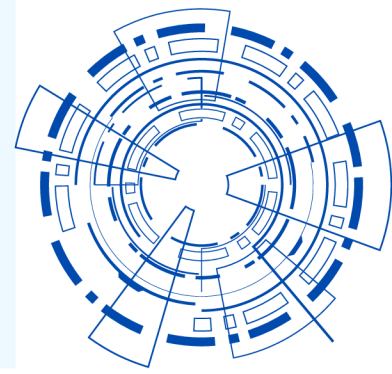


Inter-semester Performance Growth Report

This report documents targeted academic interventions for selected students based on Semester 1 results, tracking their progress through Semester 2 outcomes to evaluate the effectiveness of the strategies implemented.

by Shafiq R

Intervention Approach



Implementing Group Peer Discussion as an Academic Intervention

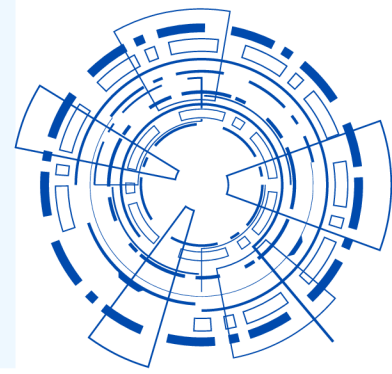
Overview:

Group Peer Discussion (GPD) is a structured collaborative learning method where students meet regularly to engage in academic conversations. This intervention was conducted once per week over an 18-week semester, using past-year exam papers as the primary material. The goal was to improve understanding, application of concepts, and overall academic performance through peer-based learning.

Implementation Strategy:

The Group Peer Discussion (GPD) intervention was implemented to support academically underperforming students by fostering a collaborative learning environment. The strategy was designed to run over the course of a full academic semester, with structured peer-led sessions conducted once per week for 18 consecutive weeks. Students were identified for participation based on their academic results from Semester 1, with a focus on those who showed potential for growth but lacked consistency or confidence in core subject areas.

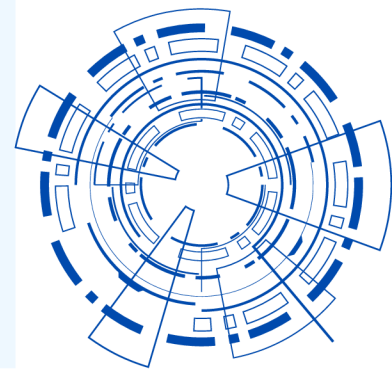
Intervention Approach



Once identified, students were assigned into small peer groups of three to five members. These groups were intentionally mixed in terms of academic performance to ensure a balance of strengths within each team. Group roles such as “discussion leader,” “note taker,” and “presenter” rotated on a weekly basis, encouraging participation from all members and helping students develop both academic and interpersonal skills. The discussion sessions were scheduled during designated intervention periods or as part of extended learning time after class, ensuring that they did not interfere with regular instructional hours.

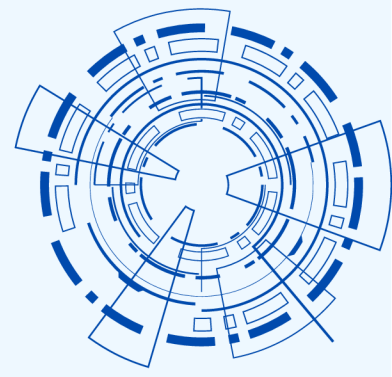
Each weekly session lasted approximately 45 to 60 minutes and focused on academic material drawn directly from past-year examination papers. These materials were selected for their relevance to the syllabus and their alignment with examination standards, making the sessions highly practical and focused. At the beginning of each session, students briefly discussed concepts or questions they had found difficult during the week, which served as a warm-up and set the stage for collaborative learning. The core of each session involved working together on past exam questions—students discussed solutions, explained reasoning, and challenged each other’s thinking in a supportive setting. In the final segment of each session, groups shared their solutions, clarified misunderstandings, and reflected on their learning. A supervising teacher was always present to observe the discussions, provide academic guidance when needed, and ensure the quality and accuracy of the group interactions.

Intervention Approach



To monitor progress, students were asked to complete brief weekly rating forms at the end of each peer discussion session. These forms allowed students to assess their level of participation, the usefulness of the session, the effectiveness of group dynamics, and their confidence with the material. This structured feedback provided insight into student engagement and the perceived value of the intervention. In addition, academic performance data from Semester 2 was used to evaluate the overall effectiveness of the program. Students who participated in the GPD sessions demonstrated noticeable improvements in comprehension, problem-solving, and exam preparedness. Many also showed increased confidence in class discussions and a stronger sense of peer collaboration.

This implementation of GPD proved not only to be effective but also sustainable and scalable. It required minimal resources—relying primarily on existing past exam papers and classroom time—and reinforced a culture of student-centered learning. The combination of consistent practice, peer accountability, and real-world exam preparation created a meaningful and impactful intervention for all students involved.



Chosen Students

HOLKSON LEE JUN LEONG

JOHANNES ERIC RAMESH

QAIRUL FADZILLAH NATASHYA BINTI UBAH

BEATRIZMA VYNNESSA ANAK RUMA

FELISSA SALLY ANAK FRANCIS LIEN

NURUNNISA' 'AISYAH BINTI MOHD SUFI

STEPHANIE WIEN ANAK CHABO

YOBINNA SUNTA ANAK GANYA

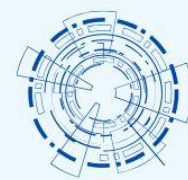
ELEXIA SHERRIEN ANAK JACOB

AFIDAH BINTI ADAM HUSSAINI

NATASHA LISA

CORNELIUS YEREMIA ANAK MERING

Educational Performance Growth Report



Student Semester-long Intervention Report

Student Information

Name	:	Holkson Lee Jun Leong
Class	:	K3T5A
Batch	:	21/22
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.33
Lecturer's Comments	:	With targeted support and a more proactive attitude, student can make meaningful progress

Intervention Details

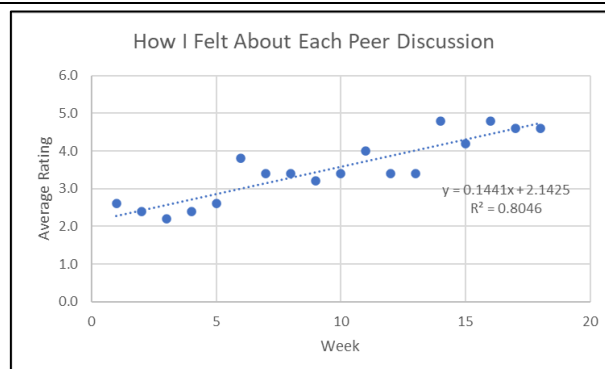
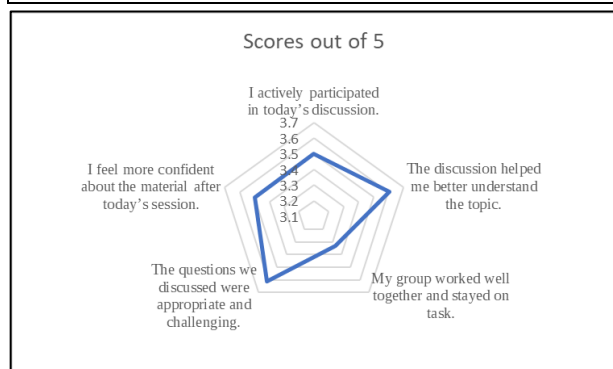
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

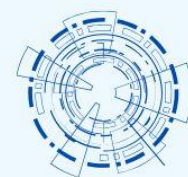
Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	4.00
Improvement (%)	:	20.12%
Comments	:	Holkson has shown outstanding academic growth this term and continues to exceed expectations.

Post Intervention Cycle Student Comment

"Peer discussions made me more comfortable asking questions and talking about what I didn't know."





Student Semester-long Intervention Report

Student Information

Name	:	Johannes Eric Ramesh
Class	:	K3T6A
Batch	:	21/22
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.33
Lecturer's Comments	:	I strongly encourage student to attend extra help sessions and engage actively in class.

Intervention Details

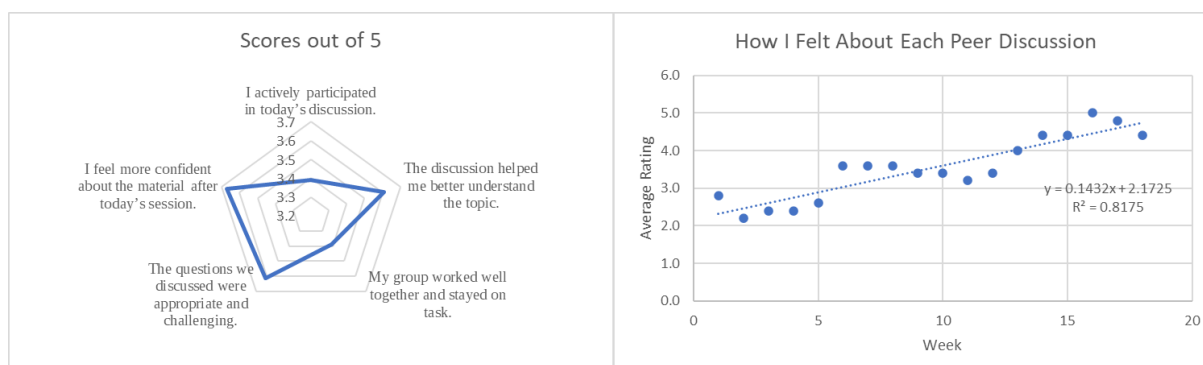
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

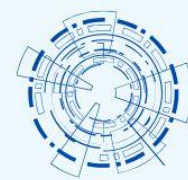
Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	4.00
Improvement (%)	:	20.12%
Comments	:	An impressive turnaround, Johannes has demonstrated dedication and strong work habits.

Post Intervention Cycle Student Comment

"Our weekly group sessions made learning more enjoyable and helped me stay on top of the content."





Student Semester-long Intervention Report

Student Information

Name	:	Felissa Sally Anak Francis Lien
Class	:	K3T5B
Batch	:	21/22
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.67
Lecturer's Comments	:	Using study schedules and time management strategies will help student stay on track academically.

Intervention Details

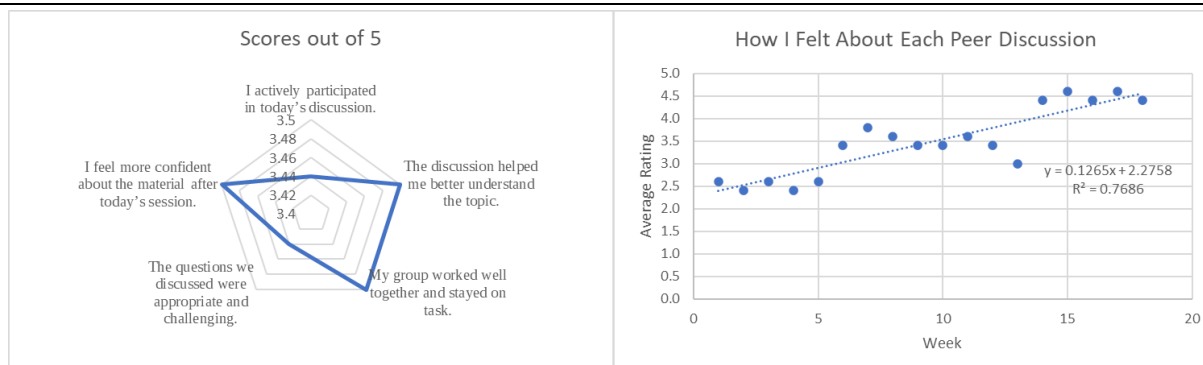
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

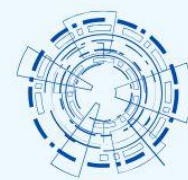
Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	4.00
Improvement (%)	:	8.99%
Comments	:	I commend this Felissa for taking initiative and showing resilience in their learning journey.

Post Intervention Cycle Student Comment

"Working with my peers every week gave me a new perspective on the material and helped me improve my results."





Student Semester-long Intervention Report

Student Information

Name	:	Nurunnisa' 'Aisyah Binti Mohd Sufi
Class	:	K3T5B
Batch	:	21/22
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.67
Lecturer's Comments	:	Greater consistency in homework and active task participation would benefit student's learning.

Intervention Details

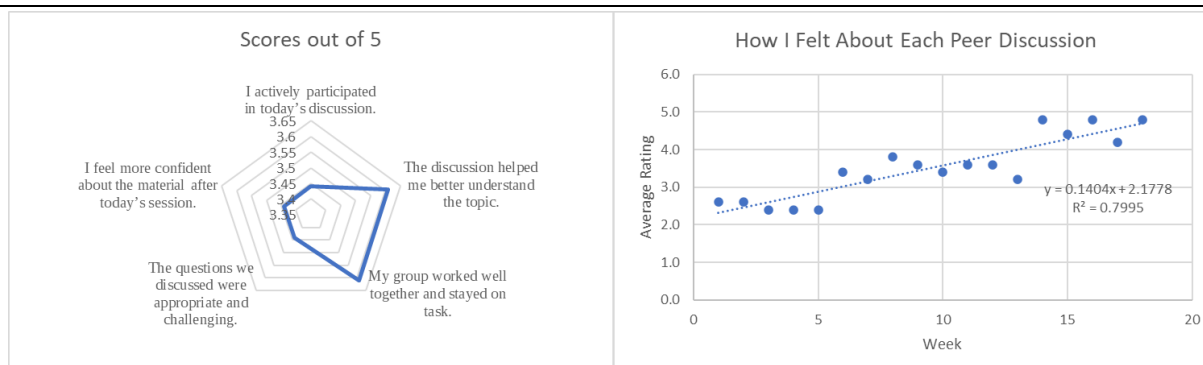
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

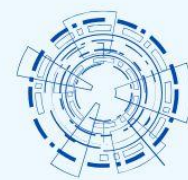
Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	4.00
Improvement (%)	:	8.99%
Comments	:	Student has made exceptional gains this term and is performing well above earlier levels.

Post Intervention Cycle Student Comment

"The peer discussions motivated me to prepare more and helped boost my confidence."





Student Semester-long Intervention Report

Student Information

Name	:	Stephanie Wien Anak Chabo
Class	:	K3T5B
Batch	:	21/22
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.67
Lecturer's Comments	:	Increased focus and participation are needed.

Intervention Details

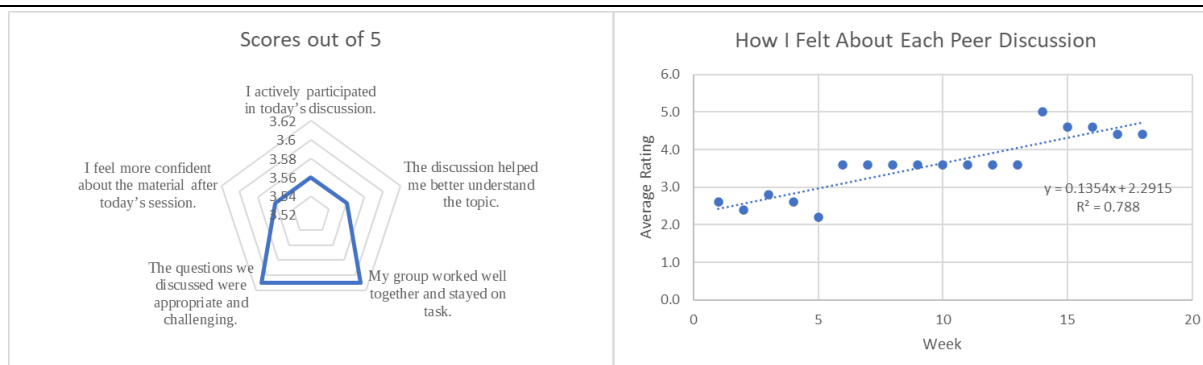
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	4.00
Improvement (%)	:	8.99%
Comments	:	It is clear that this student has taken academic improvement seriously and the results are commendable.

Post Intervention Cycle Student Comment

"The regular peer discussions made the subject less stressful and easier to follow."



Student Semester-long Intervention Report



Student Information

Name	:	Beatrizma Vynnessa Anak Ruma
Class	:	K2T4A
Batch	:	22/23
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.67
Lecturer's Comments	:	To improve, student should ask more questions in peer discussion sessions and seek clarification when unsure.

Intervention Details

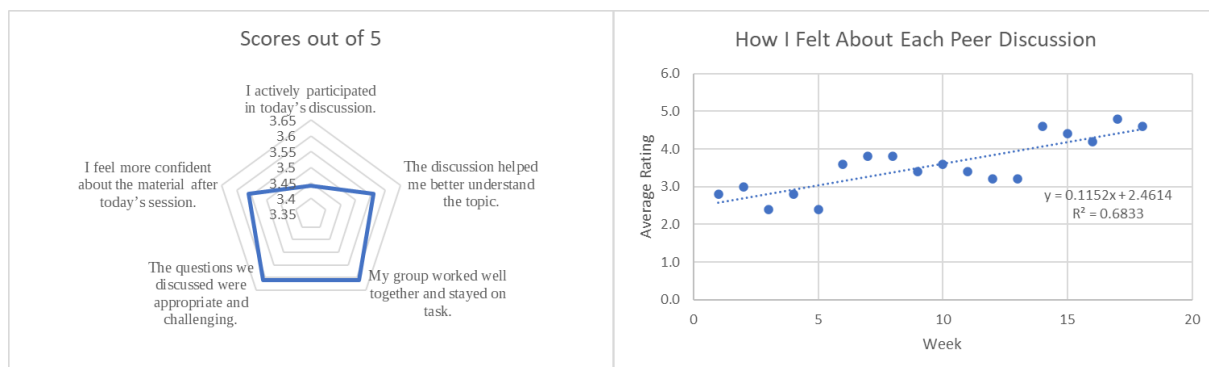
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

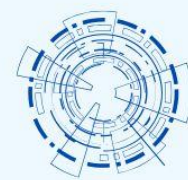
Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	4.00
Improvement (%)	:	8.99%
Comments	:	With renewed dedication, this student has achieved academic results that are truly impressive.

Post Intervention Cycle Student Comment

"I learned a lot from explaining topics to others in the group, which also helped me improve."





Student Semester-long Intervention Report

Student Information

Name	:	Elexia Sherrien Anak Jacob
Class	:	K2T4B
Batch	:	22/23
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.00
Lecturer's Comments	:	Performance has been below expectations, but student is encouraged to seek help and stay engaged.

Intervention Details

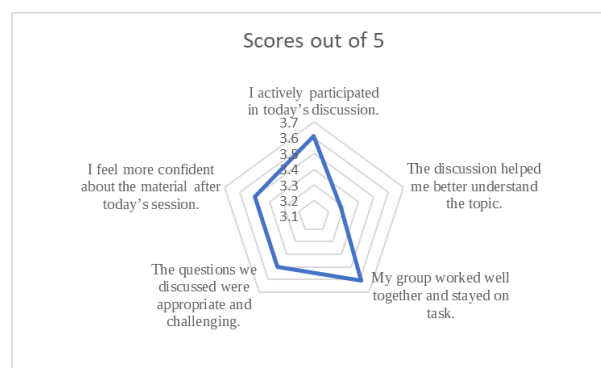
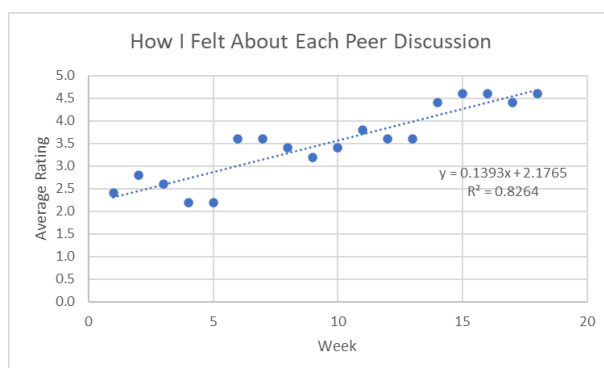
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	3.67
Improvement (%)	:	22.33%
Comments	:	Through consistent effort, student has made remarkable academic strides.

Post Intervention Cycle Student Comment

"Every time we talked through our homework together, I understood the material better."



Student Semester-long Intervention Report



Student Information

Name	:	Natasha Lisa
Class	:	K2T3B
Batch	:	22/23
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.33
Lecturer's Comments	:	Student has the ability to improve and is encouraged to take advantage of available resources.

Intervention Details

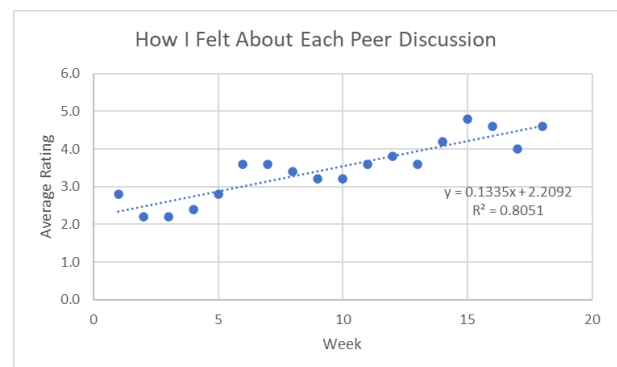
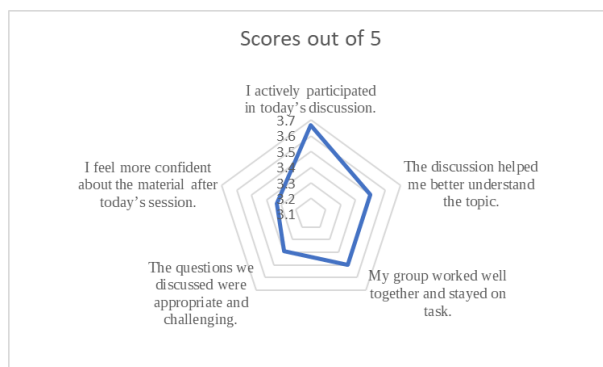
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

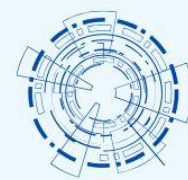
Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	3.67
Improvement (%)	:	10.21%
Comments	:	A clear improvement in both work quality and attitude—keep going, Natasha!

Post Intervention Cycle Student Comment

"Discussing topics with my peers every week helped me understand things I struggled with before."





Student Semester-long Intervention Report

Student Information

Name	:	Cornelius Yeremia Anak Mering
Class	:	K2T3A
Batch	:	22/23
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.00
Lecturer's Comments	:	Student has faced challenges this term, but with consistent effort and support, improvement is within reach.

Intervention Details

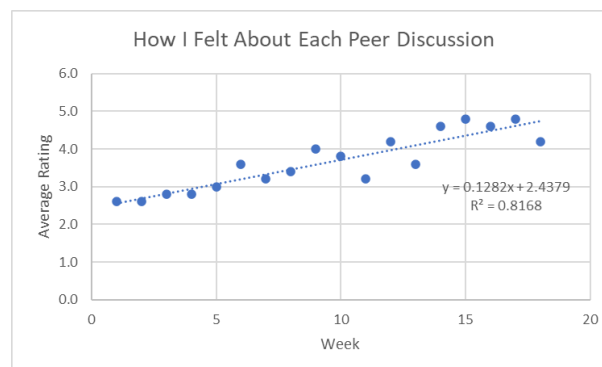
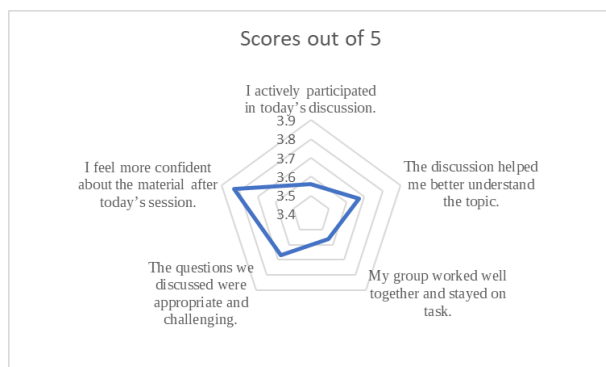
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

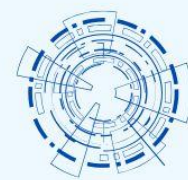
Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	3.33
Improvement (%)	:	11.00%
Comments	:	This term has seen positive momentum from Cornelius, especially in class participation.

Post Intervention Cycle Student Comment

"Having friends to study with every week kept me accountable and helped me stay consistent."





Student Semester-long Intervention Report

Student Information

Name	:	Qairul Fadzillah Natashya Binti Ubah
Class	:	K1T2B
Batch	:	23/24
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.33
Lecturer's Comments	:	Regular participation in tutoring or peer study groups is highly recommended for this student.

Intervention Details

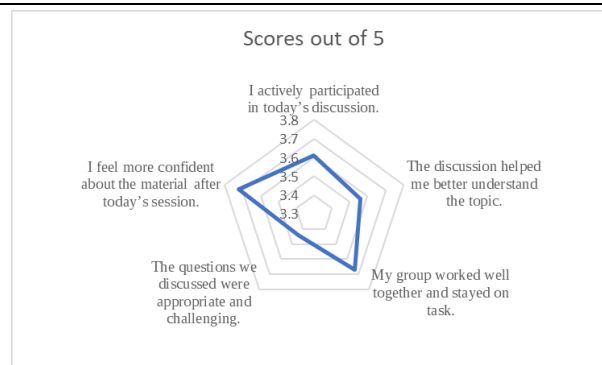
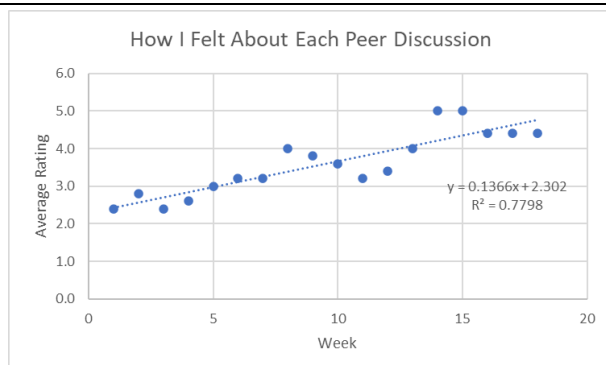
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

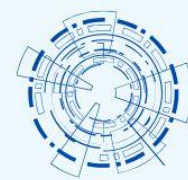
Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	4.00
Improvement (%)	:	20.12%
Comments	:	This term, student took ownership of their learning and the results speak for themselves.

Post Intervention Cycle Student Comment

"Talking through problems with classmates each week helped me think more clearly and solve them faster."





Student Semester-long Intervention Report

Student Information

Name	:	Yobinna Sunta Anak Ganya
Class	:	K1T2A
Batch	:	23/24
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.67
Lecturer's Comments	:	A more positive mindset and regular practice can help student turn things around next term.

Intervention Details

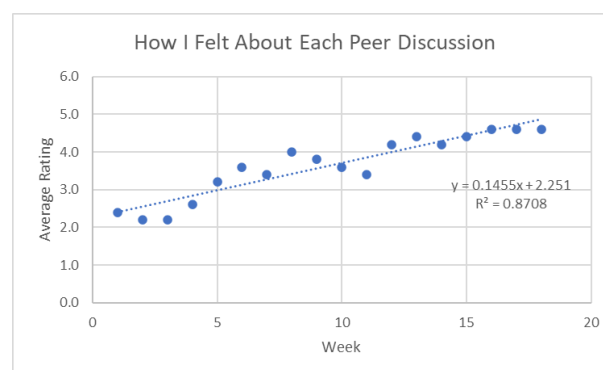
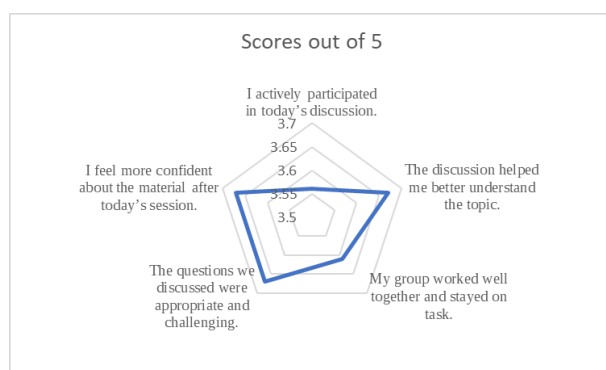
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

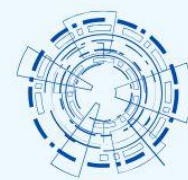
Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	4.00
Improvement (%)	:	8.99%
Comments	:	With more confidence and regular effort, Yobinna has made encouraging progress.

Post Intervention Cycle Student Comment

"Each weekly session helped me catch up on things I didn't fully understand in class."





Student Semester-long Intervention Report

Student Information

Name	:	Afidah Binti Adam Hussaini
Class	:	K1T2B
Batch	:	23/24
Subject	:	SP025

Baseline Performance (Before Intervention)

Assessment Week	:	PSPM 1 results
Score	:	3.33
Lecturer's Comments	:	Student shows potential but often struggles to stay on task or complete assignments.

Intervention Details

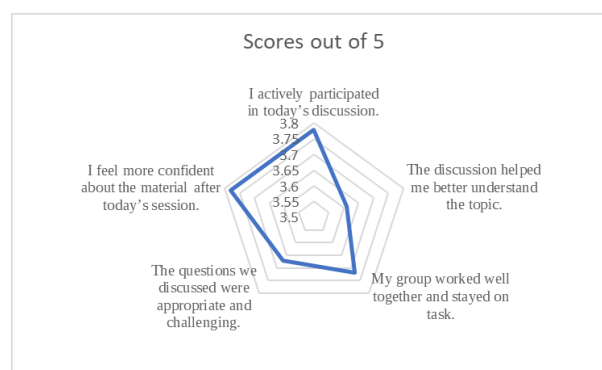
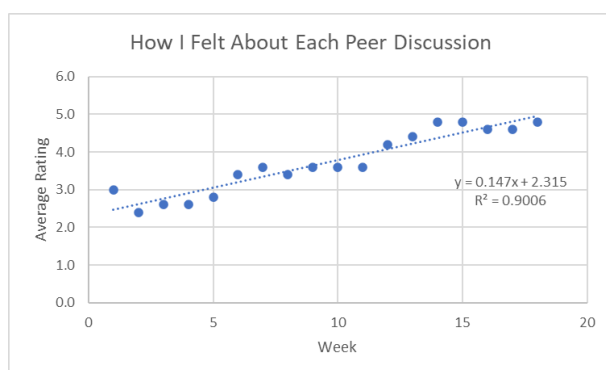
Type of Support	:	Weekly Group Discussion
Duration	:	1 hour
Frequency	:	Once a week for 18 weeks
Focus Areas	:	Practice questions from past year papers

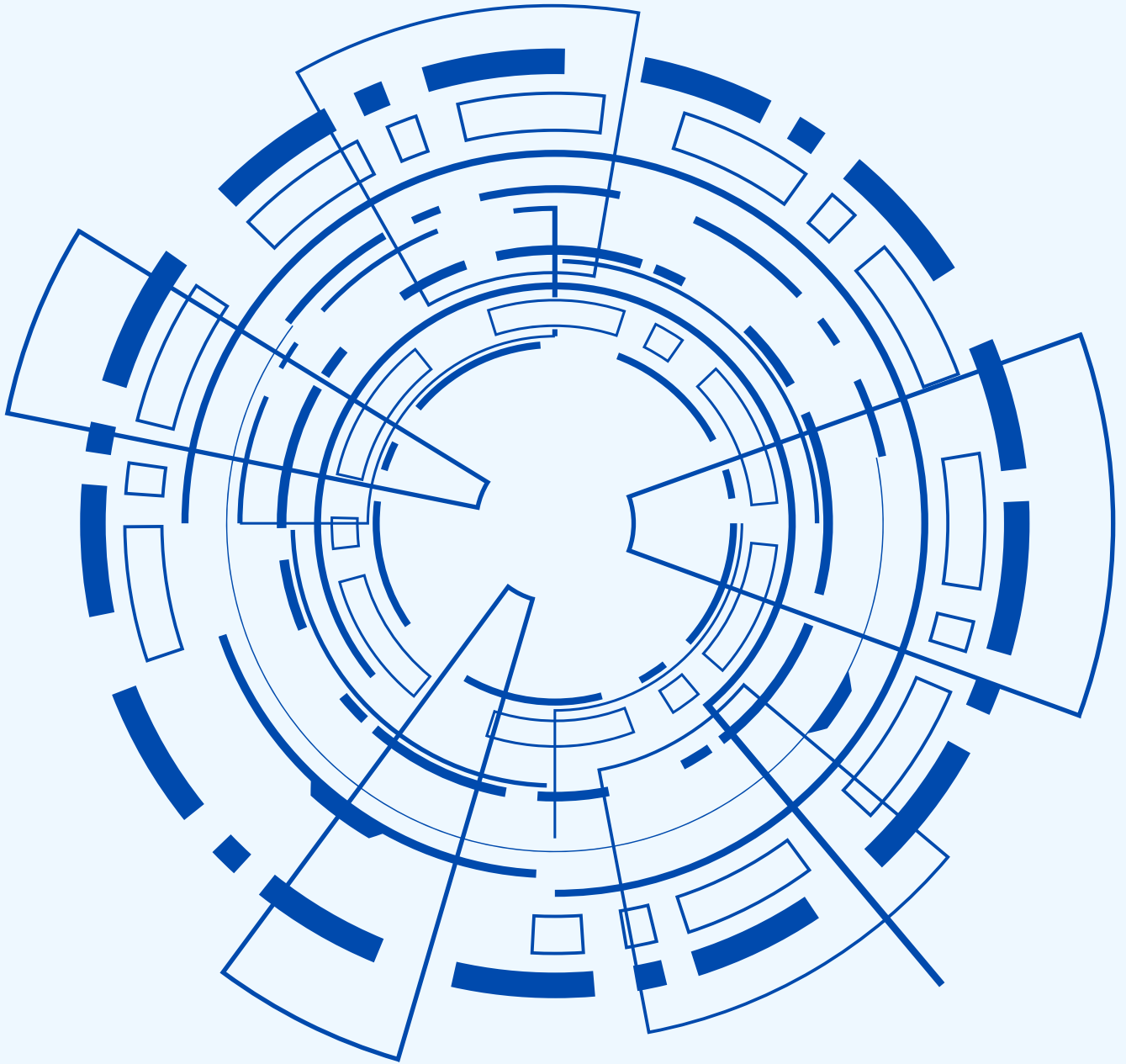
Current Performance (After Intervention)

Assessment Date	:	Results from PSPM 2 exam
Score	:	3.67
Improvement (%)	:	10.21%
Comments	:	Afidah's progress reflects increased engagement and a better grasp of key concepts.

Post Intervention Cycle Student Comment

"This semester I felt more prepared because we reviewed things together every week."





Inter-semester Performance Growth Report