

Islamic Kasim Tuet Memorial College  
Year Plan (2007-2008)

Theme of the Year:

Eager to make progress. Be proactive in study. Show mutual respect and proper caring for all. Help create a healthy and congenial school ethos

Our Major Concerns

- (1) Consolidate the management team, exemplify the core values of the school, and provide ample opportunities for enhancing teaching and learning.
- (2) Pursue the implementation of the new senior secondary curriculum and assessment practices, with sustainable teaching and learning goals.
- (3) Foster a healthy and congenial school ethos, by consolidating appropriate preventive measures and enhancing the pastoral functions of the form management teams.

Major Concern (1) Consolidate the management team, exemplify the core values of the school, and provide ample opportunities for enhancing teaching and learning.

Strategies / Projects	Time	Success Criteria	Evaluation	Person Responsible	Resources
<p>1. Build a cohesive management team, raise the overall standard of their leadership and supervisory skills, and increase the efficiency of the school management and organization structure.</p> <p>1.1 Finding energetic and enthusiastic teachers to take up middle management duties and inviting outstanding teachers to join the school administrative committee so as to assist the Principal and vice-principals in managing school affairs.</p> <p>To raise the sense of involvement of middle management staff, principal and vice-principals will interview them in September /October to clarify the school's</p>	<p>Whole year</p>	<p>1. Close co-operation between the principal and the vice- principals</p> <ul style="list-style-type: none"> <li>• to establish a strong and confident leadership, which is able to attract and unite committed teachers, as well as enjoy the confidence of parents and students.</li> </ul> <p>1.1 Achieving positive results in the training of middle management personnel and establishing an accountability system for their management function</p>	<p>Evaluation meeting</p>	<p>Principal and vice-principals</p>	<p>Make use of the present resources</p>

Strategies / Projects	Time	Success Criteria	Evaluation	Person Responsible	Resources
<p>expectation of their performance and provide any extra support they may require.</p> <p>1.2 Setting policy to facilitate professional exchange of ideas inside and outside school so that staff are able to develop new perspectives and ideas for the improvement of school administration as well as teaching and learning.</p>	Whole year	1.2 Enhancing the quality of professional discourse in formal and informal meetings, which are instrumental to more effective decision-making and higher administrative efficiency.	Evaluation meeting	School Policy Committee	Make use of the present resources
2. School management takes the initiative to improve communication with staff so as to build up greater mutual trust and stronger team spirit.	Whole year	2. The effectiveness of communication with staff members as reflected by the degree of satisfaction and involvement at work.			
2.1 Principal and vice-principals to interview staff members more often to get feedback from staff and to explain school policy so as to increase the transparency of school management.	Whole year	2.1 Success may be measured by the degree of mutual understanding and trust between the staff members and the principal and vice-principals.	As reflected in the minutes of such meeting	School Administrative Committee	

Strategies / Projects	Time	Success Criteria	Evaluation	Person Responsible	Resources
2.2 To study and reflect on the information gathered from the self-evaluation exercise to arrive at a common consensus and to develop the core value of the school.	Whole year	2.2 The presence of core values as recognized by all staff members.	Evaluation meetings	Self-evaluation committee	No additional resources required
2.3 To select suitable experienced teachers as mentors for new teaching staff.	Whole year	2.3 The ease with which new teaching staff integrate into the school culture.		Principal and vice-principals	
3. To reset the priority of school development strategies as to strengthen the focus on teaching and learning and to raise teachers' expectation of students.	Whole year	The extent to which teachers have acquired the knowledge and practical experience of self-evaluation	Evaluation meetings	School Administrative committee Staff development committee	Make use of the present resources
3.1 To arrange for teachers to receive in-service training systematically as a means to promote professional exchange and take forward the self-evaluation process.					

Major Concern (2) Pursue the implementation of the new senior secondary curriculum and assessment practices, with sustainable teaching and learning goals.

Strategies / Projects	Time	Success Criteria	Evaluation	Person Responsible	Resources
1. Continue to perfect the current curriculum, strengthen students' capacity for learning and improve the learning environment.	Whole year	a. Positive comments on the implementation of the New Senior Secondary curriculum both in internal and external assessments.	a. Evaluation meetings the amount of homework given and the passing rates of tests and exams.	Vice-principal (Academic), Panel chairpersons of all subjects.	Arrange co-planning period
1.1 All subject conveners and trained teachers are willing to put into practice what they have learnt about the new curriculum during peer class observation and through preparation of lessons together.	Whole year	b. Students' homework and academic results reaching the expected targets.			
		a. Each subject panel implementing suitable homework policy and effectual execution.	a. Evaluation meetings	Vice-principal (Academic), Panel chairpersons of all subjects (academic team, IT team and all teaching staff)	Current resources
1.2 All subject conveners actively support the school policy on teaching and its administration, as well as encourage students to make steady progress in their daily learning.	Whole year	b. The amount of homework given being effectively monitored by classroom records and on-line homework checking device.	b. Comments from parents and students		
		a. Each subject panel adopting suitable evaluation policy and review mechanism.	a. Evaluation meetings	Vice-principal (Academic), Panel chairpersons of all subjects.	Current resources
1.3 All subject panels and teachers respond positively		b. Each subject panel adopting suitable enhancement and remedial strategies	b. Extra tuition classes and the number of activities organized by each subject panel and the attendance.		

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to the data of self-evaluation and implement timely and effective measures to ensure that students continue to learn effectively.		and the extent of their actual implementation.			
<p>2. Consolidate the junior secondary curriculum and continue to develop the New Senior Secondary curriculum.</p> <p>2.1 Align staff leave with the training programmes of EDB, and arrange teaching staff to take turns for training and sharing.</p>	Whole year	<p>a. The number of teaching staff receiving training and the subjects offered are in accordance with the requirements of the New Senior Secondary curriculum.</p> <p>b. The trained teaching staff are able to put the newly acquired teaching methods and assessment into practice.</p> <p>c. The progress of training is satisfactory and there is no comment on substitution lessons.</p>	<p>a. All subject panels reach the targeted expectation and report at regular intervals.</p> <p>b. Academic Committee and all subject conveners are able to identify improvements in teaching methods and promote them.</p> <p>c. Majority of the teaching staff are satisfied with the training arrangement.</p>	Principal, Vice-principal (Academic), Panel chairpersons of all subjects.	Use of TPPG grant to employ a full-time teacher to share the workload.
2.2 Planning lesson preparation and peer observation early so as to ensure sufficient	Whole year	a. After consultation with subject teachers, subject conveners submit an action plan to the vice-principal	a. Use the co-planning period and share all teaching materials.	Principal, Vice-principal (Academic), Panel chairpersons of all	No extra resources needed

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<p>time for their preparation and execution as well as to allow time to foster trust and cooperation.</p> <p>2.3 In order to cater for life-wide learning, each subjects panel needs to distribute reasonable time for classroom and out-of-classroom learning activities so that teachers and students can make good use of time for learning activities both in and out of classroom.</p>		<p>(academic).</p> <p>b. The plan can be carried out step by step with mid-term evaluation to ensure timely adjustment to the actual condition.</p> <p>c. At least the subject panels of Chinese, English, Mathematics and Liberal Studies can complete the projected targets.</p> <p>a. The design of curriculum should include extra curriculum learning activities relating to SBA. Besides Form 5 classes, junior forms should also be introduced to the self-learning assessment format and criteria as early as possible.</p> <p>b. Emphasizing the importance of out-of-class learning so as to enhance the interest of study to students as a whole.</p> <p>c. Subject teachers are keenly aware of the progress of students' learning both in and out of the classroom.</p>	<p>b. Peer observation is accepted among teaching staff as part of the teaching activities.</p> <p>c. Positive comments received.</p> <p>a. Teachers and students are well prepared for the operation of SBA.</p> <p>b. All subject panels set target for project learning to be included in the regular curriculum.</p> <p>c. More and more cross curriculum out-of-class learning.</p>	<p>subjects.</p> <p>Vice-principal (Academic), subject conveners.</p>	<p>Current resources</p>

Major Concerns: (3) Foster a healthy and congenial school ethos, by consolidating appropriate preventive measures and enhancing the pastoral functions of the form management teams.

Strategies / Projects	Time	Success Criteria	Evaluation	Person Responsible	Resources
<p>Each Form Team, the Pastoral Care Unit and the Careers Counselling Team will give due considerations to the following items in their year plans with the aim of strengthening the preventive measures and enhancing the effectiveness of the Form Teams.</p> <p>1. Good modes of behaviour Gradual improvement in school discipline and students' behaviour (school uniform, hair style, punctuality to school, class discipline, cleanliness in school)</p>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>● Each department devise relevant program plans</li> <li>● SC monitoring of the work progress of each group/committee regularly</li> </ul>	<ul style="list-style-type: none"> <li>● SC has meetings with different departments in each school term</li> <li>● Joint meetings</li> </ul>	<p>SC, Department heads</p>	

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<p>2. Create a congenial school ethos</p> <ul style="list-style-type: none"> <li>• Students' sense of belonging is raised</li> <li>• Establish a culture of friendly mutual help</li> <li>• More recognitions given to students' efforts</li> <li>• Rendering timely help to students in needs</li> <li>• Promoting ethnic harmony</li> </ul> <p>3. Making plans based on the specific needs and characteristics of each form, i.e.:</p> <p>Form One:</p> <ul style="list-style-type: none"> <li>- Adaptation to secondary school life (new environment, inter-personal relationship, learning)</li> <li>- Setting targets</li> <li>- Cultivating proper attitudes and good learning habits</li> <li>- The involvement of the Form Team</li> </ul>					

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<p>Form Two:</p> <ul style="list-style-type: none"> <li>- Enhancing the role of class activities</li> <li>- Motivating students to learn</li> <li>- Education program about puberty</li> <li>- Developing civic sense and social responsibility</li> </ul> <p>Form Three:</p> <ul style="list-style-type: none"> <li>- Helping students to set targets and goals</li> <li>- Further studies and careers counselling</li> <li>- Further developing civic and social responsibility</li> </ul> <p>4. Based on the specific characteristics of each form, explore the feasibility of organising the following programmes on a regular basis</p> <ul style="list-style-type: none"> <li>• Adventure-based counselling S1: Team work, Leadership training, Programs for students at risk</li> <li>• S2: Leadership training, Programs for students at risk</li> </ul>					

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<p>S3: Self-challenges scheme, Leadership training, Programs for students at risk</p> <ul style="list-style-type: none"> <li>• S1 students' lunch arrangements and duty roster</li> <li>• S1 students trained to line up in the playground in September</li> <li>• Arrangements for revision at school before uniform tests and examinations (S1 to S3)</li> <li>• Cleanliness Campaign, Discipline Competition, Board Decoration Competition</li> <li>• Praising students for merits: Punctuality, Tidy Uniform, Top Three students in uniform tests, Top Five students in examinations from each class</li> </ul>					

Strategies / Projects	Time	Success Criteria	Evaluation	Person Responsible	Resources
<ul style="list-style-type: none"> <li>• Each form will have one or two common periods to facilitate assembly arrangements</li> <li>• Counselling for S4 subject selection</li> <li>• S3 graduation ceremony</li> </ul>					
<p>5. Extending the PATH programme to S3</p> <ul style="list-style-type: none"> <li>• The first layer of activities to integrate with liberal studies</li> <li>• The second layer of activities will be carried out after school, to be planned and organized by the Form Team</li> </ul>					