

Islamic Kasim Tuet Memorial College

# School Report

2017/2018

## **Our School**

Our school is located near the Chai Wan Park and has a site area of 6900 *meter sq.* It is a pleasant environment adorned with surrounding greenery. Besides, the 7-story building is endowed with spacious playgrounds and open areas. There are 26 air-conditioned classrooms, over 20 special rooms, a hall, 2 basketball courts, a cricket court and 2 covered playgrounds.

IKTMC is revered for its multicultural student composition which includes students from Malaysia, India, Nepal, Bangladesh, Pakistan, Philippines, Iran, Indonesia, Saudi Arabia, China, Yemen and so forth.

Some students have entered into prestigious universities in Hong Kong including the University of Hong Kong, the University of Science and Technology as well as the City University of Hong Kong and others; others have entered into renowned universities abroad such as the University of Central Lancashire (UK), the University of Oxford, and the University of London.

**Islamic Kasim Tuet Memorial College**  
**Evaluation of School Year Plan**  
**2017-2018**

**Theme of the Year: Be a self-directed learner**

**全年主題: 自主學習 學習自主**

**Our Major Concerns**

- (1) To provide a supportive environment to ensure quality teaching & learning**  
營造相互支援的優質教與學氛圍
- (2) To encourage students to participate more actively in the learning process**  
鼓勵學生積極學習
- (3) To enhance positive value among students and strengthen Home-school Collaboration**  
提升學生正面價值觀及強化家校協作

**A. Major Concern 1: To provide a supportive environment to ensure quality teaching & learning**

**Target: Enhance teaching & learning efficiency with information technology**

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>1.1 Encourage more peer observation, collaborative lesson preparation within and across curriculum subjects</p>	<ol style="list-style-type: none"> <li>1. Each subject conducts at least 4 times of the said practices</li> <li>2. Teachers feel more confident in teaching and classroom management</li> <li>3. More resources can be developed for quality teaching</li> </ol>	<p><b>English department :</b></p> <p><u>Achievements :</u></p> <p>All the departments have met the requirement.</p> <p><u>Reflection :</u></p> <ul style="list-style-type: none"> <li>- Some teachers involved in collaborative teaching find it an effective measure and it helps students in preparing for the examination. Teachers are willing to discuss their teaching and lesson plan in advance.</li> <li>- More confidence in teaching and classroom management skills is not easy to be learnt by peer observation. Various methodologies should be experimented by the teacher himself / herself.</li> <li>- It is hard to arrange the lesson observation because all classes have lesson at the same time.</li> <li>- Through collaborative lesson preparations, the teachers could learn the teaching and presentation skills from each other. So, the teachers should be benefited and it can enhance their teaching idea in their own class.</li> </ul>

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>1.2 Develop a whole-school approach in strengthening the school discipline</p>	<p>1. Strong support and team spirit are cultivated among colleagues</p>	<p><u>Achievements:</u></p> <ol style="list-style-type: none"> <li>1. Discipline issues had been further reduced, students in general are obedient and respectful to teachers and have good relationship with peers.</li> <li>2. Teachers felt supportive from school and DCC whenever they have difficulties in handling students.</li> </ol> <p><u>Reflection:</u></p> <ul style="list-style-type: none"> <li>- Strong cooperation between DCC and Form management can be very useful for handling discipline issues, therefore, it should be further improved.</li> </ul>
<p>1.3 Make use of the newly-equipped facilities and technology in facilitating teaching and learning</p>	<ol style="list-style-type: none"> <li>1. Students produce short clips for self-learning</li> <li>2. Students find the learning process more interesting</li> <li>3. Teachers explore how to make use of recent technology in teaching</li> </ol>	<p><u>Achievements :</u></p> <p>All the departments have met the requirement.</p> <p><u>Reflection :</u></p> <ul style="list-style-type: none"> <li>- Students were more motivated to learn. Learning took place both inside and outside classroom.</li> <li>- Kahoot is good for testing students' knowledge with multiple choices in a junior class. But it is less helpful to elaborate essay writing.</li> </ul> <p>Mentimeter is a better platform to ask every student to express their opinions and compare. It should be used more</p>

Strategies/Tasks	Success Criteria	<u>Achievements and Reflection</u>
		<p>frequently. One of the main shortcomings of the app is that it only allows 140 characters to be typed in for each response.</p> <ul style="list-style-type: none"><li data-bbox="1227 405 2134 585">- Many students feel and show their interested in participation of using i-pad to search information and presentation. Moreover, they were feeling excited when they were asked to conduct the Kahoot competition.</li></ul>

**B. Major Concern 2: To stimulate students to participate more actively in the learning process**

**Target: The learning and teaching process makes students become more autonomous learners**

Strategies/Tasks	Success Criteria	Achievements and Reflection
2.1 Use more student-centered approach in teaching	1. Teachers use different student-centred approach in each class in teaching  2. Students become more motivated in learning	<p><u>Achievements :</u> All the departments have met the requirement.</p> <p><u>Reflection :</u></p> <ul style="list-style-type: none"><li>- Students can control their learning progress. This can cater for students' diverse learning interests and needs.</li> <li>- Different teaching methods can arouse students' interest in learning, and more capable students can gain self satisfaction after their presentation.</li> <li>- Teacher-centred approach is no doubt regarded as straightforward and time-saving. It also gives the teacher confidence that the needed content is taught well. Hence, given the tight schedule it is understandable that teacher goes for more teacher-centered approach.</li> <li>- For student-centered approach, it is easier to implement among more-abled students because they are willing to spend time on research at home and they are curious enough to do the enquiry approach.</li></ul>

Strategies/Tasks	Success Criteria	<u>Achievements and Reflection</u>
2.2 Explore more E-learning resources for students	1. More e-learning resources are provided to students for self-learning  2. Students become more active learners	<u>Achievements :</u> All the departments have met the requirement.  <u>Reflection :</u> <ul style="list-style-type: none"> <li>- We need to explore some other kind of e-learning for students to learn Chinese in the near future; however it is not an easy task as not many resources are suitable for Non-Chinese students to learn Chinese.</li> <li>- E-learning platform provided mainly Maths MC quizzes. We would continue to look for external companies or some interesting apps that are good at developing interactive e-learning platform for our Maths curriculum.</li> <li>- VR and AR activities, self-directed e-learning apps and experiments simulation etc. can arouse students' interest in learning.</li> </ul>



**C. Major Concern 3: To enhance positive value among students and strengthen Home-school Co-operation**

**Target: (i) Enhance positive value of students (ii) Close link between parents & school**

Strategies/Tasks	Success Criteria	People Responsible	Achievements and Reflection
3.1 Organize activities to cultivate positive value among students	1. Improvement in students' general behavior in terms of responsibility	Student Affair Committee, Islamic Affair Committee, Moral & Civic Education Committee, DCC Committee	<p><u>Achievements</u></p> <p>There was a 3.2% drop in terms of lateness and 7.7% decrease in terms of improper uniform. The total cases handled by DCC also show a decline of 19.1%.</p> <p><u>Reflection</u></p> <ul style="list-style-type: none"> <li>- The general improvement in students' behavior reflects the successful implementation of various discipline policy of counselling activities.</li> </ul>
3.2 Improve the communication between parent and teacher	1. Parents have better understanding and awareness of the school policy	Student Affairs Committee, CRD Committee, PTA Committee	<p><u>Achievements</u></p> <p>There was an increasing number of parent participation in school picnic and parent night.</p> <p><u>Reflection</u></p> <ul style="list-style-type: none"> <li>- There was an increasing mutual understanding of parent and school. It also reflected the improving communication between school and parent.</li> </ul>

## Financial Summary (2017/2018)

		Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		2,858,856.69	
I.	Government funds		
	A) EOEBG Grant		
	1. Administration Grant	3,192,132.00	2,992,341.21
	2. Composite Information Technology Grant	357,260.00	384,728.24
	3. SB Support Sche for Newly Arrived Child	54,623.00	147,031.80
	4. Capacity Enhancement Grant	466,877.00	629,377.03
	5. Other Income (Hire of School Premises)	30,074.40	-
	6. EOEBG Baseline Reference	1,497,372.92	1,314,371.21
	Sub-total	5,598,339.32	5,467,849.50
	B) Special Domain		
	7. School-based After-school Learning	90,800.00	163,178.59
	8. Teacher Relief Grant - Substitute Teacher	149,987.50	62,975.00
	9. Learning Support Grant (SEN)	685,314.00	632,545.40
	10. Diversity Learning Grant (APL)	83,250.00	68,750.00
	11. Moral & National Education Subject Support	-	10,103.97
	12. Senior Sec Curriculum Support	525,204.00	759,189.63
	13. Career and Life Planning Grant	583,560.00	571,028.84
	14. Strengthening School Administration Mgmt (SAM) Grant	-	90,087.42
	15. Special Grant for NCS	1,500,000.00	1,612,203.83
	Sub-total	3,618,115.50	3,970,062.68
II.	School Funds		
	1. Tong Fai	55,040.00	-
	2. Sales of Exercise Books	9,683.90	-
	3. Tuckshop Rental Received	60,000.00	-
	4. Donation	17,510.00	-
	5. Hire of School Premises	43,098.00	-
	6. Other Income (Fines)	8,016.49	-
	7. Expenditure	-	300,870.35
	Sub-total	193,348.39	300,870.35
Total surplus for school year (I (A) + II)		22,967.86	-
Accumulated surplus as at the end of school year (I (A) + II)		2,881,824.55	-