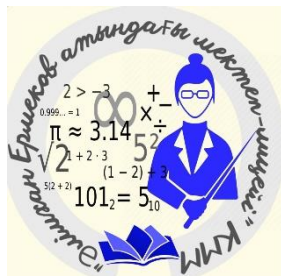


Ministry of Education of the Republic of Kazakhstan
PSI "School - Lyceum named after Alimkhan Yermekov"
Balkhash City Education Department
Department of Education of Karaganda region



SELF-ASSESSMENT REPORT

PSI "School - Lyceum named after Alimkhan Yermekov"
Balkhash City Education Department
Department of Education of Karaganda region

WITHIN THE FRAMEWORK OF INSTITUTIONAL ACCREDITATION

Balkhash, 2022

Date of submission of the first edition of Self-Assessment Report in ARQA

30.09.2022.

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Legal address of the educational institution

100300, Karaganda region,
Balkhash, Zhidebaya Batyr micro district,
13

Confirmation of the accuracy, reliability, relevance of the information of the report on the results of the self-assessment



(Principal of the school - Alisheva Sh.A.)

m.p.

**SELF-ASSESSMENT REPORT WITHIN THE FRAMEWORK OF
INSTITUTIONAL ACCREDITATION**

PSI "School - Lyceum named after Alimkhan Yermekov"

PREPARED BY THE WORKING GROUP

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General information about the organization of education

Name of educational organization	Public State Institution "School - Lyceum named after Alimkhan Yermekov"
Legal details	100300, Karaganda region, Balkhash, Zhidebaya Batyr microdistrict, 13 PSI "School - Lyceum named after Alimkhan Yermekov" BIN 061140005483 BIC KKMFK2A IIC KZ85070102KSN3001000 RSU "Treasury Committee of the Ministry of Finance of the Republic of Kazakhstan" ID 7650
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The Public State Institution "School - Lyceum named after Alimkhan Yermekov, Balkhash" carries out educational activities in accordance with the License No KZ46LAA00032741, issued by the State Institution "Department for Quality Assurance in education of the Karaganda region of the Committee for Quality Assurance in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan" on 31.10.2022, and implements programs in primary, basic secondary and general secondary education.

During the self-assessment of the activities of the Public State Institution "School - Lyceum named after Alimkhan Yermekov", an analytical method was used; a statistical method; a method of expert assessments; a method of transparency and reliability; a method of continuity; a method of SWOT-analysis, the work on the collection and analysis of information was systematized.

Designations and abbreviations

BS – basic salary

MAC – Medical Advisory Commission

EW – educational work

HEI - Higher education institution

SCSE – state compulsory standard of education

RPS – Road Patrol Service

NMD – natural and mathematical direction

ICT – Information and Communication Technologies

IMW – instructional and methodical writing

KarSU – Karaganda State University

MAN YUI – Small Academy of Sciences of Young Researchers

MD – Methodical Department

MEAS – monitoring of educational achievements of students

PSI – Public State Institution

MTB – material and technical base

Ministry of Emergency Situations – Ministry of Emergency Situations

NVTP – Initial Military and Technological Training

NUST MISIS – National Research Technological University Moscow Institute of Steel and Alloys

NIS – Nazarbayev Intellectual School

NED – National Education Database

NTC – National Testing Center

SEN – Special Educational Needs

GPT – General Physical Training

WC – Work Curriculum

UNT – Unified National Testing

SAQ – summative assessment for a quarter

SAS - summative assessment per section

SC – standard curriculum

EW– educational work

YTI – Young Traffic Inspector

Introduction

Public State Institution "School - Lyceum No. 17 of the city of Balkhash" of the Department of Education of the city of Balkhash of the Department of Education of the Karaganda region (hereinafter referred to as the school), according to the Charter, is a non-profit organization with the status of a legal entity, created in the organizational and legal form of an institution for the implementation of the relevant functions (approved by Order No. 56 of the Head of the State Institution "Department of Economy of the Karaganda Region" dated 16703. 2022)

The school first opened its doors on September 1, 1966. Three-storey school building, designed for 960 students and an area of 4152 sq.m. is located at the address: 100300, Karaganda region, Balkhash city, Zhidebay Batyr micro district, 13. In 2022, the school was overhauled due to the sponsorship of Kazakhmys Corporation, which also helped to purchase furniture for teachers and recreation.

During 56 years of existence, the school has undergone a number of transformations.

- On June 16, 1967, it became a secondary school named after V.V. Mayakovsky;
- From 1997 to 2015 it functioned as a "General Education School No. 17 named after V.V. Mayakovsky";
- From August 24, 2017 it functioned as a "School-Lyceum No. 17 named after V.V. Mayakovsky of the city of Balkhash";
- From January 31, 2019 - "School-Lyceum No. 17 of the city of Balkhash";
- From February 7, 2022 - "School-Lyceum named after Alimkhan Yermekov".

During the school's first 50 years, the school was headed by seven principals. The first principal was Yezhova Tamara Mikhailovna (1966-1973).

From 1973-1976. - "Honored Worker of Kazakhstan" Mashkovskaya Valentina Petrovna, introduced a cabinet system that allows the concentration of academic means in one place devices and apparatus necessary for the effective assimilation by students of the content of academic disciplines.

From 1976-1984, the school was headed by the receiver of "Excellence in Public Education of the Kazakh SSR", Pakhomenko Vera Fedorovna. During these years, educational work was optimized. The process of this work synthesized various forms and methods in a certain combination during which the student reaches the highest level for himself.

From 1984-1987, the school was headed by a receiver "Excellence in Education of the Republic of Kazakhstan" Tukbayeva Lyudmila Murzakhmetovna. During these years, in connection with the increase in the level of requirements from parents to the school, the teaching staff to the family, the practice of involving the parental community in the life of the school and the implementation of the leisure program for children was developed.

From 1987-1997, the school was headed by Plekhanova Anna Valentinovna. Under the leadership of Anna Valentinovna, there was an intensification of work with gifted children, the opening of classes with in-depth study of polytechnic disciplines. The school implemented the process of studying the basics of sciences, subjects of the polytechnic cycle, conducting practical and laboratory classes.

From 1997-2015, the school was headed by Miroshnichenko Natalia Nikolaevna. These were the years of strengthening of the material and technical base, the introduction of specialized training at the senior level.

In 2015-2017, the school was headed by Plakhotin Alexey Yurievich who introduced innovative and developmental elements of training into practice. For the first time, the School Development Strategy for 2016-2019 was introduced.

Currently, since 2018, the school is headed by Alisheva Shynargul Amangeldinovna. The school introduces the experience of NIS, increases the effectiveness of educational activities through the development of individual competencies of the teacher. According to the order of the State Institution "Department of Education of the City of Balkhash" of the

Department of Education of the Karaganda region of the NGO of the Karaganda region No. 172 of 07.09.2021, the school is the leading school to support the renewal of the content of secondary education for magnetic schools.

The main asset of the school is its teachers. Currently, the school has 1065 students, including 3 pre-school classes (77 students). They are taught by 65 teachers, of which 1 is a master teacher, 13 are research teachers, 6 expert teachers, 13 moderator teachers, 8 have the highest category, 5 have first category, 9 have second category, 10 teachers without category. Categories are listed from highest to lowest.

The pioneering teachers were: Kupchenko Anastasia Semenovna, teacher of chemistry and biology, Kupchenko Elizaveta Semenovna, laboratory assistant, Kovalev Alexander Matveevich, physics teacher, participant of the Second World War, Syasin Alexander Grigorievich, geographer, participant of the Second World War.

In the 70s, Galimzhanov Rashid Shangereevich, a physics teacher, a participant in the Second World War, Gubina Nina Emelyanovna, a mathematics teacher, head teacher of the school came to the school.

In the 80s, Ramazanova Maria Zakharovna, primary school teacher, Peremitina Lyudmila Alexandrovna, literature teacher, vice-principal of the school, Ushakova Valentina Petrovna, literature teacher, vice principal of the school, Rodygina Nina Ivanovna, primary school teacher, Demidova Lyudmila Ivanovna, literature teacher, vice principal, Bolubash Lidiya Georgievna, physics teacher, Lozinskaya Anna Konstantinovna, primary school teacher, Burdina Nadezhda Alexandrovna, teacher of housecraft, Muratov Sergey Vasilyevich, military leader and many others.

Currently, there are teachers with high professional levels, giving knowledge that allows our students to enter the most prestigious universities of the country. These teachers include Sultanova E.A., Pochtar O.Yu., Makenbaeva D.N., Smirnova N.N., Levkovich L.N., Bayrova A.E., Nichipurenko E.V., Koshanova Zh.T.

The system of educational work of the school was based on international and military-patriotic education. With the arrival of K.A. Armakaev at the school, the corner of military glory was opened.

Great attention in the school has always been paid to the artistic and aesthetic education of students. For many years, Vavilova L.I. worked at the school as a choirmaster. Choristers of the school repeatedly became winners of children's competitions. For many years, V.D. Darevskaya worked at the school, a labor (crafts) teacher, a workaholic, a professional, a wonderful intelligent person, a charming woman, taught not only to sew and model, to knit and crochet, but also brought up a good taste in children.

On March 2, 2007 the School Museum "Kainar" was opened. The leader of this project was Smirnova N.N., a teacher of geography.

It contains materials of 50 fixed assets, auxiliary - 400 copies, which make up the main sections of the museum: the first - "Kazakhstan - my Motherland", the second - "My land - Balkhashye", the third - "Copper giant of Kazakhstan", the fourth - "My favorite school". The mobile part of the exhibition is a significant event of every year. For each section of the museum, a rich material has been collected, which is used in lessons and for scientific works. The museum hosts meetings and exhibitions. Local historians of the school organized a study of the Balkhash region, as a result of which an electronic guide was created.

Similarly, the pride of any school are its students. These are those who are studying now, those who had studied and are already working, and contributing to the development of the country's economy, to the development of culture and education.

Orlova Nadezhda Tarasovna, graduate of 1973. "Teacher of the Year of Russia -2016", for high results was awarded the "Crystal Pelican".

Kirey Vladislav Dmitrievich, graduate of 2013. Since 2021, the Akim of the city of Abai.

Among our graduates were high-class specialists: Kim Ignat, Klimkin Andrey, Vernik Ilya, Grabovsky Oleg. Military past of country was so high that many of our students followed in military footsteps and joined the military.

Many students of the school themselves became teachers: Zhakupbekova L.S., Borisova O.V., Poroshina L.V., Sadvokasova O.K., Nichipurenko E.V., Pochtar O.Yu., Kharkevich V.E., Mager S.V., Levkovich M.A.

Today, the school has a close-knit and stable team of teachers, whose average age is 40 years, about 90% have higher education. Our teachers have state awards: Smirnova N.N, an Honorary Worker of Education of the Republic of Kazakhstan, was awarded the badge "Karagandy oblysynyn bilim beru salasynyn kurmetti pedagogue". Sultanova E.A. was awarded the badge "Bilim zhane gylym kyzmetkerlerinin kasipodagyna sinirgen enbegi enbegi ushin". Levkovich L.N. was awarded the badge "Karagandy oblysynyn bilim enbegi singen kyzmetkeri". The only teacher-master in the city Pochtar O.Yu. works in our school.

We are proud of our graduates - holders of medals and badges "Altyn Belgi":

1991 – Markina N.V., silver medal

1996 – Hon L.V., gold medal

2003 – Armaş T., badge "Altyn Belgi"

2004 – Klimkin A., badge "Altyn Belgi"

2006 – Pinaev D., badge "Altyn Belgi"

2007 – Kosenkov A., badge "Altyn Belgi"

2011 – Tselishcheva Y., badge "Altyn Belgi"

2018 - Livitskaya Yu., and the teststat of a special sample

2022 - Ovchinnikova Ksenia, Shirochuk Diana, badge "Altyn Belgi",

Dankina Daria, Zyryanova Albina, certificate of special sample.

The pride of the school are our students - prize-winners of Olympiads:

2003 – Klimkin A., Republic of Likan Olympiad in Biology;

2008 - Manko A., Shensizbaeva A., Republican competition of MAN YUI;

2010 – Tselishcheva Y., Sultanova A., Berezhnova V., Regional competition "Daryn";

2015 - Saurambaeva E., 3rd place, Republican Olympiad in Russian language;

2016 - Berlikesheva A., Republican Olympiad in Jurisprudence;

2020 - Milbrant D., 2nd place, Republican Olympiad named after Satpayev;

2020 - Nichipurenko K., Republican Olympiad, 2nd place in the subject of Russian language;

2020 - Yenirbaeva T., 2nd place, Republican Junior Olympiad in Geography;

2020 - Milbrant D., 1st place, Republican Junior Olympiad in Chemistry;

2020 - Yenirbayeva T., 3rd place, Republican Junior Olympiad in Geography (Republican stage);

2020 - Milbrant D., 2nd place, Republican Junior Olympiad in Chemistry (Republican stage);

2021 - Pavlov Ya., 1st place, Republican Olympiad in the Kazakh language (regional stage);

2021 - Yelshina V., 3rd place, Republican Olympiad in the Kazakh language (regional stage);

2021 - Shugaev T. - Biology, 3rd place, Republican Olympiad in Biology (regional stage);

2021 - Zyryanova A., 3rd place, regional stage of the Republican Olympiads in the Russian language (regional stage);

2021 - Nichipurenko K., 2nd place, regional stage of the Republican Olympiads in the Russian language;

2021 - Logacheva M-2 place, regional stage of the Republican Olympiad in the history of Kazakhstan;

2021 - Mustafin K., 3rd place, regional Olympiad named after Yermekov in the subject "Mathematics";

2022 - Seitzhanova A., 1st place, regional Olympiad "Scrabble" in the subject "English language";

2022 - Nichipurenko K., 1st place, regional Olympiad and "Scrabble" in the subject "Russian language";

2022d- Machulyan R., 1st place, Republican subject Olympiad in the subject "Self-knowledge" (regional stage);
 2022 - Kanagat Zhangir, 3rd place, Republican Subject Olympiad in the Russian language;
 2022 - Ivan Goncharov, 3rd place, Republican Subject Olympiad in the Kazakh language;
 2022- Podshivalov Arseniy, 3rd place, Republican Subject Olympiad in Informatics;
 2022 - Machulyan R., 3rd place, Republican subject Olympiad in the subject "Self-knowledge" (IV stage);
 2021 - team 2nd place in the Republican Olympiad "Altyn Saka" in mathematics;
 2021 - team 2nd place in the Republican Olympiad "Bastau" in mathematics.

Much attention is paid to the physical development of students, many of them are engaged in sports and defend the honor of the school in sports competitions.

Winners of city, regional, republican sports competitions:

2011-2012 - 25 prizes (2nd team place among secondary schools of the city).
 2012-2013 - 25 prizes (2nd team place among secondary schools of the city).
 2013-2014 - 24 prizes (2nd team place among secondary schools of the city).
 2014-2015 - grades 9-11 - 24 prizes (1 team place among secondary schools of the city).
 2015-2016 - grades 9-11 - 22 prizes (1 team place among secondary schools of the city).
 2016-2017 - grades 9-11 - 23 prizes (1 team place among secondary schools of the city).
 2017-2018 - grades 9-11 - 22 prizes (1 team place among secondary schools of the city).
 2018-2019 - grades 9-11 - 23 prizes (1 team place among secondary schools of the city).
 2019-2020 - grades 9-11 - 15 prizes (2nd team place among the innovative schools of the city).

2020-2021 - grades 9-11 - 21 prizes (1 team place among the innovative schools of the city).

2021-2022 - grades 9-11 - 15 prizes (2nd team place among the innovative schools of the city).

A feature of our school is the implementation of the work of methodological councils (MC) through the functioning of five methodological departments <https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667789931374.pdf> :

- MC "Speech" - teachers of Russian and English languages, teachers of history.
- MC "Start" - teachers of primary classes and pre-school training classes.
- MC "Aesthete" - teachers of music, physical culture, artistic work.
- MC "Kazakh language" - teachers of the Kazakh language.
- MC "Science" - teachers of subjects of natural and mathematical direction.

The teaching staff of the school keeps pace with the times. In the age of rapid development of information technologies, the team masters innovative educational programs and approaches, masters new pedagogical technologies and successfully applies them in their practice. The competence-based approach to training is being actively introduced, departments have been formed that provide interdisciplinary communications, increasing the efficiency of educational design, its innovative component, the corporate spirit of the entire team is strengthened, which ensures the creation of conditions for the formation of a competitive personality. The school was the organizer of the broadcast of the NIS experience in the city of Balkhash among schools with the Russian language of instruction.

Standard 1. MANAGEMENT EFFICIENCY

Starting from 2020, the school carries out its activities on the basis of strategic documents, programs and plans that are regularly developed, discussed and updated. On January 4, 2020, the Pedagogical Council of the school adopted a strategic development plan - "Development Program of PSI "School - Lyceum No. 17 of the city of Balkhash" for 2020 - 2025" ([#](https://balkhash.goo.kz/loader/fromorg/17/1134)). Minutes No. 3 of 4.01. 2020),

which defined the mission, strategic goals and objectives for a five-year period. The document was developed during the discussion with the participation of members of the Board of Trustees, the Parent Committee, teachers, representatives of students and staff, published on the school's website, it is available to everyone who wants to get acquainted with it.

The following mission was adopted: "To prepare a new generation of graduates for the city of Balkhash and the Republic of Kazakhstan who are able to use the knowledge gained at school for further continuous self and further education."

In 2022, the school staff formulated its values and vision, in connection with which the mission was also adjusted. Today, our mission and values, and visions of the school, sound as follows:

Mission – Education and upbringing of the young generation of Balkhash residents, who are in demand in society through the professionalism of teachers and the strengthening of the natural and mathematical direction.

Values:

- Knowledge
- Humanism
- Professionalism
- Patriotism
- Cooperation

Vision - In 2030, the school-Lyceum named after Alimkhan Yermekov aims to be recognized a center of education and upbringing by the local community and one of the 30 best schools in the region.

The strategy is developed on the basis of the priorities of the educational policy enshrined in the documents of Republican and Regional levels, and is the main strategic management document that regulates and directs the course of development of the educational process. It reflects systemic, holistic changes in the activities of the school, accompanied by project management. The strategy includes a series of comprehensive targeted projects for all participants in educational processes (students, teachers, parents and social partners). The main functions of the development strategy are:

- regulatory function: defined by a document that is mandatory for full implementation;
- goal-setting function: defines the values and goals for the achievement to be introduced in the school;
- procedural function: determines the logical sequence of activities, as well as organizational forms and methods, means and conditions for the development of the school;
- evaluation function: identifies qualitative changes in the educational process through control and monitoring of the progress and results of the implementation of the development strategy.

The main purpose of the strategy - "Development Program of PSI "School-Lyceum No. 17" in Balkhash" is to integrate the efforts of all participants in educational relations (students, teachers, parents, social partners) acting in the interests of the development of the school.

The strategic plan of the school formulates the following five main directions for the development of the school:

1. Development of the quality of education.
2. Development of human resources.
3. Development of collegial form of management.
4. Creation of conditions for the educational process.
5. Creation of an Innovation Development Center.

The main component of all these areas is to ensure the quality of education, teaching staff, management and the educational environment. The focus on quality is reflected in a

strategic document “Quality Policy”, which was adopted at a meeting of the Pedagogical Council on May 25, 2022 on the basis of the school's development strategy. (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667893517312.docx>)

The strategy also serves as the basis for the development of an annual plan of the school. Annual plans are based on indicators laid down in the strategic plan for five years. Annual reports allow us to analyze the degree of implementation for the indicators of the strategic plan and, if necessary, adjust the strategy.

On the basis of the strategy, the work plans of psychologists and social pedagogue, etc. are also adjusted annually.

When developing the annual work plan of the school, a selective analysis of the most important aspects of the school's work over the past period is carried out, tasks for the new academic year are put forward, and the topics on which the school plans to work are named, the main goals of educational work are indicated:

1. Organization of the educational process:
 - equipping the offices with necessary material base;
 - study by teachers of curricula and regulatory documents;
 - work of electives and circles.
2. Educational work in extracurricular time:
 - the establishment of self-government bodies;
 - school-wide events, competitions, Olympiads;
 - organization and activities of NOU "Nika";
 - work with parents and the public.
3. Work with pedagogical staff:
 - cultural and educational work (talks, lectures on ethics and aesthetics, bringing up generally significant issues to the pedagogical council);
 - advanced training and methodological work (planning of pedagogical councils, intra-school methodological associations and other forms of methodological work (mentoring, school of excellence, "school of a young teacher"), work of the school's methodical office);
 - certification of teachers.

Successful implementation of the school's development strategy and annual plans is possible when an appropriate school management structure is built, from which it can be seen that the powers and responsibilities of structural units and officials are clearly defined. (Appendix 1) But it should be noted here that the staffing table is approved by the education department and it is not always possible to reflect the functions and tasks of officials in the organizational structure. (<https://balkhash.goo.kz/loader/fromorg/17/1135#>).

An important collegial body for the management of the school is the Board of Trustees, which carries out its activities on the basis of the "Regulations on the Board of Trustees". (<https://balkhash.goo.kz/files/blog/1667890055316.pdf>)

According to the Regulations, the Board of Trustees carries out the following tasks:

- assisting the school in the exercise of its statutory functions;
- promoting the further development of the school;
- participation in the creation of favorable conditions for joint activities of all participants in the educational process: students, parents, teachers;
- creation of conditions for the development of students' abilities, their creative, intellectual and spiritual potential;
- promoting the health and safety of students;
- assistance in improving the educational process, creating conditions for additional education;
- assistance in strengthening the material and technical support of the educational and methodological complex;
- providing financial support to school teachers;

- assistance in the formation and development of social partnership.

It should be noted that our Board of Trustees makes a great contribution to the development of the school. All its members take an active part in the discussion of strategic documents, discussion of safety issues, control of the quality of students' nutrition, improvement_____of premises and territory (for example, <https://balkhash.goo.kz/blog/view/17/9496> - Protocol No. 2 of the meeting of the Board of Trustees of 25.11.2019, <https://balkhash.goo.kz/blog/view/17/18742> – Minutes No. 2 of 24.12.2021.), participation in various actions of the school, district or city (<https://balkhash.goo.kz/blog/view/17/13008> - Protocol No. 3 of 25.11.2020, <https://balkhash.goo.kz/blog/view/17/21680> - Protocol No. 3 of 26.05.2022), assessment of the school's activities (<https://balkhash.goo.kz/blog/view/17/19075> - Protocol of the meeting No. 1 of 01.02.2022) and other important issues for the school.

Current members of the Board of Trustees are set for a term until 2025. Among them are representatives of enterprises of the city of Balkhash, parents of students of our school and employees of Kazakhmys Corporation (table 1)

Table 1 Resource requirements by component
Members of the Board of Trustees of Lyceum School No. 17

№	Full name	Place of work	
1	Baitursynov Kymbat Aydynovich	Technical Director, Technologist of SILK General Group LLP	Chairman of the Board of Trustees (BoT)
2	Kenbaeva Madina Mukhambetgalievna	TO "Kazakhmys", chief power engineer	Deputy Chairman of the BoT
3	German Ivan Nikolaevich	Trading House "Merey", sales representative	BoT member
4	Khazeeva Oksana Vladimirovna	Temporarily unemployed	BoT member
5	Romanova Olga Sergeevna	Individual Entrepreneur	BoT member
6	Chichoyan Alina Anatol'evna	Temporarily unemployed	BoT member
7	Seitzhanova Zhanar Doszhanovna	Temporarily unemployed	BoT member
8	Yanchenko Natalya Alekseevna	Individual Entrepreneur	BoT member
9	Yu Natalya your'evna	Individual Entrepreneur	BoT member

The highest collegial governing body of the school is the Pedagogical Council. According to the regulation approved by the Principal of the school dated 29.08.2021 (<https://balkhash.goo.kz/loader/fromorg/17/1115?page=2#>), the areas of responsibility of the Pedagogical Council are:

- discussion and selection of curricula, programs, textbooks, forms, methods of the educational process and ways of their implementation;
- organization of work on advanced training of teachers, development of their creative initiatives, dissemination of best practices;
- solving questions about the admission of students to exams, the transfer of students to the next class or their retention in a second course, the issuance of certificates of education; on annual student behaviour assessments, incentives and penalties
- recommendation of pedagogical and other employees of the educational institution to various types of encouragement;

- conducting experimental work;
- determination of the directions of interaction of the educational institution with state and public organizations.

The list of members of the Pedagogical Council is given in Appendix 2.

Another important collegial body for managing the educational process of the school is the Scientific and Methodological Council of the school, acting on the basis of the regulations approved by the school Principal of 29.08.2021 (<https://balkhash.goo.kz/loader/fromorg/17/1115?page=3#>) Areas of responsibility of the Scientific and Methodological Council of the school:

- coordinates and controls the work of methodological associations;
- considers topical issues, the solution of which depends on the effectiveness and efficiency of training and education of students of an educational institution;
- considers pedagogical innovations presented by the heads of methodological associations and analyzes them;
- analyzes the results of the work of methodological departments;
- assists the heads of methodological associations in studying the effectiveness of the work of individual pedagogical workers, methodological associations;
- contributes to the improvement of the professional skills of teachers, the growth of their creative potential.

The composition of the Scientific and Methodological Council is given in Appendix 3.

Another collegial body for managing the educational process is the Methodological Council of Teachers. According to the order of the director No. 82 of 21.09.2021. (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1665371335423.pdf>, the areas of responsibility of the Methodological Associations of Teachers are:

- popularization of modern ideas, technologies, experience of teachers for continuous professional development;
- identification and recommendations for generalization of the work of school Methodological Councils, individual teachers in accordance with modern achievements of pedagogical theory and practice;
- support of innovative processes of experimental work of school teachers;
- conducting pedagogical experiments on the problems of teaching methods and educating students and introducing their results into the educational process;
- round tables, meetings and seminars on teaching and methodological issues, creative reports of teachers, etc.;
- meetings of methodological associations on the methods of teaching and educating students;
- open lessons and extracurricular activities in the subject;
- lectures, reports, reports and discussions on the methodology of teaching and upbringing, issues of general pedagogy and psychology;
- conducting subject methodological weeks;
- mutual attendance of lessons;
- control over the quality of training sessions.

In the school, Methodological Councils exist in the form of five Methodological Departments: "Speech", "Start", "Kazakh Tili", "Science", "Aesthete". The composition of the departments is given in Appendix 4.

The school also has an Expert Council, functioning on the basis of the order of the director No. 44 of 01.09.2020. (<https://balkhash.goo.kz/files/blog/1654591275342.PDF>) Functions performed by the Expert Council:

- makes adjustments to the school development program;
- evaluates and approves author's programs and projects;
- gives recommendations for the preparation of the curriculum of the school, taking into account the development program.

- develops and approves research programs;
- decides whether to conduct various experiments;
- analyzes and monitors the results of the work of the school-center for harmonization of personality in its main areas;
- conducts examination of research materials developed by teachers, students and parents in the context of joint experimental activities;
- participates in the preparation of materials for the implementation of the school development program;
- involves the leaders of the MC, temporary creative focus groups at the school, city and regional levels;
- analyzes scientific and methodological materials submitted for publication.

The composition of the Expert Council is given in Annex 5.

Parents of students take a great part in the life of the school. According to the regulations of the parent committee of 01.09.2021. (<https://balkhash.goo.kz/blog/view/17/22859>) their representatives are united in such a collegial body as the Parent Committee, which:

- contributes to the provision of optimal conditions for the organization of the educational process;
- coordinates the activities of class parent committees;
- conducts explanatory and advisory work among parents (legal representatives) of students about their rights and obligations;
- assists in general extracurricular activities;
- assists the school administration in organizing and conducting general parent meetings;
- organizes and conducts meetings, reports, lectures for parents, conversations (round tables) on family education of children;
- interacts with public organizations on the promotion of school traditions, the way of school life;
- interacts with the pedagogical staff of the school on the prevention of offenses, neglect and homelessness among juvenile students;
- organizes recreational, cultural and mass work with students during the holidays.

Thus, a review of the areas of responsibility of collegial bodies shows that they clearly distribute powers and responsibilities for certain areas of the school's activities, and all of them contribute to the continuous improvement of the educational process, the creation of better conditions for students and teachers, assist the leadership in implementing the mission of the school, achieving its strategic and current goals.

An important document, which was first developed in the 2021-2022 academic year, is the Quality Policy, which reflects the intentions and responsibilities of the school in quality assurance in all aspects of the activity, but first of all, in ensuring the quality of education. (<https://balkhash.goo.kz/loader/fromorg/17/850#>)

When developing the Policy, the school management fully relied on the school's development strategy for 2020-2025, since it is in it that our goals and objectives are laid.

Thus, the areas of activity and all the tasks that the school has set for itself until 2025 are reflected in the Quality Policy.

The school's quality policy is to implement the following areas:

- Improving the quality of education by mastering the practical skills of teachers to create and effectively apply integrative curricula and tasks in the educational process.
- Development of human resources by creating conditions for the growth of creative and research competence of teachers.
- Development of a collegial form of management through the establishment of sustainable partnerships and effective interaction of all participants in the educational process.

- Creation of optimal conditions for the educational process, using the results of the activities of the creative team engaged in the introduction of IT-technologies in the educational process, services with access to various methodological, information and advisory resources.
- Creation of an innovative center of the environmental direction - a small educational scientific laboratory and conditions for the early profiling of students through research and scientific activities.

We intend to implement these areas in the field of quality by solving the following tasks:

- Provide a safe and comfortable learning environment.
- To ensure the intellectual, spiritual, moral and physical development of students.
- To improve the system of psychological and pedagogical support of the educational process, to create conditions for early profiling and personal self-determination.
- To improve the system of didactic and material and technical support of the educational process.
- To continue work on the differentiation of education, to create conditions for the formation of individual educational routes for school students in the conditions of early profiling and specialized education on the basis of the State Educational Institution of the Republic of Kazakhstan.
- To create conditions for the establishment of strong integration links between the system of basic and additional education.

Obviously, if the school development strategy was developed in accordance with the state policy in the field of development from the rare education of the Republic of Kazakhstan, then the Quality Policy corresponds to the state policy in the field of secondary education.

It should be noted that all documents, especially of a strategic nature, are discussed with at least three categories of stakeholders: members of the Board of Trustees, teachers, parents. Some documents require approval or approval by the department of education or the department of education. Often, in the discussion of issues related to the educational process and school life, the opinion of students is taken into account. At the same time, discussions take place at meetings of the Board of Trustees, the Pedagogical Council with the invitation of members of the Parent Committee. The usual procedure is as follows: to make decisions or documents, a working group is created, which usually includes deputy principals in a particular area, leading teachers. The working group develops a draft document, which is put up for discussion at meetings of the Pedagogical Council or the Board of Trustees. At these meetings, members of the working group speak, who inform about the goals and objectives of the document being developed, its content, after which the actual discussion takes place, adjustments are made, the proposals of stakeholders are taken into account. Most often, there is a preliminary acquaintance with the version of the document developed by the working group, and the opinions of the board members are collected, which are processed and an already revised version is submitted to the meeting. Sometimes, if it is a document on current activities and does not make fundamental changes, just collects the opinion of stakeholders by e-mail or through instant messengers. Then, or at the same meeting, or later, if the document is voluminous, the final version of the document is drawn up, which is approved by voting. After that, the document is printed, the director puts his signature and the document is accepted for execution.

In addition, the opinion of parents on key issues of the educational process is systematically studied through questionnaires. The results of the questionnaire are analyzed, conclusions are drawn, which are taken into account when making decisions. (<https://balkhash.goo.kz/loader/fromorg/17/1129#>).

The organizational structure of the school corresponds to the strategic goals and objectives. The main decisions on the development of the school are made by the highest governing body - the Pedagogical Council. All issues of a strategic nature are coordinated with

the Board of Trustees. The principal of the school carries out general management of all areas of the school's activities, deputy principals are responsible for the implementation of strategic tasks for educational, methodological, educational work, creation educational environment that meets the requirements of the state. Teachers and parents also take part in the development of important documents for the school, and the opinion of students is studied. Thus, in the adjustment of the mission and vision in March 2022, members of the school Parliament took an active part.

The school development strategy serves as the basis for setting goals and objectives for each academic year. Every year, at a meeting of the Pedagogical Council, the issue of fulfilling the set strategic goals and objectives is considered, problems are identified that are taken into account when planning activities in the next academic year.

The powers and responsibility, accountability of all collegial bodies and officials are spelled out in the Regulations and job descriptions, which are developed on the basis of standard documents.

The management of the school, represented by the director and deputy principals, systematically monitor the implementation of the goals and objectives of the school. Every year, an intra-school control plan is developed on the following aspects of activity:

1. Control over ensuring the rights of the child to receive a quality education.
2. Control over the maintenance of school records.
3. Control over the state of scientific and methodological support of the educational process.
4. Control over the provision of basic and additional education.
5. Control over the state of school educational work.

(<https://balkhash.goo.kz/loader/fromorg/17/1057#>)

In order to organize work on the implementation of the school development strategy, the effective use of transformation tools and the timely introduction of the necessary adjustments, the school principal issued Order No. 2-2 of January 11, 2022. (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1655450005322.pdf>). The order defines the frequency of reports on the implementation of the strategy - once every six months. Those responsible for the implementation of each strategic direction are also appointed:

Strategic direction "Development of the quality of education" - Kletsina N.N., Deputy principal for SD;

Strategic direction "Development of human resources" - Koshanova Zh.T., Deputy principal for BP, Nichipurenko E.V., Deputy principal for SD.

Strategic direction "Development of a collegial form of management" - Rakhisheva B.E., Deputy principal for BP.

The strategic direction "Creating optimal conditions for the educational process" is Dalibaev B.A., Deputy principal for Informatization, Alina S.M., Deputy principal for AHC.

The strategic direction of the "Center for Innovative Development "Sheberlik" is Janadilova Zh.B., Deputy principal for Profiling.

Those responsible for the directions submit reports with an analysis of the implementation of the strategy at meetings of the Pedagogical Council, the Board of Trustees and at parent meetings.

The school pays great attention to the protection of the health of students. Thus, an action plan is drawn up annually to improve the health of schoolchildren and the conditions of their education, which reflects organizational, sanitary and hygienic measures, measures to reduce the prevalence of pathologies of the endocrine system, eating disorders and metabolic disorders, as well as reducing the prevalence of pathology of the eyes, digestive organs, respiration, musculoskeletal system, etc. This plan is coordinated with the head of the city administration. sanitary and epidemiological control and the director of the polyclinic No. 2 in Balkhash, approved by the director of the school. (<https://balkhash.goo.kz/blog/view/17/21720>)

This plan reflects the activities of a medical worker together with a polyclinic to protect the health of school students. In particular:

- ensuring compliance with Sanitary and epidemiological station No. 76 of 05.08.2021;
- conducting an annual assessment of the physical development of students;
- study of visual acuity;
- control over the organization of school meals, etc.

The plan demonstrates the school's close attention to the physical and mental health of students.

The function of the medical and socio-psychological services is to create the necessary conditions for the education of students at school (providing assistance from the Republican education fund for a certain category of children, allocating transportation to children living far from school, registering deviant behavior, providing psychological assistance to families of students, pedagogical propaganda for the introduction of a healthy lifestyle, compliance with all necessary norms and rules).

It is known that security issues in educational institutions and in places of mass gathering of students are becoming more serious every year. The school management, the staff, realizing the importance of this, fully comply with all the requirements for anti-terrorist protection of the facility in accordance with the Government Decree of May 6, 2021 No. 305. Video cameras are installed along the entire outer perimeter of every building, with full coverage of the territory. Metal fencing covers the entire school area. From the south, east, west - wickets, from the north - gates, which are closed in the evening and at night.

Internal chambers maintain and cover the entire interior area.

School security receives appropriate instructions. A safe entrance is equipped, pass regime is observed. At school security team disposal there is an alarm button, a metal detector and batons.

The school has a fire alarm, loudspeaker and a bell, serving appropriate signals for evacuation.

Training sessions on evacuation, theoretical classes on the development of evacuation routes, on actions in case of a terrorist threat are conducted with students.

The school is fully equipped with fire extinguishers, both in the corridors and in the relevant classrooms.

During mass events, both at school and outside it, additional instruction is provided on safety measures and safe behavior.

The school maintains relevant documentation, briefings, classes on fire safety.

The main document on anti-terror in the school is the passport of the educational institution on the anti-terrorist protection of the object.

Orders have been issued and are being implemented on the appointment of an instructor to ensure the safety of students in school, on conducting training on the evacuation of people in the event of a terrorist attack, on the appointment of responsible persons for safety and labor protection, on the creation of a fire brigade from school employees, on the appointment of a person responsible for automatic fire safety, etc.
<https://balkhash.goo.kz/loader/fromorg/17/1136>

An important type of work that is carried out at school is the implementation of measures to prevent offenses. This work is carried out by all teachers both during training sessions and outside of school hours.

The main objectives of this work are:

1. Recognition, diagnosis and resolution of conflicts affecting the interests of students, problem situations in the early stages of development in order to prevent serious consequences;
2. Helping the student to eliminate the causes that negatively affect his attendance and academic performance;
3. Assistance to the families with problems related to studying and upbringing of the child;

4. Group and individual counseling of children and parents on issues of upbringing, resolution of problematic life situations;
5. Identification of requests for children's needs and development of measures to help students with the involvement of specialists from relevant institutions and organizations;
6. Assistance to school teachers in resolving conflicts with children;
7. Prevention of social risks;
8. Propaganda and clarification of the rights of children, families and teachers.

Every year, a plan of the Council for the Prevention of Offenses (<https://balkhash.goo.kz/files/blog/1667794544345.pdf>) is drawn up, acting on the basis of the Regulation (<https://balkhash.goo.kz/files/blog/1667794393311.pdf>).

Traditionally, in September of each academic year, offenses for the summer period are analyzed, in December - for the 1st half of the year, in March - for the 3rd quarter.

Students at risk are specially treated by an educational psychologist. Currently, 30 students are in the "risk group" of an educational psychologist.

The tasks that generally face the psychologist:

- formation of highly effective behavioral strategies and personal resources in children;
- prevention of offenses;
- psychological correction;
- adaptation of children and adolescents to modern conditions, their socialization and creation a situation of success for children of antisocial behavior;
- to form personal and social competence of children, to develop in them a positive attitude towards themselves and to the surrounding society;
- strengthen and develop a sense of self-esteem, the ability to think critically, a sense of responsibility.
- To increase knowledge about the role of the family in the prevention of neglect and delinquency among minors.

Prevention of offenses is carried out through:

1. Talks, lectures of specialists and class hours.
2. Classes in "My rights and the rights of others."
3. Individual work with students with difficult upbringing/dysfunctional families.
4. Parent lectures.
5. Presentations by the Juvenile Inspector.
6. Interviews with class teachers working with families.
7. Raids on families.

Psychological support is carried out with the help of:

1. Special-correctional classes.
2. Individual consultations.
3. Programs of correctional and educational work.
4. Uses of diagnostic techniques:
 - a) Questionnaires "Feelings for school" and "Attitude to academic subjects".
 - b) A method of studying the personality of a maladaptive teenager and his immediate environment.
 - c) Color test by M.Lüscher. (<https://balkhash.goo.kz/blog/view/17/21512>)

As it is known, the most important task of the school, along with the education of the younger generation, is upbringing. Every year, a plan for the upbringing work of the school is developed and implemented on the basis of the national idea "Mangilik El" and the state program "Rukhani Zhangyru", taking into account the Methodological recommendations on the organization of upbringing work in secondary education organizations of the Karaganda region. They contain:

1. Normative and legal support of the upbringing process in secondary education organizations.

2. Normative-planning documentation on upbringing work in educational organizations.
3. Features of planning the upbringing process.
4. Educational technologies in the organization of upbringing work in remote mode.
5. Planning of upbringing work monthly. Traditional school activities.

The plan for the 2021-2022 academic year aims to introduce the values of the national idea "Mangilik El" into the upbringing process and was compiled in the context of the following areas of upbringing work: (<https://balkhash.goo.kz/blog/view/17/21441>)

1. Physical education upbringing and healthy lifestyle
2. Spiritual and moral upbringing.
3. Multicultural and artistic-aesthetic upbringing.
4. Cultivation of new Kazakhstani patriotism and citizenship.

At the same time, the plan is divided into months according to such sections as the direction, the motto of the month, the goal, the values of "Mangilik El", the class hour, unified school-wide activities, responsible and the form of completion.

For example, for the month of November 2021-2022 of the academic year, the following was planned:

Directions	Motto of the month	Purpose	Values of "Mangilik El"	Class Hour	Unified school-wide activities	Responsible	Form of completion
Polycultural and artistic-aesthetic education	"Etiquette is the most precious heritage"	Formation of general cultural behavioral skills, development of a person's readiness for perception, development, evaluation of aesthetic objects in art and reality, creation of a multicultural environment at school	National unity, peace and harmony in society	School of polite sciences. Etiquette. 2. Children and theater. 3. Environmental problems. 4. First President of the Republic of Kazakhstan	Charity events for the voluntary transfer to the school museum, libraries of historical documents, family heirlooms, cultural items, paintings and other exhibits, books from the 100 books series, etc. State symbols of the Republic of Kazakhstan	Deputy principal for educational work. Senior caretaker. Artistic director. Classroom teachers Social teacher.	Information on social networks and on the site about holding events. Video clips, photos.

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This example shows the complex nature of the upbringing work plan, in which the goal is coordinated with the values of the idea of "Mangilik El", the themes of the planned class hours and school-wide activities allow to achieve the goal and convey the designated values to students.

The school management fulfills all the requirements to ensure the safety of students and teachers in the school and outside it.

The school on an ongoing basis conducts briefings for teachers and technical staff in the event of a fire, a terrorist threat, and emergency situations related to potent toxic substances. During the school year, the school conducts at least four training sessions on evacuation in the case of emergencies.

Security orders have been issued and are being implemented:

1. Order on the establishment of a fire brigade of school employees;
2. Order on the preparation and conduct of training on the actions of the teaching staff, technical personnel and students in case of accidents, disasters and terrorist attacks;
3. Order on the organization of civil protection.
(<https://balkhash.goo.kz/loader/fromorg/17/1136>)

It should be noted that the school principal and administration are available to students and their parents practically at any time during the day. Nevertheless, to ensure transparency and openness to all categories of stakeholders, there is a blog of the school principal (<https://balkhash.goo.kz/content/view/17/2117>) and the admission hours of all members of the administration are determined. So, for example, for the current academic year, the "Admission Regulations on Personal Issues of the School Administration for the 2021-2022 Academic Year" were approved by the order of the school director. (<https://balkhash.goo.kz/loader/fromorg/17/1123#>), from which it can be seen that the director receives on personal issues twice a week, and the deputy principals - daily, which allows everyone who wants to quickly solve urgent issues.

One of the mandatory functions of the school principal is the systematic monitoring of the activities of teachers. This is served by the implementation of intra-school control. Every year, internal school control plans are drawn up, which make it possible to constantly, methodically monitor the maintenance of established documentation by the teachers.

The plan of intra-school control for the academic year is drawn up in accordance with Appendix 17 of the Order of the Ministry of Education and Science of the Republic of Kazakhstan "On Approval of the List of Documents Mandatory for Teachers of Secondary, Technical and Vocational, Post-Secondary Education Organizations, and Their Form" dated April 6, 2020 No. 130 <https://adilet.zan.kz/rus/docs/V2000020317>.

By September 1, calendar and thematic plans for all subjects until the end of the school year are uploaded to the electronic system "Bilimal". All teachers, without exception, use the school computer, as well as a home computer to fill out the electronic journal "Bilimal". They are advised to complete the journal in a timely manner due to grading restrictions and journal blocking.

Academic journals and transcripts of all grades 0 through 11 are stored in the cloud.

Monthly, within the framework of intra-school control, control is carried out over the maintenance of school records, in particular, the journals of teachers are checked for each subject in the implementation of work programs in accordance with calendar-thematic plans, the purpose of which is to fulfill the requirements for working with journals. Based on the results a certificate is drawn up, which is discussed at a meeting with the Deputy principal. (<https://balkhash.goo.kz/loader/fromorg/17/1057#>)

In order to monitor the preparation of calendar and thematic plans, their compliance with the level and direction of the educational programs being implemented, compliance with

the requirements for the structure, content, design, procedure for adoption and approval, as well as the working curriculum, a review of teachers' plans is carried out annually in August.

When compiling the review, the teachers are guided by the following:

- state obligatory standard of education
- training programs recommended by the Ministry of Education and Science of the Republic of Kazakhstan;
- approximate thematic planning for the relevant subject (available on the smk.edu.kz website);
- the school's curriculum for the current school year;
- recommendations received at the meetings of the MC of the region, the city and the school.

Calendar-thematic planning is agreed at the meeting of the department, is coordinated with the deputy principal for SD and approved by the director of the school.

Further, the electronic journal is filled in strictly according to thematic planning, if necessary, the correction of calendar and thematic planning is carried out, the lessons are combined in case of coincidence of the lesson date with the holiday, which is also reflected in the calendar-thematic plan itself.

According to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated September 16, 2021 No. 472, teachers must have a short-term (lesson-by-lesson) plan (in paper or electronic word or pdf format) at each lesson.

The teacher's short-term plan is a document that regulates the activities in the lesson:

- teachers - on the organization of the educational process on the basis of a system-activity approach, which implies both a special organization of the educational process - the organization of the educational environment, educational material, educational activities - and purposeful planning of the final, thematic or current learning outcomes (personal, meta-subject - UDM and subject);
- students - to master subject and meta-subject knowledge and skills in accordance with the curriculum; assessment of educational achievements.

Appointment of a short-term teacher plan:

- determining the place of the lesson in the topic being studied;
- determination of the methodological goal, educational, educational developmental tasks, planned subject and meta-subject results of students' activities (UDM) in the lesson;
- selection of lesson content in accordance with the goals and objectives of the lesson;
- grouping of the selected educational material and determining the sequence of its study;
- selection of teaching methods and forms of organization of cognitive activity of students aimed at creating conditions for their assimilation of educational material.

In order to verify the availability and quality of the preparation of the calendar-thematic plan, control is carried out in accordance with the internal school control plan. A plan is a must. Also, during the attendance of lessons, deputy principals conduct a full analysis of the plan, taking into account compliance with the calendar-thematic plan, differentiation, active methods and techniques, and the use of effective forms of assessment. Based on the results of such an inspection, recommendations are given to the teacher to improve his own practice. For example, in the plan of intra-school control for November, in Section 2 there is a check of the documentation of teachers of the Department of Science.

Documents on criteria-based assessment are also subject to control. All teachers of the school for the organization of criteria assessment have available verified, with feedback summative works for the section and quarter. Works are stored during the academic year. The analysis of summative works is formed automatically in the electronic system "Bilimal", where additions are made by the teacher himself. Formative and summative assessment tasks for the section are compiled on the basis of the learning goals according to the teacher's plan. Summative assessment tasks for a quarter are compiled on the basis of the specification for the

subject (from the smk.edu.kz website). As an example, we can cite the graphs of summative assessment for four quarters of the 2021-2022 academic year:

for 1 quarter - (<https://balkhash.goo.kz/files/loader/1654663378241.pdf>),

for the 2nd quarter - (<https://balkhash.goo.kz/files/loader/1654663668498.pdf>),

for the 3rd quarter – (<https://balkhash.goo.kz/files/loader/1654663773420.pdf>)

for the 4th quarter – (<https://balkhash.goo.kz/files/loader/1654581743253.pdf>).

The school administration monitors the maintenance of the diary according to the following criteria:

- current accounting of students' knowledge;- final accounting of knowledge;- quality and frequency of verification of diaries by class teachers;- the presence of a signature of parents (legal representatives) in the diaries of students;

- The culture of keeping diaries. Control of diaries is carried out by the administration of the educational institution at least 2 times a year and a certificate (appendix) is drawn up.

The class teacher is obliged to regularly check the diaries:• Grades 1-4 - 1 time per week;• Grades 5-11 - 1 time in 2 weeks in case of timely placement by subject teachers of current grades in the electronic journal.

The control criteria and the frequency of inspections are given in the "Regulation on the maintenance of students' diaries". (<https://balkhash.goo.kz/files/blog/1655061038353.pdf>)

The school has developed all the documentation relating to its management as an organization: organizational structure, (<https://balkhash.goo.kz/loader/fromorg/17/1135#>), Regulations on collegial management bodies:

- Pedagogical Council, (<https://balkhash.goo.kz/files/loader/1654581998418.pdf>),
- Board of Trustees (<https://balkhash.goo.kz/blog/view/17/21554>),
- Methodical Council (<https://balkhash.goo.kz/files/loader/1654581859461.pdf>), etc.

Advisory collegial bodies take an active part in the life of the school, which also organize their activities in accordance with the Regulations:

- Parents Committee
- Mothers' Council (<https://balkhash.goo.kz/blog/view/17/21661>)
- Council of Fathers (<https://balkhash.goo.kz/blog/view/17/21707>)

The organizational structure corresponds to the development strategy of the school, since it represents all the key structures and officials, among whom functional responsibility for the implementation of the directions of the strategic plan is distributed.

As already noted, in 2020, a strategic plan for the development of the school was developed, which should be implemented by the end of 2025. According to the order of the director No. 2-2 of January 11, 2022. (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1655450005322.pdf>) every six months, those responsible for the relevant sections of the strategic plan report the results of the implementation of the tasks and activities of the plan, indicating the reasons for non-fulfillment or delay in terms of deadlines. After discussion, the strategy can be adjusted.

The processes of planning, implementation, adjustment of the strategic plan, ultimately, are aimed at continuous improvement of all aspects of the school's activities. For this purpose, both internal stakeholders (teachers, administration, parents, students) and external stakeholders (school partners, secondary education management bodies) are involved.

All structural units and officials who head the key areas of the school's activities annually report on the work done in accordance with the annual plans. Reports, as a rule, are heard at meetings of the Pedagogical Council. With a report on the implementation of the annual plan of the school, the school director speaks both at a meeting of the Pedagogical Council and at a meeting of the Board of Trustees. At the same time, the reports contain an analysis of the main indicators of the quality of education, identified shortcomings and proposals to prevent them in the next academic year.

Once in the academic year, all collegial bodies, structural subdivisions and officials responsible for the activities of the school report to the Pedagogical Council and the Board of

Trustees. Reports are prepared on the tasks and activities reflected in the annual work plan. In turn, the annual work plan corresponds to the goals and objectives of the strategic plan.

Thus, the school has a management system that allows you to effectively manage the activities of the whole team, take into account the opinion of stakeholders, adjust plans if necessary. The Board of Trustees plays an important role in the management of the school. The main guiding documents for the school administration in addition to the regulatory framework are the Strategic Plan for the Development of the School and the Quality Policy. Leadership relies on mission, values, vision and strategy when making management decisions.

**SWOT – Analysis
according to Standard 1 "Management Effectiveness"**

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. The presence of mission, values and vision of the school. 2. Availability of Quality Policies. 3. Availability of a school development strategy for five years. 4. Functioning Board of Trustees. 5. Clear separation of powers and responsibilities between collegial management bodies and officials. 6. Taking into account the opinion of stakeholders when making management decisions. 	<ol style="list-style-type: none"> 1. Insufficient level of management skills of administrative staff. 2. Lack of clear criteria for assessing the activities of collegial governing bodies.
Opportunities	Threats
<ol style="list-style-type: none"> 1. Study and implementation of the best domestic and foreign experiences in the effective management of organization of education. 2. Development of cooperation with schools with an effective management system. 	<ol style="list-style-type: none"> 1. Dependence on higher authorities in making management decisions. 2. A large number of government programs and projects that require the diversion of administrative staff from direct functions. 3. Annual introduction of changes and additions to the curriculum.

Standard 2. EDUCATIONAL PROGRAMS: DEVELOPMENT, MONITORING AND PERIODIC EVALUATION

The curriculum is developed and compiled on the basis of regulatory legal acts to ensure the educational process.

When organizing the educational process in the 2021-2022 academic year, educational organizations should be guided by the Laws of the Republic of Kazakhstan "On Education", "On the Status of a Teacher" and carry out the learning process on the basis of the following regulatory documents:

- "On Approval of State Compulsory Standards of Education at All Levels of Education" (hereinafter referred to as SCSE) (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604 (with amendments and additions to August 28, 2020 No. 372) <https://adilet.zan.kz/rus/docs/V1800017669>;
- "On approval of standard curricula in general education subjects, elective courses and electives for general education organizations" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 3, 2013 No. 115 (with amendments and additions as of November 27, 2020 No. 496) <https://adilet.zan.kz/rus/docs/V1300008424>;

- "On approval of the list of textbooks, educational and methodological complexes, manuals and other additional literature, including on electronic media" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated June 10, 2021 No. 286);
- "On Amendments and Additions to Certain Orders of the Ministry of Education and Science of the Republic of Kazakhstan" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated July 26, 2019 No. 334);
- "On Approval of the Model Rules for the Activities of Educational Organizations of the Relevant Types" (Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 595 of October 30, 2018); 6 – "On Approval of the Model Rules for the Activities of Types of Special Educational Organizations" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated February 14, 2017 No. 66);
- "On approval of the Rules of per capita normative financing of preschool education and training, secondary, technical and vocational, post-secondary, higher and postgraduate education" (order of the Ministry of Education and Science of the Republic of Kazakhstan dated November 27, 2017 No. 596 (with amendment to 21.09.2018 No. 477));
- "On approval of the norms of equipping with equipment and furniture of organizations of preschool, secondary education, as well as special educational organizations" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 22, 2016 No. 70 (with amendments and additions as of 29.12.2017 No. 662);
- "On Approval of the Rules and Conditions for the Certification of Pedagogical Workers and Persons Equated to Them Holding Positions in Educational Organizations Implementing General Education Curricula of Preschool, Primary, Basic Secondary, General Secondary, Educational Programs of Technical and Vocational, Post-Secondary Education, and Other Civil Servants in the Field of Education and Science" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 27, 2016 No. 83);
- "On approval of the List of documents mandatory for teachers to maintain by teachers of organizations of secondary, technical and vocational, post-secondary education, and their form" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 6, 2020 No. 130);
- "On approval of the Methodological Recommendations for the implementation of the educational process in educational organizations during the period of restrictive measures related to the spread of coronavirus infection" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated August 13, 2020 No. 345);
- "On Amendments to the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated March 20, 2015 No. 137 "On Approval of the Rules for the Organization of the Educational Process on Distance Educational Technologies" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated August 28, 2020 No. 374);
- "On Amendments to the Order of the Acting Ministry of Education and Science of the Republic of Kazakhstan dated May 16, 2008 No. 272 "On Approval of the Model Rules for Organizing the Activities of the Pedagogical Council" (Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 125 of 02.04.2020);
- "On approval of the list of teacher positions" (order of the Ministry of Education and Science of the Republic of Kazakhstan No. 145 of 15.04.2020); – "On approval of the Rules for determining the features of the working time and rest time of the teacher" (order of the Ministry of Education and Science of the Republic of Kazakhstan No. 153 of 21.04.2020);
- "On Approval of the Rules of Pedagogical Retraining" (Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 110 of 17.03.2020);
- "On Amendments to the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 16, 2015 No. 12 "On Approval of the Rules for Awarding the Title of "Best Teacher" (Order of the Ministry of Education and Science of the Republic of

- Kazakhstan No. 157 of 23.04.2020); – "On approval of the rules for payment and the amount of remuneration to the holder of the title "Best Teacher" (PP RK No. 204 of 14.04.2020);
- "On approval of the Rules for the organization of mentoring and requirements for teachers who carry out mentoring" (order of the Ministry of Education and Science of the Republic of Kazakhstan No. 160 of 24.04.2020);
 - "On Amendments to the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated July 13, 2009 No. 338 "On Approval of the Standard Qualification Characteristics of the Positions of Pedagogical Workers and Persons Equated to Them" (Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 169 of 30.04.2020);
 - "On some issues of pedagogical ethics" (order of the Ministry of Education and Science of the Republic of Kazakhstan No. 190 of 11.05.2020); – "On approval of the rules for assigning (confirming) qualification categories of teachers" (order of the Ministry of Education and Science of the Republic of Kazakhstan No. 192 of 11.05.2020);
 - Sanitary rules "Sanitary and epidemiological requirements for educational facilities", approved by the order of the Ministry of Health of the Republic of Kazakhstan No. KR DSM-76 of August 5, 2021 (registered in the Ministry of Justice of the Republic of Kazakhstan for No. 23890 of 6.08.2021).

At the meeting of the Pedagogical Council, it was decided to build the educational process in the 2021-2022 academic year to three types of standard curricula:

- pre-school education curriculum and training according to the order of the Ministry of Education and Science of the Republic of Kazakhstan [No. 195](#) of 12.05.2020., since it is the same for this age of children and there is no choice here.
- for grades 1-9 - a standard curriculum of updated content of education with a reduction in the variable component; order of the Ministry of Education and Science of the Republic of Kazakhstan No. 415 of 20.08.2021.

The standard curriculum of the updated content of education with a reduction in the variable component for grades 1-9 is presented by Appendix 2 to Order 415 of 20.08.2021. This SC is chosen taking into account a grid of distribution of hours, which assumes a rational number of hours for studying each subject, as well as the weekly load in the main subjects (primary classes - Russian, literary reading, mathematics, natural science, languages) higher than in the SC with a reduction in the load. For example, the Kazakh language in the SC with a reduced load is 2-3 hours, in the SC with updated content - a gradual increase from 2 to 5 hours from grade to grade.

- for grades 10 and 11 of general education classes in order to facilitate early profiling - SC with a reduction in the educational load, order of the Ministry of Education and Science of the Republic of Kazakhstan No. 125 of March 26, 2021.

The main feature of education in grades 10-11 is a clear orientation towards profiling and the choice of educational subjects of standard and advanced levels in accordance with the future professional needs of students and the possible choice of a future specialty. So, before the implementation of the choice of subjects by students in the 2021-2022 academic year, an interview of applicants for admission to the 10th grade was conducted, where biology and chemistry were identified by a majority of votes as subjects for in-depth study.

The maximum number of hours, taking into account the invariable and variable components, is indicated in the approved technical specifications for each class separately. (Link <https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1654668790467.pdf>) to WC(p.6,8,13)-

The curriculum of the school is developed in accordance with the basic documents, but reflects the specifics of the direction of our school.

When developing the curriculum, the school is based on the provisions of the IMW, which recommends the use of reference and information resources posted on the www.nao.kz website, or author's developments.

For the successful solution of sets of educational tasks, it is necessary to constantly correlate the implemented and planned educational actions, the ways of their implementation and correlate them with the results obtained to determine their compliance with the conditions and requirements of the educational task.

Core competencies are abilities that determine students' willingness to integrate cognitive and practical skills to make successful decisions that do not contradict moral and ethical standards. Core competencies create prerequisites for the formation of values and motives, as well as for the development of social and behavioral norms of human life. Key competencies include: information competence, communicative competence, problem solving competence.

Subject competencies are goals that determine the meaning and purpose of educational areas; describe students' abilities as broad-spectrum activities; serve as a guide for determining the expected results. Subject competencies describe the following abilities of students:

- skills of communication in the Kazakh language as the state language, in the Russian language - as the language of interethnic communication, in a foreign language - as the language of international communication; motivated to communicate in the native language; understands the importance of literary heritage and uses it in the right context;
- mathematical literacy, productively uses the possibilities of information and communication technologies;
- knows the historical past of natives, expresses a personal attitude to the system of universal values;
- knows how to be motivated to self-determination;
- leads a healthy lifestyle. (<https://balkhash.goo.kz/loader/fromorg/17/1118#>)

The processes of globalization of the economy, the formation of a digital society, integration of the Kazakhstan education system and entry into the world educational space have set our pedagogical staff the task of revising the paradigm of education towards the development of the "competence" approach. Competence consists and are formed in students during the learning process. Thus, today the main task of our school is to prepare a graduate of such a level that, when getting into a problematic situation, they can find several ways to solve it, choose a rational way, justifying the decision. According to many heads of companies and organizations, today they need specialists who can learn, improve themselves and self-actualize throughout their lives. Modern schools should respond to changes in society, thus: changing curricula; supplementing the curriculum with new subjects that are aimed at forming the necessary competencies of school graduates that will allow them to adapt and succeed after graduation is crucial.

In the state curriculum program documents, it is indicated that special attention should be paid to such priority subjects as mathematics, languages and computer science, the knowledge of which is necessary for a modern young person. Among the courses of this component in all lyceum classes there is a course in mathematical literacy, which is aimed at developing mathematical competence, the ability to structure data, isolate mathematical relations, create a mathematical model of the situation, analyze and transform it, interpret the results obtained. In other words, the mathematical competence of the student contributes to the adequate application of mathematics to solve problems arising in everyday life.

The introduction of additional hours of English allows us to further form key competencies which allow using language as a means to study the world around us in all its manifestations.

To develop creative initiative and independence, memory, logical thinking, analytical abilities, concentration of attention, we introduced a robotechnics course of scientific and technical orientation. It is with its help that the teacher teaches the child to solve problems using automatic systems that he can independently design. Undoubtedly, a useful skill for a fruitful future life.

In order for the student to form a new look at the already familiar things in our school, additional hours have been allocated for natural science, geography and chemistry. Within the framework of this competence, the ability to see and understand the world around us, to navigate in it,

- ask yourself and others "why?", "what is the reason?", "how does it work?",
- be aware of their role and purpose in the world - "can I do this?", "how do I do it?". Be able to choose the target of their actions and deeds;
- the ability to see and understand biological phenomena in nature, to distinguish them from physical ones.

The formation of environmental competence in the process of studying natural science disciplines allows classes within the variable part of the course "Ecology" to modernize environmental education that involves the education of a person who is aware of the importance of environmental problems, who has certain knowledge, skills and abilities necessary to make competent decisions, in accordance with the strategy of sustainable development.

In the school curriculum, the course "Local History" (grades 5-7) is integrated with the content of the subject History of Kazakhstan. Only 12 hours are allotted. The course is aimed at:

- formation of knowledge about the main stages and features of historical processes in the territory of the native land from ancient times to the present day; – expansion of knowledge about natural resources, historical monuments and cultural sites of the homeland;
- expansion of knowledge about traditional crafts, cultural and literary heritage, about people who have become the pride of the region;
- fostering a sense of respect for the unique nature, history and culture of the native land; increased responsibility for their protection.

It is widely accepted that deep knowledge of the native land contributes to the expansion of subject knowledge not only in history, but also in geography, chemistry, biology, physics through the integration and use of meta-subject tasks. It also allows to expand the topics of research papers.

Local history work also allows to educate citizenship and instill patriotism through the knowledge of the Motherland, its history, culture and nature.

The course "Engineers of the Future" is offered for study to students within the framework of the regional project "Engineers of the Future", which is organized in order to determine the pedagogical conditions that allow to reveal the creative potential of students in the process of performing practical, design and research work in the creation of 3D computer models, creating conditions for further career guidance of students.

The project contributes to the expansion and integration of interdisciplinary links in the learning process. It also contributes to the development of spatial thinking of students, which in turn serves as the basis for further study of three-dimensional objects in the course of geometry, physics and drawing. Students receive basic knowledge of engineering and 3D computer modeling.

Robotics curricula combine programming, mathematics, mechanics, logic and physics. Experiments and work with technology reveal the creative potential of students. They are constantly on the lookout for solutions to problems, thinking how to arrive at a goal and are learning to generate ideas. In turn, the issue of integration of subjects is also being resolved.

Thus, Engineers of the Future and Robotics stimulate an interest students in obtaining technical education, increasing the prestige of the engineering profession.

The course "Emotional Intelligence and Critical Thinking", which is conducted in our school, allows us to form competencies of emotional intelligence. At present, the problem of the connection between the senses and the mind, emotional and rational, their interaction and mutual influence, is becoming increasingly interesting. People with a high level of emotional

intelligence understand the emotions and feelings of other people well, they can manage their emotional sphere, and therefore in a society their behavior is more adaptive, and they more easily achieve mutual understanding with others. It is critical thinking and emotional intelligence that refer to meta-competencies. These qualities of candidates are one of the most important for employers in the era of digital and remote work. Thus, in our school we created all the conditions for the formation of key competencies that are in demand for self-determination of school graduates in their future life.

(<https://balkhash.goo.kz/files/loader/1654584222370.pdf>)

In the academic curriculum, the hourly load on academic subjects is distributed and the amount of time allocated for extracurricular and independent work is determined. Its goal is to improve the efficiency of the educational process, control over the gradation of the transition from one stage of education to another.

From the 2018-2019 academic year in Kazakhstan, students from the 7th grade and upwards can determine subjects of their choice. In the future, this should help with the choice of profession. In-depth early profiling training begins with the 7th grade.

In the curriculum, there was a division into invariable and variable components. The invariable component includes subjects that are mandatory for study, depending on the direction chosen by the school, in our case natural-mathematical. The variable component allows you to choose a few more subjects for in-depth study. In grades 7-9, three subjects are chosen.

In grades 10-11, there are also two subjects to choose from (two hours per week) and one additional subject to choose from (an hour per week).

Thus, the division of the curriculum into these components was aimed at early profiling of students, facilitating the task of choosing a subject for passing the UNT, as well as facilitating the most suitable choice of the future profession. In addition, students practice the skill of choice, because, after entering a college or university, they have to constantly make a choice of subjects to study in order to get the exact knowledge that will allow them to become competent in their chosen specialty.

The curriculum is designed for grades 7-9 and 10-11. It states that for grades 7-9, in addition to the subjects of the invariable component, students, together with their parents, choose three subjects from the variable component. For grades 10-11 there are compulsory subjects and elective subjects.

From the practice of recent years, the choice of students in grades 10-11 according to the SC was in favor of the subjects of physics, chemistry, biology and geography as specialized subjects. Another subject from the standard pool with a load of one hour a week was chosen from the following subjects: world history, fundamentals of entrepreneurship and business, graphics and design, fundamentals of law.

The main feature of training in grades 10-11 is the orientation of the student to a clear profiling and the choice of academic subjects of standard and advanced levels in accordance with his future professional needs and the possible choice of a future specialty. SCs of grades 10 - 11 were approved by the order of the Minister of Education and Science of the Republic of Kazakhstan dated March 26, 2021 No. 125.

Thus, in grades 10-11, according to the SC, the number of compulsory subjects was reduced, students were given the maximum right to choose academic subjects, ensuring the development of individual interests and inclinations of students. There are 2 compulsory subjects of the advanced level and one compulsory subject of the standard level. Thus, out of 19 academic subjects of the SC, students of the 10-11 grades of the SC will have 14 academic subjects as electives allowing them to focus on the future profession.

The implementation of the school development strategy is aimed at mastering the practical skills of school teachers in the framework of the creation and effective application of integrative curricula and tasks in the educational process. The use of innovative methods and forms of work allow for a purposeful process of education and upbringing. The expected results are indicated in all regulatory documents in the field of education, as well as spelled out in the

school development strategy. The variable part allows to expand the possibilities of studying specialized subjects through the preparation of additional programs by teachers who have a load in lyceum classes. Monitoring of the implementation of the lyceum component is carried out through intra-school control. Mastery of subject and soft skills by students can be traced through criteria-based assessment, participation in Olympiads and competitions, passing the final state certification and admission to universities, gaining recognition in society after receiving subsequent education.

During the pandemic and quarantines, the educational process at the school was organized in accordance with the "Rules for the organization of the educational process on distance educational technologies" (<https://balkhash.goo.kz/loader/fromorg/17/1121#>), the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 548 of 28.12.2020. "On Amendments to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated August 13, 2020 No. 345 "On Approval of the Methodological Recommendations for the Implementation of the Educational Process in Educational Organizations during the Period of Restrictive Measures Related to the Spread of Coronavirus Infection". Thus, the choice of the educational platform "Daryn Online" was made. (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667882741317.pdf>) This includes participation of teachers in webinars, the creation of on-duty classes, the observance of sanitary and epidemiological requirements was organized, briefings were carried out, daily medical examination and thermometry of students and school employees, quartzization of premises and ventilation were carried out, disinfectants, detergents and antiseptics were purchased, masks, napkins were disposed of, equipment and equipment were processed, wet cleaning of premises was carried out, floor markings were installed and barrier tapes, sanitizers, etc., which is reflected in the order of the director No. 1/2 of 11.01.2021. (<https://balkhash.goo.kz/loader/fromorg/17/1121#>)

The teaching staff considered the issues of rules of conduct, technical readiness, the algorithm for developing remote lessons, the image of the teacher and compliance with network etiquette. (Minutes No. 2 of the meeting of the Pedagogical Council of 19.08.2020) (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1654833127350.pdf>)

The school tries to study and apply international educational experience. "Lesson Study" is a collaborative and reflective school practice with the aim of continuously improving teaching and learning. The concept and practice of the Lesson Study (Jugyou Kenkyuu in Japanese) has its origins in Japan and is widely recognized around the world. With the aim of improving teaching at school since 2018, this experience has been used, where teachers are united in focus groups according to joint problem issues for further study, finding solutions. (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667532991470.pdf>) New groups are identified for each academic year. In the 2021-2022 academic year, all teachers were divided into 11 focus groups, where each group studied its problem issue, at the end of which a reflective report was provided. (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1654570993200.docx>)

Our teachers share their experience with teachers of other schools in Balkhash. (City Seminar - <https://balkhash.goo.kz/journal/view/17/25912>)

Primary school teachers widely use the methodology of Sh. Akhmadullin, which is aimed at developing speed reading skills, with full comprehension, as well as the use of active forms of work on training memory, thinking and logic. Teachers share their practical experience at master classes and open lessons when summarizing experience within the school, as well as at the city and regional levels.

Peterson's method is used in teaching mathematics in the primary and middle level, where the process of mastering practical skills should not be through memorization and copying, but to activate the brain. Tasks are aimed at developing logic and consistency in learning.

Content and Language Integrated Learning (CLIL) was proposed by David Marsh. This is a didactic technique that allows students to form linguistic and communicative competencies in a non-native language in the same educational context in which they form and develop general educational knowledge and skills. Some teachers have completed courses (2 people), have a certificate - CLIL, teach their subjects in a certain class in English. Two English teachers also have certificates, which allow them to assist in the development of language competencies of both teachers and students. Principal's Order (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667393078319.pdf>)

Database of teachers teaching NMD subjects in English:

subject	Immersion Partial/ Full	Class	Quality	Full name of the teacher	Proficiency level	Courses, certificate	Number of children per class
chemistry	Full	9a	52%	Sultanova E.A.	B2	USTAZ Professional Learning Centre LLP, 2018, certificate No 08-35968	25
physics	Full	11	100%	Kim E.L.	B2	USTAZ Professional Learning Centre LLP, 2019, cert. № 08-50938	21

The school management sets itself the task of establishing relationships with foreign partners. So, in 2019, the school signed a cooperation agreement with Moscow Institute of Steel and Alloys, with the aim of joint activities in the field of education. This cooperation includes joint projects and programs, short-term exchange visits and long-term training of school graduates at the university.

In the same year, a group of 5 students under the leadership of the school Principal Alisheva Sh.A. and deputy Principal for Nichipurenko E.V., took part in a ten-day summer international engineering school. Students had a unique opportunity to attend classes in the Russian language and mathematics, which were conducted by teachers of the aforementioned university. Later, the children took part in the Olympiad in these subjects, where everyone received a prize place and a nomination. The most fascinating activity was visiting master classes in university laboratories, where our students learned the laws of physics, chemistry, nanotechnology in research settings.

On 15th and 16th January, 2020, a group of teachers consisting of: Alisheva Sh.A., school principal, Nichipurenko E.V., deputy principal, mathematics teacher Makenbayeva D.N. and primary school teacher Kim E.O., became participants in an international seminar on the introduction of an integrative approach in secondary school. This event was held in Nur-Sultan, at the International School. The seminar was organized by the private foundation "Intellectual - 2050" (Bituova T.R.), Bulgarian Academy of Sciences academic Lazarov B.I presented during the meeting, theoretical aspects of this approach, followed by a discussion of goals and joint ways to implement the method in the school. Finally the signing of a cooperation agreement with the professor and further activities were discussed according to the joint plan with the Intellectual-2050 Foundation. (<https://balkhash.goo.kz/journal/view/17/12606>)

(<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667897008229.pdf>)

In the 2020-2021 academic year, Kim E.O. and Makenbayeva D.N. worked on the implementation of a project to introduce an integrative approach through extracurricular activities. During the city seminar in March, colleagues were presented with the results of work for one month. The children's works and the conclusions of colleagues on the use of Van Hill levels in the study of mathematics were presented.

Within the framework of the cultural and educational program "St. Petersburg meets the young talents of Kazakhstan", on February 26, 2019, young mathematicians of our school took part in the international mathematical competition "Kangaroo Mathematics for All" in the city of St. Petersburg. According to the results of the mathematical competition, the winner of the Grand Prix was a student of the 4th "D" class Pestryakova Arina. 1st prize place was taken by Nikolay Zakharchenko (2 "B" class), Daria Li (3 "D" class), Egor Casket (4 "E" class), Daniil Kryukov (4 "E" class), Konstantin Mustafin (6 "A" class), Yelzhas Yermekov (10 "A" class). 2 prizes were taken by Artur Stro (4 "D" class), Alexander Tire (5 "B" class), Ksenia Tsai (6 "A" class), Anton Nichipurenko (10 "A" class); 3rd prize place - Temirlan Bazarbayev (4 "B" class), Nichipurenko Victoria (5 "A" class). The rest of the students were awarded certificates of participation. (<https://balkhash.goo.kz/journal/view/17/13281>)

Every year, at the beginning of the school year, teachers get acquainted with the SCs, study the content of the instruction on the procedure for conducting criteria-based assessment. School trainers on criteria-based assessment cover the issues of the features of criteria-based assessment and specifically focus on aspects of assessing speech skills. Teachers actively use formative assessment throughout the learning process. This allows, in their opinion, to better assess the assimilation of the material being studied by students. However, according to some teachers, not all students took formative assessment seriously. Work on this shortcoming has led to the fact that students have reconsidered their attitude to formative assessment and are now more responsible for feedback throughout the entire period of study. This, in particular, can be judged by the percentage of academic performance in grades 5-7 for the 1st and 2nd quarter of this year, when in comparison with last year this figure increased by 4-8%. (<https://balkhash.goo.kz/loader/fromorg/17/1128#>)

Among the teaching staff, work is regularly carried out to explain the normative documents on criteria-based assessment. The Deputy Principal annually, according to the plan, conducts explanatory work among the teaching staff on the introduction of criteria-based assessment. Particular attention is paid to teachers who only in the 2021-2022 academic year began work on the updated content of education. This group of teachers (3% of the total team) was given some specific recommendations on the updated format of training. During the year, teachers working on the update the second year (3%) provided all possible methodological assistance.

An important task of the school is to create an educational environment adequate to the tasks of secondary education. The educational environment is a set of conditions - physical space (architecture of the building, subject-spatial organization, equipment); digital technologies, navigation, methodological equipment, training of teachers, socio-cultural resources of the district, city, organized by the school administration, the entire pedagogical team with the mandatory participation of students and their parents for the comprehensive development of the personality of students and teachers.

The school is equipped with a sufficient number of technical means to organize the educational process and extracurricular activities, but the software is constantly updated, which requires additional costs, as well as the availability of digital equipment that supports the new system requirements.

The modern educational environment is, in fact, the territory of competent, comprehensive and constant care for the health, intellectual and physical development of children and teachers. Including providing conditions for education and upbringing of children.

Inclusive education is an approach that provides equal chances for all children to attend general education school and to co-study with their peers, regardless of their intellectual or physical abilities, cultural, social, ethnic, racial or religious affiliations.

The school in the 2021-2022 academic year, on the basis of the certificates and on the recommendation of the psychological-medical-pedagogical consultation, opened five inclusive classes 1 "D", 3 "B", 7 "B", 8 "D", 9 "B" according to the order of the principal. (<https://balkhash.goo.kz/blog/view/17/21426>)

The school staff has 34 subject teachers who have certificates in inclusive education, in the 2020-2021 academic year they underwent advanced training courses in the direction of "Inclusive Education»; 1 educational psychologist, 1 defectologist and 1 social pedagogue. All of them work with students with SEN and receive an additional payment of 40% of the BS to wages. Their work is based on the Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 12, 2022 No. 6 "On Approval of the Rules of Psychological and Pedagogical Support in Educational Organizations", Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 12, 2022 No. 4 "On Approval of the Rules for Assessing Special Educational Needs", "Methodological Recommendations for the Implementation of Updated Curricula for Children with Special Educational Needs" (<https://balkhash.goo.kz/blog/view/17/21471>), etc. (<https://balkhash.goo.kz/blog/view/17/21474>)

The school creates a psychologically comfortable educational environment and conditions for equal access of all children to the process of education and upbringing.

In inclusive classrooms, students with SEN can follow a general education curriculum. In the process of planning teaching, the subject teacher makes adjustments to his or her activities and to the student's activities.

Special conditions have been created for students:

- organization of a sparing mode (reducing the volume of tasks, additional minutes of rest in the lesson);
- organization of training depending on the individual characteristics of students.

Every year, an Action Plan for the Development of Inclusive Education (<https://balkhash.goo.kz/blog/view/17/21425>) is developed.

So, the plan for the 2021-2022 academic year provides, for example, such types of work as:

- compilation of individual maps of psychological and pedagogical support for the training of students with SEN;
- coordination and approval of individual training programs in individual subjects;
- fulfillment of requirements for the organization of hot meals and medical care;
- provision of free textbooks, etc.

Expansion of the material and technical base of schools to create special conditions for teaching children and adaptation of the educational environment: for the purpose of safety for children with SEN in 2019, a stainless-steel ramp fence with a handrail was installed on the territory of the school (stainless steel ramp fence with a handrail), a relief tactile strip on the "Bustilate" glue, embossed tactile tiles, handrails were installed in the toilets.

An important part of the work in inclusive education is working with parents.

The specifics of the work, for example, of an educational psychologist with the parents of students is:

- high level of education and high social status of most parents;
- high level of employment of parents of students;
- high level of expectations regarding the quality of the educational process in the lyceum school.

In this regard, interaction with parents is built by an educational psychologist in accordance with the following principles:

- high professionalism;

- goodwill and respect for parents and their children;
- ensuring the utmost confidentiality and emotional security;
- openness and congruence of the psychologist;
- motivating parents to interact with a psychologist in various ways;
- consistency in work, expressed in the relevance, consistency and logic of work with all participants in the educational process, cooperation with parents at all levels of schooling for children;
- priority of active methods of interaction: discussions, round tables, role-playing and business games, classes with elements of training, the use of psychotherapeutic methods (relaxation, visualization, elements of art therapy, fairy tale therapy, etc.).

At the meetings of the Pedagogical Council, questions on inclusive education are heard to further improve this important work. (<https://balkhash.goo.kz/blog/view/17/21709>). Psychologist, The defectologist and social pedagogue at the end of the school year submit a report on the work with students with SEN. (<https://balkhash.goo.kz/blog/view/17/21431>)

SWOT – Analysis
according to Standard 2 "Educational programs: development, monitoring and periodic evaluation"

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Compliance with the objectives of the WC mission and the school development strategy. 2. Taking into account the opinion of stakeholders in the development of WC. 3. The presence in the WC of subjects that reflect its uniqueness and form the competence of graduates for the formation of a professional and career trajectory. 4. Availability of WC monitoring and evaluation procedures. 5. Systematic analysis of the effectiveness of student assessment procedures. 	<ol style="list-style-type: none"> 1. Lack of subject teachers forming the key competencies of students. 2. Lack of equipment and technical means of the latest generation in each room for use in the educational process.
Opportunities	Threats
<ol style="list-style-type: none"> 1. Use by the Board of Trustees of the school fundraising opportunities. 2. Intensification of participation in international educational programs and projects. 3. Closer cooperation with pedagogical universities of the region and the country to attract young teachers to the school. 	<ol style="list-style-type: none"> 1. Strictly regulated nature of reference and information resources for the development of WC. 2. Dependence on higher authorities in the formation of the educational environment for the effective implementation of the goals of the WC.

Standard 3. STUDYING

At the beginning of the 2021-2022 school year, 988 people were enrolled in the school, not counting the pre-school. These are: 43 classes with an average occupancy of 25 students.

The initial stage of education of grades 1-4 is 465 people (20 classes), the main stage of grades 5-9 is 486 people (21 classes), the senior stage of grades 10-11 is 37 people (2 classes).

The evolution of the enrolment is shown in Figure 1. It shows that the number of students increased from year to year: in the 2019-2020 academic year, compared to the 2018-2019 academic year, the increase in the contingent was 101.4% (947 students against 934), in 2020-2021 - 101.2% (958 against 947), in 2021-2022 - 103.3% (988 against 958). The increase in the number of students was mainly due to the admission of to the first grade of children aged six and seven.

Over the past three years, there has been a positive trend in the number of students at all levels of education. Increase of the number of students and the number of classes is observed mainly due to the change of residence of the families of students.

The number of dropout students does not exceed 3% per year, which is also primarily due to the change of residence.

Figure 1

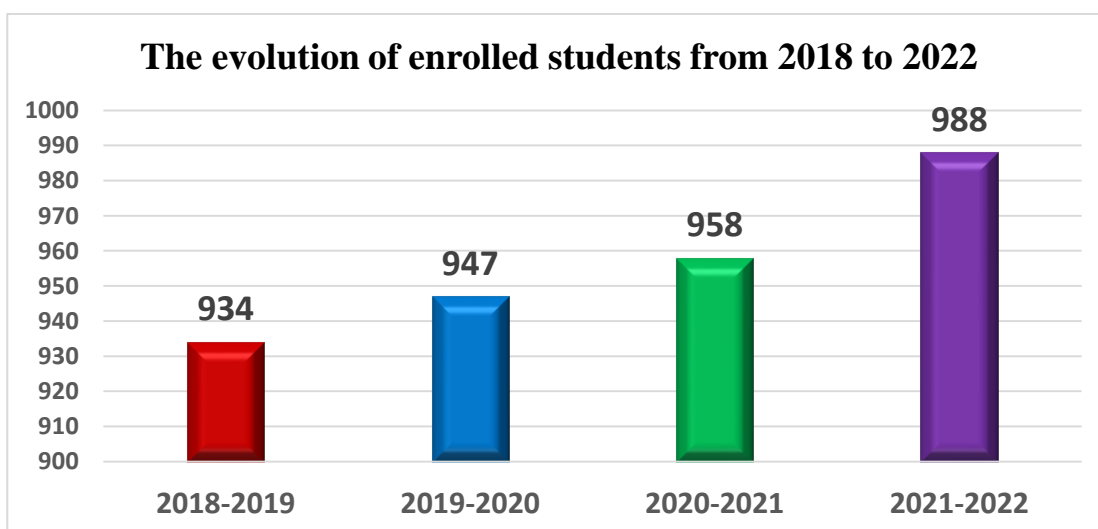


Figure 2 shows the proportion of each level in the total number of students.

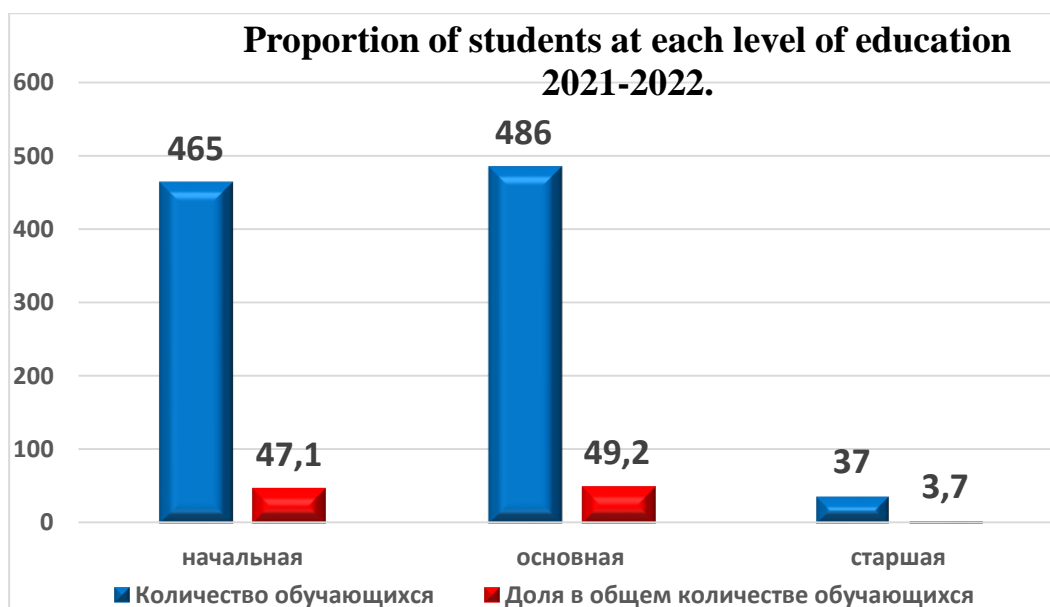


Figure 2

The chart shows that the largest number of students is in primary school - 49.2%, slightly less in secondary school - 47.1% and in high school - 3.7%. The bulk of school students go to college after the 9th grade.

As social passports of the parents show, these are mainly people between the ages 30 and 45. They engage in creative activity with high efficiency. 89% of parents have higher and secondary - special education, which indicates that families are sufficiently motivated to study. About a third of families are single mothers and single fathers, hence the need for pedagogical attention and possibly individual assistance.

The formation of a contingent of students, admission and enrollment in school takes place in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 12, 2018 No. 564 "On Approval of the Model Rules for Admission to Training in Educational Organizations Implementing General Education Curricula of Primary, Basic Secondary and General Secondary Education". (<https://balkhash.goo.kz/blog/view/17/13851>)

The school concludes with the parents or legal representatives of children or students the reservation for provision of educational services to secondary education organizations in accordance with the contract for the provision of educational services, approved by Order No. 93 of the Minister of Education and Science of the Republic of Kazakhstan dated January 28, 2016. (<https://balkhash.goo.kz/loader/fromorg/17/850#>)

The division of classes into subgroups is carried out according to the capabilities of the school, which include the availability of personnel and offices to carry out work in subgroups.

The educational process is carried out in a three-story building built in 1966, the overhaul of which was made in 2022 in preparation for the passage of institutional accreditation. The total area of the school is 4278.6 sq.m., heating, water supply and sewerage systems are centralized, toilets are inside the building. At the disposal of the educational process there are 32 classrooms sufficient in accordance with curricula and programs, classes are held in two shifts.

The school has a fiber cable, WI-FI, network switches and modems with Internet speed – from 80 Mbit/s to 100 Mbit/s.

There is a sports hall, 80% equipped with sports equipment according to Sanitary and epidemiological station as well as two locker rooms equipped with showers. In the courtyard of the school there is a football court with artificial turf and football gates.

Students and teachers eat in the canteen for 88 seats.

The assembly hall for celebrations, school holidays, parent meetings, meetings of collegial bodies, etc. can accommodate 100 people at a time. It is equipped with music equipment, projector, PC.

The school has medical treatment rooms equipped according to Sanitary and epidemiological station.

There is a language room with 14 seats.

The educational process in the school is based on the implementation of the State Educational Institution of Primary, Basic Secondary and General Secondary Education.

The SCSE clearly establishes a system of goals for all levels of education, which are presented in the form of learning outcomes. In their work, teachers rely on these goals, standard programs for subjects, which is reflected in the lesson plans used, the teaching methods used.

In addition, in order to achieve the learning outcomes indicated and to improve the quality of education and upbringing at school, a Comprehensive Plan for Improving the Quality of Knowledge is being developed. (<https://balkhash.goo.kz/loader/fromorg/17/1128#>)

The process has three components: theoretical training, practical training, and educational design.

The ratio between theoretical and practical training in educational institutions will be optimal if:

- an analysis of pedagogical research and historical experience of the relationship between theory and practice in the system of initial vocational education will be carried out, on the basis of which the structure of the educational material will be developed, taking into account the relationship between theoretical and practical training;
- the choice of sets of organizational forms and methods of teaching in the process of implementing the relationship between theoretical and practical training will be substantiated.

Pedagogical theory and practice are interrelated and interact not as external forces to each other, but as mutually penetrating into each other, closely intertwined aspects of a single human activity. The connection between theory and practice in pedagogy is continuous, when in the specific activity of the teacher there is a fusion of knowledge and activity, and is carried out in the mind of the teacher at the time of setting the tasks of pedagogical activity.

For example, in primary school, from the 1st grade in mathematics lessons, along with practical tasks for solving problems, children gradually get acquainted with elementary theoretical concepts: the name of components when adding and subtracting, the structure of the problem. Solving problems in different ways introduces students to graphic, practical, arithmetic and algebraic solutions, which allows each child to choose the most optimal solution for himself.

In literacy lessons, the sound-letter analysis of the word is accompanied by theoretical concepts from the course "Phonetics".

Gradually, the theoretical base is expanding, in the second grade, children receive "Glossary" lessons of the conceptual apparatus in the Russian language and literature.

Through the study of theoretical concepts, children can see the relationship between the sections of the Russian language: phonetics, orthography, morphology and syntax. Such intra-subject integration allows us to see a holistic picture of linguistics.

When studying the topic "Adjectives", interdisciplinary integration with literary reading is possible through familiarity with the concepts of epithets and metaphors.

The SCSE defines a list of subjects that the student must master at each stage of training. The implemented program of updating education assumes that training should be active, carried out in the conditions of the created collaborative environment. Also, differentiation of training should be carried out, and interdisciplinary links should be implemented in the process.

When designing the content of subjects, the principle of spirality and cross-cutting themes were used. The principle of spirality allow us to build up the knowledge and skills of

students gradually - by topics and classes, moving from simple to complex. This approach is easy to learn, accessible and understandable to both students and teachers. The principle of spirality provides continuity in the presentation of educational material and the integration of objects for a more holistic perception of the surrounding world. Interdisciplinary integration and learning through cross-cutting themes are also aimed at this. Cross-cutting topics contribute to the establishment of intra-subject and interdisciplinary connections, the formation of knowledge, skills, value orientations and norms of behavior in areas that have points of contact with many educational subjects. Topics are revisited; students' re-study the subject at different levels and each subsequent level is more complex and extensive than the previous one.

For example, the topic "Travel" is introduced in the 6th grade. This cross-cutting topic is available in all subjects, so in the lessons of English and Kazakh languages, new lexical units, grammatical structures on this topic are studied, texts contain information about geographical places, and so on. In mathematics, the content of the problems also has a context related to travel, etc.

Also, the consistency and continuity of the content of education can be traced through the control of the adaptation of students at three levels of education - grades 1, 5 and 10. For this purpose, a number of activities are carried out, such as questionnaires, diagnostics, observations of a psychologist, attending lessons, holding parent meetings, conversations with the teaching staff by the school administration. Further, a pedagogical consultation is held, where the results are announced, adjustments are made to the work process, recommendations are given.

So, in the course of the study:

- The internal position of the student is the attitude towards educational activities and the school as a whole.
- Motivation – the desire to learn.
- Emotional state - how the student feels in various educational situations, the general emotional state and self-esteem of students are revealed.
- School anxiety.

Method of verification: Psychological diagnostics, observation, questionnaires, consultation and correction. According to the work plan of the pedagogical psychologist, during the year an analysis of the level of adaptation of students of the 1st, 5th, 10th grades to the learning conditions was carried out.

To implement the principle of unity of upbringing and training, the updated content of education makes it possible to solve this issue due to the presence of cross-cutting themes, in each of which there are values. For example, such cross-cutting topics as "The World Around Us", "My Family and Friends", "Traditions and Folklore" and others. These topics being included in educational subjects is very important for the formation of moral and patriotic values in our children throughout all their studies.

For an objective assessment of the activities of schools, to ensure the quality of education, an external assessment is necessary, which was traditionally conducted in the form of an External evaluation of educational achievements (EEEA). Starting from 2021, in accordance with paragraph 4 of Article 55 of the Law "On Education of the Republic of Kazakhstan" dated July 27, 2007 (with amendments and additions of January 8, 2021), the External assessment of educational achievements of secondary education has been changed to Monitoring the educational achievements of students of primary and basic secondary education –MEAS.

In the organizations of primary and basic secondary education, the MEAS is a means of systematic monitoring of the quality of educational organizations, carried out in order to assess the quality of students' knowledge for compliance with the state compulsory standards of primary and basic secondary education. MEAS includes the preparation and conduct, processing and systematic analysis of test results with the subsequent provision of methodological assistance and the development of recommendations for ensuring the quality of

education. Our school was included in the reserve list of schools for the passage of MEAS, but despite the fact that our students did not participate in this test, the school seriously prepared according to the requirements.

Preparation for participation in the MEAS took place according to the Teacher's Cyclogram on the preparation for the MEAS.

Cyclogram of the teacher on preparation for MEAS

Daily:

1. Individual work with students;
2. Work on the self-organization of students;
3. Five-minute test topics;
4. Use of multi-level tasks;
5. Inclusion in the lesson plan of the lesson stage "Preparation for MEAS".

Weekly:

1. Organization of consultative classes for students;
2. Conducting trainings among students on filling out answer forms;
3. Psychological and pedagogical support for students of the 9th grades in preparation for MEAS under the program "I want to be successful" (psychologist);
4. Replenishment of individual folders of students in preparation for MEAS, filling out the "Achievement Sheet".

Monthly:

1. Familiarization of parents with the results of trial tests of poorly performing students;
2. Individual meetings with parents of students in the "Risk" group;
3. Design of the "Screen" of the MEAS based on the results of trial tests;

Quarterly

1. Discussion of the results of the trial rounds of the MEAS;
2. Correction of the work plan for the new quarter;
3. Holding a parent meeting;
4. Conducting psychological trainings with students (psychologist).

Annually:

1. MEAS;
2. Discussion of the results of the MEAS at the meeting with the principal;
3. Correction of the work plan for the new academic year.

The system includes the following types of tests (depending on the purpose):

1. BASIC TESTS - tests that allow you to check the assimilation of basic concepts at the reproductive and algorithmic levels; time of conduct - 10-15 minutes;
2. DIAGNOSTIC TESTS - tests that make it possible to identify not only gaps in knowledge on the topic, but also the level of its assimilation (in four levels), the learning capabilities of the trainee;
3. THEMATIC TESTS - tests for conducting at the end of the study of the topic, allowing to fix the volume and level of its assimilation;
4. FINAL TESTS - in order to identify the volume and level of assimilation of the material for the course of primary school (trial testing - school and city). The final control of the level of assimilation of students' educational knowledge only states a certain result, but does not give a way for students to achieve the required level of knowledge. Basic, diagnostic and thematic tests are intended to guide the student up the "ladder of activity" in preparation for MEAS.

In 2022, the school was preparing for the first time to participate in the PISA test - the International Program for assessing the educational achievements of students, although it was also on the reserve list. PISA assesses the functional literacy of schoolchildren in different countries of the world and their ability to apply knowledge in practice.

The school management, in preparation for participation in PISA-2022, conducted a starting diagnostic in five areas of functional literacy on the Beeline Center platform. Students were tested for reading literacy, mathematical literacy, financial literacy, creative thinking, as well as literacy in the natural science direction. (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667534700289.docx>)

Testing took place online on February 11-12, 2022. It was attended by 54 students of the 9th grade, born in 2006 and 2 students of the 8th grade, born in 2006

Let us dwell in more detail on the results of testing the level of formation of reading skills.

The purpose of diagnosis: to determine the level of formation of reading skills as the most important component of meta-subject learning outcomes. Work time - 40 minutes. This diagnostic work made it possible to assess the formation of the following groups of skills in students:

- search for information;
- navigate in the content;
- answer questions using explicitly specified information in the text
- interpretation
- information;
- assess the reliability of the proposed information;
- make value judgments based on the text
- create own texts:
- apply information from the text when solving educational and practical tasks

Thus, in terms of reading literacy, taking into account schoolchildren, the results of which can be attributed to the basic level, the total percentage with levels above the basic level was 21.75%. More than 12.5% of the participants in the quality assessment showed a low level, indicating an unformed reading literacy.

The threshold level of reading literacy was shown by 12.5% of the participants in the quality assessment. Students quite confidently work with small texts, including non-solid (containing information in graphic form). They cope with the tasks of searching for one unit of information in the specified text, infographics, highlight the main idea of the text, can draw simple conclusions and interpretations, compare quantitative data, use information to solve a new problem of a practical nature, but only if the information in the text is explicit.

The base level was demonstrated by 24.75% of the participants. These students can work with solid, non-solid (containing graphic information) and multiple texts with a total volume of more than one page. They are able to clearly localize information, extract it quite accurately, make simple generalizations and conclusions, including on the basis of data comparison, interpretation of individual figurative expressions, understanding the meaning of some of the techniques used by the author. Students who have demonstrated a basic level of mastery of reading literacy understand factual information well, even when it is not directly expressed in the text; demonstrate such complex reading skills, as an understanding of the hidden goals of the author, detection of contradictions within one message, highlighting the essential features of the concept, the use of information from the text for practical (everyday) purposes. It is important that, based on the sources read, schoolchildren are able to formulate their own reasonable position on a clearly identified problem.

An increased level was detected in 18.7% of participants in the assessment. Students with an increased level of reading literacy are well oriented both in one text and in several texts

presented in the tasks; they can accurately extract information, including when it does not coincide with the keywords of the question, is given implicitly; determine what the text says and what it does not say, what information is missing. They are able to correctly build cause-and-effect relationships, including between different situations, to find synonyms for unfamiliar terms, for figurative expressions in a literary text, even if at the same time you have to overcome your expectations and stereotypes.

Students did not demonstrate a high level.

Preliminary testing showed the pedagogical staff of the school what issues should be seriously worked on in the learning process in the main link, what methods to use, what tasks to give in order to change the situation with the gaps that were revealed in the testing process.

The school pays attention to providing academic training for high school students in order to assist in choosing a future profession and entering universities or colleges. Thus, teachers have developed programs of elective courses in such subjects as:

- English (<https://balkhash.goo.kz/loader/load/13187>),
- Kazakh language (<https://balkhash.goo.kz/blog/view/17/21689>),
- Chemistry (<https://balkhash.goo.kz/blog/view/17/21690>),
- Geography (<https://balkhash.goo.kz/blog/view/17/21691>),
- World History (<https://balkhash.goo.kz/blog/view/17/21692>),
- History of Kazakhstan (<https://balkhash.goo.kz/blog/view/17/21693>).

These are aimed at in-depth study of the subject, assistance in preparing for the UNT. The programs are coordinated with the methodological office of the Education Department of Balkhash and approved by the director of the school.

In addition, in the framework of cooperation with E.E. Buketov Public State Institution, every fourth Saturday, university teachers conduct classes for students of lyceum classes in specialized disciplines: biology, geography, physics and computer science. Classes are held for the purpose of profiling and preparation for the UNT.

The school carries out purposeful activities for the interaction of teachers and students, aimed at the formation of a harmonious personality, the development of its value-semantic sphere, by introducing it to high spiritual and moral and basic national values.

At the same time, a large role, first of all, is given to spiritual and moral education, which contributes to the formation of a spiritual personality, the development of creative inclinations, abilities and talents. The school has preserved the main traditions of joint preparation and holding of events that have made educational work interesting and meaningful. These include the preparation and participation of students in holding: concerts dedicated to Teacher's Day, Autumn holidays, Elderly Person's Day, New Year's, Health Days, events dedicated to the International Women's Day on March 8, Nauryz Meiramy, the Last Bell Holiday, the "Farewell, Primary School!" Holiday, awarding certificates and others.

The work of the school on spiritual and moral education is also implemented through a system of educational conversations, conferences, creative reports and online competitions, online excursions, project activities. The system of additional education: circles, clubs and sections, the work of the library, the school museum "Kainar" contribute to the formation of the foundations of the spiritual culture of the student's personality, necessary for the full development of a person as a citizen. During the year, class teachers conduct a series of situational class hours, training sessions aimed at forming a stable moral position of students.

The traditions of the school are a valuable means of education. Traditions perform two very important functions in the life of the school. First, they form common interests, give school life a certain strength, reliability and consistency. Secondly, they give their own special face to the school. It becomes special, unique, one to be proud of, traditions create a community of interests, experiences, unite the school team and enrich the life of the school. Interesting, meaningful activities were filled with:

Traditional events:

- Conducting class hours on the culture of behavior in public places

- Congratulations to veterans on the Day of the Elderly
- Teacher's Day
- Involvement of students in associations and sections
- Improvement of the school territory
- Thematic class hours "Convention on the Protection of the Rights of the Child"
- Day of Remembrance of the Victims of Repression
- Online meetings with veterans.

It should be noted in the preparation of the most interesting events for perception of the following class teachers: a holiday dedicated to farewell to primary school, prepared by primary school teachers and class teachers of 8th grades, "Nauryz - a holiday of light and goodness", prepared by class teachers of 4 classes Akopova T.M., Polyakova E.A. on the eve of the spring holiday, Nauryz held an event for primary school students.

Music teachers organized:

1. Participation in the event dedicated to the "30th anniversary of the Independence of the Republic of Kazakhstan". (2021)
2. Participation in the city vocal competition. (2022)
3. Participation in the Republican vocal competition (2022)

Teachers of artistic work organized:

1. Participation in the regional project "Engineers of the Future". Certificate (2021)
2. Participation in the competition "Magzhan poetry - metaphorical beine".
3. Participation in the city drawing competition "Balqash shezhiresi", dedicated to the 85th anniversary of the city.

Physical education teachers prepared students for participation:

1. in the regional Olympiad in physical culture (2021)
2. in the Republican tournament dedicated to the 30th anniversary of the Independence of the Republic of Kazakhstan. Winner in two nominations in karate kata, and kumite (2021)
3. As part of the celebration of the 30th anniversary of the Independence of the Republic of Kazakhstan, a sports event "Milestones of Independence" was held (2021)
4. in the first regional online Olympiad in physical culture. Certificate for the preparation of the participant (2021)
5. in the 60m sprint race among grades 7-8 (2021)
6. in the volleyball competition, the team of 8-9, 10-11 grades (2021)
7. in the classical chess championship. Letter of Appreciation for the preparation of participants (2021)
8. in the City Shooting Championship (2022)
9. in the city relay (2022)

Teacher Levkovich A.M. prepared students for participation:

1. city shooting competition, 1st place (2021)
2. in the competition of famous groups among the schools of the city, 1st place (2021)
3. in the Military city competition "Ulan" among 9-11 classes
4. in the Military city competition "Alau" among 7-8 classes
5. in the city competition "Young Rescuer".

The work plans for the spiritual and moral education of students are designed for three parallels (elementary school, middle school and senior school). The cycles of hours of communication, conversations on moral topics are different in different parallels:

Parallels	Cycles of conversations, hours of communication	Forms of communication
<u>Elementary school</u>	-Good. Virtue. Mercy. - Love for Loved Ones	Games, workshops, discussion of the performances watched

	- Culture of communication	and excursions conducted
<u>Middle school</u>	- Human personality and its qualities - Teach yourself to learn - Self-assessment of one's moral qualities	Trainings, role-playing games, essays on moral topics, discussion of the performances watched and excursions conducted, questionnaires.
<u>Senior school</u>	- The World of Spirituality - Man and Fate - Manage yourself: emotions, state - Life paths - The Path to Happiness in Your Personal Life - Preparation for employment	Testing, introspection, debates, trainings, business games, round tables, brainstorming sessions,

Many events are held in this direction: competitions and exhibitions of student's drawings dedicated to significant dates; wall newspaper and poster competitions; music competitions: competitions of military songs, literary and musical compositions.

An important role in introducing high spiritual and national values is played by our partners, in particular, the Karaganda University named after academician E. E. Buketov and the Karaganda Regional Museum of Fine Arts.

In the framework of cooperation with E.E. Buketov PSI, university teachers conduct classes every week for students of lyceum classes, where they gain new knowledge in the field of designing results of scientific activity, the basics of economic calculation in the implementation of the results of scientific activity, oratory, persuasion and perseverance work on scientific Projects. These classes are the final stage in the preparation of students for admission to universities, as well as the presentation of the results of their school scientific activities at competitions of various levels.

The agreement with the Karaganda Regional Museum of Fine Arts is aimed at organizing joint work on the cultural and aesthetic development of our students. Within the framework of this cooperation, the project "Living Pictures" is being implemented. In it, students not only demonstrate their artistic abilities, but also the skills to work in various computer graphics programs to create animations in video or photo format. This helps to develop artistic taste, a sense of beauty and find harmony.

We devote a lot of time to working with parents. The program "Spiritual and moral development and education of students" provides for the implementation of measures to enhance the role of the family in the spiritual and moral formation of a growing personality; formation of positive experience of spiritual and moral education, generalization of such experience, its systematization and improvement of forms of distribution in the educational space of the school; increasing the role of scientific and theoretical knowledge in the operational solution of problems and tasks. We solved such problems through parent meetings, individual conversations.

In modern conditions, when a course has been taken to modernize the economy, industry, production, the effective use of the country's labor potential is of particular importance. Tomorrow's graduates should quickly understand their needs and capabilities, learn to correlate their interests with objective requirements, and adequately respond to the challenges of current time. Therefore, the school should help young people gain knowledge, skills, abilities, and form competencies in the field of professional and personal self-determination, which would help them become successful and competitive in the labor market, that is, the importance of career guidance work among school graduates increases significantly.

Career guidance is a scientifically based system of socio-economic, psychological-pedagogical, medical-biological and production-technical measures to provide young people

with personality-oriented assistance in identifying and developing abilities and inclinations, professional and cognitive interests in choosing a profession, as well as the formation of the need and readiness for work in the market, the multi-structure of forms of ownership and entrepreneurship. It is implemented through the educational process, extracurricular and extracurricular work with students.

The school pays great attention to the career guidance of students. Thus, the order of the principal No. 90/1 from September 1, 2021 on the organization of career guidance work (<https://balkhash.goo.kz/blog/view/17/21421>) was issued, the Regulations on the career guidance cabinet (<https://balkhash.goo.kz/blog/view/17/21440>), the schedule of the career guidance cabinet (<https://balkhash.goo.kz/blog/view/17/21433>) were developed.

Career guidance work is carried out throughout the academic year according to the work plan. (<https://balkhash.goo.kz/files/blog/1636556189280.pdf>)

Primary school should become the first step in an educational institution, where children learn to think independently and make responsible choices. Within the framework of specialized training early profiling - is especially relevant.

The initial stage of schooling in the school-lyceum provides equal starting opportunities for the development of cognitive motivation and interests of all students, their readiness and ability to cooperate and joint activities with the teacher and classmates, forms the foundations of moral behavior that determines the relationship of the individual with society and others.

Primary school students are far from choosing a profession, but systematically organized work on self-determination should become the basis on which the professional interests and intentions of students in high school will develop in the future.

Early profiling during this period consists mainly in providing vocational education to children and awakening their interest in various types of work.

Students learn to navigate in the world of professions, taking into account the fact that their age characteristics are such that they still remember only the most emotionally intense, impressive and catchy professions. Younger people's ideas about the work of adults are expanding not only through observations of the accessible environment, but also through reading children's fiction. Any lesson in elementary school with quality content is a window into the world of professions.

Games, along with educational activities, continue to be the leading activities of younger schoolchildren. Games that carry a career guidance orientation are included in the system of vocational guidance activities in primary school. Career guidance games that are offered to schoolchildren both during lessons and after school hours include "Guess the profession", "Profession by letter ...", "Who uses in work?" (Name professions that use a given tool or material, for example, a mirror or a needle), "Association" (to guess the conceived profession with the help of associative questions such as "What smell (color) does the profession have?", "Is the work associated with communication with people?"). Educational games make it possible to determine which sphere of scientific knowledge is the child most interested in: the surrounding world, natural history, astronomy, reading, sports, mathematics, etc. In role-playing games for career guidance, schoolchildren choose their own profession. During the games, they learn to be responsible, to take seriously the tasks assigned to them. Thus, the work on career guidance with the help of games is aimed at explaining to the child what qualities and knowledge you need to possess in order to work in the profession of interest. Career guidance for younger schoolchildren is a step towards the future choice of the profile of training, and then professional activity.

An important place in the system of measures for self-determination of younger schoolchildren is occupied by acquaintance with the professions of parents. This allows not only to expand the boundaries of ideas about the world of professions of the city, region, region, but also fosters respect for parents, pride in them, the desire to become successors of professional dynasties.

Professional diagnostics is carried out with the help of questionnaires and tests, the purpose of which is to determine the personality characteristics necessary for mastering a profession. Consultations can be both individual and group according to the results of the diagnosis.

During the period of study in secondary school, children form an idea of the main actions for the choice and implementation of their life goals. Trainees are provided with information for self-determination. We start with professions that are especially interesting for children of this age, gradually expanding their horizons. It's also very important to establish cooperation with subject teachers and with class teachers, because part of the career guidance to the student should come from them.

When choosing a profession, parents also play a special role. Many parents of our school are actively involved in determining the life and professional goals of their children. And our work is aimed at providing the necessary assistance to families in preparing children for work and choosing a profession.

Activities held with parents:

- parent meetings on career guidance;
- individual work of a practical psychologist with parents on the choice of profession by students;
- questioning parents and involving them in conducting career guidance work at school:

It should be emphasized that the influence of parents on the process of professional self-determination of children is very important. A practical psychologist is required, in some cases, to consider family relations, the level of culture of parents, the process of professional self-determination of children, everything that causes difficulty in choosing a profession.

This work serves one purpose - the activation of students in the process of independent choice of profession, taking into account the knowledge gained about themselves, their abilities and the prospects for their development.

In our professional activities, we use the following measures for career guidance work with students and parents:

In grades 5-6:

- Conversations: the "history" of the things that surround you; how can I help at home; the role of knowledge and skills in the acquisition by a person of any profession.
- Class Hour: My favorite thing to do in my free time; my favorite profession (traveling through professions).
- Practical hour: who knows more about the profession; sketches of pictures of labor according to their observations.
- Parent meetings: development of interests and inclinations of adolescents; professional intentions and health of schoolchildren.

In grades 7-8:

- Conversations: happiness in work; all work must be respected; what you need to know about the choice of profession; what I know about my chosen profession.
- Class hour: outstanding people of my future profession; who knows more about the profession.
- Practical hour: the good workman does a good job.
- Parent meetings: professional intentions and health of schoolchildren; human body and profession.

In grade 9:

- Conversations: "I want", "I can", "I need" - when choosing a profession; on the role of work in human life and the social significance of the right choice; your life path, where it begins; a conversation of a medical worker about the correct choice of profession; vocation and profession.

- Class hour: working conditions of teenagers 16-18 years old; the choice of profession is a responsible business of the graduate; what I do to achieve my goals; your life path – where it begins.
- Practical minute: visiting the open day of educational institutions, where you can get a certain profession.
- Parent meetings: the role of parents in preparing children for conscious career choices; the choice of profession is a responsible business of the graduate.

Career guidance work is now becoming more important due to the problems of youth unemployment and the lack of skilled workers. In the current academic year, meetings with representatives of different colleges were organized for ninth-graders and their parents. During the holidays, students of grades 9-11 of our school were invited by the colleges of the city of Balkhash for professional tests. (<https://balkhash.goo.kz/blog/view/17/17463>) The main purpose of professional tests is to help future graduates decide on the choice of profession. Our students have excellent opportunities to try themselves in a particular activity in order to make a confident choice in the future.

Within the framework of the regional project "Onegeli Omir" among students of grades 5-11 in our school on November 13, 2021 at 11.00 hours on the ZOOM platform, a meeting was held with a specialist of the public health service of the Health Department of the Karaganda region; a participant in the forum-theater "Forwart"; a member of the Karaganda cinema and book clubs of the Internet portal e-Karaganda Arinov Bakytzhan Rustamovich. During the conversation, answers were received to questions in three areas:

- Is a profession once and for all?
- Self-development: pain or development?
- Society: alone or in a team?

Moderators of the meeting: Aliya Ukuzhanovna Aupenova, Director of the Rukhaniyat Research Center of the Bolashaq Academy; Dzhanadilova Zhazira Bolatbekovna, Deputy principal for Profiling of SSH No. 17, Balkhash. (<https://balkhash.goo.kz/blog/view/17/17841>)

Our students have excellent opportunities to try themselves in a particular activity in order to make a confident choice in the future. (<https://balkhash.goo.kz/blog/view/17/19492>) This work will continue throughout the school year.

On February 15, 2022, vocational guidance work was carried out at the school with a teacher of the Balkhash College of Service. Career guidance work took place in an offline format. Students of 9 grades listened carefully and watched the video material about the Balkhash College of Service. Students asked questions and took an active part in the discussion, received answers to topical questions. (<https://balkhash.goo.kz/blog/view/17/19863>)

On March 11, 2022, the school conducted career guidance work with a teacher of the Balkhash Polytechnic College "Kazakhmys". (<https://balkhash.goo.kz/blog/view/17/20126>)

On April 21, 2022, the Fair of Professions was visited for students of grades 8-11 of the school, at which representatives of universities and colleges of Karaganda told students about their educational institutions, admission rules, specialties and much more. Interviews with future graduates were conducted. Each of the students received booklets with details of educational institutions. Visitors of the fair were acquainted with the activities of universities and colleges: Buketov Karaganda State University, Bolashak Academy, KSTU, KEU. Parents also got acquainted with universities and colleges.

(<https://balkhash.goo.kz/blog/view/17/20828>)

On May 5, 2022, a meeting with representatives of the Karaganda Bank College was held within the walls of the school. Karaganda Bank College is one of the leading educational institutions of the region with a long and glorious history. On the basis of the college there is a "Business School", which helps college students develop entrepreneurial skills in creating their own business, legal foundations of doing business, marketing, human resource management, as well as participate in various business incubator programs, business projects, receive grants and

economic benefits from the sale of their business ideas. Our graduates have the opportunity to study absolutely free of charge, with good academic performance, students receive a scholarship. (<https://balkhash.goo.kz/blog/view/17/21003>)

An overview of career guidance over the past three years is presented in Annex 5.

Among the requirements for the training of a modern specialist, an important place is occupied by readiness for continuous education, understood as "the process of growth of the educational (general and professional) potential of the individual during life." The relevance of this requirement is associated with the acceleration of the pace of technological progress, which leads to the rapid obsolescence of professions and spheres of activity and to the need to adapt to changing socio-economic conditions. In addition, the desire and readiness for self-improvement characterizes personality developed as a value for the person himself, the society, and the state. Readiness to continue education throughout life is one of the components of the professional competence of a modern specialist and a factor in his competitiveness in the labor market. There is no doubt that already during the period of study at school, graduates need to form:

- motivation for continuous improvement of the level of education;
- knowledge of the aims, methods, forms and means of continuous education throughout lifelong learning;
- skills and abilities necessary for the implementation of continuous education;
- experience in setting and achieving educational goals.

Psychological diagnostics of motivation for education and emotional attitude to the teaching of students of the 11th grade takes place annually. All graduates take part in it.

The technique allows you to identify the level of motivation of the teaching and the emotional attitude to learning and getting information about the emotional well-being of each student and the class as a whole. (<https://balkhash.goo.kz/blog/view/17/21515>)

During the academic year, purposeful work on career guidance was carried out by Nurakova G.S., a psychologist at the school. She studied the professional interests and inclinations of students, monitored the student's readiness for specialized and professional self-determination through a survey of students and their parents; conducted training sessions on vocational guidance of students; conversations, psychological education of parents and teachers on the topic of choice; carried out training sessions on career guidance of students; psychological counseling, taking into account the age characteristics of students; contributed to the formation of adequate self-esteem in schoolchildren; assisted the class teacher in the analysis and assessment of the interests and inclinations of students, also conducts the elective "Your Choice" of a career guidance orientation.

Much attention is paid to the psychological support of pre-profile and specialized training of students. Therefore, work will continue to expand students' knowledge about the world of professions, work with professionals, since students do not know the peculiarities of the working conditions of professions, subjects of work, about medical compatibility with the future profession. The main thing is to have a certain motivation: for what and why I chose this profession, since many students choose a profession rashly.

The goal is to create conditions for the professional self-determination of students. Work on the professional self-determination of students was aimed at:

- study of personal qualities and interests of students grades 1-8,
- identification of inclinations, abilities and professional preferences,
- providing individual assistance in choosing a profession, developing recommendations for students,
- informing the participants of the educational process about the specifics of the choice of profession by students, etc.

All this work, as well as the many opportunities that the school provides, organizing various meetings with professionals from different fields, passing professional tests and meetings with representatives of colleges, participating in job fairs, etc., contribute to the

formation of readiness to regulate the process of choosing a profession and career growth in life.

To ensure that students are informed in a timely manner about the criteria and assessment procedures used, the school practices scheduling summative work at the beginning of each quarter. This schedule is preliminarily checked by the deputy principal for academic affairs, individually by each class teacher in case of putting up more than 3 works per day (which contradicts order No. 125), after which it is approved by the school principal and brought to the attention of the whole team. Further, adjustments are made in the electronic journal Bilimal and thus each student and parent can see the dates of the events. Summative works in the electronic diary. (CO graph for 1 quarter - <https://balkhash.goo.kz/files/loader/1654663378241.pdf>
CO graph for the 2nd quarter – <https://balkhash.goo.kz/files/loader/1654663668498.pdf>
CO graph for the 3rd quarter - <https://balkhash.goo.kz/files/loader/1654663773420.pdf>
CO graph for 4th quarter - <https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1654581743253.pdf>)

When developing summative works for a quarter, teachers are guided by regulatory documents on assessment, which are posted on the website of the smk.edu.kz for each subject and class. In the content of the works there are descriptors and assessment criteria, i.e. they are always available for review before the beginning of the work. If students need explanations from the teacher (sometimes due to age characteristics), then teachers conduct consultations. For the objective conduct of summative assessment, teachers conduct an examination of summative work for a quarter, which allows them to build their further work in accordance with the specification and learning goals specified in the work for the quarter. All summative works of students are stored during the school year. At the request of parents, they can view these works, which allows you to track the progress of students and take timely measures to improve the quality of knowledge.

Teachers' lessons are regularly attended by the school administration in accordance with the school's development plan. The results are reflected in the observation sheets. At a good methodological level, more than 60% of the school's teachers conduct lessons, who share their professional experience not only at the school, but also at the city level. The school was the organizer of the broadcast of the NIS experience in the city of Balkhash among schools with the Russian language of instruction. At these seminars, one of the main issues considered was criteria-based assessment.

Teachers of our team regularly use formative works both from methodological manuals and their own.

The right to access to quality education is guaranteed by the legislation of the Republic of Kazakhstan to all students, taking into account individual opportunities and special educational needs.

In accordance with the State Compulsory Standard of Education (Primary, Basic Secondary and General Secondary), special conditions are created for pupils who have learning difficulties and pupils with SEN. These conditions are generally as follows:

1. Changes in the curriculum and curricula.
2. Changing the way learning outcomes (student achievements) are assessed.
3. Use of variable, special and alternative methods of training.
4. Selection of textbooks, teaching aids, preparation of individual educational Materials.
5. Choice of the form of training.
6. Creation of a barrier-free environment and adaptation of the place of study.
7. The need for compensatory and technical means.
8. Special psychological and pedagogical assistance (psychologist, speech therapist, defectologist)

To organize work taking into account different groups of students, a differentiated approach to learning is used, which implies the adjustment of teaching, assessment criteria, and the use of time management. New approaches to training, which underlie advanced training courses, involve the use of active forms of work, various forms of collaboration, including group work. Differentiation also takes place taking into account the presence of lyceum and general education classes.

One of the main directions of educational work in our school is the development of student self-government, which is expressed in the ability to independently show initiative, make decisions and implement them in the interests of the student collective. Self-management through the organization of personal and significant activities for the child allows them to be included in real socially demanded activities, to help in mastering the necessary social experience, to form civic readiness for creative, socially transformative activities, develop leadership potential, expand the spheres of communication and self-realization of the child. In the school, student self-government is implemented through the activities of the school Parliament, which works according to its plan (<https://balkhash.goo.kz/blog/view/17/21633>). Parliament holds its sessions. For example, (<https://balkhash.goo.kz/blog/view/17/20123>), (<https://balkhash.goo.kz/blog/view/17/21161>), various events (<https://balkhash.goo.kz/blog/view/17/20825>).

The creation and improvement of the system of self-government contributes to the development of social giftedness of children. To date, this is of great importance, because in a modern school, the issues of acquiring knowledge, skills and abilities, developing intelligence, memory and attention of students push to the background the task of developing creative abilities, both in the cognitive sphere and in communication.

In our school, various techniques and methods were used to stimulate the independence of students. One of the methods of stimulation was oral praise, this technique is aimed at supporting a member of the school self-government, as well as motivating for further actions. However, oral praise alone cannot be a key method of activating school self-government, the next method of stimulation is literacy, diplomas, memorable gifts to students.

At the meeting of the school Parliament, its members, as well as activists of the school, are awarded with diplomas and praised for a well-done job, an event held, and an excellent execution of assignments. The leading activity of a teenager is communication and approval from peers, so it is this technique that gives great motivation, since the student gains authority among his peers.

When events and projects are aimed at improving the image of the school and creating a comfortable environment for all participants in educational relations, this is a new level of participation in school life, the so-called school self-government.

In addition to the above, for the prize place taken in any competition of the city, regional, republican levels, the student is awarded a memorable gift.

Students who have distinguished themselves in sports, intellectual competitions and Olympiads are awarded with memorable gifts, diplomas, and also get into the "Journal of Champions" of the school, which also creates additional incentives to achieve new goals.

The "I Read" project was launched in the early 2021-2022 academic year. The essence of the project is to increase the coverage of reading in children. Students of the school learned poems on a given topic, every week a new topic was introduced, and the prize for the winning class was 10 points of formative assessment to one of the language subjects (Kazakh, Russian or English). This method motivates students to get a good score and improve the quality of their academic performance by participating in this competition. By increasing the motivation of students, the general atmosphere of the team improves, the spirit of competition appears, thereby activating educational work at school and beyond.

For a student, it is important to feel his own importance, respect from his friends and other students of the school. To this end, examinations were conducted throughout the school year to check school uniforms, to check textbooks, the "Classroom Corner", where members of

the school parliament checked the availability of an educational work plan for a month, the presence of significant dates and everything necessary for teachers. Thus, each high school student is involved in the preparation and conduct of the event and can choose a "role" that corresponds to his interests.

Our school, represented by teachers-organizers and deputy principal for educational work, subject teachers, support the desire of students for self-government. This is useful not only for the school, but is first of all it is a brilliant opportunity for students to more widely reveal their talents, try different professions and social roles.

In case of any problems or if a student or parent wants to complain, they first contact their class teacher. If the class teacher cannot find an answer or solution, they turn to the appropriate deputy principal, who is responsible for a certain area of work. In the event that the complainant is not satisfied with the solution of his problem, he can contact the school principal. All school officials have reception hours for personal matters.

Also, depending on the nature of the complaint, for example, on the problems of family relationships, conflicts with peers, loneliness and misunderstanding, you can contact an educational psychologist (room 109).

Teachers can also get the help of a psychologist. There is also a helpline 8 (747) 919-96-11, where you can find psychological support in difficult life situations.

The work plan of the educational psychologist provides for hours of daily consultations of students, teachers, parents. (<https://balkhash.goo.kz/files/blog/1667890452413.pdf>)

UNT is an indicator of the results of mastering the knowledge of a secondary school, a system for assessing this knowledge. The certificate obtained as a result of the UNT is recognized by the universities of the country and is regarded as entrance exams. The UNT is also taken into account when distributing grants.

All graduates of our school independently make a choice of profession, university and, accordingly, specialized subjects of the UNT. Of course, career guidance work has been carried out with them for several years, assistance is provided in knowing their abilities and strengths, which allows you to make a potentially correct choice. In addition, it is possible to pre-check yourself. (<https://balkhash.goo.kz/blog/view/17/21664>)

In the 2021-2022 academic year, 988 students studied at the school, 468 of them, or 47.3% attend circles and sections. The school has sports sections: basketball, volleyball, PE, which are led by teachers Mager S.V., Levkovich M.A. and Kosenkova E.V. In total, 50 students are engaged in sports sections. Sections are held from Monday to Friday from 18-30 to 21-00. (<https://balkhash.goo.kz/blog/view/17/19859>),

(<https://balkhash.goo.kz/blog/view/17/19569>)

In addition, many students attend sections outside of school hours on such sports as: football, swimming, karate, judo, mixed martial arts, boxing, kick-boxing, chess, etc. They are engaged mainly in the Palace of Metallurgists, the sports club "Arystan", the sports complex "Bars", etc.

Many children attend drawing, dancing, dombra, guitar, piano, robotics and English language courses.

If we consider the activity in obtaining additional education by different classes, then there are classes in which most students attend sections, but there are also classes with little activity in obtaining additional education. For example, in grade 1A, out of 25 students, 22 attend sections and clubs, which is 88% of students; in 3B 89% (out of 19 students, 17 attend sections and circles); and in 3A - 101%, because some students attend two sections or circles (25 students, 27 - various types of additional education). And, for example, in 6B only 8% of students receive additional education (out of 25 only 2), in 8B - 4% (out of 24 only 1).

Visiting clubs and sports sections, children use their free time for positive purposes for personal development. (<https://balkhash.goo.kz/files/blog/1654774582453.pdf>)

Our students are engaged in scientific activities and participate in Olympiads of various levels. By the order of the director of school No. 64 of 01.09.2021, the school scientific society "Nika" was created. (<https://balkhash.goo.kz/files/blog/1654512625404.pdf>)

It is important to emphasize the participation of our students in the Summer International School of Moscow Institute of Steel and Alloys in Olympiads of two profiles: engineering specialties and mathematics, where our students won two prizes. Also, our students took part in the International Bulgarian Olympiad "Chernorizets Hrab". The Olympiad was held in two stages - city and republican. In the Republican round of the International Olympiad "Chernorizets Khrabrov" 10 students participated. In addition, the participants of the republican round of the Olympiad "Chernorizets Hrabar" participated in the international mathematical rating competition "Kangaroo Mathematics for All" in the city of St. Petersburg. According to the results of the mathematical competition, our students won 10 prizes.

One of the most important functions of the school, along with education, is the socialization of the younger generation of the country. This function is implemented both in the educational process and through the implementation of special programs and activities of the school.

Socialization in the learning process occurs as subjects are mastered, the most important of which is the course "Fundamentals of Life Safety". In grades 1-4, the course is studied within the framework of the subject "Cognition of the World". In grades 5-9, this course is implemented as part of the training course "Physical Education" with an annual training load of 15 hours by teachers of physical education. The content of the training course "Fundamentals of Life Safety and Information Technologies" in the 10th grade is implemented as part of the training course "Initial Military and Technological Training" with an annual training load of 12 hours by teachers of initial military and technological training. The content of the training course "Fundamentals of Life Safety" in the 11th grade is implemented within the framework of the training course "Initial Military and Technological Training" with an annual training load of 16 hours by teachers of initial military and technological training. Classes on the basics of life safety are mandatory and are held during school hours.

The program of socialization of students provides for the formation of a moral way of school life, which ensures the creation of an appropriate social environment for the development of students and includes educational, extracurricular and socially significant activities of students, based on the system of spiritual ideals of the multinational people of Kazakhstan, basic national values, traditional norms, implemented in the joint socio-pedagogical activities of the school, family and others subjects of public life.

The program of socialization of students is aimed at ensuring their spiritual and moral development and upbringing, socialization, professional orientation, the formation of an ecological culture, a culture of a healthy and safe lifestyle.

The program of socialization of students is developed in accordance with the Republic of Kazakhstan by law of 27. 07.2021 g. No 319-III "On education in Republic of Kazakhstan". In modern pedagogy, there are ideas of the self-worth of childhood, cooperation, dialogue, pedagogical support, self-determination and self-actualization of the individual, dynamism, empathy and tolerance. Consequently, the task arises of creating conditions for the child to freely choose forms, ways of self-realization based on the development of universal human values. It is necessary that the educational environment be as diverse and variable as possible. This task is solved by various sections and directions. This task is solved by various sections and directions. Program.

The school administration, social pedagogue, class teacher and subject teachers in their work follow the following directions, which are aimed at the formation of the personality and its socialization:

- personal - aesthetic;
- intellectual development of students;
- vocational guidance of students;

- formation of an active civil position;
- providing students with social, psychological and pedagogical assistance in personal self-determination
- creation of conditions for the manifestation and formation of creative abilities of students

All these areas are focused on the formation of a personality: socially significant, free, socially active, aware of its civic responsibility, ready for self-determination in life.

One of the directions of the program of socialization of students in our school is the creation of a detachment of young traffic inspectors or the YTI. This program is one of the effective ways to develop students' skills of a disciplined pedestrian, a culture of safe behavior on the streets and roads. The YTI detachment is a voluntary children's association, the purpose of which is to form in-depth knowledge of traffic rules in children and the ability to use them in situations of everyday life.

An important place in lectures and practical classes is given to the training of teachers in modern ways of popularizing the YTI movement among parents, techniques and technologies for organizing events in which both children and their parents take part: interactive games, competitions, quizzes, etc.

It is very important to form a child's habit of correct behavior on the roads. Children should know what violations of traffic rules by a pedestrian can lead to, what dangers await a negligent pedestrian on the streets and roads. Only repeated repetition of the rules, playing and analyzing situations, training exercises on the streets of the city, and a daily positive example of adults will allow the child to feel confident as a pedestrian, and will also help to avoid emergency situations and save life.

In the daily activities of the young inspectors is not only the promotion of correct behavior on the road, but also the early profiling of students. Students from 11 to 15 years old can join the squad of young inspectors, providing assistance to young children, middle-aged students have a sense of responsibility not only for themselves, but also to school and younger children. Studying all the rules of the road, participating in various competitions, pupils already have a fairly large knowledge base on the provision of first aid to victims of a traffic accident, on road signs, traffic rules, can actively promote traffic rules.

To date, the current issue in the life of each teaching, is professional orientation. It becomes an important part of a person's life, the sooner the student can answer the question "Who am I?", the more successful his life will be. Studying theoretical knowledge of traffic rules, participation in competitions can affect the choice of profession of squad members. Pupils may be interested in different professions, such as "Traffic Police Inspector", "Medical Worker", "Rescuer of the Ministry of Emergency Situations", "Police Officer". (<https://balkhash.goo.kz/blog/view/17/21010>)

Thus, this program of socialization of students reflects the activity paradigm of education in contrast to the knowledge paradigm. And this involves the creation of conditions for the development of subjectivity and independence, which is possible only if the need for self-determination is formed.

Another important direction of the socialization program is the creation of a debate club "Adilet" in our school (created by order of the principal No. 90/2 of 01.09.2021). (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667880741301.pdf>, (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667889735492.pdf>). Despite the recent formation of the club, a number of bright debates have been held (<https://balkhash.goo.kz/blog/view/17/21577>) and it already has certain achievements. (<https://balkhash.goo.kz/blog/view/17/21578>). The work of the club "Adilet" is built according to the list of debates (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667892917346.pdf>)

and a calendar-thematic plan.
(<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667893009486.pdf>)

As you know, debates are the foundation of intellectual development of a person, since they form critical thinking skills, teach to analyze information, work in a team, formulate questions and answer them. Participants in the debate are less susceptible to propaganda and populist ideas, because debates form the ability to argue their position, to have their own civil position.

(<https://balkhash.goo.kz/blog/view/17/21576>),
(<https://balkhash.goo.kz/blog/view/17/9665>),
(<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667890765461.pdf>),
(<https://balkhash.goo.kz/blog/view/17/17919>)

SAQ – summative assessment for a quarter (COЧ)

SAS - summative assessment for a section (COP)

If we talk about the system of assessing the educational achievements of students, in the Kazakh secondary school there are two types of assessment of current academic performance - SAS and SAQ. SAS are conducted according to the calendar-thematic plan.
(<http://smk.edu.kz/Course/Type/32/1100?redirectto=1062>)

For effective writing of SAS, teachers practice the regular use of formative assessment in each lesson. This allows you to improve the quality of academic performance and, accordingly, the quality of knowledge of schoolchildren. This is shown by the analysis of the SAS.

SAS and SAQ are freely available and many parents and students can use them, the teachers of our school have come to the decision to draw up their tasks for formative assessment and SAS in accordance with the learning goals. Teachers develop several versions of one work, which allows to test the knowledge of students more thoroughly. Students themselves note that they have become more responsible for lessons and tasks directly.

When conducting SAQ, it is impossible to carry out more than 3 IMW per day and it is desirable to adjust the degree of complexity of the subject too. For example, if one day chemistry, physics and algebra are scheduled, and on another day humanitarian subjects can be adjusted for the complexity of the subject.

Summative assessment for a quarter (SAQ) at school is carried out according to calendar - thematic planning, in accordance with the UTI of the current year. Everyone is familiar with the rules of the SAQ. Teachers conduct an examination of the SAQ - draw up a protocol where they reflect the compliance of the work with the objectives of the training, point out incorrect tasks. When conducting the SAQ, an observer is present, the work is checked by the teacher, then these works are submitted for moderation, after which the teacher finally gives points on the students' works.

It is worth noting that after moderation, the points almost do not change. Perhaps this indicates a better verification of students' work by teachers.

Thus, the assessment of school performance is carried out in accordance with established rules and procedures that are aimed at achieving the planned learning outcomes and the goals of the educational process.

Formative assessment is carried out in the course of daily work in the classroom and therefore provides an operational relationship between the student and the teacher, the analysis of errors, the elimination of gaps in the development of the subject. The teacher has the opportunity to track the educational achievements of students and adjust his work in the classroom, to work with those experiencing difficulties in mastering the material.

Since parents do not always correctly understand the system of criteria-based assessment, the school constantly conducts explanatory work with the parent community. Thus, in all classes, starting from grade 1, at each parent meeting, there is a systematic explanatory work of the rules and procedures for criterion assessment. This work is also carried out at the

level of the administration - school-wide parent meetings are held, education takes place online, where qualified specialists answer the questions of interest to parents. Parents receive information on a group basis or in a personal conversation, both with the class teacher and the subject teacher.

Parents have the opportunity to get acquainted with the works of their children, if there are questions, the class teacher organizes a meeting with the subject teacher individually. More often, such meetings are held on Saturdays, which is convenient for both teachers and parents.

The tasks of the SAQ and SAS are available on the Internet on the official websites for example, smk.edu.kz. Each teacher works on the creation of their own assessment resources, which are developed taking into account the age characteristics and requirements of the Public Educational Institution. All teachers of the school have successfully completed training courses on the development of assessment tools, where they were also introduced to the rules for selecting tasks and their design. All criteria-based assessment tasks have descriptors and evaluation criteria. Formative assessment tasks may contain content that takes into account the individual characteristics of some children, as well as work with low-performing and highly motivated students. The goals of each work is to correspond to the goals of the state program.

In accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 125 "On Approval of the Model Rules for Conducting Current Control of Academic Performance, Intermediate and Final Certification of Students for Organizations of Secondary, Technical and Vocational, Post-Secondary Education" , an appeal commission is created annually at the school, which conducts an appeal procedure strictly in accordance with the established rules. (<https://balkhash.goo.kz/loader/fromorg/17/1132#>)

SWOT – Analysis according to standard 3 "Students"

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. The presence of a transparent mechanism for the formation of a contingent. 2. Implementation of specialized training on the basis of a combination of compulsory, in-depth and standard educational subjects. 3. Increased number of lyceum classes. 4. Presence of mechanisms for support and assistance to students on the part of the teacher and the administration. 5. Presence of a procedure for independent selection of subjects for passing final exams. 6. Providing students with a choice of various forms of extracurricular activities. 7. Availability of an effective program of socialization of students. 8. Cooperation with E.E. Buketov Karaganda State University. 	<ol style="list-style-type: none"> 1. Low level of quality of knowledge in the middle school. 2. The presence of graduates entering foreign universities affects the reduction of the overall average UNT score at school. 3. High percentage of students entering colleges after the 9th grade.
Opportunities	Threats
<ol style="list-style-type: none"> 1. Intensification of participation of students in Olympiads, competitions, creative projects, etc. of the republican and international level. 2. Development of cooperation with foreign 	<ol style="list-style-type: none"> 1. The generally low level of socio-economic status of the families of the school micro-district. 2. Reduced motivation to receive formal

schools implementing NMD programs.	education for the majority of the younger generation.
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Standard 4. EDUCATIONAL WORK AND INTERACTION WITH PARENTS/GUARDIANS AND THE PUBLIC

Educational work is, along with teaching, is another important function of the school. Deputy Principals for Educational Work annually develop a plan for educational work, based on the School Development Strategy and methodological recommendations for the organization of educational work in secondary education organizations of the Karaganda region, which contains the following sections:

- I. Normative and legal support of the educational process in secondary education organizations.
- II. Normative-planning documentation on educational work in educational organizations.
- III. Features of planning the educational process.
- IV. Educational technologies in the organization of educational work in remote mode
- V. Planning of educational work by months. Traditional school activities.

Also, when planning educational work, SCSE of all levels of education are studied.

In the 2021-2022 academic year, the educational process is carried out in the thematic areas of each month, when planning the work, special attention was paid to:

- special projects of the program "Rukhani Zhangyru": "Dastur men guryp", "Unem – kogam kuaty";
- Concepts of celebration of the 30th anniversary of Independence of the Republic of Kazakhstan "Zhasampazdykka toly zhyldar", "Creation in the name of people";
- Rules for awarding children and young people aged fourteen to twenty-nine years with a badge of distinction for patriotism and active citizenship;
- organization of project activities of students, taking into account the age characteristics and interests of children;
- early profiling,
- career guidance issues;
- museum pedagogy;
- study of the history of the native land, local history.

When planning the topics of class hours, programs developed by the "Educational and Methodological Center for the Development of Education of the Karaganda Region" were used: the Program for Moral and Sexual Education, the course "Adal Urpak".

Educational work in the 2021-2022 academic year was carried out in accordance with the Model Comprehensive Plan for Strengthening the Educational Component of the Learning Process in All Educational Organizations.

It is based on the regulatory and legal framework for the organization of educational work:

- 1) THE UN Convention on the Rights of the Child;
- 2) Constitution of the Republic of Kazakhstan;
- 3) The Code of the Republic of Kazakhstan "On Marriage (Marriage) and the Family" dated December 26, 2011;
- 4) The Rights of the Child in the Republic of Kazakhstan Act of 8 August 2002;
- 5) Law of the Republic of Kazakhstan "On the Prevention of Domestic Violence" dated December 4, 2009 No. 214-IV;

- 6) Law of the Republic of Kazakhstan "On Protection of Children from Information Harmful to Their Health and Development" dated July 2, 2018 No. 169-VI;
- 7) The Law of the Republic of Kazakhstan "On Education" dated July 27, 2007;
- 8) The State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025, approved by the Resolution of the Government of the Republic of Kazakhstan dated December 27, 2019 No. 988;
- 9) State compulsory standards of education at all levels of education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604;
- 10) Conceptual foundations of education in the context of the implementation of the program "Rukhani Zhangyru", approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 15, 2019 No. 145.

This year, the work continued to educate students in Kazakhstani patriotism. 59 students of the 5th grade were accepted into the ranks of "Zhas Ulan", 109 students of the 3rd grade were admitted to the ranks of "Zhas Kyran". Children's and youth organization "Zhas Ulan" operates on the basis of the Regulations. (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667835049282.pdf>) and (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667894336205.pdf>) workplan

In the work of the Zhas Ulan organization for the 2021-2022 academic year, 74 events are planned in the following areas: Zhety Zhargy, Eco Alem, Rukhaniyat, Otan, Salawat, Enbek, Zerde.

Planned activities:

- military-patriotic action "Army through the eyes of children";
- review of banner groups "Ulymyz uly eldin";
- round table "Achieving the independence of the Republic of Kazakhstan";
- drawing competition "School of Healthy Nutrition";
- action "Ashyk zhurek";
- the "Greenest Class" competition;
- "Clean the shore of our lake from garbage";
- "Corruption is a disease of our society" debate;
- festival of children's songs "Balalyk shagymyn auendery", from which it can be seen that the school pays great attention to the patriotic and moral education of students.

The activity shown by our pupils is reflected in the annual report "Zhas Ulan" for the 2021-2022 academic year. (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667835613370.pdf>)

In order to develop independence and responsibility in students, the institute of self-governance of students has been initiated. On September 6, 2021, a meeting was held at which school activists spoke with the desire to take a position in the school parliament. After listening to the arguments of the activists, a unanimous decision was made in the adoption of the following positions: Minister of Patriotism (Kaliakhmetov Arman), Minister of Informatization (Brezhneva Polina), Minister of Sports (Kunanbayev Ansar), Minister of Ecology and Labor (Tatulyan Armine), Minister of Self-Knowledge and Happiness (Tsai Ksenia), Minister of Education and Debate Movement (Goncharov Ivan), Minister of Culture (Kasibayeva Enlik), Minister of Care and Volunteering (Madisheva Maria).

The formation of an anti-corruption culture is the most important task of the school management and the whole team. The organization of work and activities in this direction, first of all, is carried out on the basis of the "Anti-Corruption Standard of the Ministry of Education and Science". (<https://balkhash.goo.kz/files/loader/1615463397205.pdf>).

In September 2021, the principal of the school approved the "Action Plan for 2021-2023. on the implementation of the Anti-Corruption Strategy of the Republic of Kazakhstan for 2015-2025 and countering the shadow economy" (<https://balkhash.goo.kz/files/blog/1654764311246.PDF>)

We are implementing the "School Program for the Formation of Anti-Corruption Culture in the School Environment" (<https://balkhash.goo.kz/blog/view/17/21481>), the "Anti-Corruption Plan of the PSI "School-Lyceum No. 17" of the Education Department of the Karaganda region for the 2021-2022 academic year has been developed and is being implemented within the framework of the "Adal Urpak" project (<https://balkhash.goo.kz/blog/view/17/16734>).

Anti-corruption measures in the school are also one of the main issues of intra-school control. Anti-corruption measures for the implementation in education and upbringing are carried out in various forms. Issues of corruption are considered systematically in extracurricular activities conducted by class teachers with the involvement of employees of the prosecutor's office, judicial and executive bodies.

In 2018, by order of the school principal (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667885776302.pdf>), a voluntary club "Adal Urpak" was created, the work of which is based on the Regulations (<https://balkhash.goo.kz/blog/view/17/21476>) and the work plan (<https://balkhash.goo.kz/blog/view/17/21497>)."

On a daily basis, the school clerk conducts:

- Coordination of public services in accordance with the current legislation;
- Analysis of complaints received by the school about untimely and poor-quality provision of services;
- Conducting internal control over the provision of public services.

On the official website of the school there is a page "Anti-corruption activities", "Board of Trustees", where information is systematically posted about the activities of the Board of Trustees, a description of the events held, information for parents and children, the submission of a report on all sponsorship and help form charitable organizations.

The school management, relying on anti-corruption legislation, implements a set of measures aimed at preventing illegal collection of funds from the parents of students. Thus, the issue of combating corruption is considered quarterly at meetings with the principal.

In addition, parents are surveyed for the presence of corruption cases at school. (<https://balkhash.goo.kz/files/blog/1654764599476.PDF>)

The school has organized the activities of the voluntary school club "Adal Urpak", the purpose of which is to create conditions for the formation and development of a highly moral, responsible, initiative and socially competent citizen and patriot.

All activities are aimed at:

- 1) implementation of measures aimed at spiritual-moral and civil-patriotic education;
- 2) strengthening students' confidence in the institutions of state power;
- 3) formation of students' political and legal knowledge;
- 4) formation of moral and ethical value foundations of anti-corruption behavior among students.

A work plan for the 2021-2022 academic year was drawn up, in accordance with which events, competitions, and actions are held.

With the beginning of the academic year in September, a meeting of members of the club "Adal Urpak" was held in order to create a work plan for the upcoming academic year and ways to implement it. This meeting brings up in students the desire to prevent corruption within the walls of the school and the desire to involve as many students as possible in this activity.

In October, the action "Instead of order, a postcard, instead of flowers, a craft", was held, where children presented their teachers with beautiful crafts, drawings, creativity made with their own hands. This action contributes to the formation of an anti-corruption culture among students of all ages, from grades 1 to 11. In addition to the formation of knowledge in this area, taking part in the action, students have the opportunity to realize their creative potential.

In November of this year, an exhibition of drawings entitled "No Corruption" was held. Transparency of anti-corruption activities is the key to success. The manifestation of corruption is a very exciting issue for our country, since every year corruption takes an increasing turn. Information about this problem is important and significant for students of all ages. It is for this purpose that such events are implemented within the walls of the school, which educate students in such important qualities of honesty and justice.

In December, a meeting was held with the representative of "Adaldyk Alany" Daniyar Israilovich. The formation of anti-corruption standards in adolescent behavior is carried out purposefully and systematically. During the meeting, he explained in detail the causes and consequences of corrupt actions, gave several examples for a more accurate acquaintance with the topic, described the need and opportunities for the participation of the younger generation in changing the situation of the anti-corruption system in the state. The formation of the principles of integrity among the younger generation is an urgent issue today.

In January an online meeting of ministers of the school parliament was held at which modern problems of society and ways to solve them, namely corruption actions, were discussed. The Minister of Law and Order defended the presentation on the topic "map of corruption offenses". Corruption (from the Latin *corrumpere* - to corrupt, Latin *corruptio* - bribery, damage, venality, decay) is a term denoting usually the use by an official of his power and rights entrusted to him, as well as the associated official status of authority, opportunities, connections for personal gain, contrary to the law and moral attitudes. This meeting is aimed at developing in students understanding the cause-and-effect relationships in corrupt activities and steps to prevent these activities, as well as such meetings help to form the right view of anti-corruption policy among young people.

In February, the school club "Adal Urapak" issued and distributed leaflets on the theme: "School is the territory of the law". Members of the club created leaflets based on the freedoms of the rules of the school and handed them to junior and middle school students. The purpose of this event is the legal education of students, as well as the development of awareness of the need to comply with the laws of the state.

And also in February, a drawing contest was held on the theme "No corruption" in which students from grades 1-7 took part. The main objective of this competition is to create an anti-corruption culture in the school environment and to encourage initiatives to strengthen intolerance of corruption. In March, an action was organized.

Today, the fight against corruption is one of the most important tasks of the state. Corruption is an international phenomenon and any countries are joining forces to combat it.

An important component in the formation of the anti-corruption worldview of young people is the use of the potential of educational work at school, in connection with which the action "Instead of a bouquet, a card, instead of a gift of a craft" was organized." The holidays are the time in which there is a large number of corrupt actions aimed at acquiring personal gain, and this event educates students to strive to fight corruption through creativity.

In April, PSI "School-Lyceum named after A. Yermekov" took first place in the city video contest "Future without corruption", where it reflected all the possible consequences of corrupt actions and ways to prevent them. It is very important from early childhood to educate students in the spirit of patriotism and high moral qualities.

The school works closely with the parents of our students not only on children's progress, but also on the entire spectrum of the educational and upbringing process. An important part of this interaction is transparency and accessibility for them information about the activities of the

school. The main resource for informing parents of other stakeholders is the official website of the school.

The site contains all the planned, current and reporting documentation on the organization of the educational process, educational work, extracurricular life of the school. The strategic plan for the development of the school is available to all comers, the entire regulatory framework for the school's activities is also posted and accessible.

For example, in the "Educational work" section, the following information is posted:

- Knowledge Quality Monitoring
- Minutes of the Pedagogical Council
- Administrative sections
- Distance education
- Final state certification, etc.

In addition, all stakeholders have the opportunity to follow the news of the school daily and contact the principal through his blog.

Thus, parents and the public have the opportunity through the school's website to be aware of its strategic goals and objectives, to learn the state of current affairs and, if necessary, to contact the management and promptly receive feedback.

In the modern world, communication in social networks has become an integral part of interaction. Most educational organizations use online resources to inform the public about the activities of the educational organization. Our school also actively covers educational activities on social networks, Facebook (<https://www.facebook.com/profile.php?id=100023467148984>) and Instagram (https://www.instagram.com/a_ermekov_lyceum_school/?hl=ru).

To post content, each deputy principal provides photo, video, text information in his field of work. On a daily basis, a photo gallery is updated, parents are aware of the events of school life and give feedback or leave comments. All competitions, Olympiads, intellectual games, thematic events of an educational nature, meetings with successful people, workshops, conferences, forums, promotions are held offline and online and our subscribers are aware of all our events. The most interesting moments of school life are exhibited in the story. For prompt communication of class teachers with parents, chats are created with them in instant messengers, Telegram and WhatsApp.

The school actively uses such "live" platforms as Facebook, Instagram and instant messengers for information, prompt feedback and the formation of a positive image and improving the level of the school's reputation in the eyes of parents and the public as a whole.

The school has 45 children from low-income families, large families and those left without parental care. Every year, at the beginning of the school year, a social pedagogue collects data, creates a social data bank for students. From the data obtained, a list of students is formed who must receive material assistance from the Universal Education Fund in the form of stationery, school uniforms, shoes, etc. Also, these students are provided with free school meals at the expense of the Universal Education Fund.

Every year, children from other schools in the city are transferred to our school. At the same time, it is often a great stress for them and they need help in adapting to new conditions, class. Adaptation is under the control of class teachers and the school psychologist. In turn, subject teachers also observe the success of adaptation of beginners in their subjects. If necessary, correction of activities is carried out in order to improve the adaptation process.

For example, in the 2019-2020 academic year, diagnostics were carried out and students transferred from other schools to the learning conditions in our school. (<https://balkhash.goo.kz/blog/view/17/21504>)

The purpose of the diagnosis was to determine the level of involvement of newly arrived children in the social life of the school. In total, there were 18 such children: 1st grade - 1, 2nd grade - 4, , 6th grade - 4, 9th grade - 2, 10th grade - 1, 11th grade - 1. Diagnostics were carried out using the following methods:

Table 2 Resource requirements by component

Class	Methods
Grade 1	N.G. Luscanova's method "What I like about school" Scheme of expert assessment of the child's adaptation at school O.L. Sokolov, O.V. Sorokin, V.I. Chirkov Kern Jirasek's Orientation Test of School Maturity Observation
Grade 2	N.G. Luscanova's method "What I like about school" Scheme of expert assessment of the child's adaptation at school O.L. Sokolov, O.V. Sorokin, V.I. Chirkov Kern Jirasek's Orientation Test of School Maturity Observation
Grade 3	Moreno's sociometry Scheme of expert assessment of the child's adaptation at school O.L. Sokolov, O.V. Sorokin, V.I. Chirkov Observation
Grades 5 – 9	Moreno's sociometry Phillips Anxiety Test Observation

According to the results of the survey of newly arrived children at school, 3 categories of children were identified:

- highly adapted,
- adapted within the normal range,
- children with low levels of adaptation.

Table 3 Resource requirements by component

Level of adaptation	High	Average	Low
Numerical ratio	7	9	3
Percentage	25%	62%	13%

Class	Level of adaptation		
	Low	Average	High
Grade 1	2 (100%)		
Grade 2	1 (25%)	1 (25%)	2 (30%)
Grade 5	1		5 (25%)
Grade 6		4 (100%)	
Grade 9		2 (100%)	
Grade 10		1 (100%)	
Grade 11		1 (100%)	

From the table it can be seen that it is most difficult for primary school students to adapt, although 30% of second-graders showed a high level of adaptation. During the year, the psychologist conducted individual remedial sessions with children with a low level of social adaptation. At the end, through repeated psychological and pedagogical studies, the result of adaptation of newly arrived children was 100% with high level of adaptation. It was

recommended that the teachers cooperate with the parents of newly arrived children on the issues of education and upbringing, and that they live to monitor the newly arrived children in the conditions of school activities.

Similar studies were conducted in the 2020-2021 and 2021-2022 academic years (<https://balkhash.goo.kz/blog/view/17/21503>), (<https://balkhash.goo.kz/blog/view/17/21505>)

Satisfaction with the state of the educational process is one of the indicators characterizing the final results of the activities of an educational institution.

For several years, our school has been periodically monitoring the satisfaction and parents, students, the public of the school. The results of the monitoring are a barometer of satisfaction with the educational process, they are communicated to the teachers of the school, discussed at pedagogical councils thus, make it possible to outline further ways to improve the educational process.

To determine the degree of satisfaction with educational services by consumers of the educational process, an analysis of the results of a survey of students, parents and the public was carried out. (<https://balkhash.goo.kz/blog/view/17/21506>)

The purpose of monitoring is to determine the level of satisfaction of the educational services provided, as well as to improve the efficiency and quality of the educational process at school.

The survey was conducted on the basis of a sample that includes parents (legal representatives) of primary, middle and senior school students.

Research method: sociological method of questionnaire survey. Methods of questionnaire and survey included the following indicators:

1. Indicators related to the conditions of the organization of the educational process.
2. Quality of educational services.
3. Professional skills of teachers.

In total, 883 parents (legal representatives) participated in the questionnaire and survey in the 2019-2020 academic year, which was 89%, in 2020-2021, 1148 people participated in the educational year, which was 86%, 2021-2022, 1462 people participated in the educational one, which is 90%.

The level of satisfaction with indicators related to the conditions for the organization of the educational process and the quality of the provision of public educational services in the 2019-2020 academic year was -85%, in the 2020-2021 academic year - 88%, in the 2021-2022 academic year was -92%. The growth rate was 7%.

The level of satisfaction with indicators related to the quality of the ongoing correctional work, the organization of correctional and developmental training and correctional and rehabilitation assistance to schoolchildren with OOP in the 2019-2020 academic year was 87%, in the 2020-2021 academic year - 90%, and in the 2021-2022 academic year - 90%. The growth rate was 3%.

The rate of satisfaction with the main adapted educational program in the 2019-2020 academic year was 82%, in the 2021-2022 academic year - 85%, and in the 2021-2022 academic year - 90%.

The indicator of satisfaction with the professional skills of teachers in the 2019-2020 academic year was 85%, teachers in the 2020-2021 academic year was 85%, in 2021-2022 - 91%.

The level of satisfaction with indicators related to the quality of openness and accessibility of information about the organization carrying out educational activities in the 2019-2020 academic year was -80%, in the 2020-2021 academic year - 84%, in the 2021-2022 academic year - 90%. That is, the rate for two years was 10%.

The indicator of satisfaction with the material and technical equipment of the educational process in the 2019-2020 academic year was 85%, in the 2020-2021 academic year - 89%, in the 2021-2022 academic year - 90%.

An important indicator of the quality of education is satisfaction with the organization of extracurricular activities. Positive feedback from the organization of extracurricular and extracurricular activities (organizing the work of circles, sections, electives) in the 2019-2020 academic year amounted to 70%, in the 2020-2021 academic year - 74%, and in the 2021-2020 academic year, the figure increased by 13% and amounted to 87%.

Thus, based on the results of the questionnaire and survey, the following conclusions can be drawn:

1. There is an increasing tendency in the degree of satisfaction with the quality of educational services, the comfort of learning at school, the confidence of students and their parents in teachers, in the level of teaching disciplines and educating students.
2. Students, parents and the public are satisfied with the organization of educational, correctional technologies used, the integrated work of specialists of the social and psychological service.
3. Students, parents and the public mostly correctly understand the distribution of responsibility: the school teaches, the family educates, with the joint cooperation of the family and the school - we develop, teach and educate schoolchildren.
4. Parents are interested in the issues of preserving health in the educational process, and the successful socialization and adaptation of schoolchildren with SEN children.

It is also necessary to note those aspects of the life of the school in respect of which it is necessary to strengthen work, namely, the active involvement of parents in the use of electronic resources as a means of obtaining information, supporting communication with teachers, specialists, school administration, thereby increasing the level of awareness of parents about the child's achievements and emerging problems.

In general, students, parents and the public are satisfied with the quality of educational services, the organization of the activities of teachers and school specialists, the organization of extracurricular and extracurricular activities, medical care, the quality of correctional and rehabilitation assistance provided by specialists in social and psychological assistance.

SWOT – Analysis
according to Standard 4 "Educational work and interaction with
parents/guardians and the public"

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Carrying out systematic educational work in accordance with the state policy in the field of education and upbringing. 2. Consistency of the educational work plan with the school development strategy. 3. A clear focus of educational work on the spiritual and moral, civil and patriotic, artistic and aesthetic, labor and physical education of students. 4. Timely publication of complete and reliable information on the implementation of the educational process on the school's website. 5. Availability of a support system for 	<ol style="list-style-type: none"> 1. Insufficient activity of parents in cooperation with the school. 2. The lack of skills of some parents in using electronic resources as a means of obtaining information about the activities of the school. 3. Lack of diversity in the forms of providing information in social networks. 4. Adaptation of the forms and content of educational activities for a better perception of young people of school age.

students from socially vulnerable families. 6. Use of Facebook and Instagram to inform parents and the public about events. 7. Systematic monitoring and analysis of the satisfaction of students, parents for making managerial decisions.	
Opportunities	Threats
1. Attraction of highly qualified specialists to improve the quality of information posted on the website and in social networks about the activities of the school and the achievements of students. 2. Development of cooperation with educational organizations with the best practice in the field of school / student self-government.	1. High interest of the younger generation in various information sources with malicious content. 2. Low level of control and responsibility of parents for the leisure activities of their children.

Standard 5. PERSONNEL

The school has a fairly close-knit team of teachers, technical workers and specialists. One of the important and complex tasks of the school management is the selection of qualified personnel. The complexity of this task lies in the fact that the replenishment of the team with new personnel is very slow and it is not always possible to find subject teachers. A certain pool of teachers has formed in the city, which is very slowly replenished with young specialists, while the older generation is retiring.

Currently, 65 teachers work within the walls of the school, 32 of them have categories, 25 have qualifications. The school management is constantly working on the professional and personal development of teachers. 8 teachers, or 12.4% have the highest category, 5 (9.3%) - the first, 8 (15.5) - the second. 10 teachers do not have a category (8.3%). We have the only teacher-master in the city, 13 teachers of researchers, which is 18.9% of teachers of their total number; 6 expert teachers, or 8.2%, 13 teachers-moderators, or 17.8%. These figures are shown in figure 3.

Thus, about 70% of teachers are highly qualified specialists. Information on the assignment of qualifications to teachers for 5 years is reflected in the summary table on the website. (<https://balkhash.goo.kz/blog/view/17/23492>)

Figure 3

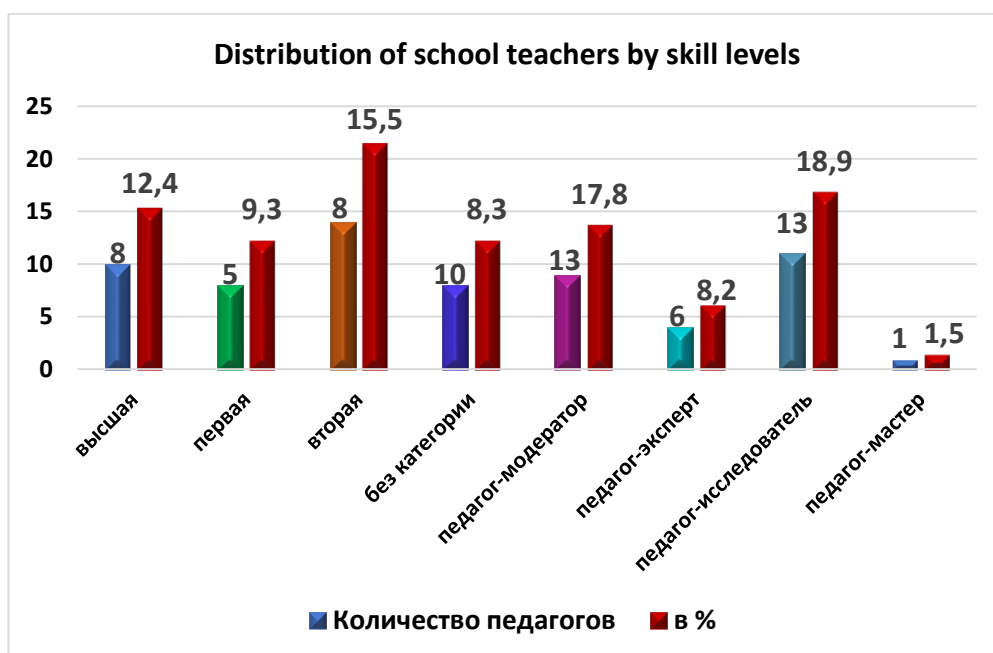
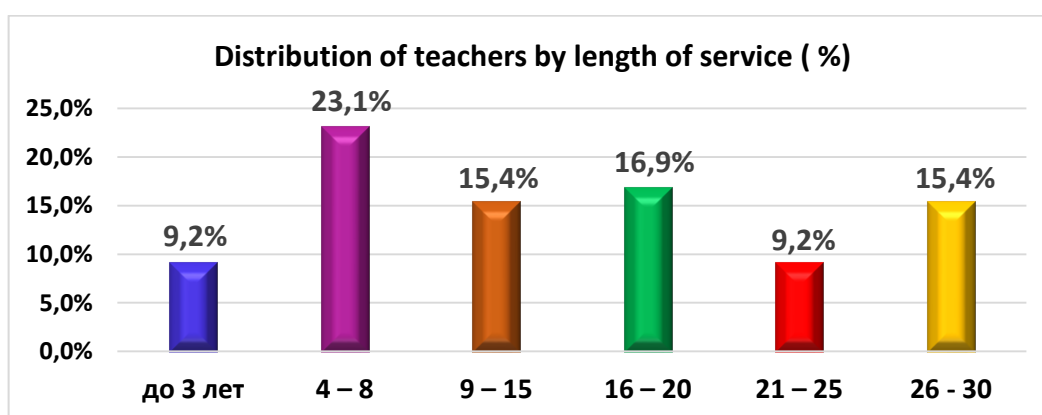


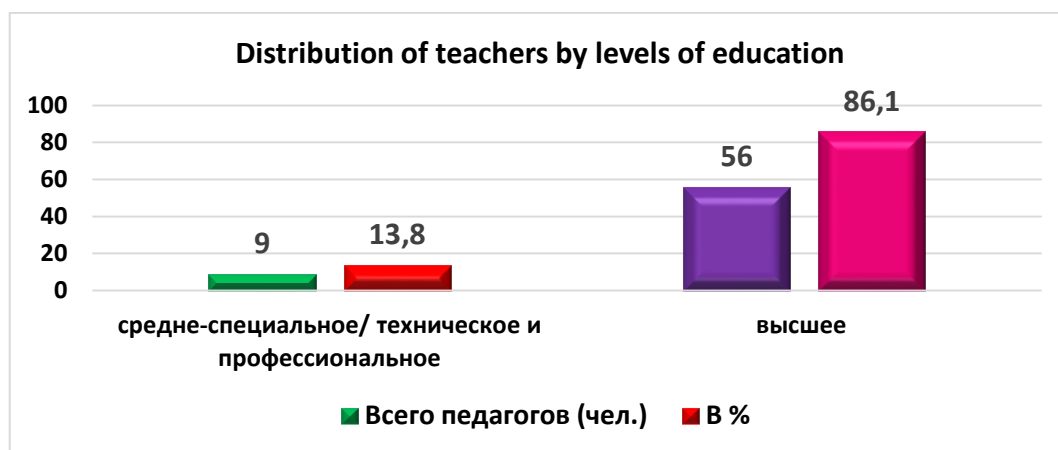
Figure 4 shows the distribution of school teachers by length of service. So, about a quarter of teachers - 23.1%, have experience in teaching from 4 to 8 years. Young teachers, whose experience is less than 3 years, make up about 10%. The majority of teachers that work have 9 to 20 years of experience - 32.3%. The most experienced teachers, with experience of over 20 years, make up 24.6% of the staff

Figure 4



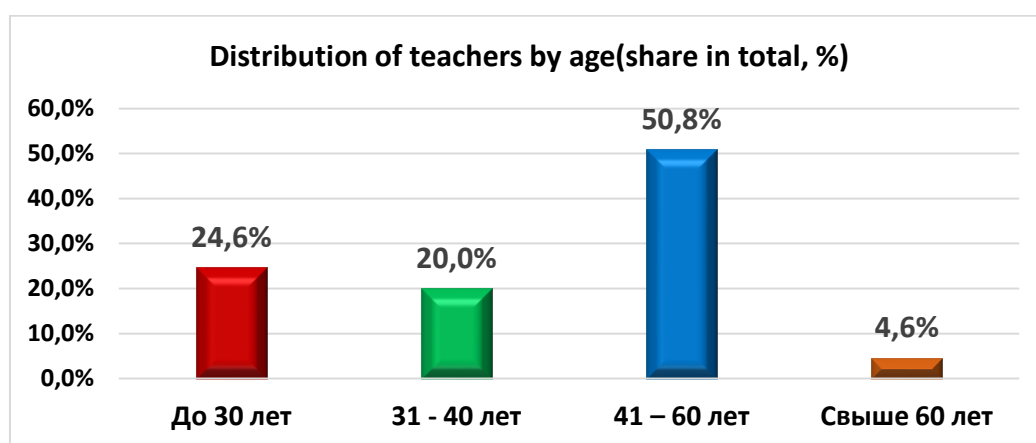
All teachers in the school have higher education (86.1%) or secondary specialized/technical and vocational education (13.8%), as can be seen from Figure 5.

Figure 5



The average age of teachers is 40 years. Their age distribution is shown in Figure 6.

Figure 6



The chart shows that almost a quarter – 24.6% are under 30 years old. 20% of teachers are 31- 40 years old. A little more than half (50.8%) of teachers is of mature age, between 41 to 60 years old. And less than 5% (4.6%) of teachers are of the older generation over 60 years old.

It should be noted that the staff of the school is stable, the turnover of personnel is at a low level. This can be seen in Table 4.

Table 4 Resource requirements by component

Three-year school turnover data

Category Staff	2018-2019 academic year			2019-2020 academic year			2020-2021 academic year		
	Altogether	Number of dismissed persons	% fluidity	Altogether	Number of dismissed persons	% fluidity	Altogether	Number of dismissed persons	% fluidity
Teachers	64	2	3,1	64	1	1,6	65	2	3,1
Those. personnel	22	3	13,6	22	1	4,6	22	3	13,6
Altogether	86	5	5,8	86	2	2,3	87	5	5,7

In the 2018-2019 academic year, the staff turnover was 5.8%, in the 2019-2020 academic year - 2.3%, in the 2020-2021 academic year - 5.7%, which is within normal fluidity

limits, indicating the relative stability of the team. At the same time, the turnover rates for the teaching staff are lower than the turnover rates of technical personnel and all three years were within 3%, which indicates a high degree of stability.

Thus, the teaching staff of our school can be described as quite young, highly qualified and stable.

Forecasting the needs for teaching staff, including in place of working pensioners, is published twice a year on the school's website in the "Staffing" section.

Employment and dismissal at school is carried out in accordance with the personnel policy developed in accordance with subparagraph 35) of Article 5 of the Law of the Republic of Kazakhstan "On Education", subparagraph 1) of Article 10 of the Law of the Republic of Kazakhstan "On Public Services". (<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1667897521246.pdf>)

The legislation defines the procedure for the appointment to positions, dismissal from office of the first heads and teachers of state educational organizations, as well as the procedure for the provision of public services.

The school announces a competition in which teachers who meet the qualification characteristics will participate. A competition commission is appointed by the principal of the school. All procedures for employment and dismissal are transparent and in accordance with the law.

Upon employment, the candidate will submit an application for participation in the competition. The applicant immediately attaches his evaluation sheet, which indicates all achievements, results, experience, administrative or methodological activities and course training.

For each direction, the candidate independently sets his points according to the established criteria and the scale of evaluation of these criteria.

The Competition Commission verifies the compliance of the points affixed by the applicant himself with the supporting documents and then approves the final number of points.

As a result, the vacancy is received by the applicant who has the highest number of points.

From 2022, acceptance of letters of recommendations from the previous place of work is being introduced. For a positive recommendation, you can get three points, for a negative one - lose five points. It is necessary to take into account information about whether the candidate has committed any violations, including terms of pedagogical ethics. In case of detection of such facts, the teacher is removed from the competition at any stage.

The mandatory presence of a qualification category for a candidate, graduates of universities and colleges are not enough to have a diploma in their hands to be hired. They are obliged to pass the a special test and then receive the very first category "Teacher" at school.

It is allowed to hire part-time teachers without competition for no more than eight hours in one subject, as well as the distribution of vacant positions if there are at least eight hours among teachers of the educational organization. But at the same time, it is not allowed to artificially split the vacant nine or more hours into one subject.

As one of the main strategies of state policy in the field of education, continuous professional development of teachers is determined in order to improve the available professional knowledge, improve the quality of professional activity. Advanced training should ensure the professional and personal development of the teacher, continuously improve his professional qualities and abilities. The following factors contribute to this:

- the existence of a long-term plan for course training;
- timely familiarization of personnel with the plan of course activities;
- the demand for the knowledge gained to perform professional tasks;
- diagnostics of determining the need of personnel for advanced training.

At the school, educational activities in the 2021-2022 academic year are carried out by 65 teachers. 34 teachers and the school administration underwent remote training courses on

the topic " Remote teaching and learning skills". 50% of teachers underwent remote retraining courses during this academic year. Various forms of advanced training are used at the school. 11 teachers took courses on inclusive training, 5 courses on the educational program in primary school subjects in schools with the Russian language of instruction. development and examination of SAS and SAQ.

Advanced teacher training takes place in accordance with the long-term plan of course training and the compiled application for training.

60 teachers underwent course training, which accounted for 93% of the teaching staff. Advanced training was carried out both on a budgetary and contractual basis, training took place in full-time and part-time form using distance educational technologies. As of 01.06.2022, the number of teachers who have completed advanced training courses at least once every five years is 100%, according to order No. 56.

Information on teachers who have undergone advanced training is given in the table "List of advanced training courses for mandatory passage by teachers of PSI "Lyceum School No. 17"(<https://balkhash.goo.kz/blog/view/17/21493>)

Each teacher of the school takes part in regional and city pedagogical projects, such as "Zerek", "Birge okimyz", "Remote boom", "Zeyin", "Steps into the digital world", "Reading school - reading family", "Tugan olke syrlary", "Onegeli omir". During the implementation of these projects, teachers conduct workshops, seminars, prepare participants of competitions in the person of students, act as contestants themselves.

Information about the participation of our teachers in projects, seminars, conferences and internships is given in the table

<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1654750774249.docx>

Currently, there is an increasing interest in the problems of mathematical education. A high level of development of mathematics is a prerequisite for the rise and effectiveness of a number of important fields of knowledge. People of various professions should have a high mathematical culture. And this makes mathematics the leading subject in secondary school and obliges the teacher of this subject to give solid and deep knowledge, to develop the abilities of students in every possible way.

To date, there are many author's programs for teaching mathematics in primary and high school. One of the most famous and widespread is the author's educational kit "School 2000", the supervisor of which is Lyudmila Georgievna Peterson.

Our school has been working on this program for a long time. In the process of training under the program "School 2000" in accordance with the activity approach, the task of forming a functionally competent personality is realized. On various subject content, the student seeks to gain new knowledge, to look for answers to questions that arise within him. When studying a school course of mathematics, as in the construction of any building, a solid foundation is important, otherwise whatever further construction, the building will not be sustainable. Knowledge of the elements of algebra in primary school allows you to lay a solid foundation for the study of mathematical models and for revealing to students at the higher levels of training the role and importance of the method of mathematical modeling. Also, through a certain activity, the basis for further study of geometry is laid. Children "discover" various geometric patterns: they derive the formula for the area of a correct triangle, put forward a hypothesis about the sum of the angles of a triangle, etc. Thanks to such a variety of tasks, children draw their own conclusions, then read and memorize the rule. The knowledge gained is consolidated through training exercises. It is impossible to achieve good results in learning if students have a low interest in mathematics. The textbooks of L. G. Peterson are equipped with a huge variety of entertaining material. A large number of numerical crosswords, puzzles, problems for ingenuity and transcripts. In the course of performing such tasks, children decipher either a new concept or a riddle. Among the deciphered words are the names of literary heroes, the names of works, the names of historical figures who are not always familiar to children. Performance in the lessons of younger students increases, they like to perform

tasks, and especially when they work independently. And when the student does everything himself, it indicates that he likes to learn, work, perform complex and interesting tasks quickly and deliberately.

The use of this technology shows that students are able to understand and evaluate information, analyze it on the basis of a system of theoretical knowledge; acquire the skills to apply this knowledge in non-standard conditions; able to make decisions based on the analysis. Evidence of this is the participation of children in mathematical Olympiads of the regional, republican and international levels ("Kangaroo", "Mathematical Genius", "Chernorizets Khrabrya", etc.) and the number of prizes, diplomas of 1st, 2nd and 3rd places.

Already in the middle school, students gradually begin to adjust their activities in accordance with the set goals; conduct self-analysis of the activities performed and adequately assess themselves. And these are exactly the qualities that are necessary for a person in modern conditions, this is the social order for today.

If the methods of school education require memorization, then it means that it is important for the child to develop the capabilities of the brain: memory, logic, ability to process and sort information, ability to build associative connections and other cognitive skills.

To this end, primary school teachers use elements of the author's methodology of Shamil Akhmadullin. The use of these exercises allows you to focus on the development of computational skills of oral counting, improving memory and acquiring memorization skills, which is so necessary in primary school. Separate simulators and exercises contribute to the development of cognitive interests, increase motivation to study mathematics through game forms of work. Academic performance in mathematics in primary school is 100%. The quality of knowledge in mathematics in the primary level every year is on average 70-80%. The system of using various methods and forms of training, depending on age characteristics, allows to make the process as informative and effective as possible.

In school, it is not always possible to allocate a lesson in the curriculum specifically for such classes, so primary school teachers chose the best option in the school conditions - to conduct such exercises at the beginning of the school day, like morning gymnastics and in all lessons without exception as physical culture. The use of kinesiological exercises at the beginning of the lessons showed that children tune in to the lesson more quickly, the concentration of attention improves. After a dynamic pause with the use of bodily exercises and exercises for fine motor skills, working capacity, coordination of movements improves, tension is relieved from the muscles of the hands. The use of relaxation exercises, breathing exercises at the end of the lesson relieves tension and fatigue after intense intellectual activity.

The creation of the author's program should provide for the possibility of implementing an individual approach to the student, working with subgroups of children, taking into account their age and physiological characteristics. It is created on the basis of own methodological concept of the educational process, aimed at updating vocational education and obtaining pedagogical results with positive dynamics. Writing author's programs was introduced to the educational process not so long ago, in 2018. In the same year, 10 of our teachers created their own programs, which were approved at the level of the city education department, and later were submitted for approval by teachers of PSI named after E. E. Buketova. In 2019, they were started to be implemented and tested in the educational process. In the same year, three methodological collections were created for use in biology and geography lessons. These manuals were intended for use in extracurricular activities. The next two years were not so effective in creating new programs, because previous programs required implementation, and these years were also organized in extracurricular activities. remote format, so the activities of teachers were aimed more at work in a new format, under new conditions.

In the 2021-2022 school year, there is no variable component in the standard primary school curriculum, so no new courses were created. However, teachers were given a new task to create resources that work to increase the level of functional literacy for various subjects.

Thus, collections were created for use in lessons and additional classes, including individual. 20 teachers have such collections.

<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1654683635322.docx>

Monitoring and analysis of the activities of teaching staff in schools is carried out on a systematic basis through certification and intra-school control.

Intra-school control provides for the organization of frontal and thematic inspections in order to assess the main parameters of the activities of teachers. In particular, frontal control is carried out:

- keeping class journals by subject teachers;
- checks by class teachers of keeping diaries by students, etc.

Thematic control:

- teachers' maintenance of educational documentation;
 - adaptation of students of the 1st grade to the conditions of the educational process;
 - conducting extracurricular educational activities, etc.
- (<https://balkhash.goo.kz/loader/fromorg/17/1057#>)

Every year, a "Plan for the training and certification of pedagogical personnel of the school" is developed (2019-2020 academic year - (<https://balkhash.goo.kz/files/blog/1654589204348>); 2020-2021 academic year - (<https://balkhash.goo.kz/files/blog/1654591308379.PDF>); 2021-2022 academic year - (<https://balkhash.goo.kz/files/blog/1654593898459.PDF>)). A plan of meetings of the attestation commission is drawn up, which, as a rule, provides:

- approval of the procedure for conducting certification;
 - approval of the algorithm for the examination of the professional competence of the attested;
 - analysis of the compliance of the methodological level of teachers with their qualification category;
 - consideration of the portfolio of certified teachers.
- (<https://balkhash.goo.kz/files/blog/1654593867423.PDF>)

A number of conditions have been created in the school for certification:

1. Informing pedagogical and managerial employees at meetings of the pedagogical council and meetings with the principal.
2. A package of documents "To help student attestation" is created. Individual consultations are provided for attestation teachers: on the topic "Application of the certifier". Each teacher is provided with individual consultations and an interview based on the results of monitoring professional activities, monitoring the passage of advanced training courses, and a certification schedule.
3. Organizational and substantive. The issues of certification of pedagogues are under the constant control of the methodological council and the school administration. Each teacher conducts an introspection of pedagogical activity.

During the certification, the publicity of the presentation of the results of the activities of teachers was ensured through:

- speeches at pedagogical councils;
- open lessons, educational activities.

In order to monitor the activities of teachers during the inter-certification period, plans are organized for visits to educational and upbringing events and for the verification of documentation. An analysis of the work on certification is carried out annually. (<https://balkhash.goo.kz/blog/view/17/21491>)

At the meetings of the Pedagogical Council, WCs, school work plans for the academic year, plans for educational work are considered and approved, the pedagogical load and other

issues related to the planning and implementation of educational work are approved. (<https://balkhash.goo.kz/loader/fromorg/17/1124#>)

At the meetings of the Pedagogical Council, issues of organizing work are considered, taking into account the individual characteristics of students. So, on January 6, 2022, the following issues were on the agenda of the Pedagogical Council:

1. Formation of tolerance through the organization of joint creative activity.
2. Organization of pedagogical activity in the mode of inclusive education.
3. Use of health-saving mechanisms of the Zerek project in teaching children with SEN
4. The role of the class teacher in fostering tolerance towards children with SEN.
5. The work of a school psychologist with children.

The discussion of these issues made it possible to develop some recommendations for working with children with SEN: to improve work with children with SEN; to structure a lesson plan for such children, observing the educational goal and methods; to take into account the characteristics of children when conducting lessons and provide for adapted tasks of each lesson for students with SEN depending on age; to create special conditions during the holidays and throughout the school year. (<https://balkhash.goo.kz/files/blog/1667825419271.pdf>)

At meetings of the Pedagogical Council, decisions are taken to conduct intermediate and final certification of students, their admission to examinations, the exemption of students from examinations, the awarding of diplomas and commendation sheets to students, the issuance of a certificate of completion of basic secondary education with honors, a certificate of completion of basic secondary education, a certificate of general secondary education with honors, a certificate of general secondary education, a certificate of general secondary education, a certificate of established standard. (<https://balkhash.goo.kz/loader/fromorg/17/1124#>)

For example, on June 16, 2022, the following issues were considered:

1. On the completion and results of the final certification of students of the 11th grade.
2. On the issuance of certificates of secondary general education to graduates of the 11th grade.
3. On awarding graduates with diplomas "For special success in the study of individual subjects".

Every year, our teachers are awarded with certificates of honor and receive gratitude from the Ministry of Education and Science, the mayor of the city and the education department. Information on awards and incentives for three years is given in the table (<https://balkhash.goo.kz/blog/view/17/21711>), from which it can be seen that 6 teachers received such awards in the 2019-2020 academic year, 9 in the 2020-2021 academic year, and 3 in the 2021-2022 academic year. All candidates are submitted for discussion at the Pedagogical Council, where the achievements of teachers, their initiatives and the results of pedagogical activity are considered. (Notes of the Pedagogical Council <https://balkhash.goo.kz/loader/fromorg/17/1124#>)

SWOT – Analysis according to standard 5 "Personnel"

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Highly qualified teaching staff. 2. The presence of the only teacher-master in the city. 3. Availability of personnel policy based on the norms of legislation. 4. The system of continuous professional development of teachers. 	<ol style="list-style-type: none"> 1. High level of turnover among technical staff and employees. 2. Lack of promotion of the results of the best achievements of teachers through mass media sources. 3. Opportunities for wider involvement of teachers of colleges and universities in the

5. Availability of a bank of author's programs, educational and methodical manuals. 6. Use of innovative teaching methods. 7. Cooperation and involvement of teaching staff of E.E. Buketov Karaganda State University in educational work.	educational process at school are not used.
Opportunities	Threats
1. Invitation to teaching staff of the leading universities of the country to conduct master classes, write methodical manuals in co-authorship, etc. 2. Acquisition of ICT and modern equipment to improve the efficiency of the educational process.	1. Lack of teachers in subjects of natural sciences and mathematical direction in the city. 2. The presence of strict requirements of higher bodies that limit the possibility of attracting young teachers. 3. Low level of remuneration of employees and technical personnel.

Standard 6. EDUCATIONAL RESOURCES

The school has all the necessary educational material resources that meet the requirements for the educational organization. So, according to the school passport (<https://balkhash.goo.kz/content/view/17/2118>), the working area of the school is 4278.6 sq.m, for 32 classrooms.

Major repairs were carried out in 2022 at the expense of Kazakhmys Corporation. This made our school a place where students and teachers come with pleasure. They have resting places in recreation areas and corridors, lockers for storing things, classrooms have become lighter, interior design is more modern. The teacher's room is equipped, now they have the opportunity to relax, drink tea, communicate with each other. The repair made it possible to create all conditions for more effective educational activities.

The school has 10 classrooms with interactive equipment, including:

- 6 classrooms of the new modification - language, chemistry, biology, physics, robotics, STEM-room.
- 2 computer classes.

Each class has its own specification, a class passport with a long-term development plan, is drawn up by the teacher responsible for it. The number of computers is 160, the number of students per 1 computer is 6.2. In the educational process, 140 units are used, for administrative work - 20.

There is software available for conducting lessons and practical work in the subjects of physics, chemistry, biology, computer science and robotics. It should be noted that some types of equipment and reagents are outdated, produced in 2008, so they require updating.

The interactive panel is equipped with 3D display of information, with five software and hardware complexes with support for virtual / augmented reality technology, software for rotating 3D objects by 360 degrees, increasing 3D objects, moving in the working area of the screen.

The IT+ robotics cabinet is equipped with equipment, furniture, technologies and software, as well as kits for selection from the following areas: "Basics of Programming and Digital Technologies", "Computer Graphics", "Web-Master", "Video Technologies", "Engineers of the Future", "Educational Robotics, Electronics and Mechatronics", "Internet of Things", "Artificial Intelligence". There are also sets of intellectual games in the office.

Educational furniture is manufactured in compliance with the requirements of the relevant technical regulations in force in the territory of the Republic of Kazakhstan. The instruments and equipment are made of certified materials and meet quality standards. Digital educational resources supplied on electronic media have a factory-executed indication of the author of the product or copyright holder.

The school has a meeting hall of 185.8 sq.m. for 100 seats, which is equipped with musical equipment, project and PC. The sports hall of 274.9 square meters is 80% equipped with equipment in accordance with the requirements of Sanitary and epidemiological station, two locker rooms with shower equipment. On the territory of the school there is a sports ground with a running track, a workout court and a football field with artificial turf, gates.

The list of equipment available in the school is given in Table 5.

**Table 5 Resource requirements by component
List of educational equipment of the school**

№	Name of training equipment	Quantity	Year
1	Computers	75	2018-2021
2	Laptops	75	2019
3	Tablets	10	2019
4	MFPs	8	2018-2021
5	Camera	32	2019
6	Interactive whiteboards	11	2009-2019
7	Projectors	2	2011
8	Screens	2	2011
9	Electric gates	19	2017-2019

The school library has:

- library area – 96 sq. m,
- reading room (20 seats), reading room combined with subscription,
- premises for storage of material;
- 6 computers that are connected to the Internet;
- book fund (including school textbooks, fiction, brochures, magazines) - 43023 copies;
- educational fund – 30033 copies;
- the main fund (fiction and methodology) - 28715 copies, of which methodical - 2122.
- electronic textbooks – 1152 copies;
- the number of book donations in the 2021-2022 academic year is 6068.

The school library works according to the plan approved by the school administration, relying on the sections of the general school plan. The main activities of the library are:

- ensuring the educational process and self-education through library information and bibliographic services for students and teachers;
- teaching readers to use the book and other media, search, select and evaluate information;
- formation of aesthetic, ecological culture and interest in a healthy lifestyle.

The library instills in students the need for constant self-education, fosters responsibility, pays attention to the promotion of literature to help school programs. It also develops and maintains in children the habit and joy of reading and learning and the need to use the library during the entire school period.

The fund of textbooks is accounted for and stored separately from the main fund. Fiction literature is arranged in accordance with the requirements of the Library and Bibliographic Classification. Every year an order is made for new textbooks. Separately,

literature about Kazakhstan and in the Kazakh language is highlighted. In order to preserve the safety of textbooks, the librarian conducts conversations with readers - children on the subscription, and class teachers on class hours. Checks are systematically conducted on the preservation of textbooks. In May, a lot of work was done to collect and issue textbooks for the new academic year. The library is documented in Kazakh and Russian languages.

Teachers are primarily interested in the methodology of teaching subjects and the latest pedagogical technologies. Out of the magazines and newspapers especially popular are: "Class Teacher", "Handbook of the Class Teacher", "Izdenis", "Bilimdi El", "Republic of Ustazdary", "Teacher and Society". In the current academic year, our library fund has been replenished with encyclopedic publications, new reference books and dictionaries that are very popular among students, reference books on subjects, fiction and other publications.

The presence of computers in the library allows to fully satisfy the needs of readers. So, students prepare for lessons of English, Kazakh, Russian, natural sciences, geography etc.

The head of the library annually reports on the results of the work done. (<https://balkhash.goo.kz/blog/view/17/21657>)

The school is connected to the Internet, the Internet speed ranges from 80 Mbit/s to 100 Mbit/s, (optic fiber cable, WI-FI, network switches, modems). In working condition, ICT tools are supported by IT equipment engineer Korotkov Yu.V., who has a higher education in the specialty. Number of wi-fi access points – 3, coverage area – 4278m2.

The entire teaching staff was trained in advanced training courses, one of the modules of which is "Application of information and communication technologies in teaching".

According to the order of the principal (<https://balkhash.goo.kz/loader/load/12056>), those responsible for working with the NED have been appointed, who enter school data in a timely manner in strict accordance with the schedule.

At the expense of budgetary funds, the MTB is annually updated taking into account the needs and in order to create a favorable educational environment. The data is presented in a table on the school's website. (<https://balkhash.goo.kz/admin/blog/edit/23493>)

As a result, it can be concluded that, in general, the school has the necessary material and information resources for the implementation of the educational process. With its help, our teachers not only improve the educational process, but also work with gifted children, prepare them for Olympiads and various competitions. However, for the continuous improvement of teaching and activities, the school needs updated resources of more modern modifications.

SWOT – Analysis according to standard 6 "Educational resources"

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Availability of sufficient and accessible for all material-technical base students and information resources. 2. Providing students with individual unlimited access to electronic library systems and to the electronic information and educational environment. 3. There are separate classes with interactive equipment of a new modification. 4. Availability of a specialist who maintains in working condition the electronic information and educational environment. 	<ol style="list-style-type: none"> 1. Insufficient equipment of the school with modern equipment for the digitalization of education. 2. Lack of modern educational software programs. 3. Insufficient level of knowledge of modern ICT by teachers of the older generation.
Opportunities	Threats

<ol style="list-style-type: none"> 1. Use by the Board of Trustees of fundraising and crowdfunding opportunities to purchase modern equipment and ICT. 2. Strengthening the teaching of subjects of natural and mathematical direction through the use of ICT. 	<ol style="list-style-type: none"> 1. Rapid updating of ICT used in the educational process.
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Standard 7. INFORMING THE PUBLIC

The website (<https://balkhash.goo.kz/index/fromorg/17>) is the official Internet resource of the school. It is aimed at timely and fully informing of all interested parties about all aspects of the school's activities, and first of all, about the educational process. So, on the website you can find information about the administration, the teaching staff, their job duties, the regulatory framework for the school.

From the section "Educational work" you can learn about the existing WCs, SC, find the text of the IMP, the records of meetings of the Pedagogical Council, the results of questionnaires and administrative sections. Parents can get acquainted with the requirements and organization of the MEAS and PISA. On educational work, information about the events carried out is updated every day, information is posted on career guidance work, the school parliament, etc. Interested persons can get a fairly clear idea of the work of the school, its plans, daily news, can write to the director's blog, etc.

The site also has a section where lessons on complex topics are posted for work in the summer and during the school year (Rubric - Summer School - learning with passion). School Youtube - https://www.youtube.com/channel/UC_5WUqiOXxJRPLlhULjFbfA - posted video lessons on complex topics.

Parents have the opportunity to track the progress of their children, controlling their preparation for the SAQ and SAS, the schedule of which is posted on the site.

CO graph for 1 quarter – (<https://balkhash.goo.kz/files/loader/1654663378241.pdf>)

CO graph for the 2nd quarter – (<https://balkhash.goo.kz/files/loader/1654663668498.pdf>)

CO graph for the 3rd quarter – (<https://balkhash.goo.kz/files/loader/1654663773420.pdf>)

CO graph for 4th quarter -

<https://docs.google.com/viewer?url=https://balkhash.goo.kz/files/loader/1654581743253.pdf>)

The website also contains content needed for teachers. There is a strategy for the development of the school, annual work plans for educational, methodological and advanced training. Work plans of methodological departments, the procedure for passing certification and other materials that allow planning the activities of teachers as class teachers and subject teachers, and timely informing parents about upcoming educational activities.

In addition to the official website, active sources of information for all categories of stakeholders are such online resources as Facebook (<https://www.facebook.com/profile.php?id=100023467148984>) and Instagram. (https://www.instagram.com/a_ermekov_lyceum_school/?hl=ru)

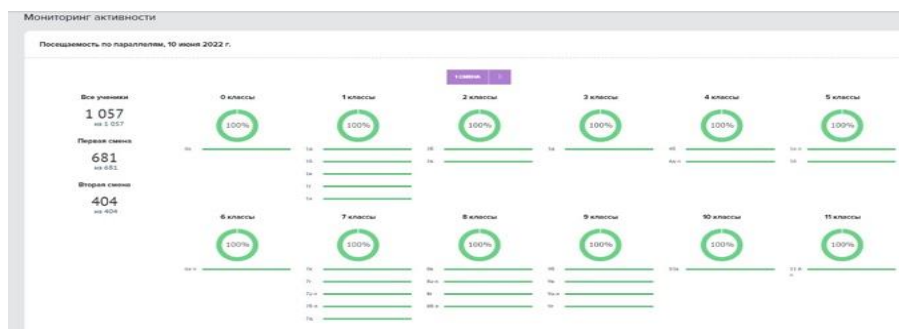
There are about 5 thousand Facebook subscribers, about 3 thousand Instagram, the number of publications is about 8 thousand. Social networks are interesting for obtaining information about the life of the school. All photo and video materials are accompanied by text comments. Of course, these social networks are used mainly to cover various events in which our students participate. Parents and students themselves are interested in seeing photos from competitions, Operational information on the organization of the educational process, on the attendance and academic performance of students, the schedule of SAS and SAQ and other educational events parents receive through such messengers as Whatsapp and Telegram. (<https://t.me/+7Ba9RZTCZ0w5ZTEy>)

All information about the activities of the school, events is updated on a daily basis under the guidance of deputy principals in the areas of activity supervised by them. They also try to provide feedback on a daily basis.

The website publishes information about ongoing and upcoming seminars (<https://balkhash.goo.kz/blog/view/17/19605>), conferences (<https://balkhash.goo.kz/journal/view/17/26516>), meetings of the methodological council (for example, <https://balkhash.goo.kz/journal/view/17/23647>), (<https://balkhash.goo.kz/journal/view/17/25893>), summer school for teachers (<https://balkhash.goo.kz/journal/view/17/26694>), functional literacy weeks (<https://balkhash.goo.kz/blog/view/17/18958>), etc.

On the bilimal electronic system page, the principal and deputy principal for Student Development have access to analytics, statistics on the work of teachers with electronic journals, visits of parents and students. All this helps in improving the organization of the educational process, analyzing statistical data, timely identifying problems and making management decisions. Below is a screenshot of such a page.

Thus, the school on an ongoing basis informs parents and the public about the organization of educational activities, receives feedback from them, which it uses to improve all aspects of work. On the school's website, in social networks, news about the life of the school, information about the success of students, events, etc. In addition to the site, popular social networks and instant messengers are used to inform the public about the activities of the school.



SWOT – Analysis according to Standard 7 "Informing the public"

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Publication of information on the organization of the educational process on the official website of the school. 2. Transparency, reliability and relevance of the published information. 3. Wide use of social networks - Facebook, Instagram to inform the public and get feedback. 4. Use of Whatsapp and Telegram messengers for prompt informing of parents. 5. Daily update of information on the website and in social networks. 	<ol style="list-style-type: none"> 1. The passivity of many parents in using social networks for feedback. 2. Lack of variety of forms of providing information on the site and in social networks. 3. Weak orientation of the published information in social networks for marketing purposes, improving the image and reputation of the school. 4. Non-involvement of creative students of the school in the formation of photo and video sequences for posting on the website and in social networks.
Opportunities	Threats

1. Attracting local bloggers to strengthen the image of the school in social networks.	1. Blocking social networks due to political events in the world
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Conclusion

PSI "School - Lyceum No. 17 of the city of Balkhash" has been carrying out educational activities since 1966. During this time, the school brought up more than one generation of Balkhash residents, many of whom became the pride of the city.

We want the region to prosper and among other things, thanks to the constantly improving level of education and qualifications of the inhabitants of the region, our mission is "Education and upbringing of the young generation of Balkhash residents, who are in demand in society through the professionalism of teachers and the strengthening of the natural and mathematical direction." By 2030, we want to become a community-recognized center for Education and Upbringing, one of the 30 best schools in the region.

To achieve our mission and vision, a school development strategy until 2025 has been developed, on the basis of which our annual plans for each area of activity are based. Starting this year, an important strategic document became the Quality Policy, which expresses our intention to follow the principles of achieving quality in all aspects of our activities. All these strategic documents were developed taking into account the opinion of the main stakeholders: teachers, the Board of Trustees, the Parent Committee, the Education Department of Balkhash. The organizational structure of the school as a whole corresponds to the strategic plan, goals and objectives of the school in accordance with the legislation.

Since 2021, our school has been the leading school to support the renewal of secondary education content and is providing its resources for magnetic schools to this end.

The school employs a relatively young, stable and highly qualified staff of teachers. Almost every year, the teaching staff is replenished with young teachers, although it is not always possible to close the need for teachers of the required subjects. For the optimal organization of the educational process in accordance with the requirements of regulatory legal acts, the school has all the necessary material, technical and information resources, the safety of students and teachers during the implementation of the educational process and the conduct of events is ensured.

Our public institution is developed in strict accordance with the SCSE, while having its own uniqueness, since it contains subjects that form the competencies required by our students after graduation. The school implements specialized training in the natural and mathematical direction on the basis of a combination of compulsory, in-depth and standard academic subjects. From year to year the number of lyceum classes is growing. WC adapts to provide inclusive learning to students with disabilities.

The school provided students with the opportunity to independently choose subjects for passing final exams, forms extracurricular activities and implements socialization programs. We have been developing cooperation with E.E. Buketov Karaganda State University and have established contact with – National Research Technological University Moscow Institute of Steel and Alloys.

Nevertheless, one of the weak links of the school remains the low level of quality of knowledge in the middle school. Many students go to college after the ninth grade, and some graduates go to foreign universities.

The school carries out systematic educational work in accordance with the state policy in the field of education and upbringing, which is coordinated with the development strategy of the school. It has a special focus on the spiritual, moral, civil, patriotic, artistic, aesthetic,

physical education needs of students.

All aspects of the school's work are covered on the official website of the school and in social networks Facebook and Instagram to confirm the transparency of activities and bring information to the attention of stakeholders.

The school management conducts systematic monitoring and analysis of the satisfaction of students' parents in order to take into account their opinions when making management decisions.

Thus, the school has achieved relative success in teaching and socializing students. At the same time, it is necessary to recognize the existing shortcomings and difficulties in the implementation of the educational process. Difficulties are associated, first of all, with problems that go beyond the competence of the school management. For example, dependence on higher authorities in making managerial decisions; frequent, almost annual introduction of changes and additions to the curriculum; a large number of state programs and projects that require the distraction of administrative personnel from direct functions; low level of socio-economic status of the families of the school micro-district; strict requirements of higher authorities limiting the possibility of attracting young teachers; high level of remuneration of employees and technical personnel, etc.

At the same time, the school management has a clear understanding of the essence of the problems that must be solved by the school itself. This is also a sufficient level of proficiency in modern ICT by teachers of the older generation; insufficient equipment of the school with modern equipment for the digitalization of education; and insufficient activity of participation of students in Olympiads, competitions, creative projects, etc. of the republican and international level; sufficient activity of parents in cooperation with the school; the absence of modern educational software programs; in a high level of turnover among technical staff and employees, etc.

The school management is determined to follow the school's development strategy, the Quality Policy, which set clear goals and tasks. The solution of these tasks will contribute to the dynamic development of the school, improve its reputation and achieve its mission.

List of appendices

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Appendix 1.A1

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Лицензия

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Коммунальное государственное учреждение "Школа-лицей имени Алмехана Ермекова" отдела образования города Балқаш управления образования Карагандинской области

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(полное наименование, местонахождение, бизнес-идентификационный номер юридического лица (в том числе иностранного юридического лица), бизнес-идентификационный номер филиала или представительства иностранного юридического лица - в случае отсутствия бизнес-идентификационного номера у юридического лица/полностью фамилия, имя, отчество (в случае наличия), индивидуальная идентификационный номер физического лица)

На занятие

Образовательная деятельность

(наименование лицензируемого вида деятельности в соответствии с Законом Республики Казахстан «О разрешениях и уведомлениях»)

Особые условия

(в соответствии со статьей 36 Закона Республики Казахстан «О разрешениях и уведомлениях»)

Примечание:

Неотчуждаемая; класс 1

(отчуждаемость, класс разрешения)

Лицензиар

Государственное учреждение «Департамент по обеспечению качества в сфере образования Карагандинской области Комитета по обеспечению качества в сфере образования Министерства просвещения Республики Казахстан»

(полное наименование лицензиара)

**Руководитель
(уполномоченное лицо)**

Мусия Санат Кабденович

(фамилия, имя, отчество (в случае наличия))

Дата первичной выдачи: **«03» апреля 2008 г.**

Срок действия лицензии: «___» _____ г.

Место выдачи **район им.Казыбек би**



Бұл құжат ҚР 2003 жылдың 7 қаңтарындағы «Электрондық құжат және электрондық қол қойы» туралы заңның 7 бабы, 1 тармағына сәйкес қолға белгідегі заңмен тең. Электрондық құжат www.elicense.kz порталында құрылған. Электрондық құжат туралы заңның www.eicense.kz порталында төселсе қысыз. Даныай құжаттың согласно пункту 1 статьи 7 ЗРК от 7 января 2003 года «Об электронном документе и электронной цифровой подписи» равнозначен документу на бумажном носителе. Электронный документ сформирован на портале www.eicense.kz. Проверить подлинность электронного документа вы можете на портале www.eicense.kz.





**Приложение к лицензии для
занятия образовательной
деятельностью**

Номер лицензии KZ46LAA00032741

Дата выдачи лицензии 31 октября 2022 года

Подвид(ы) лицензируемого вида деятельности

(наименование подвид(ов) лицензируемого вида деятельности в соответствии с Законом Республики Казахстан «О разрешениях и уведомлениях»)

- Начальное образование
- Основное среднее образование
- Общее среднее образование

№	Шифр	Наименование направления подготовки кадров	Сроки обучения
1		Общее среднее образование	
2		Основное среднее образование	
3		Начальное образование	

Основание для выдачи Приказ руководителя Департамента по обеспечению качества в сфере образования Карагандинской области от 31 октября 2022 года №222

(номер и дата приказа лицензиара о выдате лицензии)

Лицензиат Коммунальное государственное учреждение "Школа-лицей имени Алимхана Ермекова" отдела образования города Балхаш управления образования Карагандинской области

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(полное наименование, местонахождение, бизнес-идентификационный номер юридического лица (в том числе иностранного юридического лица), бизнес-идентификационный номер физлица или представительства иностранного юридического лица - в случае отсутствия бизнес-идентификационного номера у юридического лица/полностью фамилия, имя, отчество (в случае наличия), индивидуальный идентификационный номер физического лица)

Лицензиар Государственное учреждение «Департамент по обеспечению качества в сфере образования Карагандинской области Комитета по обеспечению качества в сфере образования Министерства просвещения Республики Казахстан»

(полное наименование органа, выдавшего приложение к лицензии)

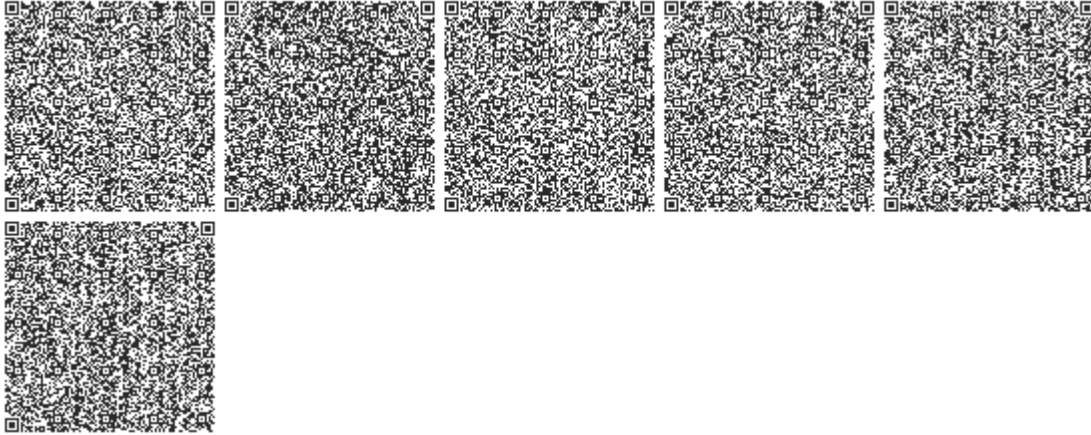
Руководитель (уполномоченное лицо) Мусин Санат Кабиденович
(фамилия, имя, отчество (в случае наличия))

Номер приложения 001

Место выдачи район им.Казыбек би

Дата выдачи приложения 31 октября 2022 года





Appendix 2.1
 Corrective data on the contingent

Table 1. Contingent

№	Total students in the organization of secondary education: including:	1064	Total Learners organizations of the average Education: including:	1064
1	State funded	1064	<i>1 With the use of distance learning Technologies:</i>	1064
2	On a paid basis	0	<i>2 Using other technologies and forms</i>	0

Appendix 3 B2

Material-technic baza organoviza srednogo obrazovanie

1. Property of the organization of secondary education:

*Table 1.1 Number of buildings in which the organization is located
secondary education*

№	Name	Quantity
1	Total buildings, including:	1
1.1	<i>Academic building</i>	1
1.2	<i>Sports Complex</i>	1
2	Emergency buildings, including:	-
2.1	<i>Academic building</i>	-
2.2	<i>Sports Complex</i>	-
3	Buildings requiring major repairs	-
1.1	<i>Academic building</i>	-
1.2	<i>Sports Complex</i>	-

Table 1.2 Availability and use of space

№	Name	Total	Helpful	Used
1	Land area (ha)	5860,0	5860,0	5860,0
2	Area of buildings (m ²), incl.:	4278,6	4278,6	4278,6
2.1	<i>Area of educational buildings (m²)</i>	4278,6	4278,6	4278,6
2.2	<i>Laboratory Area/ workshops (m²)</i>	0	0	0
2.3	<i>Sports Area buildings (m²)</i>	2350,0	2350,0	2350,0
2.4	<i>Area of auxiliary buildings (m²)</i>	0	0	0
2.5	<i>Area of dormitories (m²)</i>	0	0	0

Table 1.3 In the organization of secondary education there are

No	Name	Power	Used
1	Grand meeting room	392	392
2	Swimming pool	-	-
3	Gym	35	35
4	Medical Center	7	7
5	Dining room	203	203
6	Sideboard	-	-
7	Laboratories/Training and Production Workshops	-	-
8	Training grounds	-	-
9	Hostel No 1 (pers.)	-	-
10	Hostel No 2 (pers)	-	-

2. Information base

Table 2.1 Availability of information and communication equipment

No	Name	Quantity
1	Number of personal computers, incl.	160
1.1	<i>have access to the Internet</i>	160
2	Number of projectors	34
3	Number of interactive whiteboards	11

Table 2.2 Type of Internet connection (keep)

1	Dial-up modem connection	No
2	ISDN communication;	No
3	digital subscriber line;	Yes
4	others (please specify):	No

Table 2.3 Maximum data transfer over the Internet (left)

1	below 128 Kbps:	No
2	128-255 Kbps:	No
3	256-511 Kbps:	No
4	512 Kbit/s - 1,9 Mbit/s:	No
5	2 Mbit/s and above:	Yes

Table 2.4 Availability of special software tools

№	Name	Quantity
1	Computer training programs on individual subjects or topics	1
2	Computer-Based Test Programs	2
3	Electronic versions of reference books, encyclopedias and dictionaries	1
4	Electronic versions of textbooks on individual subjects or topics	3
5	Electronic library systems	1
6	Other software tools	5

Table 2.5 Website availability

1	- e-mail address:	Sh17pravo@mail.ru
2	- Website on the Internet:	https://balkhash.goo.kz/index/fromorg/17?lang=ru
3	- Frequency of updating information on the site:	daily

Table 2.6 Availability of information on the website activities of the organization of secondary education

№	Name	Availability (available/missing)
1	Implemented	Preschool - Order No. 195 of the Ministry of Education and Science of the Republic of Kazakhstan dated 15.05.2020 Grade 1-9. – Order No. 415 of the Ministry of Education and Science of the Republic of Kazakhstan dated 20.08.2021
2	Information about the administration	Principal: Alisheva Sh.A. Deputy Principal for OIA: Klyotsina N.N. Deputy Principal for OIA: Nichipurenko E.V. Deputy Principal for EW: Koshanova Zh.T. Deputy Principal on EW: Rakhisheva B.E. Deputy Principal for Profiling: Dzhanadilova J.B. Deputy Principal for Informatization: Dalibaev B.A. Deputy. Principal: Alina S.M.
3	Report on educational activities	https://balkhash.goo.kz/index/
4	Other information (list)	

3. Library

Table 3.1 Maintenance and other characteristics of the library (for last 3 years)

№	Name	Quantity		
		2020	2021	2022
1	Footprints for library users	38	38	38
2	Registered users Library	803	466	741
3	Number of visits	3707	4322	6121

Table 3.2 Access to information technology resources

№	Information technology resources	Access		Freedom of access	
		Yes	No	Free	Restricted
Teachers' access to:					
1	Computers	Yes		Yes	
2	Internet	Yes		Yes	
3	use of the necessary software (name SOFTWARE)	Yes		Yes	
Student access to:					
1	Computers	Yes		Yes	
2	Internet	Yes		Yes	
3	Use of the necessary software	Yes		Yes	
Employee access to:					
1	Computers	Yes		Yes	
2	Internet	Yes		Yes	
3	Use of the necessary software	Yes		Yes	

Table 3.3 Library Resources

Staff (people)			
Square	general (m) ²		96(m) ²
	Book storage (m ²)		19,4(m) ²
Number of seats in the reading			38
Book fund	scientific literature	in Kazakh.	37
		in English.	2046
		in English.	42
	periodicals	in Kazakh.	16
		in English.	24
		in English.	4
	Textbooks	in Kazakh.	2177
		in English.	30586
		in English.	1096
Electronic	in Kazakh.	526	

		in English.	1292
	Publications	in English.	317
Performance	Average number of readers	Students	668
		Teachers	66
		Staff	7
	Average number of books issued	Students	4320
		Teachers	1773
		Staff	258
	Average number of visits	Students	4624
		1266	
		231	

Table 4. Dormitories (absent)

Dormitory room/name	Total square (m ²)	Year of commissioning	Building type	Year of renovation		Number of spaces	Quantity of demand
				Capital	cosmetics		
-	-	-	-	-	-	-	-

Table 5. Canteen

Total area (m ²)	Year of commissioning	Type of building	Year of renovation		Number of people in need
			Capital	Cosmetic	
130,4	1967	Typical	-	2022	-

Table 6. Sports, cultural and recreational infrastructure

Number / Name	Total area (m ²)	Year of commissioning	Type Of Building	Year of renovation		Quantity Places
				capital	Cosmetic	
Gym hall	274,9	1966	Typical	-	2022	35
Sports ground	2350,0	1966	Typical	-	2022	28

Table 7. Medical Center

Total area (m ²)	Year of renovation	
	Capital	cosmetics
24,7	-	2022

Table 8. Information on the strengthening of the material and technical base, on capital and current repairs (for the last 3 years)

№	Component	2020 year			2021 year			2022 year		
		Expenses (percentage of income)	Sources of funding	Result (what has been done)	Expenses (percentage of income)	Sources of funding	Result (what has been done)	Expenses (percentage of income)	Sources of funding	Result (what has been done)
1	Strengthening the material and technical base	1.9%	Budget	Equipment was purchased for the robotics room in the amount of 729 000 tenge, the biology room with hydroponics in the amount of 5 722 000 tenge	3%	Budget	The student cabinet of the STEM laboratory was purchased for the amount of 12 796 952 tenge	1.4%	Budget	Physics room for the amount of 8 789 696 tenge
2	Overhaul	-	-	-	-	-	-	-	-	-

3	Maintenance	3%	Budget	Current repair of the roof of the building in the amount of 9 921 428 tenge current repair of the sports hall in the amount of 437 500 tenge	1.2%	Budget	Current repair of bathrooms in the amount of 4 161 920 tenge, current repair of the school locker room in the amount of 1 145 000 tenge	12.1%	Budget	Works on the current repair of the electric lighting system, equipment and sports ground, work on the manufacture and installation of school furniture and a retractable stand, installation of dining equipment in the amount of
4	Others (paint if any)									

Appendix 4 B3

Human resources of the organization of secondary education

1. Personnel

2. *Table 1.1 Number of staff (last 3 years)*

№	Name	2019-2020		2020-2021 year		2021-2022 year	
		Number by staffing table	Actual quantity	Number by staffing table	Actual quantity	Number by staffing table	Actual quantity
1	Executives	7	7	7	7	7	7
2	Teachers	62	62	60	60	57	57
3	Training and support staff	10	10	10	10	7	7
4	Attendant	12	12	12	12	16	16
5	Others (list)						

Table 1.2 Information on teacher qualification improvements (in the last 3 years)

№	Altogether	2019 year					All about	2020 year					All about	2021 year				
		incl. on organizations of advanced training						incl. on organizations of advanced training						incl. on organizations of advanced training				
		CRP	university	Orleu	MTC	CPC Agzh		CRP	university	Orleu	MTC	CPC Agzha		IP K	university	Orleu	MTC	CPC Agzhan
1	64	22	0	11	11		64	28	0	10	8	10	65	15	0	8	7	15
2																		

4. Partnership

Table 2.1 Partnership with organizations of secondary, technical and vocational, higher education (for the last 3 years)

№	Name of educational organizations	2019 -2020 year			2020-2021 year			2021-2022 year		
		Direction of cooperation	Results of cooperation	Further opportunities	Direction of cooperation	Results of cooperation	Further opportunities	Direction of cooperation	Results of cooperation	Further opportunities
1	Karaganda Buketov University	distance lectures and face-to-face consultations; introduction into the educational process of innovative technologies aimed at the implementation of general education, before the professional training of students, at mastering their skills of scientific work. Development together with representatives of the university of the program	Participation in the SPC of students and teachers, development and approval of programs, victory in Olympiads of various levels, deepening children's knowledge in the subjects "Physics", "Biology", "Geography", "Informatics",	To create conditions for the introduction into the educational process of innovative technologies aimed at the implementation of general education, before the professional training of students, at mastering their skills of scientific work. Develop, together with representatives of the	teaching: distance lectures and face-to-face consultations; introduction into the educational process of innovative technologies aimed at the implementation of general education, before the professional training of students, at mastering their skills of scientific work. Development together with	Participation in the SPC of students and teachers, development and approval of programs, victory in Olympiads of various levels, deepening children's knowledge	To create conditions for the introduction into the educational process of innovative technologies aimed at the implementation of general education, before the professional training of students, at mastering their skills of scientific work. Develop, together with representatives of the	teaching: distance lectures and face-to-face consultations; introduction into the educational process of innovative technologies aimed at the implementation of general education, before the professional training of students, at mastering their skills of scientific work. Development together with	Participation of students and teachers in the NPK, development and approval of programs, victory in Olympiads of various levels, deepening children's knowledge in the subjects	To create conditions for the introduction into the educational process of innovative technologies aimed at the implementation of general education, before the professional training of students, at mastering their skills of scientific work.

		and curricula for specialized classes. conducting career guidance work in the school by teachers of KarU. Participation in scientific and methodical seminars, conferences held by KarU, articles for publication in collections. Participate in the joint development with teachers of KarU educational and methodical literature on pedagogical problems for use in the educational process in KarU and in school	"Mathematics",	university, programs and curricula for specialized classes. Provide opportunities for vocational guidance work at school by KarU teachers. Accept PSI students for professional practice, create the necessary conditions for internship. Provide, in accordance with the program, a place of practice, the opportunity to use the available literature, technical and other documentation. Allocate experienced teachers to	representatives of the university of the program and curricula for specialized classes. conducting career guidance work in the school by teachers of KarU. Participation in scientific and methodical seminars, conferences held by KarU, articles for publication in collections. Participate in the joint development with teachers of KarU educational and methodical literature on pedagogical problems for use in the educational	ge in the subject's "Physics", "Biology"	university, programs and curricula for specialized classes. Provide opportunities for vocational guidance work at school by KarU teachers. Accept PSI students for professional practice, create the necessary conditions for internship. Provide, in accordance with the program, a place of practice, the opportunity to use the available literature, technical and other documentation. Allocate experienced teachers to	representatives of the university programs and curricula for specialized classes. conducting career guidance work in the school by teachers of KarU. Participation in scientific and methodical seminars, conferences held by KarU, articles for publication in collections. Participate in the joint development with teachers of KarU educational and methodical literature on pedagogical problems for use in the educational	"Physics", "Biology",	Develop, together with representatives of the university, programs and curricula for specialized classes. Provide opportunities for vocational guidance work at school by KarU teachers. Accept PSI students for professional practice, create the necessary conditions for internship. Provide, in accordance with the program, a
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			<p>guide pedagogical practice. Take part in scientific and methodological seminars, conferences held by KarU, provide articles for publication in collections. Participate in the joint development with teachers of KarU educational and methodical literature on pedagogical problems for use in the educational process in KarU and in school</p> <p>To develop and provide materials to the educational portal of the educational-methodical and</p>	<p>process in KarU and in school</p>		<p>guide pedagogical practice. Take part in scientific and methodological seminars, conferences held by KarU, provide articles for publication in collections. Participate in the joint development with teachers of KarU educational and methodical literature on pedagogical problems for use in the educational process in KarU and in school</p> <p>To develop and provide materials to the educational portal of the educational-methodical and</p>	<p>process in KarU and in school</p>		<p>place of practice, the opportunity to use the available literature, technical and other documentation. Allocate experienced teachers to guide pedagogical practice. Take part in scientific and methodological seminars, conferences held by KarU, provide articles for publication in collections. Participate in the joint developme</p>
--	--	--	--	--------------------------------------	--	--	--------------------------------------	--	---

				<p>scientific-production complex, in accordance with the plan and according to the requirements. To create conditions for independent work of students with the resources of the educational portal of karU named after E.A. Buketov "Znanie.PSI.kz"</p>			<p>scientific-production complex, in accordance with the plan and according to the requirements. To create conditions for independent work of students with the resources of the educational portal of karU named after E.A. Buketov "Znanie.PSI.kz"</p>			<p>nt with teachers of KarU educational and methodical literature on pedagogical problems for use in the educational process in KarU and in school To develop and provide materials to the educational portal of the educational - methodical and scientific-production complex, in accordance with the</p>
--	--	--	--	---	--	--	---	--	--	--

										plan and according to the requirements. To create conditions for independent work of students with the resources of the educational portal of karU named after E.A. Buketov "Znanie.PS I.kz"
2	<i>Bolashaq Academy</i>	Classes with lyceum classes, introduction of innovative technologies to master the skills of scientific work, participation in the regional project "Onegeli Omir"	Participation of students and teachers in the NPK, development and approval of programs, victory in Olympiads	About the training seminars for teachers of schools of the complex to improve the professional level, development, review and recommendation	Classes with lyceum classes, introduction of innovative technologies to master the skills of scientific work, participation in the regional	Participation of students and teachers in the NPK, development and approval of	About the training seminars for teachers of schools of the complex to improve the professional level, development, review and recommendation	Classes with lyceum classes, introduction of innovative technologies to master the skills of scientific work, participation in the regional	Participation of students and teachers in the NPK, development and approval of program	Positive dynamics in the results of the UNT, development, review and recommendation for publication of

			of various levels, deepening children's knowledge in the subjects "English Language", "History" <i>Kazakhstan</i> »	on for publication of educational and methodological literature on pedagogical problems for use in the educational process	project "Onegeli Omir"	programs, victory in Olympiads of various levels, deepening children's knowledge in the subjects "History" <i>Kazakhstan</i> »	on for publication of educational and methodological literature on pedagogical problems for use in the educational process	project "Onegeli Omir"	s, victory in Olympiads of various levels, deepening children's knowledge in the subjects "History" <i>Kazakhstan</i> »	educational and methodological literature on pedagogical problems for use in the educational process

1. Project activities

Table 3.1 Participation in regional projects (for, last 3 years)

№	Name of the project	2019 -2020 year			2020-2021 year			2021-2022 year		
		Purpose of the project	Role in the Project	Result From the Project	Purpose of the project	Role in the Project	Result From the Project	Purpose of the project	Role in the Project	Result From the Project
1	«Onegeli omir»	directing students in choosing a future profession through the dissemination of experience works of famous personalities who are samples of a successful person.	Meeting organizers, participants	Increase in the number of meetings held with successful people, 100% coverage of students 7-11 classes of the city	give directing students in choosing a future professions through the dissemination of experience works of famous personalities who are samples of a successful person.	Meeting organizers, participants	Increase in the number of meetings held with successful people, 100% coverage of students 7-11 classes of the city	give directing students in choosing a future professions through the dissemination of experience works of famous personalities who are samples of a successful person.	Meeting organizers, participants	Increase in the number of meetings held with successful people, 100% coverage of students 7-11 classes of the city
2	Forum "Ticket to the Future"	improving the effectiveness of career guidance work in educational organizations of the region and assisting in the professional	Participants	The forum "Ticket to the Future" will reveal the best experience of teachers of the region in organizing career guidance activities	improving the effectiveness of career guidance work in educational organizations of the region and assisting in the professional	Participants	The forum "Ticket to the Future" will reveal the best experience of teachers of the region in organizing career guidance activities to assist students in choosing a	improving the effectiveness of career guidance work in educational organizations of the region and assisting in the professional self-determination of students.	Participants	The forum "Ticket to the Future" will reveal the best experience of teachers of the region in organizing career guidance

		self-determination of students		to assist students in choosing a profession, as well as identify schoolchildren with entrepreneurial thinking	self-determination of students.		profession, as well as identify schoolchildren with entrepreneurial thinking			activities to assist students in choosing a profession, as well as identify schoolchildren with entrepreneurial thinking
3	«Zerek»	Introduction of health-saving technologies	Participants, coordinator at the city level	The use of health-saving technologies in the pedagogical process, the development of pedagogical competencies. 2 seminars were held (city), 1 - region	Introduction of health-saving technologies	Participants, coordinator at the city level	The use of health-saving technologies in the pedagogical process, the development of pedagogical competencies. 2 seminars (city), a competition of methodical	Introduction of health-saving technologies	Participants, coordinator at the city level	Use of health-saving technologies in the pedagogical process, development of pedagogical competencies
4	Remote BOOM				Increasing the level of theoretical knowledge,	Participants	Development of pedagogical competencies, generalization	Increasing the level of theoretical knowledge,	Participants	Development of pedagogical

					improving the practical skills of teachers in IT technologies in the conditions of distance learning		of experience	improving the practical skills of teachers in IT technologies in the conditions of distance learning		competencies, generalization of experience
5	«Zeyin»	to assess how much students of grades 4, 5-8 of the Karaganda region have life skills and skills necessary for full functioning in society, the impact on these achievements of various factors related to the region, school and educational opportunities	Participants	Improvement of pedagogical competencies, development of functional literacy of students, dissemination of pedagogical experience	to assess how much students of grades 4, 5-8 of the Karaganda region have life skills and skills necessary for full functioning in society, the impact on these achievements of various factors related to the region, school and educational opportunities	Participants	Improvement of pedagogical competencies, development of functional literacy of students, dissemination of pedagogical experience	to assess how much students of grades 4, 5-8 of the Karaganda region have life skills and skills necessary for full functioning in society, the impact on these achievements of various factors related to the region, school and educational opportunities that exist outside the	Participants	Improvement of pedagogical competencies, development of functional literacy of students, dissemination of pedagogical experience

		s that exist outside the school			s that exist outside the school			school		
6	«Tugan olke syrlary»				Based on the unique phenomenon of the Karaganda region, the disclosure of the potential of local history, a deep understanding of the features of nature, history and culture using information and communication technologies.	Participants	Organization of work on local history, development of pedagogical competencies, improvement of the quality of knowledge	Based on the unique phenomenon of the Karaganda region, the disclosure of the potential of local history, a deep understanding of the features of nature, history and culture using information and communication technologies.	Participants	Organization of work on local history, development of pedagogical competencies, improvement of the quality of knowledge

Table 3.2 Participation in national projects (in the last 3 years)

Nº	Name of the	2019 -2020 year	2020-2021 year	2021-2022 year
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	<i>project</i>	<i>Purpose of the project</i>	<i>Role in the Project</i>	<i>Result From Project</i>	<i>Purpose of the project</i>	<i>Role in the Project</i>	<i>Result From Project</i>	<i>Purpose of the project</i>	<i>Role in the Project</i>	<i>Result From Project</i>
<i>1</i>	<i>MEAS</i>							supporting the system-wide improvement of primary and secondary education by measuring the progress of students' learning achievements at the national level.	Reserve School	Since the school was included in the reserve, systematic purposeful work was carried out to work with simulators to develop functional literacy, which was also aimed at improving the quality of knowledge,

										developing digital competencies of both students and teaching staff.
2	«Birge okimyz»	Improving the level of professional competence of teachers and providing methodological support.	Participants	Dissemination of pedagogical experience (16 workshops, 6 seminars were held)	Improving the level of professional competence of teachers and providing methodological support.	Participants	Dissemination of pedagogical experience (13 workshops and 5 seminars were held)	Improving the level of professional competence of teachers and providing methodological support.	Participants	Dissemination of pedagogical experience (3 seminars were held)
3	"Leading school"				monitoring the process of updating the content of education and the quality of the implementation	Leading school	Creation of a work plan with magnetic schools, its implementation (seminars, meetings, workshops, joint research, etc.)	monitoring the process of updating the content of education and the quality of the implementation of advanced training programs for	Leading school	Creation of a work plan with magnetic schools, its implementation (seminar

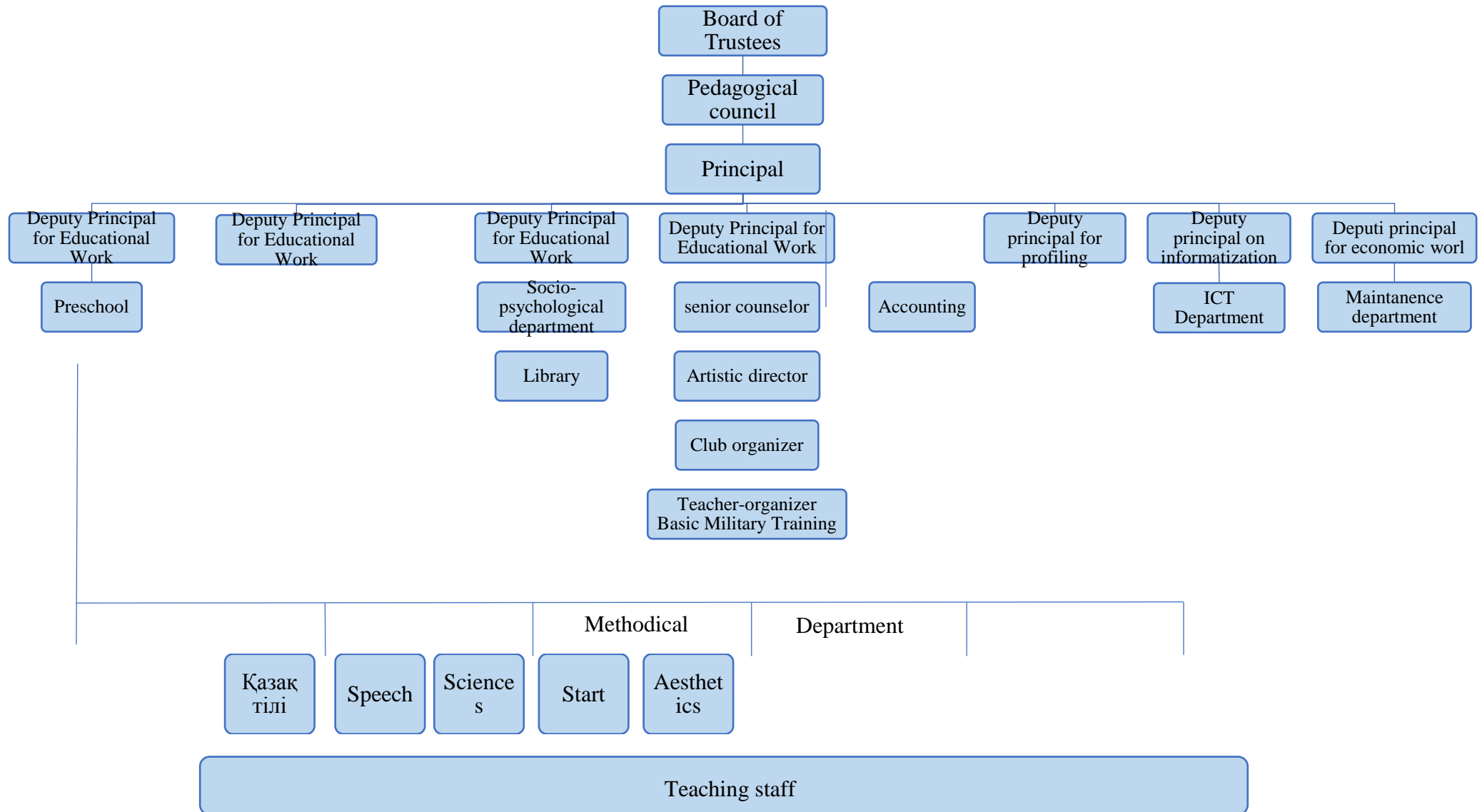
					ation of advanced training programs for teachers on level programs coordination•			teachers on level programs coordination of post-course support for teachers of schools in the region who have been trained in level programs support teachers in introducing the updating of the content of secondary education••		s, meetings , workshops, joint research, etc.)
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Table 3.3 Participation in international projects (last 3 years)

№	Name of the project	2019 -2020 year			2020-2021 year			2021-2022 year		
		Purpose of the project	Role in the Project	Result From the Project	Purpose of the project	Role in the Project	Result From the Project	Purpose of the project	Role in the Project	Result From the Project
1	PISA - International Study	-			-			assessment of the ability to apply in real life the knowledge gained behind the school	substitute school	since the school was included in the substitutes, systematic purposeful work was carried out to

								bench. The object of the study is the educational achievements of 15-year-old students.		work with simulators to develop functional literacy, which was also aimed at improving the quality of knowledge, developing digital competencies of both students and teaching staff.
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Organizational structure of PSI "School-Lyceum named after A. Ermekov"



Composition of the Pedagogical Council of the school

№	Full name	Post
1	Alisheva Sh.A.	Principal
2	Kletsina N.N.	Deputy Principal for Educational Work
3	Nichipurenko E.V.	Deputy Principal for Educational Work
4	Sabirova G.G.	Deputy Principal for Educational Work
5	Dzhanadilova Zh.B.	Deputy Principal for Educational Work
6	Koshanova Zh.T.	Deputy Principal for Educational Work
7	Rakhisheva B.E.	Deputy Principal for Educational Work
8	Levkovich A.M.	Teacher-organizer Basic Military Training
9	Orymbekova A.K.	Social. pedagogue
10	Smyshlyaeva Yu.K.	English language teacher
11	Levkovich L.N.	Russian language and literature teacher
12	Aekina L.V.	Russian language and literature teacher
13	Kaukenova A.M.	Russian language and literature teacher
14	Makenbaeva D. N.	Mathematics teacher
15	Sultanova E.A.	Chemistry teacher
16	Postman O.Yu.	Biology teacher
17	Smirnova N.N.	Geography teacher
18	Eshzhanova A.M.	History teacher
19	Kim B.A.	Physics teacher
20	Levkovich M.A.	Physics teacher
21	Mager S.V.	Physics teacher
22	Kosenkova E.V.	Physics teacher
23	Rakhmetova G.R.	English language teacher
24	Nurbekova K.E.	English language teacher
25	Altynbekova Z.A.	Music teacher
26	Rakhishev A.T.	Technology teacher
27	Razi A.M.	Kazakh language and literature teacher
28	Bayrova A.E.	Kazakh language and literature teacher
29	Kasenova D.B.	Kazakh language and literature teacher
30	Khodakova A.Kh.	Kazakh language and literature teacher
31	Popkova E.N.	Primary school teacher
32	Orymbaeva B.A.	Primary school teacher
33	Minakova I.N.	Primary school teacher
34	Shubaeva Zh.Zh	Primary school teacher
35	Kovalenko K.A.	Primary school teacher
36	Akopova T.M.	Primary school teacher
37	Utegenova S.M.	Primary school teacher
38	Khokhryakova E.V.	Primary school teacher
39	Smirnova V.K.	Primary school teacher
40	Poroshina L.V.	Primary school teacher
41	Kim E.O.	Primary school teacher
42	Gapich E.V.	Primary school teacher
43	Ainekova S.A.	Primary school teacher
44	Osemlyak S.A.	Upbringer
45	Elubaeva L.K.	Upbringer
46	Polyakova E.A.	Upbringer

47	Khalabaeva K.M.	Kazakh language teacher
48	Kuanyshbayeva G.S	English language teacher
49	Dalibaev B.A.	artistic director
50	Danykbai D.B.	Kazakh language teacher
51	Ibraimova L.B.	Kazakh language teacher
52	Kim E.L.	Physics teacher
53	Korotkov Yu.V.	ICT teacher
54	Esenbaeva A.S.	Senior counselor
55	Kharkevich V.E.	English language teacher
56	Abyshova N.I	Arts teacher
57	Azhibaeva S.G.	Kazakh language teacher
58	Nurakova G.S.	Psychologist

Annex 7

Composition of the Scientific and Methodological Council of the School

№	Full name	Post
1	Alisheva Sh.A.	Principal
2	Kletsina N.N.	Deputy Principal for Educational Work
3	Nichipurenko E.V.	Deputy Principal for Educational Work
4	Sabirova G.G.	Deputy Principal for Educational Work
5	Dzhanadilova Zh.B.	Deputy Principal for Educational Work
6	Koshanova Zh.T.	Deputy Principal for Educational Work
7	Rakhisheva B.E.	Deputy Principal for Educational Work
8	Postman O.Yu.	Head of Methodical committee "Science"
9	Kharkevich V.E.	Head of Methodical committee «Speech"
10	Azhibaeva S.G.	Head of Methodical committee «Kazakh Language"
11	Kovalenko K.A.	Head of Methodical committee «Start"
12	Abyshova N.I.	Head of Methodical committee «Aesthetics"

The composition of the methodical departments of the school

"Speech" committee consists of teachers of Russian language and literature, English, history and law, self-knowledge in the following composition:

1. Alisheva Sh.A.
2. Aekina L.V.
3. Levkovich L.N.
4. Kaukenova A.M.
5. Rakhmetova G.R.
6. Nichipurenko E.V.
7. Kharkevich V.E.
8. Smyshlyaeva Yu.K.
9. Kuanyshbayeva G.S.
10. Eshzhanova A.M.
11. Mukhamedina A.S.
12. Ashikulova G.K.

"Kazakh Language" committee consists of teachers of the Kazakh language and literature in the following composition:

1. Koshanova Zh.T.
2. Nurakova G.S.
3. Kasenova D.B.
4. Bayrova A.E.
5. Ibraimova L.B.
6. Khalabaeva K.M.
7. Azhibaeva S.G.
8. Mukanova D.Zh.
9. Orymbekova A.K.
10. Utarbaeva U.O.

"Science" committee consists of teachers of mathematics, physics, chemistry, biology, geography, informatics in the following composition:

1. Kletsina N.N.
2. Sultanova E.A.
3. Smirnova N.N.
4. Postman O.Yu.
5. Makenbaeva D.N.
6. Kim E.L.
7. Dalibaev B.A.
8. Korotkov Yu.V.
9. Kutzhanov D.S.
10. Podshivalova V.I.

"Aesthetics" committee consists of teachers of music, physical education, artistic work, NVTP, in the following composition:

1. Kim B.A.

2. Levkovich A.M.
3. Kosenkova E.V.
4. Rakhishev A.T.
5. Abyshova N.I.
6. Mager S.V.
7. Levkovich M.A.
8. Altynbekova Z.A.
9. Esenbaeva A.

"Start" committee consists of teachers of pre-school training classes, primary classes in the following composition:

1. Utegenova S.M.
2. Orymbaeva B.A.
3. Elubaeva L.K.
4. Polyakova E.A.
5. Smirnova V.K.
6. Popkova E.N.
7. Dzhanadilova Zh.B.
8. Minakova I.N.
9. Kovalenko K.A.
10. Akopova T.M.
11. Isakova E.V.
12. Gapich I.V.
13. Kim E.O.
14. Osemlyak S.A.
15. Prikhnenko T.E.
16. Yasyukevich A.Yu.
17. Kozhaeva B.K.

Annex 9

Composition of the School's Expert Council

№	Full name	Post
1	Alisheva Sh.A.	Principal
2	Koshanova Zh.T.	Deputy Principal for Educational Work
3	Akhmetova S.K.	Secretary
4	Nichipurenko E.V.	Deputy Principal for Educational Work
5	Orymbekova A.K.	Chairman of the Trade Union Committee
6	Smyshlyaeva Yu.K.	Head of Methodical committee «Speech»
7	Kim E.L.	Head of Methodical committee "Science"
8	Azhibaeva S.G.	Head of Methodical committee «Kazakh Language»

Career guidance (2019-2020)	Career guidance (2020-2021)	Career guidance (2021-2022)
https://balkhash.goo.kz/blog/view/17/20403 https://balkhash.goo.kz/blog/view/17/21429 https://balkhash.goo.kz/blog/view/17/12502 https://balkhash.goo.kz/blog/view/17/12388 https://balkhash.goo.kz/blog/view/17/12245 https://balkhash.goo.kz/blog/view/17/12138 https://balkhash.goo.kz/blog/view/17/11671 https://balkhash.goo.kz/blog/view/17/10720 https://balkhash.goo.kz/blog/view/17/10719 https://balkhash.goo.kz/blog/view/17/9995 https://balkhash.goo.kz/blog/view/17/9693 https://balkhash.goo.kz/blog/view/17/9652	https://balkhash.goo.kz/blog/view/17/21423 https://balkhash.goo.kz/blog/view/17/17747 https://balkhash.goo.kz/blog/view/17/17463 https://balkhash.goo.kz/blog/view/17/15613 https://balkhash.goo.kz/blog/view/17/15608 https://balkhash.goo.kz/blog/view/17/14198 https://balkhash.goo.kz/blog/view/17/14197 https://balkhash.goo.kz/blog/view/17/14119 https://balkhash.goo.kz/blog/view/17/14118 https://balkhash.goo.kz/blog/view/17/13578 https://balkhash.goo.kz/blog/view/17/21430 https://balkhash.goo.kz/blog/view/17/21432	https://balkhash.goo.kz/blog/view/17/21440 https://balkhash.goo.kz/blog/view/17/21439 https://balkhash.goo.kz/blog/view/17/21435 https://balkhash.goo.kz/blog/view/17/21434 https://balkhash.goo.kz/blog/view/17/21433 https://balkhash.goo.kz/blog/view/17/21427 https://balkhash.goo.kz/blog/view/17/21424 https://balkhash.goo.kz/blog/view/17/21421 https://balkhash.goo.kz/blog/view/17/21412 https://balkhash.goo.kz/blog/view/17/21409 https://balkhash.goo.kz/blog/view/17/21081 https://balkhash.goo.kz/blog/view/17/21003 https://balkhash.goo.kz/blog/view/17/20831 https://balkhash.goo.kz/blog/view/17/20828 https://balkhash.goo.kz/blog/view/17/20403 https://balkhash.goo.kz/blog/view/17/20126 https://balkhash.goo.kz/blog/view/17/19863 https://balkhash.goo.kz/blog/view/17/19492 https://balkhash.goo.kz/blog/view/17/18729 https://balkhash.goo.kz/blog/view/17/17841 https://balkhash.goo.kz/blog/view/17/17635

