

Islamic Kasim Tuet Memorial College

School Report

2019/2020

Islamic Kasim Tuet Memorial College
Evaluation of School Year Plan
2019-2020

Theme of the year: Responsibility Determines Destiny
全年主題: 盡責創明天

Our Major Concerns:

- (1) Strengthen and empower the leadership of the middle management
- (2) Maximize students' learning potential and promote effective learning
- (3) Broaden students' horizons and raise their social awareness

A. Major Concern 1: Strengthen and empower the leadership of the middle management

Target 1 : Team spirit can be further enhanced and teachers have stronger ownership in their work

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>1.1 Strengthen and empower the leadership of the SGM and senior teachers</p>	<p>1. SGMs and senior teachers show more leadership and have stronger ownership in their work</p> <p>2. More collaboration and support among departments is observed.</p>	<p>Achievements :</p> <p>1. SGMs and some senior teachers were assigned more administrative roles and duties. From observation, they can work with limited guidelines, have more initiative in improving their own departments/panels and giving suggestions to others.</p> <p>2. More collaboration and support among departments has been observed:</p> <p>a. Islam and Liberal Studies designed materials for teaching Islamic civilization and personal growth.</p> <p>b. Mathematics, Integrated Science, Computer Literacy, Technology and Living, and Islam subject teachers worked together to teach students making compass for prayer.</p> <p>c. ICT and Maths teachers work together to arrange flipped classrooms for some of the topics in Maths.</p> <p>d. IT department prepared teacher’s guidelines and video clips in assisting teachers to use tools such as smartboard, Zoom, Google classrooms to increase the use of IT in teaching especially during the school suspension period.</p> <p>Reflection :</p> <p>1. These types of practice should continue and make them as a practice for the development and improvement of the school.</p>

Strategies/Tasks	Success Criteria	Achievements and Reflection
1.2 Refine the mentorship scheme	<ol style="list-style-type: none"> 1. New teachers have more confidence in L & T 2. New teachers have a better sense of belonging towards the school 	<p>Achievements :</p> <ol style="list-style-type: none"> 1. With the support of mentors and other teachers, some new teachers were more confident in L & T. 2. Most of the new teachers found that the school working environment was very supportive and healthy. They like working here. <p>Reflection :</p> <ol style="list-style-type: none"> 1. Due to the social unrest and COVID-19, the actual school days were short, and there was not enough time to fine-tune the mentorship scheme. More will be done in the coming academic year.

B. Major Concern 2: Maximize students' learning potential and promote effective learning

Target 1: Students' learning motivation is enhanced

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>2.1 Students are provided with more innovative learning experience through e-learning and STEM development (especially for S1 Maths, ICT, S1 Islam and S4 PE (DSE))</p>	<ol style="list-style-type: none"> 1. Students show higher motivation in learning 2. Students participate actively in learning process 	<p><u>Liberal Studies department :</u> Achievements :</p> <ol style="list-style-type: none"> 1. To a very large extent, Google Classroom has been frequently applied by teachers to share various materials, including videos, links and reading articles and assign homework with their classes, especially during the period of school suspension in the second term. Both teachers and students found the layout and functions of Google Classroom supportive and user-friendly. 2. During class suspension, colleagues actively prepared self-made videos / searched relevant online videos to facilitate learning at home. Some colleagues make good use of Google forms to design quizzes. 3. iPads are sometimes applied to bring a bigger diversity of activities to students and make lessons more interesting. We also find that with Ipads, students generally have a lot more opportunities to search information immediately in class to back up their arguments, and a higher sense of ownership of the lessons. 4. Kahoot generally makes the lessons more entertaining, especially to junior students. It is also very applicable when it comes to quizzes and quick revision of taught content. 5. Mentimeter can save all the opinions of the students during the lesson. The teacher can share these files with the students afterwards. Being able to judge what opinions are insightful and rational and appreciate diverse opinions is a valuable skill in LS.

Strategies/Tasks	Success Criteria	Achievements and Reflection
		<p>Reflection :</p> <ol style="list-style-type: none"> 1. iPads can be a source of distraction as well. Some students are exploring other apps or taking funny photos of each other during lessons. 2. Mentimeter has some inadequacies as well. It can't prevent students from typing something irrelevant or nonsense. Students don't need to be responsible for what they type. The word limit on each answer doesn't allow students to elaborate too much. <p><u>English department :</u></p> <p>Achievements : Students are generally eager to participate in class activities such as kahoot quizzes which give them instant results or feedback.</p> <p>Reflection : Many students are not interested in doing the assignments on e-learning platforms such as i-Learner or going through the online materials on their own.</p> <p><u>Chinese department :</u></p> <p>Achievements : Some colleagues use different E-learning apps or platforms, for example Google Quiz, Quizlet, Nearpod, E-puzzle, etc. to arouse students' motivation in learning.</p> <p>Reflection: It's not easy to find suitable e-learning resources for NCS learning Chinese, and there are few programmes or seminars related to e-learning and teaching for NCS Chinese teachers.</p>

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		<p><u>Mathematics department :</u> Achievements : Because of School suspension from February to May, 2020, most of the events cannot be smoothly executed. Some of them were cancelled.</p> <ol style="list-style-type: none"> 1. Interactive activities were carried out in one topic in S1 and two topics in S2 Maths lessons in early November. In S1, the topic was “Introduction to Geometry” in S1. In S2, the topics were “Linear Equations in Two Unknowns and “Identities”. 2. An interactive activity was carried out among S4 Maths teachers in early January and the topic was “Trigonometry Ratio”. 3. An interactive activity was carried out among S5 Maths teachers in early October and the topic was “Basic Properties of Circles”. 4. In S1 Maths, we put video teaching of every chapter in Google Classroom (flipped class) which helped the students to understand the text better and also have online games for students to understand the contents of their learning. <p>Reflection :</p> <ol style="list-style-type: none"> 1. It is hard to arrange the lesson to run programmes for the whole form because much manpower and special arrangement is needed. 2. The mathematics activities aroused students’ interest in their learning. 3. During the interactive activities, we observed that students appreciated the opportunity to experiment. Investigate and talk with others about the wonders of mathematics.

Strategies/Tasks	Success Criteria	Achievements and Reflection
		<p>4. All the activities will be continued in next academic year, including the mathematics competition.</p> <p>5. Flipped classes can help the students understand better and have higher motivation in learning.</p> <p><u>Science department :</u></p> <p><u>Achievements :</u></p> <p>1. In this academic year, we have tried the following new activities in our classes:</p> <p>(i) STEM in Lunch workshops during Lunch time (Hand Shake Flashlight).</p> <p>(ii) A cross curriculum STEM project with S4 P.E. (DSE): Dissection of an ox heart.</p> <p>2. Google classrooms in all science classes have been activated.</p> <p><u>Reflection :</u></p> <p>1. In the STEM in lunch workshop “Hand Shake Flashlight”, over 50 students were attracted to visit our booth. Most of them had a sense of pride by finishing their products. The activity video was posted in the school IG.</p> <p>2. Most of the students felt interested when they were asked to dissect the ox heart. Through the process, they learnt the skills on dissection of an organ. Moreover, they could identify the differences between the textbook pictures and the real objects. The activity made it easier for them to visualize the heart movement and the blood circulation in an animal.</p>

Strategies/Tasks	Success Criteria	Achievements and Reflection
		<p>3. During the class suspension period due to the epidemic of COVID-19 virus, Google classrooms in all science classes have been activated for an online teaching and learning communication platform. However, the response rate from the students is not high due to many reasons such as bad habits, internet connection and IT equipment etc. It has room for improvement.</p> <p><u>Islam department :</u> Achievements :</p> <p>1. S1 Islam completed two tasks: 1. All S1 students can assess their online game ‘after the match’ which can help students to find the purpose of life, who is God and what do we expect after death etc. Through playing the games, students can learn religions and have fun at the same time. 2. Islam subject teachers have made S1 school- based teaching materials.</p> <p>Reflection:</p> <p>1. Islam school-based teaching materials can be used in the next and the material will be revised.</p> <p><u>Computer Literacy & ICT</u> Achievements :</p> <p>1. Most S1 students were able to use Google Classroom for e-learning. 2. S1 students had more keyboard typing experience. 3. More S1 students show interest in Lego robotics.</p>

Strategies/Tasks	Success Criteria	Achievements and Reflection
		<p>4. S3 students learn how to design and print in 3D by using online platform Tinkercad.</p> <p>5. More students apply BYOD scheme.</p> <p>Reflection :</p> <ol style="list-style-type: none"> 1. More time should be spent teaching students how to use Google Classroom. 2. We are planning to have one more lesson per week in S1 and S2, for more hands-on experience in STEM and programming. 3. Most teachers in other subjects are not ready to integrate and apply technology elements in their teaching, therefore we suggest teachers attending technology application training. 4. More technology related field trips should be organized to raise student interest. <p><u>PE</u></p> <p>Achievements :</p> <p>Students were more interested and engaged in the lessons through using ipad and different Apps. In addition, students could also find the information in the Google Classroom.</p> <p>Reflection :</p> <p>The school suspension period due to the COVID-19 greatly affected the learning progress. But at least, the e-learning platform in certain extend could maintain the lesson.</p>

Strategies/Tasks	Success Criteria	Achievements and Reflection
2.2 To promote E-reading	<ol style="list-style-type: none"> 1. Both Chinese and English Departments can arrange more suitable e-reading materials for students 2. No. of e-book reading record is improved 3. Students love reading and can develop a good reading habit 	<p>English department :</p> <p>Achievements : The 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.</p> <p>Reflection : Students have been asked to do reading comprehension exercises on i-Learner but the completion rate isn’t high. Students don’t seem to be very interested in reading.</p> <p><u>Chinese department :</u></p> <p>Achievements: The library had purchased some e-books for students. Teachers tried to introduce them to students and guided them to use the resources. Students could finish the book report after reading.</p> <p>Reflection: It is only the beginning of e-reading scheme, we still need more time to explore more suitable resources for our students.</p> <p><u>Library department :</u></p> <p>Achievements :</p> <ol style="list-style-type: none"> 1. In this year, our library department offers more online readings /e- resources platforms for students.

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		<p>2. E-reading has been promoted in school (elibrary plus) to S1 and (HKEdcity) to S2 students. An IT staff and reading ambassadors brought ipads to one of the S1 and S2 classes in each reading session e.g. Mon: 1A, Wed: 1B and so on so forth. Students enjoyed e-reading and most students could focus on e-reading during their e-reading sessions.</p> <p>3. We have also subscribed to Britannica- e-learning platform of Integrated Humanities and Science by using the Promotion of Reading Grant. Students can gain access to the readings through our library website (in school) or from eclass (outside school).</p> <p>Reflection :</p> <ol style="list-style-type: none"> 1. Some students prefer physical books over ebooks. 2. If some students use other e-reading /learning platforms, it is difficult for us to monitor their reading habits. 3. During the class suspension period, our students show lower motivation in e-reading without teachers' full guidance.

Major Concern 3: Broaden students' horizon and raise their social awareness

Target 1: To promote Value Education

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>3.1 To promote Value Education</p>	<p>Punctuality, cleanliness and manners are further improved</p>	<p>Only considering the 1st term and several weeks in the 2nd term. , here were signs of students improving in punctuality, cleanliness and manners. The Policies adopted were effective and should be continued in the next academic year.</p> <p>Compared with the 1st term of 2018/2019 to the 1st term of 2019/2020, there has been a decrease in late record from 903 cases to 704 cases. In terms of black mark issued, it also went down from 468 cases to 347 cases.</p> <p>We are convinced that the discipline of the school improved in general.</p>
<p>3.2 Facilitate Life Wide Learning with enhanced efforts to promote students' whole person development.</p> <ol style="list-style-type: none"> 1) Organize inter-departmental/ functional groups, and interdisciplinary learning activities 2) Initiate experiential learning programs with joint efforts of communal establishments 3) Educational and cultural visits, and OLE activities 	<ol style="list-style-type: none"> 1. Completed overseas visits, activities, sharing, and reflection 2. More students can experience a wider range of experiential; activities, such as overseas visits, competitions, and joint school programs. 	<p>Due to school suspension until May 27, 2020, most of the Life Wide Learning activities, experiential learning programs, educational, cultural visit as well as OLE activities were not able to be organized. As such, we are not able to do a complete evaluation for the 2019-2020 academic year.</p> <p>However, during the 1st term 2019/2020, we had two trips.</p> <p>A total of 14 students and a teacher participated in a 10 day-trip to Thailand. Students experienced different cultures and learned advanced skills in cricket. They became more responsible and mature.</p> <p>Another trip for eight students (3 days in Medina, 4 days in Makkah and 2 days in Istanbul). Students had the opportunity to visit historical and religious sites, experienced the Islamic way of living.</p>

Financial Summary (2019/2020)

				Income (\$)	Expenditure (\$)
I.	Balance B/F (Government Funds and School Funds)			3,627,517.41	
II.	Government funds				
	A)	EOEBG Grant			
		1.	Administration Grant	3,376,536.00	2,875,160.20
		2.	Composite Information Technology Grant	377,907.00	196,164.45
		3.	SB Support Sche for Newly Arrived Child	75,250.00	85,424.90
		4.	Capacity Enhancement Grant	493,857.00	593,384.25
		5.	Other Income (Hire of School Premises)	13,124.00	0.00
		6.	Air-conditioning Grant	451,682.00	300,000.00
		7.	EOEBG Baseline Reference	1,583,909.10	1,204,384.87
			Sub-total	6,372,265.10	5,254,518.67
	B)	Special Domain			
		8.	School-based After-school Learning	107,933.33	106,583.96
		9.	Teacher Relief Grant - Substitute Teacher	213,106.00	157,732.00
		10.	Learning Support Grant (SEN)	609,000.00	576,870.50
		11.	Diversity Learning Grant (APL)	149,100.00	138,856.00
		12.	Moral & National Education Subject Support	0.00	7,101.15
		13.	Senior Sec Curriculum Support	577,800.00	581,124.00
		14.	Career and Life Planning Grant	642,000.00	616,225.89
		15.	Special Grant for NCS	1,500,000.00	1,489,392.22
			Sub-total	3,798,939.33	3,673,885.72
III.	School Funds				
		1.	Tong Fai	59,520.00	0.00
		2.	Sales of Exercise Books	36,944.20	0.00
		3.	Tuckshop Rental Received	44,600.00	0.00
		4.	Donation	17,300.00	0.00
		5.	Hire of School Premises	19,686.00	0.00
		6.	Other Income (Fines)	96.00	0.00
		7.	Expenditure	0.00	148,954.46
			Sub-total	178,146.20	148,954.46
Total surplus for the school year (II (A) + III)				1,146,938.17	0.00
Accumulated surplus = I + (II (A) + III)				4,774,455.58	0.00