

Islamic Kasim Tuet Memorial College

School Report

2020/2021

Islamic Kasim Tuet Memorial College
Evaluation of School Year Plan
2020-2021

Theme of the year: Responsibility Determines Destiny

全年主題: 盡責創明天

Our Major Concerns:

(1) The Domain of Management and Organization

To strengthen the leadership of the middle management by means of empowerment and decentralization, to facilitate teachers' professional training and development, and to exercise effective management of school assets and property through the new inventory management system

(2) The Domain of Learning and Teaching

To unleash students' potential and to administer diverse teaching methodologies for effective learning

(3) The Domain of Student Support and School Ethos

To broaden students' horizons and raise their social awareness

A. The Domain of Management and Organization

Major Concern 1: (i) To strengthen the leadership of the middle management by means of empowerment and decentralization, (ii) to facilitate teachers’ professional training and development, and (iii) to exercise effective management of school assets and property through the new inventory management system

Target 1 : Team spirit be further enhanced and teachers having a stronger sense of ownership of their work

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>1.1.1 Strengthen the leadership of SGMs and senior teachers by means of empowerment and decentralization</p>	<ol style="list-style-type: none"> 1. SGMs and senior teachers assuming a broader spectrum of leadership capacities and developing a stronger sense of ownership of their work 2. Teachers’ mutual understanding and mutual trust being advanced following job rotation and collaboration 3. Augmented cross-departmental collaboration and support being realized 	<p><u>Achievements:</u></p> <ol style="list-style-type: none"> 1. More work was delegated to SGMs to plan and follow up to uplift their skills and abilities in leadership, decision making, human resource management, communication, etc. 2. Teachers’ mutual understanding was raised due to more collaboration was needed for the new projects like purchasing smartboards, LED wall, etc. <p><u>Reflection:</u></p> <ol style="list-style-type: none"> 1. Selection of team members is important for the smooth running of committee, e.g. STEM committee was too big, involved too many colleagues, and some might not be interested or needed. 2. Some work/activities were overlapping, more discussion and collaboration is needed between departments to make good use of resources.
<p>1.1.2 Refine the mentorship scheme</p>	<ol style="list-style-type: none"> 1. New teachers carrying out teaching duties with growing confidence 2. New teachers developing a stronger sense of belonging towards the school 	<p><u>Achievements:</u></p> <ol style="list-style-type: none"> 1. From daily observation and interviews, we found that most of the new teachers could carry out their duties with growing confidence and could meet the requirements set by the school. 2. New teachers have sense of belonging towards the school. Most of them expressed that they are happy working here. <p><u>Reflection:</u></p> <ol style="list-style-type: none"> 1. More regular meetings (both formal and informal) should be organized to (i) understand the needs of the new teachers’ and (ii) have a platform for experience sharing.

Target 2: The inventory record being able to be accessed and updated more handily

Strategies/Tasks	Success Criteria	Achievements and Reflection
1.2 A new inventory system will be installed and put into use.	1. All departments having their inventory records updated.	<p><u>Achievements:</u></p> <ol style="list-style-type: none">1. The system was installed.2. The setting was completed.3. Existing records were transferred to the new system.4. Whole school stock taking is in progress, expected to be completed by end of August. <p><u>Reflection:</u></p> <ol style="list-style-type: none">1. Since there are only two barcode readers, it is agreed to purchase three more, so that colleagues can complete the task before mid of August every year.2. Evaluation will be conducted after the first round of stock taking progress to further improve the system and work procedure.

B. The Domain of Learning and Teaching

Major Concern 2: To unleash students' potential and to administer diverse teaching methodologies for effective learning

Target 1: Students' learning motivation be enhanced

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>2.1 Students be provided with more engaging and exhilarating learning experiences through e-learning and STEM education.</p>	<ol style="list-style-type: none"> 1. Students show higher motivation in learning. 2. Students participate actively in learning processes. 	<p>English Department : <u>Achievements:</u> Some students found i-Learner exercises more interesting and easier than the usual practices. They also enjoyed lessons conducted with the use of electronic devices such as iPads or interactive applications such as Kahoot and Plickers.</p> <p><u>Reflection:</u> However, most students found online learning ineffective, due to the numerous distractions at home. There were often technical problems while doing listening practice. Students also encountered various problems when they tried to submit assignments online.</p> <p>Chinese Department : <u>Achievements:</u> Some colleagues tried to use different e-learning apps or platforms, for example Google Quiz, Quizlet, Nearpod, E-puzzle, etc., to arouse students' motivation in learning.</p> <p><u>Reflection:</u> It is not easy to find suitable e-learning resources for NCS learning Chinese, and there are not many programmes or seminars related to e-learning and teaching for NCS Chinese teachers.</p> <p>Liberal Studies : <u>Achievements:</u> Prolonged suspension due to covid-19 was a scenario-changer. Many lessons were conducted through Google Meet. To ensure that students were not too tired and exhausted with the continuous schedule of online lessons, we have utilized useful, meaningful videos to illustrate the main ideas of the lesson. For instance, there were many historical</p>

events taught in junior Life & Society and they were vividly described by many good-quality videos. It helped students to be engaged in the lessons.

Mathematics :

1. A STEM educational event (paper spin model) was planned. The purpose was to help students understand mathematical concepts on a practical level (bridging theory and practice gap).
2. Due to lack of face-to-face activities, the focus this year was put on making learning fun using e-learning tools, platforms and resources. For example, in-class small tests were conducted through Kahoot or quizzes which our students enjoy engaging in.
3. Other interactive platforms like Edpuzzle and Jamboard were also frequently used to make learning fun during online lessons. The idea of flipped classroom was also explored, students were assigned learning materials to self-study before joining the class. Many other resources listed below were also experimented on
 - a. Google Classroom
 - b. One note shared notes
 - c. Padlet
 - d. Online Geoboard <https://toytheater.com/geoboard/>
 - e. Google chat (discussion platform)
 - f. YouTube
 - g. Online maze puzzles

Science Department :

Achievements:

In this academic year, we have tried the following STEM activities in our classes:

- (a) STEM in Class Project in the Science Lessons
 - S1: Sand Clock and Remote Car Model
 - S2: Bernoulli Model
 - S3: Remote Tank Model
- (b) S1-3 Croucher Science Show (Online)
- (c) Maths, Science, and ICT Online Quiz Competition

Reflection:

1. Most of the students were interested in the activities and enjoyed doing the STEM in-class projects. Through the process, they learnt the skills on assembling the small parts in electronic components, connecting the simple electric circuit and learning the Bernoulli principal. The students brought their models back home and shared with their siblings.
2. Maths, Science, and ICT Online Quiz Competition attracted around 50 students to participate. Their average score was over 13 (out of 20). The type of questions included different areas from Maths, Science, and ICT.

Islam Department :

Achievements:

Students could have better understanding of the concept of creator through e-learning games. We used two sets of video games online. They are “After the match” and “Save the turtles”. After each video, there were questions to test the students’ understanding of the topic.

Reflection:

If we could put these videos in Aerodrive, it would be easier for teachers to use these games.

ICT Department :

Achievements:

1. Junior form students used the Internet as a tool to find solutions in different programming : e.g. using programs to draw flowers and other symbols in Scratch.
2. Students searched for related technology information from the Internet to create their web pages and share their own idea to others

Reflection:

Students shared what they learnt and built web pages according to their interest.

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>2.2 A culture of reciprocity be established within subject-panels and/or among subject-panels, e.g. designing learning materials which are responsive to learning needs</p>	<ol style="list-style-type: none"> 1. A collaborative approach being administered in materials design to spare individual teachers from producing similar materials from scratch and alone 2. Teachers forging closer professional partnership with each other 3. Students' motivation to learn be increased 	<p>English Department :</p> <p><u>Achievements:</u> Co-planning has been a common practice, especially for our English speaking lessons. English teachers often coordinated and shared teaching and learning materials, such as news article comprehension exercises, quizzes, and other worksheets.</p> <p><u>Reflection:</u> The co-planning and sharing practice have enabled effective communication among English teachers, which in turn helped to regulate and monitor the progress of different classes across the same level.</p> <p>Chinese Department :</p> <p><u>Achievements:</u> Teachers teaching the same form shared their ideas and had discussions among themselves when designing learning materials. Close cooperative relations had been set up among our subject panel.</p> <p><u>Reflection:</u> Since our students' ability in learning Chinese is very diverse, collaborative approach is very helpful when teachers need to design teaching materials, this approach will be continued to carry out among our panel members.</p> <p>Liberal Studies :</p> <p><u>Achievements:</u></p> <ol style="list-style-type: none"> 1. Relevant materials, including study notes and PowerPoints, have often been shared in Google Drive among colleagues teaching the same form. 2. For each form, including Life & Society, we have established a WhatsApp group for easier communication and professional sharing. In each form, a leader was appointed to share and support any new member(s). According to colleagues' feedback,

the WhatsApp groups were convenient, and the group leaders were generally supportive.

Mathematics :

Achievements:

Most of the Mathematics resources have been shared with all Mathematics teachers through Aero-drive.

Reflection:

We intended to have more group collaborations in different forms. The purpose was to better understand students and design materials that meet their learning needs.

Science Department :

Achievements:

Quizizz and Edpuzzle were established and shared to use for online classes within the panels.

Reflection:

The teachers found that it should be more time saving and efficient if we could keep continuously sharing different teaching materials within the panel. Throughout the materials sharing, the teachers can know more about the new e-resources, platform, and make it more ready-to-use those new resources by simply making a small modification to suit their students' need.

ICT Department :

Achievements:

Computer teachers had regular meetings each month to discuss junior form syllabus and curriculum.

Reflection:

Teachers showed teamwork to help students in professional ways.

The Domain of Student Support and School Ethos

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

Target 1: To promote Values Education

Target 2: To assist students to showcase their distinct talents

Target 3: To heighten the awareness of inclusive education

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>3.1.1 To promote positive values and attitudes, civic sense and the understanding of the communities in HK through formal and informal curricula</p> <p>3.1.2 To mobilize functional groups to carry out programmes related to values education</p>	<ol style="list-style-type: none">1. Punctuality and proper demeanour be observed2. Students disposing themselves as teenagers of integrity, such as heightened sense of responsibility, thoughtfulness and carrying a heart of gratitude	<p><u>Achievements:</u> Students' punctuality rate is almost the same when compared to the face-to-face classes between this year and the previous year due to the pandemic. However, the students' punctuality rate has shown improvement for the last 5 years.</p> <p><u>Reflection:</u> Unfortunately, due to the social distancing policy introduced by the EDB, most of the activities related to values education had been cancelled. Running the workshops and lessons through the online mode may be considered an alternative way. In general, most of the students have been observed to be polite with integrity. Students and teachers have maintained good relationships. Also, students have been found to treasure the chances of learning and interacting with colleagues</p>

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>3.2.1 Organize cross-curricular learning activities</p> <p>3.2.2 Initiate experiential learning programmes in partnership with NGOs</p>	<ol style="list-style-type: none"> 1. Students' distinct talents and endowments be unearthed, identified and showcased 2. Students being able to demonstrate added self-confidence and adopt positive attitudes 	<p><u>Achievements:</u></p> <p>In the beginning of 2020-2021, a total of 41 activity groups were planned in relation to different key learning areas that students can aspire according to their preferences (sports, art and culture, STEM, workplace related experiences, personal growth, etc.)</p> <p>Liaised with different institutes to bring in various acquaintances to enhance students' understanding of self, community, and the society. (Cooperation with Tung Wah Group Cross Centre, Aldrich Bay Integrated Children and Youth Services, the ICAC, the Correctional Services Department, the Jumbo Kids Drama, etc.)</p> <p>Virtual activities were put up during suspension period to make up for the thematic weeks (Liberal Studies week, STEM week online quizzes, Virtual OLE Google site)</p> <p>Various efforts were attempted to identify distinct talented students. There were altogether 7 students from S2 to S5 nominated and successfully enrolled in the Summer Enrichment Program with The University of Science and Technology, and the Chinese University of Hong Kong.</p> <p>(STEM, art and culture, language and pop culture, workplace experiences workshops, multimedia editing, career and guidance, etc.)</p> <p>Verse speaking, dance, and English debate training and competitions were carried out throughout the academic year on and off the line. School team training and leadership training were planned to consolidate students' confidence. Various attempts were made to encourage students to run for scholarships and awards to boost their confidence, positive attitude and self-assurance.</p> <p>Post examination activities were designed to bring in hands-on experiences for students with different aspirations.</p>

		<p><u>Reflection:</u> Most of the OLE activity groups were halted in 2020-2021 as local schools were at most only allowed to have lessons with half-day schedule. Student activities were carefully having room to be carried out during school hours in addition to the constraints with regards to social distancing. The school has made attempts to explore virtual alternatives at times to enrich the holistic learning experiences for students. Despite with the downsize of activities that could be carried out, students were still be able to obtain various awards in new modes of campaign participations.</p>
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Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>3.3.1 To create opportunities for students to better understand the needs of their SEN fellows</p> <p>3.3.2 SEN students develop added self-confidence and inculcate positive attitudes</p>	<ol style="list-style-type: none"> 1. More students being aware of the needs of their SEN fellows, and would show signs of attending to their needs 2. SEN students being able to demonstrate added self-confidence and adopt positive attitudes 	<p><u>Achievements:</u> Through the student support team, various social groups (S.2 girls, S.4 boys and S.5 boys) were formed to learn team building, peer support and control emotions. Group members include SENS and non-SENS students. This has enhanced the understanding the needs of each other and hence improved their relationship.</p> <p>Two special groups were formed for making wooden product (boy) and handicraft (girl). By completing the work successfully, students were able to gain much self-confidence and improve their self-concept.</p> <p>We had formed teams to join competition outside school and got awards.</p> <p><u>Reflection:</u> The strategy of including both SENS and non-SENS student was effective in enhancing their understanding of each other.</p> <p>More opportunities are needed to explore to provide students with more successful experiences. Hence to gain self-confidence.</p> <p>Despite in the midst of pandemic and half-day school, the student support team managed to arrange few programmes.</p>

Financial Summary (2020/2021)

			Income (\$)	Expenditure (\$)
I.	Balance B/F (Government Funds and School Funds)		4,774,455.58	
II.	Government funds			
	A)	EOEBG Grant		
	1.	Administration Grant	3,400,146.00	3,100,392.48
	2.	Composite Information Technology Grant	429,422.00	340,764.70
	3.	SB Support Sche for Newly Arrived Child	161,848.00	125,514.60
	4.	Capacity Enhancement Grant	497,317.00	379,665.00
	5.	Other Income (Hire of School Premises)	6,715.20	0.00
	6.	Air-conditioning Grant	503,255.35	350,000.00
	7.	EOEBG Baseline Reference	1,594,996.46	1,263,118.58
		Sub-total	6,593,700.01	5,559,455.36
	B)	Special Domain		
	8.	School-based After-school Learning	135,600.00	118,735.42
	9.	Teacher Relief Grant - Substitute Teacher	177,029.00	21,814.00
	10.	Learning Support Grant (SEN)	615,930.00	631,543.90
	11.	Diversity Learning Grant (APL)	85,550.00	85,550.00
	12.	Moral & National Education Subject Support	0.00	0.00
	13.	Senior Sec Curriculum Support	577,800.00	635,824.68
	14.	Career and Life Planning Grant	642,000.00	622,135.10
	15.	Special Grant for NCS	1,500,000.00	1,679,878.10
		Sub-total	3,733,909.00	3,795,481.20
III.	School Funds			
	1.	Tong Fai	62,900.00	0.00
	2.	Sales of Exercise Books	28,341.30	0.00
	3.	Tuckshop Rental Received	33,750.00	0.00
	4.	Donation	30,349.66	0.00
	5.	Hire of School Premises	10,072.80	0.00
	6.	Other Income (Fines)	3,797.30	0.00
	7.	Expenditure	0.00	117,751.86
		Sub-total	169,211.06	117,751.86
Total surplus for the school year (II (A) + III)			1,085,703.85	0.00
Accumulated surplus = I + (II (A) + III)			5,860,159.43	0.00