implementation of the IB DP program in accordance with the rules and documentation provided by the International Baccalaureate (IB). The following is used for this:

Selection and training of teachers: Our teachers receive the necessary training and regular refresher courses to meet the high IB standards.

Subjects offered in six groups:

Group 1 (Language and Literature):
English A: Language and Literature
Kazakh A: Literature
Russian A: Language and Literature
Group 2 (Second Language Learning):
English B
Russian B
Group 3 (Individuals and Societies):
Business Management
Digital Society
Economics
Geography
History
Group 4 (Natural Sciences):
Biology
Chemistry
Computer Science
Physics
Group 5 (Math):
Mathematics: Analysis and Approaches
Group 6 (Art):
Visual Arts

Training and support: Students receive quality teaching and support in their chosen subjects, as well as active guidance in completing compulsory DP components such as CAS, EE and TOK.

Infrastructure and resources: We provide students with all the necessary resources, including access to a library, laboratories and modern technologies, which contributes to in-depth study of subjects. The implementation of the IB DP program in our school is aimed at developing critical thinking, research skills, as well as social and cultural awareness of students.

4. Teaching and learning assessment

Teaching and assessing learning. The educational process within the framework of the IB PYP (Primary Years Program) at the International School of Astana is aimed at the comprehensive development of the individual, the formation of global thinking and the education of global citizenship. In this program, education and upbringing are interconnected, creating conditions for the harmonious development of the child in the academic and social spheres. Main elements:

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1. Educational program and plans:
 - The program centers on key concepts that are explored through six transdisciplinary themes. This allows students to learn in context and apply it to real-life situations.
 - Educational plans are tailored to the needs and interests of each student, which promotes deep engagement and personal growth.
 2. Instilling a sense of global citizenship:
 - Students develop an understanding of cultural differences, respect for diversity, and awareness of their role in the global community.
 - The program places special emphasis on developing responsibility, empathy and the ability to solve problems in a global context.
 3. Professional development of teachers:
 - Teachers undergo ongoing training, participate in IB seminars and international conferences, which helps them apply best teaching methods and maintain a high standard of education.
 - An important part of professional development is working in teams and sharing experiences between teachers, which helps maintain common approaches and ensure the integrity of the program.
 4. Providing resources:
 - Students have access to modern resources, including libraries, digital tools and interactive learning materials that support inquiry and creative thinking.
 5. Academic performance and assessment:
 - Performance assessment is carried out on a regular basis, with an emphasis on formative assessment. Teachers monitor students' progress and provide feedback, which helps improve results and set new goals.
 - In 1st grade there is no summative assessment to support the development of interest in learning and smooth adaptation to the school environment. In grades 2-5, summative assessment is carried out in key subjects such as mathematics, Russian (L1, L2), Kazakh language (T1, T2), English and science. Other courses are pass/fail, which helps balance the academic load and allows you to focus on personal development and research skills.
 6. Additional clubs and sections:

Activities are organized twice a week to allow students to develop creative and technical skills. Art-drawing: study of artistic techniques and development of creative thinking, choir, folk dancing, mix-dance: mixed dance styles, including hip-hop and modern choreography, robotics, acting, etc.
- The IB MYP and DP educational program at our school is built on the principles of a holistic approach to learning, which includes not only academic development, but also the development of global thinking and feelings of global citizenship in students. The program is

aimed at the comprehensive development of students, helping them to become critical thinkers, creative and socially responsible individuals.

The main elements of the educational process include:

Interdisciplinary training:The curriculum is organized so that pupils can see connections between different subjects and apply knowledge in different contexts. For example, theories from mathematics can be applied to the natural sciences, and critical analysis skills developed in literature help in the social sciences.

Development of global thinking:Much attention is paid to the study of world cultures, history, and contemporary global issues. This helps students understand their role in the world and instills a sense of responsibility for global processes.

Personal and social development:The IB DP program places an important emphasis on instilling qualities such as respect, cooperation, and tolerance. This is achieved through participation in CAS (Creativity, Activity, Service) projects, where students are engaged in creative activities, sports, and social work.

Teachers at our school regularly undergo professional development courses and participate in IB professional societies, participating in IB professional seminars and workshops, which allows them to keep up to date with the latest teaching practices and standards. Teachers actively exchange experiences both within the school and with colleagues from other schools participating in the IB program. This encourages innovation and maintains high standards of teaching.

For successful learning and teaching within the IB DP program, the school provides students and teachers with all the necessary resources:

- Students and teachers have modern textbooks, digital resources, laboratories, and access to online libraries at their disposal.
- The educational process is actively supported by the use of modern technologies, such as interactive whiteboards, tablets and software for project activities.

Student performance is assessed based on strict IB criteria, which include both internal and external assessments:

Formative assessment:Students' knowledge and skills are assessed on a regular basis through tests, projects, essays, and laboratory work. Formative assessment helps teachers and students monitor progress and adjust learning.

Summative assessment:At the end of the study period, a summative assessment is carried out, which includes examinations, coursework and oral presentations. These assessments influence the final IB DP results.

Reflection and self-esteem:An important element of the assessment process is the ability of students to reflect and self-assess, which helps them to consciously approach their learning and achieve their goals.

Thus, IB DP education at our school is aimed at the holistic development of students, preparing them for academic and life challenges, as well as nurturing responsible global citizens.

In 2024, out of 40 school graduates, 38 entered universities. Of those who entered, 2 students received grants to study at Kazakhstani universities, 4 students received grants from Nazarbayev University, and 5 students received partial grants from foreign universities.

List of universities:

Kazakhstan:

- Eurasian National University named after L.N. Gumilyov
- KAZGUU named after M. Narikbaev
- Nazarbayev University

Foreign universities:

- University of Glasgow (#76 in QS 2024)
- Lancaster University Leipzig
- University of Minnesota Twin Cities
- Yonsei University
- Technical University of Applied Sciences Würzburg-Schweinfurt
- University of Exeter
- Universidad CEU San Pablo
- Sciences Po
- Katholieke Universiteit Leuven
- Drexel University
- Tokyo International University
- University of Pecs
- Korea University (#79 in QS 2024)
- University of Pisa
- University of Sheffield
- Istituto Marangoni London
- Wollongong University Dubai
- New York University (NYU) (#38 in QS 2024)
- Tor Vergata University of Rome
- The Hague University of Applied Sciences
- University of Warsaw
- Heriot Watt University Dubai
- Allegheny College
- City University of London
- Brunel University London
- Grinnel College
- University of St. Andrews (#95 in QS 2024)

Among these universities, 5 universities are among the top 100 universities in the world according to the QS 2024 ranking:

- University of Glasgow (#78)
- Yonsei University (#76)
- Korea University (#79)
- New York University (NYU) (#38)
- University of St Andrews (#95)

5. Well-being

Prosperous development at school is not just the absence of problems, but an integrated approach, including the successful adaptation of students, maintaining their psycho-emotional state and ensuring a high-quality educational process. The most important aspect is to create an environment conducive to the harmonious growth and development of each child.

The school actively participates in various subject Olympiads, including mathematics, physics, chemistry, biology and literature. This helps deepen students' knowledge and stimulates their interest in science. Teachers conduct additional classes and training to prepare students for the Olympiads. Results of the Republican Olympiad in general education subjects among students in grades 7-8:

- Bozumbayeva Aidana (English) 2nd place;
- Mukash Alua(English language) III place.

Republican Mathematical Olympiad "Bastau" for students in grades 2-4:

- Samira SuLtanova III place;
- Alimzhan Ermuhanbet II Iplace;
- Nurahmet Bolat II Iplace.

School students participate in technical Olympiads and competitions related to robotics, programming and engineering projects. This helps them develop technical skills and critical thinking, and prepares them for future careers in STEAM fields. For example, Seitov Maulet took second place WRO at the Regional stage of the Robotics Olympiad.

The annual creative concert of circle activities is a celebration of talent, inspiration and unity. Every year, participants in circles dedicated to various types of art and crafts present to the audience the fruits of their diligence and creativity. Vivid performances, exciting performances and incredible exhibitions show how much a team united by a love of art and a desire for self-expression can achieve. This concert is not just a demonstration of achievements, but also a source of inspiration for everyone who appreciates beauty, creativity and the strength of the human spirit.

Club activities are a wonderful world where each participant discovers new horizons and develops a variety of skills. As part of the clubs, children learn to dance, sing, draw, play musical instruments, master crafts and modern technologies. Here, not only creative abilities are formed, but also such important qualities as determination, perseverance, team spirit and self-confidence. Participation in clubs helps to reveal hidden talents, the existence of which a person sometimes did not even suspect. This is a space for self-expression and development, where everyone can find their calling and passion to their liking. Club activities enrich your inner world, broaden your horizons and give you joy from the opportunity to create something new and unique. Today, more than 20 types of clubs of various types are provided for students: creative, academic, sports, etc.

Results of international competitions:

01/28/2024 choreography competition "UniStar" 1st place;

04/21/2024 competition Grand Prix (ASTANA STARS) 1st grade dance "Nauryz"
Laureates 2 places;

Competition Grand Prix (ASTANA STARS), 2nd grade dance "Russian stylized"
Laureates 2nd place, choreographer-Turgymbekova D.E.

Competition "Unistar" 1-2 prizes, 02/18/24;

Competition "Mega talents" Grand Prix, 1-2-3 places, 02/09/24;

creativity competition "Childhood Holiday" laureates of 1-2 places:

1st place - Ostemip Hadiya

1st place - Zhumabay Moldip

2nd place - Eset Aisha

2nd place - Suleimen Agaisha

2nd place - Zhumina Dalia, vocalist - Dosaeva S.K.

International competition "Gulnar Fest" 2024, 1 oryn/zhetigen.

XVIII International Competition-Festival of Creativity "Symphony of Arts" within the framework of the Germany - Kazakhstan project

In the nomination "Folk Dance" - Kazakh dance "Er Turan" Laureates of the 1st degree,
in the nomination "Folk-stylized dance" - Shamanic dance "Call of the Spirits" Laureates of
the 3rd degree, choreographer - Tusupbekova K.I.

Open lessons were held for the school community:

- chess;
- handicrafts
- dombyra
- Ashihara karate
- folk dances
- acting skills
- zhetigen
- modeling, pottery art

6. Staff

Our teachers and teaching staff are experienced specialists in their fields. They possess not only professional knowledge, but also pedagogical skills that contribute to the comprehensive education and development of our students. Each member of the teaching team strives to create an atmosphere of mutual respect and support, which contributes to a successful educational and upbringing process. The school has 12 certified trainers, 3 IB examiners, 1 candidate of chemical sciences and 1 doctor of sciences PhD, 10 postgraduate students, 12 masters who graduated from Nazarbayev University and 4 master's students of the Bolashak program. Among the teaching staff of the school, various categories of teachers stand out, each of whom plays a key role in the formation of high-quality education. The school has regulatory documents and rules for teachers. Teacher certification body:

Teacher-Intern - 13

Teacher - 58

Teacher-moderator - 55

Teacher-expert - 42

The school closely cooperates with the pedagogical faculties of local universities to attract future students and graduates to teaching activities. Our school is known for its progressive approach to education, ideological tolerance and intercultural exchange. One of the key aspects of our academic culture is the attraction of experienced and professional foreign teachers from different countries of the world. Our school actively employs 21 teachers from five countries: Italy, the Philippines, Kenya, India and South Africa. This international teaching community contributes to the creation of a unique educational atmosphere, where the diversity of cultures, approaches to learning and pedagogical methods enriches the experience of our students. During the academic year, an assessment of the educational process was conducted in the form of a survey among parents and students. The results of the survey showed that 95.2% of the school community members are satisfied with the educational process.

7. Territory, material base, technological systems and additional services

The material, technical and resource base of the International School of Astana is subject to strict assessment and regular inspection in order to comply with the requirements of international accreditation organizations (CIS). This process ensures a high standard of education, access to modern educational technologies and the creation of optimal conditions for the educational process. The physical infrastructure of the school consists of spacious and modern teaching facilities that are equipped with the latest educational technologies. The

school has 105 classrooms, including the following equipment: a teacher's personal computer connected to the Internet, a printer, and an interactive panel. Classrooms are equipped with interactive whiteboards, audio and video equipment to promote an active and engaging learning environment. Educational laboratories provide students with modern equipment for scientific and research work in various fields of knowledge. The school's library has an extensive collection of educational resources, including books, journals, electronic resources and databases, allowing students to conduct research and in-depth research. High speed internet access is available for educational and research purposes. The school's sports facilities and halls meet safety standards and provide opportunities for physical activity and sporting events. Students can participate in a variety of sports disciplines and competitions. The school's information resources include modern computers and software that support computer science learning and the development of digital skills. The school building was designed by a team of qualified architects in accordance with a concept based on the idea of teaching and learning, which will be achieved primarily through the creation of equipped classrooms, open internal areas, for conducting lessons at a high level. In order to create favorable conditions for work efficiency. Video surveillance and lighting systems are installed on the territory to ensure security. Landscaping and cleanliness are regularly carried out. Street video cameras are connected to the operational control center of the Astana City Police Department in the amount of 4 pieces, and an alarm button is installed with a connection to the central control center in Astana.

8. Community and home partnership

International School of Astana is proud to foster a school climate based on mutual respect, cooperation and partnership. We are authorized for the IB (International Baccalaureate), CIS (Council of International Schools) and KiVa (Bullying Prevention in Schools) programs, which confirms our high level of educational standards and commitment to the comprehensive development of our students. In 2024, the School entered into a memorandum with IDP IELTS, which opens up new opportunities for us and will bring the following benefits: access to IDP IELTS resources and teaching materials, which will significantly improve students' preparation for international English language exams, as well as support in organizing exam sessions, which will simplify the test-taking process for our students. We believe that initiatives such as these, along with our international authorizations, foster strong partnerships between school, home and external organizations that ultimately support our mission of developing well-rounded and responsible global citizens.

Our goal is to strengthen connections between the School, parents/guardians of students and external organizations to fully support the educational process and personal development of our students. We implemented many activities throughout the academic year

to promote respect for different cultures and viewpoints, which is an integral part of the IB program philosophy. One of these events was the "Intercultural Fest", which helped strengthen intercultural understanding among students and teachers. The school has also implemented a "Bridging Programme", coordinated by our teachers, which facilitates the transition of students from one level of education to another, whether from junior to middle school or from middle school to high school. This program helps students successfully adapt to new requirements and provides the opportunity to gain in-depth knowledge of key programs.

The entire educational process of the school is built in accordance with the mission of the school. For example, the educational program of the school is developed on the basis of the «Shanyrak». «Shanyrak», which are main shape organizations student communities, actively participate in everyone school events: social shares, creative competitions, festivals, joint venture competitions, open days, excursions and charity fairs. Shanyrak leaders regularly organize morning gatherings and "Shanyrak Hours," during which students communicate in a comfortable atmosphere, discuss joint projects, conduct training to develop communication skills, and plan future events. An important component of the successful activities of «Shanyrak» is mentoring By principle "1+1", at which students get support from high school students schools. In orientation work, the school holds meetings with representatives of the Canadian universities University of British Columbia and the University of Calgary, as well as the Swiss universities Les Roches & Glion and the Australian university, University of Technology Sydney. Cooperation agreements were signed with the universities of Les Roches and Glion.

A special role in our school is played by the Parents Committee, whose members meet regularly to discuss and resolve topical issues of school life, such as feeding students, organizing the educational process and purchasing uniforms. This committee is an important link in ensuring the active participation of parents in the life of the school. The school, together with parents, pays special attention to charity. As part of the "Serving Society" project, the school took patronage of the Svetoch orphanage: coal and firewood were purchased for the entire winter, and assistance was provided with clothing and food. On Children's Day, with the support of parents, the school congratulated the students and gave valuable gifts. The school also did not remain indifferent to the flood-affected regions: as part of the "Biz Birgemiz" campaign, humanitarian aid was provided to the Kostanay region in the form of food, household chemicals and clothing.

In addition to internal partnerships, we also pay special attention to developing cooperation with local and foreign schools and organizations. We have entered into a number of memorandums that promote the exchange of experience, improve educational practices and provide our students with unique opportunities for learning and development.

9. Accommodation services - boarding and/or family

The school does not provide boarding facilities for students. All students live with their families. Since the school is a paid educational institution, placement of students on the school premises is not provided as part of the services we provide. We focus on providing educational services, while accommodation arrangements and out-of-school time support remain the responsibility of parents and guardians.



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