

ANNUAL ADMINISTRATIVE REPORT

2024 - 2025



Silver Oaks School

Kommadi, Visakhapatnam

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GENERAL INFORMATION

Silver Oaks International School, Kommadi Campus, located in Visakhapatnam, Andhra Pradesh, was established in June 2024.

Managed by Silver Oaks Educational Society, the school is a private, co-educational, day school affiliated with the IB Primary Years Programme (PYP) and CBSE.

Under the leadership of Principal A Lakshmi Sobha, the school commenced its first academic year in 2024–25, with a vision to build character and competence among learners.

ACADEMIC AND ADMISSION DETAILS

The 2024–25 academic year marked the inaugural session for Silver Oaks International School, Kommadi Campus.

Classes from PP1 to Grade 7 were offered in the first year, incorporating IB PYP principles in the primary years and transitioning to CBSE guidelines in higher grades.

The school enrolled 166 students across 9 sections, reaching a significant milestone in its capacity-building journey.

With a maximum intake capacity of 225, 59 seats remained open by the end of the year. One outstanding application was processed successfully during the year, completing the admission cycle.

STAFFING AND INFRASTRUCTURE

The teaching and non-teaching staff were carefully selected to align with the school's pedagogical philosophy and regulatory standards.

Professional development and induction training were conducted to equip faculty with IB and CBSE methodologies.

The campus witnessed the inauguration of state-of-the-art infrastructure, including a basketball court, tennis court, skating rink, and a swimming pool.

Learning spaces were designed to promote inquiry and exploration, while safety was ensured through the implementation of CCTV surveillance, ID protocols, and health services.

PARENT AND COMMUNITY ENGAGEMENT

The school actively engaged with parents and the broader community to foster collaborative learning.

Notable among these were the parenting workshops led by Mr. Sushant Kalra, which focused on Conscious Parenting and Positive Parenting for children aged 6–12.

These sessions received widespread appreciation for their relevance and depth.

A hallmark event was the Student Led Conference (SLC), where students took pride in demonstrating their learning journey to their parents.

The event culminated with a symbolic tree plantation ceremony, reinforcing environmental responsibility and school-parent partnership.

EVENTS AND STUDENT ACHIEVEMENTS

Throughout the year, the school organized multiple academic and co-curricular events to enrich student experience.

The Investiture Ceremony was a highlight, where a student government was established to nurture democratic values and leadership.

Grades 4 to 7 participated in a hands-on Etikoppaka Toys Workshop, connecting traditional craft with the IB's transdisciplinary themes.

The 78th Indian Independence Day was celebrated with patriotic fervor, and the national flag was hoisted by Prof. GSN Raju, Vice Chancellor of Centurion University.

Academic innovation included the introduction of the Code.org curriculum in Grade 1, incorporated into the IB unit 'How We Organize Ourselves', and integrated art-based energy experiments in Grades 3 to 6, emphasizing concepts of conservation and transformation.

COMPLIANCE AND FINANCIAL OVERVIEW

Silver Oaks International School, Kommadi, remained fully compliant with Rule 20 of G.O.Ms.No.1, Edn. Dept., dated 01-01-1994.

The school maintained financial transparency throughout the year, with fees levied as per approved norms and expenses directed towards infrastructure development and faculty training.

All institutional practices aligned with the broader objectives of educational integrity, inclusivity, and operational accountability.

HAPPY MONTH CELEBRATIONS

To nurture emotional well-being and foster a culture of joy, the school initiated the 'Happy Month' celebration.

Activities such as daily affirmations, gratitude walls, kindness chains, and themed dress-up days created a vibrant and emotionally supportive environment.

Students engaged in reflection circles, appreciation notes, and peer encouragement exercises, reinforcing the importance of empathy, mindfulness, and positive behavior.

These practices not only enriched social-emotional learning but also aligned with the IB learner profile attributes of caring and balanced individuals.

TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

Teachers participated in an array of professional development sessions that strengthened their instructional competencies.

Newly recruited staff underwent IB PYP orientation, while all educators engaged in weekly collaborative planning meetings.

External and internal workshops were conducted on inquiry-based learning, inclusive education, digital documentation, and student portfolio creation.

Faculty were also trained in capturing student learning moments using mobile photography, contributing to parent communication and IB documentation.

The school cultivated a learning culture where educators continuously reflected on and enhanced their teaching practices.

FIELD TRIPS AND EDUCATIONAL VISITS

Field trips were thoughtfully integrated into the academic calendar to provide students with experiential learning opportunities.

PP1 and PP2 students explored nature on guided walks, while Grades 1 and 2 visited a vegetable market to understand systems of organization.

Grades 4 and 5 visited a renewable energy park to deepen their understanding of energy sources and conservation, and Grades 6 and 7 explored local heritage sites that tied into their social studies and art curriculum.

Each visit was followed by classroom reflections and creative documentation in the form of art and presentations, reinforcing knowledge through observation and application.

WORKSHOPS AND SDG IMPACT

The school conducted various enrichment workshops designed to enhance creativity, critical thinking, and cultural appreciation.

The Etikoppaka workshop gave students an immersive experience in indigenous craftsmanship, while art integration sessions allowed learners to express complex concepts through visual media.

A well-being and safety workshop conducted by visiting counselors educated students on personal safety and digital etiquette.

Parent-student collaboration was evident during the SLCs where families participated in sapling plantation, promoting environmental stewardship.

The school's activities contributed meaningfully to multiple UN Sustainable Development Goals (SDGs), including:

- SDG 3: Good Health and Well-being – through Happy Month and well-being workshops
- SDG 4: Quality Education – via inquiry-based and inclusive pedagogies
- SDG 10: Reduced Inequalities – through inclusive classroom practices and counselor support
- SDG 11: Sustainable Cities and Communities – via traditional craft workshops and heritage explorations
- SDG 13: Climate Action – through tree plantations and environmental awareness drives

Together, these initiatives reinforced the school's commitment to developing responsible global citizens and well-rounded learners.