

	
Name of School	Grace Valley Indian School
Affiliation No	6630067
ADEK Code	9208
Address	Al Ain- UAE
Website Address	www.gvisalain.com
Email ID	info@gvislaain.com
Name of Principal	Mohamed Ibrahim
SCHOOL ANNUAL REPORT 2025-2026	

Grace Valley Indian School is a leading educational institution located in Al Ain, dedicated to providing a high-quality, holistic education that balances academic excellence with character development. The school follows the Indian National Curriculum Framework (NCF) and prepares students for CBSE examinations, ensuring that learners acquire a strong foundation in core subjects while developing essential skills for the 21st century.

The school fosters a positive and inclusive learning environment where students are encouraged to take ownership of their learning, collaborate effectively, and engage in critical thinking and problem-solving. Respectful behavior, empathy, and strong interpersonal relationships are consistently promoted, creating a safe and harmonious school community.

Grace Valley Indian School places a strong emphasis on personalized learning, innovation, and continuous improvement in teaching practices. Through structured programs, project-based learning, and student-centered approaches, the school nurtures confident, responsible, and well-rounded individuals. These initiatives ensure that students not only achieve academic success but also develop the values, skills, and mindset necessary to thrive as global citizens in an ever-changing world.

The school has successfully achieved its targets in enhancing student ownership of learning, promoting collaboration, and strengthening critical thinking across all phases. Personalized learning goals were effectively implemented, enabling students to take responsibility for their progress through reflection, target setting, and active engagement in their learning journey. Structured collaborative strategies, including small group work with defined roles and peer learning approaches, have ensured meaningful participation and improved communication skills among students. Furthermore, higher-order thinking skills have been consistently embedded in teaching practices through inquiry-based learning, problem-

solving activities, and real-life applications, leading to improved analytical and reasoning abilities. As a result, students demonstrate increased independence, confidence, and deeper understanding, reflecting a positive and sustained impact on overall teaching and learning quality across the school.



Teachers at Grace Valley Indian School possess secure and comprehensive subject knowledge, which enables them to deliver lessons with clarity, accuracy, and confidence. Their strong understanding of the curriculum allows them to anticipate student misconceptions and provide clear explanations, ensuring that learners grasp complex concepts effectively. For example, in Science classes, teachers use real-life experiments to demonstrate theoretical principles, while in Mathematics, they break down multi-step problems into manageable steps to support understanding across all ability levels.



In addition to strong subject knowledge, teachers provide timely and constructive feedback that actively supports learning. Feedback is not limited to correcting errors but also includes guidance on improvement, praise for effort, and encouragement for independent thinking. For instance, in English lessons, students receive detailed comments on writing assignments, highlighting strengths in vocabulary and structure while suggesting ways to enhance clarity and coherence. Similarly, in project-based activities, teachers offer formative feedback that helps students refine their work before submission, reinforcing learning as an ongoing process.

This combination of expertise and effective feedback has resulted in enhanced student engagement and improved learning outcomes. Students are more confident in participating in class discussions, asking questions, and tackling challenging tasks, knowing they have teacher support. Collaborative group work and inquiry-based tasks have also shown higher levels of participation and creativity, as learners feel

motivated to explore ideas with the guidance of knowledgeable teachers. Overall, this approach ensures that students not only achieve academic success but also develop critical thinking, problem-solving skills, and a lifelong love for learning.



Grace Valley Indian School actively promotes students' awareness of the importance of maintaining healthy lifestyles through a comprehensive approach that integrates physical, nutritional, and mental well-being into daily school life. The school offers regular physical education classes, sports activities, and fitness programs that encourage students to participate in a variety of exercises, develop endurance, and build teamwork skills. Nutritional education is embedded across the curriculum, with students learning about balanced diets, the benefits of hydration, and the impact of healthy food choices on overall well-being. The school also organizes health awareness campaigns, workshops, and guest sessions led by medical professionals and nutritionists, providing students with practical guidance on hygiene, sleep, and stress management. Additionally, mindfulness and mental health programs help students develop coping strategies, self-awareness, and resilience. Through these initiatives, students demonstrate improved knowledge, positive attitudes, and proactive behaviors towards maintaining a healthy lifestyle, reflecting the school's commitment to nurturing well-rounded and health-conscious individuals.



We actively encourages students to develop a sense of social responsibility by providing numerous opportunities to volunteer both within the school and in the wider community. Within the school, students participate in peer mentoring programs, assist in organizing school events, and contribute to environmental initiatives such as campus clean-ups and recycling drives. Beyond the school, students are engaged in community service projects, including visits to local charitable organizations, participation in

awareness campaigns, and fundraising activities for social causes. These initiatives are structured to ensure that students take ownership of their contributions, reflect on the impact of their efforts, and develop empathy, leadership, and teamwork skills. By integrating volunteerism into the school culture, Grace Valley Indian School not only strengthens students' understanding of civic responsibility but also fosters compassionate, socially conscious individuals who are committed to making a positive difference in their communities.



Grace Valley Indian School has actively expanded opportunities for students to develop innovation and entrepreneurial skills through a variety of hands-on projects, competitions, and student-led initiatives. The school integrates project-based learning into the curriculum, allowing students to design, experiment, and implement creative solutions to real-world problems. Students participate in STEM and STEAM competitions, innovation challenges, and business simulation activities that foster critical thinking, problem-solving, and strategic planning skills. Additionally, student-led initiatives such as organizing mini-markets, designing awareness campaigns, and developing sustainable projects encourage leadership, collaboration, and entrepreneurial thinking. Mentorship from teachers and external experts supports students in refining their ideas, presenting their work confidently, and learning from feedback. These initiatives have resulted in students demonstrating increased creativity, initiative, and practical skills, preparing them to become innovative thinkers and future entrepreneurs who can contribute meaningfully to society.

Grace Valley Indian School has actively expanded the integration of cross-disciplinary projects and Sustainable Development Goals (SDGs) to enhance students' understanding of real-world issues and deepen interdisciplinary learning. Through carefully designed projects, students explore topics that connect multiple subjects, such as Science, Mathematics, Social Studies, and ICT, allowing them to apply knowledge in meaningful contexts. For example, students might investigate local water conservation challenges, combining environmental science research, data analysis in Mathematics, and communication skills in English to propose practical solutions. This approach encourages critical thinking, problem-solving, and collaboration while helping students see the relevance of classroom learning to global challenges.



In addition, SDGs have been embedded across the curriculum to raise awareness and foster socially responsible action. Students participate in initiatives addressing climate action, clean water, sustainable communities, and quality education, linking theoretical knowledge to tangible outcomes. Activities include designing awareness campaigns, creating eco-friendly products, or conducting community surveys to assess needs and impact. By engaging in these cross-disciplinary and SDG-focused projects, students develop a holistic understanding of global challenges, cultivate innovation, and strengthen skills such as research, communication, and project management, preparing them to become informed, responsible, and proactive global citizens.



Our teachers consistently provides opportunities for students to develop enterprise, innovation, and creative skills across all subjects and phases. In classrooms, teachers integrate hands-on, project-based activities that challenge students to think critically, design solutions, and apply creative ideas. For example, in Science and Technology lessons, students design sustainable models or simple inventions, while in Mathematics, they create real-life business simulations or budgeting projects to practice entrepreneurial thinking. English and Social Studies classes encourage students to produce campaigns, presentations, or storytelling projects that communicate innovative solutions to local or global issues. Additionally, cross-phase competitions, innovation fairs, and student-led initiatives allow learners to collaborate, experiment, and showcase their ideas. These consistent, curriculum-integrated opportunities have strengthened students' creativity, problem-solving abilities, leadership, and confidence, ensuring they are well-prepared to think entrepreneurially and innovatively in both academic and real-world contexts.



Our health and safety programs to ensure that both students and staff are equipped with the knowledge and skills to maintain a safe and healthy environment. Safety protocols, first aid awareness, and emergency response procedures are embedded into the school culture through regular workshops, drills, and interactive sessions. Students are actively engaged in learning about personal hygiene, nutrition, mental well-being, and safety practices both in and outside the classroom, while staff receive ongoing professional development on safeguarding, health procedures, and risk management. This practical approach ensures that the entire school community understands the importance of health and safety and can apply it confidently in daily routines.



In addition, the school has introduced more regular opportunities for physical exercise across all phases, recognizing the critical role of physical activity in student well-being and academic performance. Structured physical education classes, intramural sports, fitness challenges, and extracurricular clubs encourage students to engage in consistent exercise while developing teamwork, discipline, and resilience. Even in KG and primary phases, age-appropriate movement activities and outdoor play are emphasized to promote healthy habits from an early age.

Furthermore, the school integrates practical applications of health and fitness into daily learning experiences, linking classroom knowledge to active lifestyles. For example, students may monitor their physical activity as part of mathematics or science lessons, participate in wellness campaigns that promote balanced nutrition, or plan school-wide fitness events to encourage community participation. These initiatives have resulted in students demonstrating greater awareness of their own health, improved physical fitness, and a positive attitude towards maintaining safe, healthy, and active lifestyles throughout the school community.



Grace Valley Indian School has strengthened the process of identifying students with additional learning needs, including students of determination and those who are gifted or talented, through a comprehensive and systematic approach. Early identification is conducted using a combination of screening assessments, classroom observations, teacher referrals, and standardized testing, ensuring that each student's learning profile is accurately understood. Once identified, individualized learning plans are developed, incorporating differentiated instruction, targeted interventions, and support strategies to meet specific academic, social, and emotional needs. For students who are gifted or talented, enrichment programs, advanced projects, and mentorship opportunities are provided to challenge their abilities and foster deeper learning. Collaboration with parents, specialized support staff, and external professionals ensures that interventions are both effective and responsive. This structured approach has resulted in students receiving timely support, achieving their potential, and demonstrating growth in confidence, engagement, and academic performance across all phases.



Grace Valley Indian School has actively expanded its network and established connections with both national and international organizations to positively support and enhance students' academic performance. Partnerships with educational institutions, research organizations, and professional bodies

provide students with access to workshops, competitions, exchange programs, and mentoring opportunities that broaden their knowledge and exposure. For example, collaborations with STEM and STEAM organizations allow students to participate in innovation challenges, while partnerships with language and cultural institutions provide enrichment programs that enhance communication and global awareness.



In addition, these strategic connections enable the school to stay updated with best practices, emerging educational trends, and global standards, which are then integrated into the curriculum and teaching methodologies. Students benefit directly through exposure to real-world learning experiences, expert guidance, and opportunities to apply their learning beyond the classroom. This proactive approach has not only enhanced academic outcomes but also fostered a culture of curiosity, innovation, and global citizenship, preparing students to succeed in an increasingly interconnected world.



In conclusion, Grace Valley Indian School has made significant progress in implementing initiatives that enhance student learning, well-being, and holistic development. Through personalized learning, collaborative practices, critical thinking, health and safety programs, volunteering, innovation, enterprise, SDG integration, and robust support for students with additional learning needs, the school has created a dynamic and inclusive environment where every student can thrive. Coupled with strong teacher expertise and strategic partnerships with national and international organizations, these initiatives have strengthened academic outcomes, fostered creativity and leadership, and prepared students to become responsible, resilient, and globally aware individuals. The school remains committed to continuous improvement, ensuring that all students are equipped with the skills, knowledge, and values needed to succeed in an ever-evolving world.