



ST. JOHNS INTERNATIONAL SCHOOL
ANNUAL REPORT
Academic Year 2025–2026

INTRODUCTION

The academic year 2025–2026 was a year of learning, exploration, achievement, creativity and holistic development at St. Johns International School.

At St. Johns International School, we believe that education extends beyond textbooks and classrooms. Keeping this philosophy in mind, the school provided students with opportunities to participate in academic, co-curricular, cultural, literary, artistic, sporting, awareness and community-oriented activities throughout the year.

The school continued to focus on the overall development of every child by providing opportunities to develop knowledge, creativity, communication, confidence, leadership, teamwork, discipline, empathy and social responsibility.

The year witnessed enthusiastic participation from students, dedicated efforts from teachers and continuous support from parents and the school management.

1. ACADEMIC EXCELLENCE AND CBSE INITIATIVES

Academic excellence continued to remain one of the priorities of the school during the academic year.

The school focused on effective implementation of the curriculum and provided students with opportunities to connect classroom learning with real-life experiences.

Various academic and CBSE-related initiatives were undertaken, including:

- CBSE meetings and academic programmes
- Curriculum planning and implementation
- CBSE-related activities
- Dolphin awareness drive
- Pariksha Pe Charcha
- Academic and subject-based activities
- Competency-based learning initiatives
- Inter-school competitions
- Special academic assemblies
- Experiential and activity-based learning
- Robotics classes
- Artificial Intelligence (AI) classes
- Technology-integrated learning

Assessments and Periodic Tests

The school followed a systematic assessment programme throughout the academic year. Students were assessed regularly through academic assessments and examinations as prescribed in the school academic calendar.

These assessments helped teachers monitor students' learning progress, identify areas requiring improvement and provide timely academic support and remedial guidance.

Teachers continuously worked towards making classroom learning interactive, child-centred, practical and meaningful.

2. TEACHER PROFESSIONAL DEVELOPMENT

The school recognises that the quality of education depends greatly on the continuous professional development of teachers. Therefore, teacher training and professional development received considerable attention during the academic year 2025–2026.

Teachers participated in online and offline training programmes, workshops, orientation sessions and capacity-building programmes conducted by CBSE, XSEED, educational organisations, subject experts and other professional platforms.

Major areas of training included:

- XSEED Education and teaching-learning methodology
- CBSE capacity-building and teacher training programmes
- Competency-based education
- Learning outcomes and assessment
- Activity-based and experiential learning
- Innovative teaching methodologies
- Classroom management
- Assessment and evaluation techniques
- Subject-pedagogical strategies
- Technology integration in education
- Digital teaching and learning resources
- NEP-aligned pedagogical practices
- Inclusive and child-centred education
- Critical thinking and problem-solving skills
- Creativity and collaborative learning
- Life skills and value education
- Child protection and safety awareness
- Effective use of teaching-learning materials

XSEED Training

Teachers participated in XSEED training programmes that focused on making classroom learning more interactive and student-centred. The training strengthened teachers' understanding of lesson planning, questioning techniques, classroom activities, student engagement and experiential learning.

CBSE Training

Teachers also participated in CBSE training and capacity-building programmes, which helped them remain updated with curriculum expectations, competency-based learning, assessment practices and emerging pedagogical approaches.

In-School Training

The school conducted in-house training sessions to address classroom requirements and strengthen teaching practices. These sessions encouraged teachers to share experiences, discuss classroom challenges and exchange effective strategies.

Online and Offline Training

Teachers were encouraged to participate in both webinars and offline workshops, enabling them to learn from experts, access new educational resources and develop professionally.

The knowledge gained through these programmes was implemented in classrooms to improve student engagement, learning outcomes, assessment practices and teaching effectiveness.

The school remains committed to building a culture of continuous learning among educators, recognising that teachers too are lifelong learners.

3. SPECIAL ASSEMBLIES

Special assemblies were an important part of the school's co-curricular programme during the academic year.

The assemblies provided students with opportunities to learn, perform, communicate, collaborate and express themselves confidently.

Assemblies were organised around various:

- Themes
- National and cultural occasions
- Environmental issues
- Social awareness topics
- Value education
- Health and safety
- Important days and events
- Life skills and responsible citizenship

Students participated through speeches, skits, role plays, dances, songs, quizzes, demonstrations, presentations and other creative activities.

Equal Opportunity for All Classes

One of the significant features of the special assembly programme was the school's commitment to equal participation.

The school ensured that all classes were given opportunities to conduct and participate in special assemblies. The intention was to provide every class with a platform to showcase the talents of its students rather than limiting participation to a selected group.

This approach enabled students to:

- Develop confidence and overcome stage fear
- Improve public speaking and communication skills
- Develop leadership and teamwork
- Enhance creativity
- Take responsibility for planning and presenting programmes
- Develop coordination and time-management skills
- Learn to work collaboratively
- Share knowledge and awareness with their peers

Teachers guided and mentored students while encouraging them to take ownership of their presentations.

Special assemblies therefore became a platform for integrating academics, creativity, culture, values and life skills.

Major Special Assemblies

- Yoga Day Special Assembly
- Theme-based academic assemblies
- National and cultural assemblies
- Awareness-based assemblies
- Value-based presentations

4. LITERARY AND COMMUNICATION ACTIVITIES

The school provided opportunities for students to develop their language, communication and presentation skills.

Major activities included:

- Elocution Competition
- Storytelling Competition
- Rhymes Competition
- Reading Week

- Handwriting Competition
- Prayer and Shloka Competition
- Comic Day
- Puppet Day
- Language-related activities
- Bharatiya Bhasha initiatives

These activities helped students improve their pronunciation, expression, listening skills, public speaking abilities and confidence.

5. ART AND CREATIVE ACTIVITIES

Creativity was given an important place in the school programme. Students were encouraged to explore their imagination and express their ideas through various forms of art.

Activities included:

- Clay Modelling
- Colour Competition
- Poster Making Competition
- Fancy Dress Competition
- Art-based classroom activities
- Creative exhibitions
- Carnival Art Exhibition

These activities helped students develop imagination, observation, creativity, fine motor skills and aesthetic appreciation.

6. CULTURAL CELEBRATIONS

The school celebrated India's cultural heritage and important occasions throughout the academic year.

Major celebrations included:

- Independence Day
- Ganesha Chaturthi
- Kannada Rajyotsava
- Christmas Celebration
- Children's Day
- Mother's Day
- Father's Day

- Vande Mataram Programme
- Bharatiya Bhasha Summer Camps
- Veer Ghatta 5.0
- Other national and cultural programmes

These celebrations helped students understand the importance of traditions, cultural diversity, national values and the spirit of unity in diversity.

Students participated enthusiastically through dances, songs, speeches, skits, art activities and cultural presentations.

7. SPORTS AND PHYSICAL EDUCATION

The school continued to emphasise the importance of physical fitness, sportsmanship and healthy living.

Major sports-related programmes included:

- Sports Day
- National Sports Day
- Yoga Day
- Outdoor games
- Physical fitness activities
- Recreational activities during educational trips

Sports activities helped students develop discipline, teamwork, perseverance, leadership, coordination and a healthy competitive spirit.

The school encouraged students to understand that physical fitness is an important component of a healthy and balanced lifestyle.

8. HEALTH, HEALTH EDUCATION, SAFETY AND AWARENESS PROGRAMMES

The health, well-being and safety of students remained an important priority of the school.

Annual Health Check-Up

As part of the school's commitment to student well-being, an **annual health check-up was conducted once during the academic year for students**. The programme helped in monitoring the general health and well-being of students and promoting awareness about the importance of regular health check-ups.

Health Education Classes

In addition to the annual health check-up, **Health Education classes were conducted regularly** to help students understand the importance of personal hygiene, nutrition, physical fitness, healthy habits, emotional well-being and responsible lifestyle choices.

9. SOCIAL RESPONSIBILITY AND COMMUNITY ENGAGEMENT

The school continued to focus on developing kindness, caring, cleanliness, helpfulness and social responsibility among students.

Major initiatives included:

- Contribution Week
- Swachhata Hi Seva
- Dolphin awareness drive
- Cleanliness awareness
- Activities supporting the community
- Programmes promoting social awareness
- Environmental care projects

Students were encouraged to understand that they have a responsibility not only towards themselves but also towards their school, community, society and the environment.

10. STUDENT PARTICIPATION AND LEADERSHIP

The school encouraged students to actively participate in school programmes and take responsibility for various activities.

Major events included:

- Investiture Ceremony
- School Elections
- Inter-school competitions
- Special Assemblies
- Student-led programmes
- Academic presentations
- Activities led by students

These events helped students develop leadership qualities, take responsibility, make decisions, work with others and organise programmes effectively.

Students were encouraged to understand the true meaning of leadership through practical experiences.

11. PRE-PRIMARY ACTIVITIES

The school created a joyful, safe and engaging learning environment for the youngest learners.

Major pre-primary activities included:

- First Day of Pre-Primary

- UKG Graduation
- Pre-Primary Parties
- Rhymes Competition
- Fancy Dress Competition
- Puppet Day
- Comic Day
- Clay Modelling
- Colour Competition
- Storytelling Activities
- Creative and activity-based learning

These activities helped young learners build confidence, improve communication, develop creativity, interact with others and strengthen their motor skills.

12. INTER-SCHOOL AND COMPETITIVE ACTIVITIES

The school provided students with opportunities to represent the school in various competitions and events.

Students participated in:

- Inter-school competitions
- Dance Competitions
- Art and Colour Competitions
- Literary and cultural activities
- Sports activities
- Online gaming competitions

Participation in these events helped students develop competitive spirit, teamwork, preparation skills, perseverance, confidence and sportsmanship.

13. ROBOTICS AND ARTIFICIAL INTELLIGENCE EDUCATION

Technology and future-ready learning were given importance during the academic year.

The school conducted **Robotics classes** to introduce students to the fundamentals of robotics, logical thinking, problem-solving, creativity and technology-based learning.

Artificial Intelligence (AI) classes were also conducted to familiarise students with emerging technologies and their applications in everyday life and education.

These programmes encouraged students to develop computational thinking, innovation, problem-solving abilities and curiosity about technology.

Through practical and activity-based learning, students were encouraged to explore, experiment and learn through hands-on experiences.

14. EDUCATIONAL TRIPS AND EXPERIENTIAL LEARNING

Educational trips and hands-on activities gave students opportunities to learn beyond the classroom.

Students participated in:

- Educational and recreational trips
- Visits to places of historical and cultural importance
- Land and water-based activities
- Experiential learning activities

These experiences helped students observe, explore, communicate and learn by doing, making learning more memorable, meaningful and enjoyable.

15. SCHOOL CARNIVAL

The School Carnival was one of the highlights of the academic year.

The carnival brought together learning, creativity, entertainment and community participation.

The carnival included:

- Fun activities
- Science Exhibition
- Mathematics Exhibition
- Art Exhibition
- Interactive learning activities
- Student presentations
- Cultural displays
- Presentations on Karnataka and Ladakh culture

The exhibitions provided students with opportunities to demonstrate their understanding and present their learning in practical and creative ways.

The **Karnataka and Ladakh Cultural Tour** was a special initiative that provided students with an opportunity to explore the heritage, traditions, attire, food, art and culture of these two culturally rich regions.

The carnival demonstrated that learning can be meaningful, enjoyable, creative and experiential.

16. LANGUAGE AND CULTURAL DIVERSITY

The school worked towards developing respect and appreciation for India's rich linguistic and cultural diversity.

Programmes such as Bharatiya Bhasha Summer Camps, Kannada Rajyotsava celebrations, language competitions, storytelling, speaking, reading and cultural events helped students appreciate India's diverse languages and traditions.

Students were encouraged to understand that India's diversity is one of its greatest strengths and that every language and culture contributes to the nation's identity.

17. PARENT-SCHOOL PARTNERSHIP

The school considers parents to be important partners in the educational journey of every child.

Parent-Teacher Meetings and regular communication were conducted to discuss students' academic progress, development and areas requiring support.

Major initiatives included:

- PTM's
- Discussions on student progress
- Academic guidance
- Communication regarding health and safety
- Parent awareness programmes
- Regular parent-school communication

The cooperation and support extended by parents contributed significantly to the success of the school's academic and co-curricular programmes.

18. A YEAR OF HOLISTIC DEVELOPMENT

The academic year 2025–2026 reflected the school's continued commitment to providing holistic education.

The activities conducted throughout the year were not merely events on the school calendar. Each activity was planned to help students develop new skills, values, confidence and a sense of responsibility.

Through these opportunities, students were encouraged to grow in:

Knowledge • Creativity • Communication • Confidence • Leadership • Teamwork • Discipline • Empathy • Responsibility • Critical Thinking • Physical Fitness • Cultural Awareness • Digital Literacy • Problem-Solving Skills

The school endeavoured to provide every student with opportunities to participate, learn, explore and grow according to their interests and abilities.

CONCLUSION

The academic year 2025–2026 was a meaningful and enriching year for St. Johns International School. It was a year when learning extended beyond the classroom, talent was given a platform, creativity was encouraged and students were provided with opportunities to discover their abilities.

From academic assessments such as **Test and Term exam**, CBSE initiatives and teacher training to Robotics and AI classes, special assemblies, literary and artistic competitions, cultural celebrations, sports, health education, the annual health check-up, safety awareness programmes, social responsibility initiatives, educational trips and the School Carnival, every programme contributed to the holistic development of our students.

The school's commitment to providing equal opportunities ensured that every student had a platform to participate, contribute and showcase their talents. The special assembly programme was particularly significant in providing every class with opportunities to perform, collaborate and develop confidence.

The teachers also continued their own journey of professional learning and improvement. Through XSEED training, CBSE programmes, school-based workshops and other online and offline professional development sessions, teachers strengthened their teaching practices and classroom effectiveness.

The success of the academic year would not have been possible without the dedicated efforts of the **School Management, Principal, teachers, office staff, students and parents**.

We sincerely thank everyone who contributed to making the academic year 2025–2026 successful and memorable.

Looking ahead, we remain committed to creating a school environment where every child is encouraged to **learn, explore, participate, create, lead and grow**.

“Together, we nurture young minds, build strong values and empower learners to become confident, responsible and compassionate individuals.”

THANK YOU

Principal
SJIS