# Islamic Kasim Tuet Memorial College

# School Development Evaluation Report

# (2018-2021)

1. Management and Organization

| Matters concerned (in accordance with priority) | Targets / expected results | Strategies | Achievement and Reflection |
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| 1.1 Strengthen and empower the leadership of the SGM and senior teachers | 1.1.1 SGMs and senior teachers show more leadership and have stronger ownership in their work<br><br>1.1.2 Team spirit can be further strengthened<br><br>1.1.3 Collaboration support is further enhanced<br><br>1.1.4 Teachers have more confidence in T & L | 1.1a SGMs and senior teachers are encouraged to attend programs to improve their leadership skills, and understand more about their roles; join external networks to get more resources and information in improving their work.<br><br>1.1b Encourage more collaboration within and across the curriculum or departments | **Achievements**<br>1. Some of the committees have been restructured and redesigned the work allocation, which have allowed colleagues to understand their roles and duties more clearly.<br><br>2. Colleagues have, especially during the pandemic via online platforms, received more training, in which they now have the new strategies in teaching within grasp and at their disposal, their capacity increased and more diversitfied channels acquired for accesss to different resources and information to improve their work, e.g. joining the innopower organized by the Jockey Club, school-based support services by EDB.<br><br>3. Collaboration between departments/subjects has intensified, which has enhanced the mutual-understanding among colleagues and streamlined work-flow, e.g. Chinese, English, |

| | | | Liberal Studies, ICT, Home Economics (Technology and Living), Career and Guidance Committee, DCC etc. |
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| | | | 4. Team spirit has obviously been lifted, constructive advice has also been offered by colleagues, rendering new policies having been more easily to be implemented. |
| | | | 5. More colleauges have been invited by the EDB, universities or other NGOs etc. To conduct sharing sessions for peers of other schools. Their professionalism has been further recongnized. |
| | | | **Reflection:** |
| | | | 1. It is suggested that a platform should be set up to record all students' activity enrollment for teachers' reference so as to avoid potential concomitance. |
| | | | 2. The effectiveness in teaching and learning and in the development of resources has been profited from the collaboration between departments and the integration of curricula. It is recommended that the collaboration between departments be further encouraged. |

| 1.2 Review the appraisal system | 1.2.1 To make the system more effective | 1.2a Review the system<br><br>1.2b Review and redesign the forms | **Achievements**<br>1. The contents and formats of some forms have been reviewed and amended.<br><br>**Reflection:**<br>1. All forms should be converted to e-format. |
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II. Learning and Teaching

| Matters concerned (in accordance with priority) | Targets/ expected results | Strategies | Achievements and Reflection |
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| 2.1 To maximize students' learning potential and strive for academic excellence | 2.1.1 Students are more engaged in lessons<br>2.1.2 Students have greater drive to learn<br>2.1.3 Students become more active learners<br>2.1.4 Students have better understanding about the topics, theories and concept<br>2.1.5 Students develop self-regulated learning habitat<br>2.1.6 Students have better academic achievements<br>2.1.7 Students are more confident in learning | 2.1a Students are provided with more successful experience through different teaching strategies and assessment method<br><br>2.1b Teachers use more IT and e-learning resources in teaching and attend more teaching related seminars | **Achievements (Strategy 2.1a) :**<br>1. Apart from the traditional "chalk and talk" didactic approach, a large variety of learning and teaching approaches have been adopted in different subjects to enhance interaction and foster successful yet pleasant learning experiences. These include cooperative learning, flipped classroom, making models, workshops, debates, discussions, writing news reports, carrying out on-line research in class and so on.<br><br>2. Besides administering summative assessment (i.e. traditional tests and examinations), other assessment methods, such as presentations, group projects, competitions, peer evaluation, class performance and so on, have been adopted in parallel.<br><br>**Reflection (Strategy 2.1a):**<br>1. Applying different teaching strategies have been proven capable of making students more active and engaged in lessons. This could facilitate better understanding of the taught content. Therefore, it is advised teachers should continue exploration of more strategies.<br><br>2. Considering our students' abilities were diverse, implementing different |

| | | | assessment methods helped students gain more successful learning experiences and built up their confidence in learning.<br><br>It is suggested that diversity of assessment methods should be maintained in the next academic year.<br><br>3. Differentiated worksheets has been used to cope with learning diversity. This help individuals to be more confidenct in learning.<br><br>4. For senior forms, the breadth and depth of the DSE syllabus and the practical need to meet public exams requirements have naturally resulted into a tight teaching schedule. Thus, teachers' direct instruction of knowledge is widely regarded as least costly and most effective.<br><br>Although various strategies and assessment ways can add fun and raise students' motivation, the traditional "chalk and talk" approach has been deemed effective and essential. Hence, we advise teachers to strike a fine.<br><br>5. It is suggested that degree of students' involvement and participation in class be made a key criterion in their continuous assessment. |
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| | | | **Achievements (Strategy 2.1b):** |
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| | | | 1. Students enjoyed lessons involving the usage of electronic devices (such as iPads), interactive e-learning apps and platforms (such as Kahoot, Plickers, Google Quiz, Google Classroom, Google Chat, Google form, Padlet, On-line Geoboard, On-line maze puzzles, One note shared notes, Quizlet, Nearpod, E-puzzle, edpuzzle, Jamboard, Mentimeter, etc). |
| | | | 2. To a very large extent, teachers have applied Google Classroom frequently, especially during school suspension in the second term. They have disemminated various materials, including videos, links, reading articles as well as assignments. Both teachers and students found the layout and functions of Google Classroom supportive and user-friendly. |
| | | | 3. The following evaluates the effectiveness of some widely used apps and gadgets: |
| | | | Some colleagues made good use of Google Forms to design quizzes. |
| | | | In general, Kahoot made the lessons more entertaining to junior students. It was useful when it comes to quizzes and quick revision of the taught content. |
| | | | Mentimeter allowed saving students' opinions given in lessons. Teachers would be able to share these files with the |

|  |  |  | students later. |
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|  |  |  | Sometimes, ipads have been applied to make lessons interesting. With ipads, students can search information immediately in class to form their arguments, leading them to have greater sense of ownership of the lessons. |
|  |  |  | 6. Prolonged school suspension due to pandemic circumstances caused lessons to be conducted through Google Meet and Zoom. Teachers and students are thus more used to distant learning, i.e. the use of Google Meet and Zoom for online lessons. |
|  |  |  | 8. In English language, some students found i-learner tasks easier and more interesting than the usual assignments. |
|  |  |  | **Reflection (Strategies 2.1b) :**<br>1.  It was generally observed that students showed stonger motivation and more engagement in the lessons when teachers conduct e-learning activities. |
|  |  |  | 2. E-learning resources for NCS to learn Chinese Language seemed not readily available. There seemed to be very few programmes or seminars related to e-learning and teaching Chinese Language to NCS. |
|  |  |  | 4. The  following  are  some  obvious |

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| | | | inadequacies of some widely used apps: The use of Kahoot may not help teachers to identify weaker students. The tool had some built-in limitations, such as the word limit. Only MC-type questions were available. Mentimeter couldn't prevent students from typing anything irrelevant or nonsense. Students are not to be held responsible for what they typed. The word limit for on each single response restrained students from elaborating in depth. IPads occasionally distracted students. Some students were having fun with other apps or taking photos of each other during the lessons. |
| 2.2 To enhance students' reading and writing skills | 2.2.1 Students develop a good habit in reading<br>2.2.2 Students are more interested in reading<br>2.2.3 Students show improvement in reading and writing | 2.2a The library department, Chinese Language, and English Language department promote e-reading. | **Achievements (Strategy 2.2a) :**<br>1. The English department has subscribed to i-learner's reading platform for a weekly supply of reading passages along with comprehension exercises. Teachers have been promoting the platform by assigning exercises to students.<br><br>2. The library has purchased some Chinese Language e-books for students. The Chinese Language teachers have been trying to promote them to students and guided them to access the resources. Students had been asked finish book |

reports after reading those books.

3. In the past 3 years, our library department has been providing more online readings /e- resources platforms for students.

   (a) E-reading has been promoted to S1 to S3 students through elibrary plus and HKEdcity. Students have been observed to enjoyed e-reading and most of them appeared to be engrossed into in their e-reading materials during their e-reading sessions.

   (b) The school has also subscribed to the Britannica e-learning platform of Integrated Humanities and Science by the support of the Promotion of Reading Grant. Students are now able to gain access to the reading materials through our library website (in school) or from eclass (outside school).

**Reflection (Strategy 2.2a):**
1. With the change of reading content, students were more eager to read during leisure. The completion rate of i-learner reading task has improved.

2. Students have different reading habits, we should promote reading both printed books and e-books to students.

III. School ethos and support for students

| Matters concerned (in accordance with priority) | Targets/ expected results | Strategies | Achievement and Reflection |
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| 3.1 Enhancing and enriching life planning education for students | 3.1.1 Students are better understanding of their self-interest and goal<br><br>3.1.2 Students are well inform with knowledge relating to career planning | 3.1a Organize school-based career and life planning education programme<br><br>3.1b Organize job-shadowing and activities that enhance self-understanding | **Achievements**<br>1. The "Career and life planning google form" has been created to collect data of student's interest preference . In 2018/2019 a trail has been conducted in selected form(s). The scheme has been launched to all S.1-S.6 in 2019/2020. Some analysis based on the mass data of the whole school were conducted in 2020/2021.<br><br>2. The "Career Starbook" is designed to force students' interests and goal. In 2018/2019, S1 and S2 students were guided to complete the booklet via individual or small group interviews. The 1st batch of students were tracked for 4 years in 2020/2021.<br><br>3. Over the past years, the career programs the school provided for S4 & S5 were typically run in partnerships with some NGOs, and their packages of life education were in general offered by default to our students. After having gained more ideas and experiences following the colloabration with the NGOs, some school-based and tailor-made programs for different batches of students have been launched in partnerships with different subject panels |

and form managements. The school has shifted from relying on the resources prepared by the NGOs to developing its own, such as running the Advanced study Expo, Mock interviews for different programs & jobs, Various talent exploration workshops and school-based internships (such as the MEID project).

4. As our students' Chinese proficiency level keeps increasing, the school has started to introduce some programs run in Cantonese, such as the Soci-game, the Business-School Partnership Programme (BSPP) and some youth ambassadorship programs which recruited local students. The educational rationale was to let students have more opportunities to enrich their life planning experiences beyond the perimeter of the ethnic minority community.

**Reflection**
1. In the future, more emphasis on values education appears to be warranted for facilitating life planning. If not, some of the students might still have a low motivation to think about their life planning, and might cause them to feel disoriented about the path they really would like to pursue. Therefore, it is desirable to run the programmes in closer cooperation with the counselling team , the moral education committee and the Islamic affairs committee in the hope of

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| | | | motivating students not only to think about their paths of advanced study and jobs, but also their own values, personal interests, life goals and plans.<br><br>2. As most of our students have had their value system built on the premise of Islamic beliefs and culture, the latter may have affected them a great deal in the planning, selecting and decision-making of their life plans. In this regard, it is desirable to step up cooperation with the Islamic affairs committee in values education and in life education. |
| 3.2 Boardening students' horizon and their social awareness | 3.1.1 Students are more aware of the HK community issues<br><br>3.1.2 Students are more concerned about the global issues | 3.1a Sharing issues in morning assembly<br><br>3.1b Using display board to create awareness among students<br><br>3.1c Arrange educational visit activities/OLE activities | <u>Achievements</u><br>Looking back at the past two years, it had been difficult to have the target outcomes pinned down earlier thoroughly achieved because of the school suspension, limited on-line classes and half-day school caused by the pandemic.<br><br><u>Reflection</u><br>As normal school is expected to resume in the 2021/2022 academic year, teachers are already set to plan more activities to achieve the target outcomes. |