

Islamic Kasim Tuet Memorial College

School Year Plan

2024 – 2025

Theme of the Year:

Courtesy and responsibility, we embrace 守禮盡責

With resilience and maturity, we rise 抗逆成長

Our Major Concerns:

- (1) Cultivate a sense of awareness in data application among teachers**
培養老師的數據應用意識
- (2) Facilitate students' independent learning and problem-solving skills**
促進學生的自主學習和提升學生的解難能力
- (3) Enhance holistic provision of students' mental health support**
增強學生全方位的心理健康支援

A. The Domain of Management and Organization

Major Concerns (1) : Cultivate a sense of awareness in data application among teachers

| <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 ready to apply data analysis in different aspects of school works. | 1. Teachers are to generate the data reports for their subject-based or work tasks analysis | 1. Teachers utilize assessment statistics to improve their teaching and learning effectiveness | Department minutes/ report Marksheets | Whole year | All Teachers | Training |

B. The domain of Learning and Teaching

Major Concerns (2) : Facilitate students' independent learning and 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 aware of the importance of self-directed learning. | 1. Integrate the practice of pre-lesson learning and extended learning into regular assessment. | 1. More than 70% of students participated in pre-lesson activities. | Daily observation Students grades as reviewed in end-of-term marksheets | Whole year | Subject panels, S1 and S4 subject teachers | Pre-lesson materials of different subjects |
| | 2. Leverage digital platforms, project-based learning with multimedia presentations in learning and assessment. | 2. Each subject panel in junior forms is to opt for the means suitable for their respective teaching and learning needs. | As reviewed in annual evaluation of respective subject panels. | Whole year | All subject teachers of junior forms | Source different digital platforms for different subjects |
| 2.2 Students are more amenable to knowledge integration. | 1. Encourage and deepen the cooperation for cross-curriculum projects and activities among different subject panels. | 1.70% or above students participated in one or more cross-curricular activities. | As reviewed in annual evaluation of respective subject panels. | Whole year | All teachers | Cross-curriculum planning |

C. The Domain of Student Support and School Ethos

Major Concerns (3) : Enhance holistic provision of students’ mental health support

| <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 Students are more aware of the importance of mental health. | <ol style="list-style-type: none"> Promote the importance of mental health through different means. Observe and analyze the source of stress and stress level of students with various tools. | <ol style="list-style-type: none"> All students at least attend one activity related to mental health. Mental health issue reduces when compare with previous year. | Evaluation of respective parties concerned | Whole year | Class teachers/ Form management/ Social worker/ Counselling Committee | Workshops, talks, seminars to students |
| 3.2 Students are able to reach out to appropriate school personnel for assistance to manage their mental health issues. | 1. Equip teachers with training and resources to identify and monitor signs of students with distress. | <ol style="list-style-type: none"> 70% of teachers attended at least one Professional Development programe related to students’ mental health issues. Students are more willing to share their problems with teachers and social workers. | Teacher training record | Whole year | All Teachers | Training |
| | | | Student survey | | | Survey |
| | 2. Establish reporting protocols for teachers to escalate concerns about students' mental health. | <ol style="list-style-type: none"> Review and update current referral procedures in the teachers’ handbook especially with students spotted with mental health issues. Teachers are well-informed of the updated procedures on handling students spotted with mental health issues. | Teacher Handbook | | | Reporting Protocols |
| | | | Teacher Handbook/ Staff meeting records/ Staff Training record | | | Teacher Handbook |

Urdu Language Annual Plan (2024/25)

(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 | Methods of 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. Check whether the success criteria have been achieved. |
| 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. | 1. Check whether success criteria have been achieved. |