



مدرسة شينينغ ستار الدولية، أبوظبي

Shining Star International School, Abu Dhabi

Annual Report -2025-26

(abridged version)

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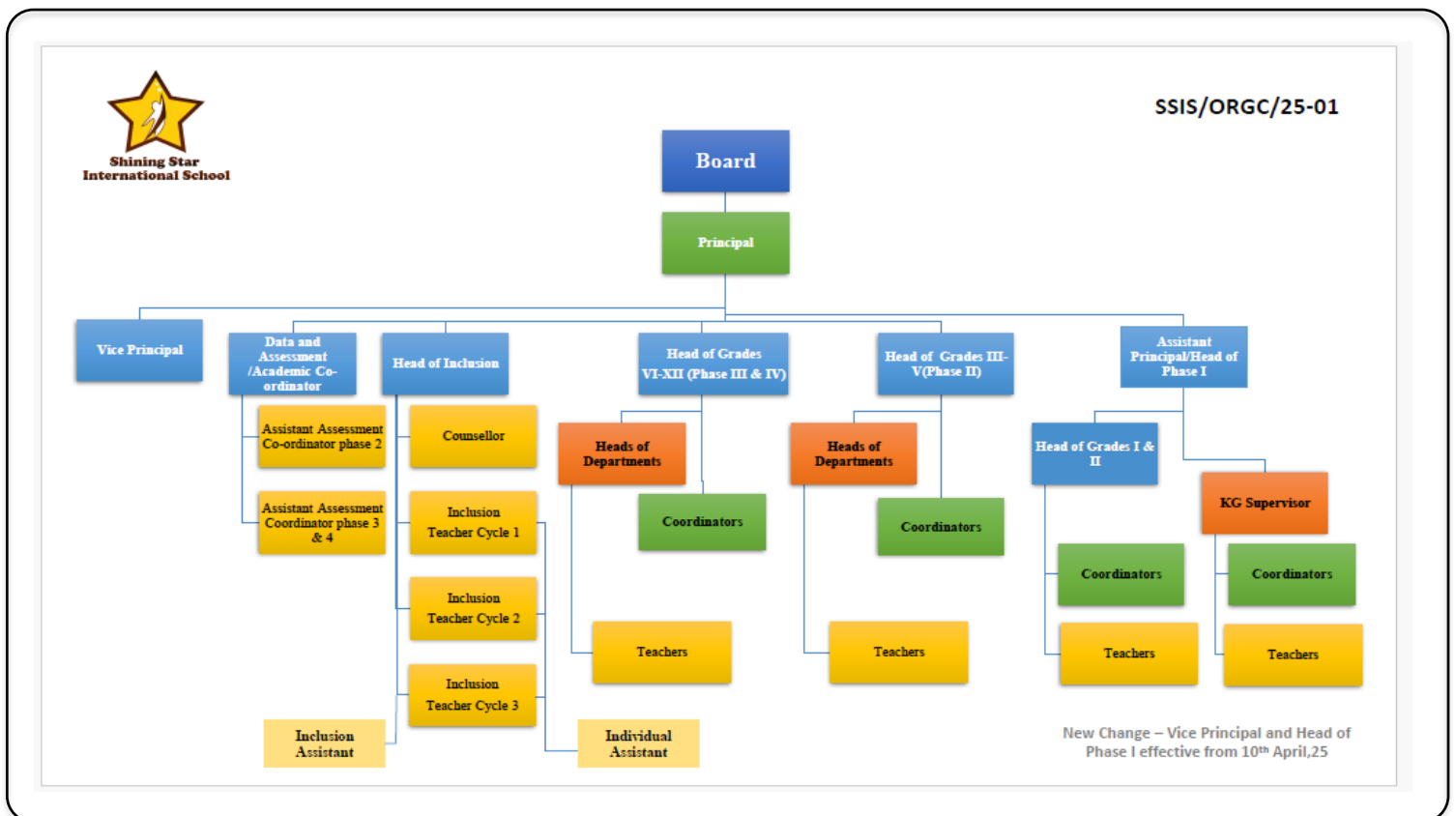
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1. Vision & Mission statement

Vision: To be a school of innovation and creativity, preparing students for global challenges.

Mission: “Our mission is through the combined efforts of our staff, parents, students and community to develop future leaders with active and creative minds. Our focus is on the holistic development of the individual, social, moral, intellectual and physical growth, along with a strong sense of heritage and culture.”

2. ORG Chart



3. Details of School Operations

Shining Star International School operates as a comprehensive CBSE curriculum institution in Abu Dhabi, committed to delivering high-quality education within a safe, inclusive, and student-centered environment. The school's operations are strategically aligned to support academic excellence, student wellbeing, operational efficiency, and stakeholder engagement. Please find a snippet of the school operations in brief.

- a) **Academics:** The school implements a research-oriented CBSE curriculum supported by qualified educators, structured assessment systems, and continuous monitoring of student progress. Academic operations focus on critical thinking, creative expression, differentiated instruction, and holistic student development through curricular and co-curricular integration.
- b) **Student Support & Wellbeing:** SSIS maintains operational systems that support student wellbeing, safeguarding, health services, inclusion, and pastoral care. The school health clinic, counselling support, wellbeing initiatives, and extracurricular engagement programs contribute toward maintaining a positive learning environment for all students.
- c) **Health, Safety & Facility:** The school ensures effective management of campus facilities, transportation, safety procedures, and infrastructure maintenance. Operations include GPS-enabled transportation systems, supervised health clinic services, science and computer laboratories, sports facilities, cafeteria services, and emergency preparedness measures to ensure a secure and healthy environment for learning.
- d) **Parent & Community Engagement:** The school promotes strong collaboration with parents and the wider community through digital communication systems, PTA engagement, open houses, and regular progress updates. Operational practices emphasize transparency, responsiveness, and active parental participation in the educational journey of students
- e) **Extracurricular & Enrichment:** SSIS manages a broad range of extracurricular and enrichment programs including robotics, sports, arts, leadership initiatives, sustainability projects, Model United Nations, community outreach, and international collaboration programs. These operations support the development of leadership, innovation, teamwork, and global citizenship skills among students.
- f) **Human Resource & Professional Operations:** The school's operational framework includes recruitment of qualified educators, continuous professional development, staff wellbeing initiatives, and performance monitoring systems to ensure high standards of teaching and learning delivery across all grade levels.

4. SDP Overview

The School Development Plan (SDP) 2025–26 outlines the school’s strategic priorities aimed at improving academic outcomes, enhancing the quality of teaching and learning, strengthening leadership capacity, and promoting inclusive education practices across all phases.

The plan focuses on raising students’ attainment and progress through effective use of assessment data, targeted intervention programs, differentiated instruction, and real-life application of learning. Emphasis has been placed on improving teaching standards through continuous professional development, lesson observations, coaching, and instructional monitoring aligned with UAE inspection expectations.

Academic Progress Overview

During the academic year 2025–26, students across all phases demonstrated strong academic growth and improvement in both internal and external assessments. Based on school progress data, a large majority of students improved by at least one proficiency level in internal assessments, reflecting positive learning growth and effective teaching strategies.

End of year Attainment & Progress Summary

Phase	Year Group	Attainment	Progress
Phase 1	(KG–Gr 2)	Good	Very Good
Phase 2	(Gr 3–5)	Good	Very Good
Phase 3	(Gr 6–8)	Very Good	Very Good
Phase 4	(Gr 9–12)	Good	Very Good

The SDP also prioritizes the development of middle leadership by strengthening accountability, data-driven decision making, and leadership capacity through mentoring and professional learning opportunities.

Inclusion remains a key area of focus, with targeted strategies to improve provisions for students with Additional Learning Needs through individualized plans, inclusive classroom practices, and increased parental engagement.

Through continuous monitoring, collaboration, and evidence-based improvement strategies, the school aims to provide a high-quality, safe, inclusive, and future-focused learning environment that supports the holistic development and success of every student.

5. Inspection Report Summary:

The school achieved an overall rating of “**Good**” in the ADEK Irtiqaa Inspection, reflecting continued progress in academic performance, leadership effectiveness, student wellbeing, and school improvement practices. The inspection highlighted the school’s commitment to providing a safe, inclusive, and supportive learning environment while maintaining strong alignment with **UAE National Agenda priorities**.

Inspectors commended the school for the positive attitudes of students towards learning, effective collaboration among teachers, strong safeguarding and health & safety procedures, and the supportive leadership of the Principal and governing body. The school’s focus on wellbeing, student care, and continuous improvement was recognized as a key strength.

Students demonstrated generally good progress across subjects and phases, with notable strengths in English in Cycle 3, Islamic Education, UAE Social Studies, and learning skills. External examination outcomes in CBSE, PIRLS, and selected MOE assessments reflected positive achievement trends. The school also continued its participation in international benchmarking assessments such as TIMSS, PISA, and PIRLS to support global standards and performance improvement.

The inspection also identified several development priorities to further strengthen school performance. These include improving attainment in core subjects, enhancing critical thinking and problem-solving skills, increasing the use of assessment data to personalize learning, strengthening inclusion practices, improving curriculum adaptation for all learner groups, and further developing innovation and technology integration across lessons.

Leadership and governance were recognized as effective, with clear strategic direction and a strong commitment to school improvement. The school’s self-evaluation and development planning processes were also acknowledged as secure and increasingly aligned with inspection priorities.

Overall, the inspection recognized the school’s positive trajectory of improvement and its capacity to continue enhancing the quality of education, student outcomes, and stakeholder engagement in the coming years.

6. Variance report:

The school conducted a comprehensive review of the previous School Development Plan (SDP) to evaluate the extent to which planned targets and strategic priorities (KPIs) were achieved during the academic year. The review focused on academic progress and attainment, quality of teaching and learning, inclusion practices, wellbeing initiatives, leadership effectiveness, and stakeholder engagement.

Student Attainment	All students make at least "GOOD" to "VERY GOOD" Progress (i.e 55 % - 65% students make better than expected progress)	Green
	In core subjects, move Attainment from Stanine 4 to Stanine 5 and above (55% students to be above 61st percentile in ACER IBT assessments)	Green
	Maintain Outstanding results in Information Practices and English and move at least one level above in all other subjects in Board exam results	Amber
	In all other phases 75% of students to attain minimum C1 and 50% of students attain B1 or above	Green
Teaching & Learning	Every lesson is "GOOD" or better	Amber
	All teachers to make significant progress from their 2025 observations (and new teachers to score Good)	Amber
	All teachers meet the "Non-Negotiable" standards of Teaching and Learning*	Amber
Empowering leaders to deliver continuous development	Ensure every department develops a strong action plan aligned to the School Development Plan that is implemented and reviewed monthly and corrective	Green
	85% satisfaction by both parents and staff as evidenced by the end of year survey	Green
Enhancement of curriculum to ADEK standards	Embed elements of Global Citizenship and Environmental Stewardships in the curriculum enhancing Education for Sustainable Development	Green
	Embed elements of Emirati Culture and National Identity in all the subjects in the curriculum	Green
	Ensure school sustainability policy is aligned with UAE's sustainability expectation	Amber
Health & Safety	Ensure school provides a safe and healthy environment for learning	Amber

#Note the following RAG coding

Green	Amber	Red
Done / Achieved	Ongoing	Not started

7. Students' achievements:

During the academic year 2025–26, students at Shining Star International School demonstrated outstanding achievement across academics, innovation, leadership, sportsmanship, arts, and global engagement. Our students proudly represented the school in several inter-school, national, and international competitions, earning recognition for excellence, creativity, teamwork, and critical thinking

Students achieved notable success in prestigious competitions such as The Queen's Commonwealth Essay Competition, ADEK Chess Competition, Inter-School Spell Bee, Hackathon 3.0, and Innovision, securing multiple awards and honors. These accomplishments reflected their strong academic abilities, innovation skills, communication, and problem-solving capabilities.

The school also celebrated remarkable achievements in cultural and creative events, including Rhythmica 2025, Kathak performances, Echoes of the Emirates, and various UAE Social Studies and iSTEAM competitions. Students showcased exceptional talent, confidence, cultural awareness, and appreciation of Emirati heritage while earning top positions at inter-school platforms

In the area of global citizenship and leadership, students actively participated in international forums such as the United Nations Working Group on Girls and the World Inclusion Congress 2025, demonstrating commitment towards advocacy, inclusion, and sustainable development.

These achievements reflect the school's continued commitment to holistic education, nurturing future-ready learners who excel academically while developing creativity, leadership, collaboration, and social responsibility.

8. External assessment results.

Grade_X (2025-26)			
Overall attainment		79.3%	
Boys	75.3%	Girls	81.4%
Subject		Grading*	
English, Social Sciences & Second languages		Outstanding	
Other Subjects		11% increase in overall attainment as compared to last year results.	

Grade_XII (2025-26)			
Overall attainment		79.1 %	
Commerce	81%	Science	79%
Boys	77%	Boys	79%
Girls	85%	Girls	80%
Subject		Grading*	
English, Economics, IP & PE		Outstanding	
Biology and BST		Very Good	
Mathematics		Good	

*done as per ADEK's benchmarks

IBT Benchmark report November 2025

In external standardized benchmarking assessments (ACER IBT), students performed above the targeted expectations across core subjects. A large majority of students exceeded expected standards, with 75% of students in English, 80% in Mathematics, and 71% in Science achieving performance levels in line with international benchmarks.

Proportions of students Exceeding Expectations				
Year 2025-26				
Grades	English	Maths	Science	English Reading
Grade_3	82.1	91.5	72.6	73.5
Grade_4	78.1	98.1	79.7	53.8
Grade_5	88.9	93.7	70.4	71.4
Grade_6	50.5	32.4	74.3	21
Grade_7	66.2	54.5	68.9	48.1
Grade_8	83.3	83.3	48.6	58.3
Grade_9	49.2	75.4	63.3	36.1
Overall	75%	80.2 %	70.70%	56.2%

9. Graduate destinations / Alumni data

Shining Star International School alumni have progressed to a diverse range of higher education institutions and career pathways across the UAE and internationally. Graduates are currently pursuing studies in fields such as Medicine, Engineering, Aviation, Business, Technology, and Humanities at universities in the UAE, India, Georgia, the United Kingdom, Saudi Arabia, and other global destinations

Many alumni are enrolled in reputed institutions including Manipal Academy of Higher Education, Amity University Dubai, Nottingham Trent University, Tbilisi State Medical University, and BITS Pilani Dubai Campus. Alumni have also entered professional careers as doctors, engineers, accountants, pilots, entrepreneurs, and educators.

The alumni data reflects the school's commitment to preparing students for higher education, global opportunities, and successful professional careers while maintaining strong connections with the SSIS community.

10. Impact of Staff CPDs

During Academic Year 2025–26, the school demonstrated measurable improvements in teaching and learning, with 90% of lessons internally evaluated as “Good” or better, reflecting a notable increase in instructional quality across all phases. These improvements were directly linked to a robust and strategically planned Continuing Professional Development (CPD) programme, with over 75 focused CPD sessions delivered throughout the academic year.

A structured induction programme was successfully implemented for all newly appointed teachers, ensuring 100% participation in orientation sessions related to the UAE National Framework, educational priorities, and NIM pedagogical standards. This enabled teachers to rapidly align their classroom practices with institutional expectations and national educational requirements.

The annual CPD framework was centered on two key strategic priorities: Artificial Intelligence (AI) in education and inclusive teaching and learning practices. More than 85% of teaching staff participated in specialized workshops, peer-learning activities, and practical training sessions focused on AI integration, adaptive teaching strategies, differentiation, and student engagement. Internal monitoring and lesson observations evidenced improved use of technology, increased student participation, and more inclusive classroom environments as a result of these initiatives.

In addition, dedicated Arabic-medium CPD sessions were delivered for Emirati teachers, with a strong emphasis on effective pedagogy, student-centered learning, and classroom innovation. These sessions achieved full participation among Emirati staff and contributed to enhanced professional engagement, stronger instructional consistency, and improved teaching outcomes across the school.

11. Financial Statements

The school reported total revenue of approximately AED 25.4 million, with a net profit of AED 3.78 million for the financial year. Total assets increased to AED 39.8 million, reflecting continued investment in school resources, infrastructure, and operational development.

The financial statements also reflect stable cash flow, responsible financial management, and the school’s continued ability to meet its operational and educational commitments effectively. The school remains committed to ensuring that financial resources are utilized strategically to support student learning, staff development, school improvement priorities, and long-term institutional sustainability.

12. Student Wellbeing:

Student well-being remained a key priority at Shining Star International School during the academic year 2025–26. The school implemented a wide range of initiatives to support students’ social, emotional, physical, and mental well-being through structured programs, counselling support, awareness sessions, and student engagement activities

A comprehensive Social Emotional Learning (SEL) curriculum, reflection activities, counselling sessions, and well-being programs were conducted to help students develop resilience, confidence, self-awareness, and positive relationships. The school also strengthened student voice through well-being and anti-bullying surveys, enabling continuous improvement in creating a safe and inclusive learning environment.

Physical well-being was promoted through sports enrichment programs, healthy eating awareness sessions, gardening activities, and mindfulness practices such as Heartfulness Meditation. Recognition initiatives including awards for well-disciplined and well-groomed students further encouraged positive behavior and personal responsibility.

These initiatives reflect the school’s commitment to nurturing happy, healthy, confident, and well-rounded learners in a caring and supportive environment

13. (a) Staff wellbeing Initiatives

During the academic year 2025–26, Shining Star International School continued to prioritize staff well-being, professional growth, and employee engagement through a range of supportive initiatives and development programs. The school focused on creating a positive work culture that values collaboration, motivation, and continuous improvement

A variety of well-being initiatives, including counselling support, wellbeing sessions, self-reflection workshops, and the “**Door to Happiness – Bab al Shaadah**” programme, were conducted to support the emotional and mental wellness of staff members. Time management workshops and individual counselling sessions further promoted work-life balance and personal effectiveness.

Professional development remained a key focus through regular training sessions, succession planning, and employee engagement activities designed to strengthen leadership capacity and enhance teaching practices. Recognition and appreciation programs conducted during annual events also contributed towards fostering staff morale and motivation.

(b) Employee engagement & satisfaction summary

Shining Star International School continued to strengthen its commitment to staff well-being, engagement, and professional growth during AY 2025–26. The school achieved an Employee Satisfaction Rate of 82%, reflecting a 7% improvement from the previous year, while 95% of staff reported a clear understanding of the school’s vision and mission. These outcomes indicate growing staff morale, stronger collaboration, and a positive working culture across the school community.

Staff feedback highlighted supportive leadership, teamwork, meaningful professional development opportunities, and a strong sense of purpose in contributing to students’ success as key strengths of the school. Throughout the year, several initiatives were implemented to support staff well-being and retention, including employee engagement surveys, wellbeing programs, succession planning, personalized professional development, and work-life balance initiatives.

With a current staff retention rate of 83%, the school remains focused on continuous improvement through structured action plans and staff-centered initiatives to ensure that all employees feel valued, supported, and empowered to grow both professionally and personally.

14. Diversity & Inclusion

During the Academic Year 2025–2026, the Inclusion and Wellbeing Department demonstrated significant progress in strengthening inclusive education, student wellbeing, and equitable learning opportunities through strategic leadership, systematic planning, and collaborative practices. The successful integration of inclusion, counselling, behavioral support, and academic interventions established a comprehensive support framework aligned with ADEK Inclusion Policy requirements.

Through effective leadership, the department strengthened early identification systems, expanded support services for Students of Determination (SoD), Gifted & Talented (G&T), and students requiring additional learning support, while ensuring high standards of implementation, monitoring, and compliance. The introduction of structured intervention models, MTSS framework, enhanced documentation systems, and continuous staff capacity building contributed to improved student participation, engagement, and overall outcomes.

The department also fostered a positive and inclusive school culture through awareness programs, parent partnerships, wellbeing initiatives, and student participation opportunities, promoting acceptance, confidence, and belonging among learners.

Overall, the year marked the successful establishment of a sustainable and data-driven Inclusion and Wellbeing framework that strengthened academic access, emotional support, and behavioral development, ensuring that every student received appropriate opportunities to thrive and achieve their potential.

15. Counseling services

During the Academic Year 2025–2026, the School Counselling Department effectively contributed towards strengthening student wellbeing, emotional support, and behavioral development within the school community. Through individual counselling, wellbeing initiatives, behavior monitoring, awareness programs, case management, and collaborative interventions, the department ensured timely support for students requiring guidance and assistance.

Continuous coordination with staff, parents, leadership, and service providers helped create a safe, inclusive, and supportive learning environment that promoted students' overall growth and wellbeing. The department remains committed to further enhancing student support systems and fostering positive mental health, resilience, and responsible behavior among all learners

16. Next Year KPIs*

Sr. no	KPI	KPI Statement / Targets
1	Student Attainment & Progress	<ul style="list-style-type: none">● All students make at least “Good” progress provided (60% - 65% students make better than expected progress.● Core subjects move attainment from stanine 5 to stanine 6 and above provided 65% of students make better than expected progress in English, Mathematics & Science in IBT● Maintain Outstanding results in Information practices, English, IP and Economics and move at least one level above in all other subjects in CBSE board Exams.● In all other phases 75% of students attain minimum C1 and 61% of students attain B1 or above.
2	Teaching & Learning	<ul style="list-style-type: none">● Every Lesson is “Good” or better.● All teachers to make significant progress from their 2025 observation and new teachers to attain at least Good● All teachers meet the "Non-Negotiable" standards of Teaching & Learning.● Ensure 85% of students enrolled in intervention programs show measurable improvement in targeted learning or

		developmental outcomes within one term.”
3	Enhancement of Curriculum aligned to the International Standards	<ul style="list-style-type: none"> ● Continue embedding elements of Global Citizenship and Environmental stewardship in the curriculum enhancing Education for Sustainable Development (ESD). ● Continue embedding elements of Emirati Culture and national Identity in all the subjects in the curriculum. ● Continue making sure that school sustainability policy is aligned with UAE’s sustainability expectations.
4	Empowering Leaders to deliver continuous improvement	<ul style="list-style-type: none"> ● Ensure every department develops a strong action plan aligned to the School Development Plan that is implemented and reviewed monthly and corrective action taken. ● 85% satisfaction by both parents and staff as evidenced by the end of the year survey.
5	Health & safety	<ul style="list-style-type: none"> ● Improve parent satisfaction and strengthen the school’s reputation. Achieve at least 85% satisfaction in Health & Safety and wellbeing measured through annual parent, staff, and student surveys. ● Achieve at least 95% compliance in classroom and facility Health & Safety walkthroughs conducted by SLT and HSE teams each term. ● Conduct 100% of scheduled Health & Safety inspections and evacuation drills as per the annual calendar, with corrective actions closed within 10 working days.
6	Student & staff well being	<ul style="list-style-type: none"> ● Reduce the student attrition rate by 5% ● Enhance student happiness and engagement up from 74% to 85% ● Promote a positive and supportive work environment by conducting a minimum of four staff wellbeing initiatives annually and achieving at least 85% positive feedback in staff satisfaction and engagement surveys.

*The proposed Key Performance Indicators (KPIs) and targets for the upcoming academic year are provisional in nature and are subject to final review, approval, and endorsement by the School Board / Management.