Islamic Kasim Tuet Memorial College
Evaluation of School Year Plan 2025-2026

Our Major Concerns:
Major Concern (1) : Teachers' competence in School Self - Evaluation (SSE) is enhanced to improve students' learning effectiveness
Major Concern (2) : Interdisciplinary problem-solving activities are designed to enhance students' self-directed learning capabilities
Major Concern (3) : Holistic mental health support is systemized to enhance students' resilience and responsibility

A. The Domain of Management and Organization

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

Target	Strategies/ Tasks	Success Criterion	Evaluation
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 teaching and learning 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.	**Achievements:** Teachers transitioned from collecting raw scores to utilizing structured diagnostic tools—such as item-level analyses and post-test statistics—to pinpoint specific student learning gaps. This data was used to adjust lesson plans and develop highly responsive resources. Learning effectiveness improved because teachers tailored their instructions: differentiated materials are developed to meet the diverse learning needs of students. Furthermore, the implementation of tiered assessments and ability-balanced group projects ensured that students were evaluated and challenged at appropriate levels, maximizing their comprehension and engagement. **Reflections:** While this data-driven differentiation has proven effective, its depth varies. Departments will be guided to adopt granular, question-level analysis to better inform daily pedagogical shifts for more actionable insights. Additionally, our assessments will be refined by introducing objective rubrics for group work and emphasizing broad, skill-based outcomes, leveraging our highly experienced panels to lead cross-departmental sharing.

B. The domain of Learning and Teaching

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

Target	Strategies/ Tasks	Success Criterion	Evaluation
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 confidence in managing extended learning independently and shows a greater eagerness to explore topics of interest through self-study.	**Achievements:** Various study skills such as pre-lesson tasks, flipped videos, and structured note-taking have been applied to different forms as a whole-school approach. More students have utilised interactive e-learning tools such as Google Classroom, i-Learner, Canvas Workspace and Quizlet to enhance their learning. Through the implementation of targeted pedagogical strategies, an increasing number of students shifted their learning behaviours from passive reception to active ownership. As reflected in students' daily learning progress, and their performance across internal and external competitions, projects, independent peer study groups and SBAs, they showed growing confidence and a stronger commitment to autonomous learning. **Reflections:** Most of the subject panels have attained over 70% of participation in self-directed learning platforms, but others would need to apply various strategies to facilitate higher participation in the coming academic year. While student autonomy has grown, some students in each form still lack confidence in self-directed tasks. To address this, more varied cognitive frameworks, tiered pre-lesson tasks, and targeted training will be implemented to strengthen independent learning and study habits.
2.2. Students have better knowledge integration abilities.	1. Interdisciplinary problem-solving projects and activities among different subject panels and committees are organized.	1. 40% or above of students' work demonstrates their enhanced knowledge integration abilities and self-directed learning capabilities.	**Achievements:** Various interdisciplinary strategies such as STEAM activities, cross-curricular problem-solving projects, experiential community-based learning, and real-world civic integration were organized. Over 40% of student work demonstrated enhanced knowledge integration. These strategies enabled students to enhance their knowledge integration abilities and self-directed learning capabilities through applying technology, subject knowledge, and communication skills to real-world contexts.

			Reflections: Interdisciplinary tasks should be planned evenly across the academic year to allow ample time for the completion of the projects and the consolidation of learning. To cater for the diverse needs, standardized templates, clear rubrics, and supporting learning materials will be provided across different subjects. Debriefings, role rotations, and assigned peer mentors are used to encourage students' active learning and increase opportunities to apply different skills and knowledge.

C. The Domain of Student Support and School Ethos

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

Target	Strategies/ Tasks	Success Criterion	Evaluation
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 has increased.	**Achievements**: The school developed structured, systemic support for student resilience by introducing the 4R framework (Rest, Relaxation, Relationship, Resilience) through workshops and assemblies, establishing a shared well-being language across parents, teachers, and students. A Case Management Referral Flowchart and a centralized digital logbook were also implemented, improving teacher clarity on reporting procedures and creating the school's first comprehensive counselling dataset. The affective development survey data is positive overall, with 'school satisfaction' and 'meaning in life' improved. These gains reflect enhanced emotional well-being, purpose of life, and school connectedness, which are the critical factors for resilience. **Reflections:** Survey data remained stable across three years, indicating consistent well-being. Meanwhile, an increase in self-reported cases was recorded. Rather than signaling a deterioration of mental health, this rise is interpreted as enhanced student awareness and trust in the support system, as students demonstrated a greater willingness to seek help, implying better resilience.

			To promote coordinated case management, the digital logbook will be developed as a collaborative tool. More training for earlier identification of students' stress and emotional needs will be provided for 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 has improved. 2. Students' turnout rate is 75% or above for attending various activities.	**Achievements**: Both daily attendance and activity participation rates met the ***75%*** success criterion. Daily attendance in most forms remained broadly stable at ***89.7%*** compared with the previous year. Across extracurricular activities, ***84%*** in general activities and ***88%*** in OLE were achieved. Overall, the data indicates that the school has successfully maintained student engagement and responsibility across most domains. An increase in student motivation and responsibility was observed during the academic year, with participation driven by genuine interest in the nature of the activity and a desire for positive recognition. Many students actively presented and shared their activity experiences in morning assemblies, generating a positive peer effect and providing students with a sense of achievement, recognition, and visibility. Certain programs have also begun asking the teacher in charge to nominate best-performing students, through which a formal recognition channel has been created to encourage better performance. **Reflections:** Extrinsic incentives and accountability measures were suggested such as deposits or consequences for unexcused absences. However, it is recognized that intrinsic motivation should remain the primary driver. Therefore, the formal recognition system needs to be operationalized. A regular morning assembly sharing, best-performing-student nomination and sharing on social media should be continued, where students receive spotlight slot linking their responsibility to resilience development and are used as peer modelling. In long term, responsible students should be trained as student leaders, transforming recognition into a sustainable leadership pipeline.

Appendix

Islamic Kasim Tuet Memorial College

Urdu Language Annual Evaluation – (2025/26)

(for S4 to S6 students)

This programme is adopted with the support of the EDB's Diversity Learning Grant (DLG)

Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**
1. Enhance students' competitiveness in the 21st Century and increase their chances for tertiary education	Whole school year	1. Provide students with regular lessons. 2. Provide students with internal assessment 3. Provide students with external assessment 4. Broaden students' choices of elective subjects for the S4 to S6 students	1. Students have 2 lessons per week throughout the whole school year and each lesson takes 35minutes. 2. Two uniform tests and two examinations were arranged for the students in the school year and their test and examination results were shown in their school report cards. 3. Students sat for Urdu (International) administered by the Federal Board of Intermediate & Secondary Education (FBISE) Islamabad of Pakistan. 4. Some of our S6 students achieved good result from the public Urdu examination which helped them admit to the local Universities successfully.
2. Ensure appropriate use of the DLG grant	Whole school year	1. Employ Urdu teachers to teach the Urdu Language subject 2. Provide students with appropriate reading, teaching and learning materials.	The DLG grant is used: 1. as part of the salary of the two Urdu teachers. 2. for printing learning and materials for students who learn the subject.