

Islamic Kasim Tuet Memorial College
School Year Plan
2025 – 2026

Theme of the Year:
Grateful Hearts 感恩在心
Responsible Actions 責任在行

Our Major Concerns:

- (1) Teachers' competence in School Self-Evaluation (SSE) is enhanced to improve students' learning effectiveness**
教師善用學校自我評估機制，提升學生的學習效能
- (2) Interdisciplinary problem-solving activities are designed to enhance students' self-directed learning capabilities**
透過跨學科的解難任務，提升學生自主學習的能力
- (3) Holistic mental health support is systemized to enhance students' resilience and responsibility**
透過心理健康支援工具，強化學生的抗逆力和責任感

A. The Domain of Management and Organization

Major Concern (1) : Teachers' competence in School Self - Evaluation (SSE) is enhanced to improve students' learning effectiveness

Briefly list the feedback and follow-up actions from the previous school year:

- **More detailed analyses should be considered in different subject panels in a more aligned manner. The findings should be shared and reviewed in a timely manner with all subject teachers so as to adjust teaching strategies, and to benefit the general applicability and usefulness of reports.**

<i>Target</i>	<i>Strategies/ Tasks</i>	<i>Success Criterion</i>	<i>Method of Evaluation</i>	<i>Time Scale</i>	<i>Responsible person</i>	<i>Resource Required</i>
1.1. Teachers are able to differentiate the learning needs of students with the integrated use of the SSE data and information.	1. Teachers participate in professional development training focused on SSE. 2. Teachers are able to set learning outcomes and utilize the SSE data and information to enhance T & L effectiveness. 3. The panel and department heads provide adequate and timely support and monitoring to ensure that targets are met.	Different teaching materials and assessments are designed to address the diverse learning needs of students by utilizing SSE data and information.	1. Meeting minutes 2. Teaching materials and assessments	Whole year	1. Panel Convenors 2. Academic Committee 3. Professional Development Committee	

B. The domain of Learning and Teaching

Major Concern (2) : Interdisciplinary problem-solving activities are designed to enhance students' self-directed learning capabilities

Briefly list the feedback and follow-up actions from the previous school year:

- **More effort is needed in improving students' learning habits.**
- **By cultivating intrinsic motivation and creating an engaging curriculum, we aspire to encourage students to participate willingly and enthusiastically in self-directed learning.**
- **Interdisciplinary collaboration between subjects and departments should be further enhanced to promote problem solving skills.**

<i>Target</i>	<i>Strategies/ Tasks</i>	<i>Success Criterion</i>	<i>Method of Evaluation</i>	<i>Time Scale</i>	<i>Responsible person</i>	<i>Resource Required</i>
2.1. Students are more confident and proactive in self-directed learning.	1. Various studying skills applied to different forms in a whole school approach. 2. Provide more preview and extended learning tasks to students.	1. 70% of students have participated in self-directed learning platform. 2. Students' performance demonstrates increased confident in managing extended learning independently and show a greater eagerness to explore topics of interest through self-study.	1. Lesson observation 2. Book checking (e.g. students' notebooks) 3. Subject minutes (records of preview and extended learning tasks) 4. Students' work	Whole year	Panel Convenors	
2.2. Students have better knowledge integration abilities.	Interdisciplinary problem-solving projects and activities among different subject panels and committees are organized.	40% or above of students' work demonstrates their enhanced knowledge integration abilities and self-directed learning capabilities.	1. Subject and department minutes 2. Students' work 3. Student participation 4. Observation	Whole year	1. Panel Convenors 2. Committee Heads	

C. The Domain of Student Support and School Ethos

Major Concern (3) : Holistic mental health support is systemized to enhance students' resilience and responsibility

Briefly list the feedback and follow-up actions from the previous school year:

- **We should organize more stress management workshops and teacher professional training.**
- **After compiling the data from the measurements, we should analyze it to organize specialized workshops and training sessions tailored to the needs of each form.**

<i>Target</i>	<i>Strategies/ Tasks</i>	<i>Success Criterion</i>	<i>Method of Evaluation</i>	<i>Time Scale</i>	<i>Responsible person</i>	<i>Resource Required</i>
3.1. Strengthen students' resilience	1. Equip teachers with training and resources to identify and monitor signs of students with distress. 2. Observe and analyze the sources of stress and stress levels of students using various tools. 3. Organize various programs and activities across subjects and committees to strengthen students' resilience.	70% or above of students feel their resilience level is increased.	1. Mental health tool(s) 2. Observation	Whole year	1.Counselling Master 2.Class teachers	
3.2. Students demonstrate a sense of responsibility in fulfilling their commitments	1. Provide incentives and implement reward systems to increase students' motivation and responsibility to fulfil their commitments. 2. Various programs and sharing sessions are organized.	1. The attendance rate of students is improved. 2. Students' turnout rate is 75% or above for attending various activities.	1. School Records 2. Observation	Whole year	All teachers	