

Islamic Kasim Tuet Memorial College

# School Report

2021/2022

**Islamic Kasim Tuet Memorial College**  
**Evaluation of School Plan**  
**2021-2022**

**Theme of the year: Exploration Discovers Potential**  
**全年主題: 探索自我 啓發潛能**

**Our Major Concerns:**

**(1) Strengthening the leadership of teachers**

強化教師團隊的領導能力

**(2) Guiding students to be self-regulated learners**

引導學生成為自主學習者

**(3) Cultivating moral values in students**

培育學生的正面道德價值觀

## A. The Domain of Management and Organization

### Major Concern 1: Strengthening the leadership of teachers

**Target: Teachers' leadership skills be enhanced and a stronger ownership in work be developed**

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>1.1.1 SGMs and senior teachers will be encouraged to attend programmes to improve their leadership skills and to develop better understandings of their roles. They will also be encouraged to network with external bodies for acquiring additional resources and information to improve their work</p>	<p>1. SGMs and senior teachers attending more professional programmes for increasing the knowledge about the running of his/her department(s) / subject(s) and/or other disciplines</p> <p>2. SGMs and senior teachers demonstrating stronger leadership and developing a stronger sense of ownership in their work</p>	<p><b><u>Achievements:</u></b></p> <ul style="list-style-type: none"> <li>● Professional development: Teachers participated in a wide spectrum of professional development programmes, seminars and workshops held by the EDB, the HKEAA, the CUHK and an ICT-teacher association etc. The subject matter of those programmes covered six strands: <ul style="list-style-type: none"> <li>➤ Subject-knowledge and pedagogies</li> <li>➤ Moral, Civic and National Security Education</li> <li>➤ Extra-curricular activities (ECA)</li> <li>➤ SEN</li> <li>➤ School management and administration</li> <li>➤ Student guidance and Discipline</li> <li>➤ Adjudicator-ship</li> </ul> </li> </ul> <p>Through those programmes, teachers improved not only the subject knowledge but also skills on leadership, management, problem solving, etc. Especially for SGMs, they understood more about their roles, responsibilities in their work.</p> <ul style="list-style-type: none"> <li>● External Networking: The school's social and professional network with external bodies has seen expansion and consolidation. New connections have been established and existing ones are strengthened further. The entities included: <ul style="list-style-type: none"> <li>➤ 5 local post-secondary institutes</li> <li>➤ 12 NGOs</li> <li>➤ primary schools</li> <li>➤ religious bodies</li> <li>➤ consulates of various countries</li> <li>➤ publishers</li> </ul> </li> </ul>

		<p><b><u>Reflection:</u></b> On the upside, the participatory rate of professional development programmes by SGMs and senior teachers has been satisfactory. On the downside, the goals and objectives of establishing ties with external bodies could have been made more explicit to all staff members to enhance collective understanding and strengthen whole-school approach.</p>
<p>1.1.2 More tasks will be assigned to SGMs and senior teachers for empowering them, strengthening their leadership and helping them develop a stronger sense of ownership in their work</p>	<ol style="list-style-type: none"> <li>1. SGMs and senior teachers working more proactively and displaying increased willingness to take up responsibilities</li> <li>2. SGMs and senior teachers showing increased understanding of the running of the school</li> </ol>	<p><b><u>Achievements:</u></b> Delegation of duties, delegation of decision-making, and empowerment have been practised in some of the functional groups and subject panels. Autonomy was given to subordinates in contemplating school functions, offering moral and behavioural guidance, offering pastoral care, offering SEN support, and in curriculum development.</p> <p>Projects that were delegated to SGMs to handle included Smart TV projects, solar power FiT scheme, school renovation projects etc.</p> <p><b><u>Reflection:</u></b> On the upside, SGM and senior teachers capitalized the opportunities provided to plan and execute the projects while exercising maximum possible autonomy. This has, as observed, increased their sense of ownership in their work.</p>
<p>1.1.3 Teachers will be invited to join different departments for the exploration their talent / potential in undertaking administrative work</p>	<ol style="list-style-type: none"> <li>1. Colleagues showing a stronger sense of belonging towards the school, and further mutual understanding between the two being forged</li> </ol>	<p><b><u>Achievements:</u></b> Reciprocal sitting-in on committees has been practised between members of different committees; and teachers were invited to join different departments as well. The practice has rendered added efficiency in planning for cross-group programmes and in handling student cases.</p> <p><b><u>Reflection:</u></b> On the upside, communication and collaboration among colleagues have been enhanced. It is suggested that the arrangement should be extended to teachers in different levels.</p>

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>1.1.4 Internal departmental collaboration, cross-departmental collaboration, and cross-curricular collaboration will be encouraged</p>	<p>1. Augmented cross-departmental collaboration and support being realized</p>	<p><b><u>Achievements:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Cross-departmental collaboration – School Promotion – Info Days:</i> It was carried out among one functional group (i.e. the Community Relations Department) and three subject panels (i.e. English, PE, IT) in the school’s preparation for the Info Days. Their collaborative efforts had resulted in the holding of an English Prose Reading Competition, a Soccer Competition, and some STEM activities on the occasion.</li>   <li>● <i>Cross-departmental collaboration – Career Counselling:</i> Extensive collaboration was seen among four functional groups (i.e. the Career Team, the SEN Team, the Life Education Programme, and the Social Workers) and five subject panels (i.e. Chinese, English, VA, BAFS, and MSC). Their collaborative venture had culminated in a refined design of the Life Planning Booklet, the launching of a reporter training programme, the provision of internship opportunities, and the provision of career-mentoring programmes for the SEN and NCS students.</li>   <li>● <i>Cross-curricular collaboration:</i> The provision of Moral, Civic and National Security Education has seen collaboration with five subject panels (i.e. Life &amp; Society, Citizenship &amp; Social Development, Liberal Studies, VA, and Chinese).</li> </ul> <p><b><u>Reflection:</u></b> On the upside, the cross-departmental collaboration and cross-curricular collaboration undertaken has notably enhanced the quality of the outcomes of the undertakings. On the downside, post-collaboration evaluation could have been carried out among the stakeholders concerned to further streamline the workflow of the projects to enhance efficiency and efficacy.</p>

## B. The Domain of Learning and Teaching

### Major Concern 2: Guiding students to be self-regulated learners

Target : Students' motivation to learn be enhanced, leading to fuller academic fruition

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>2.1 Furthering students' ability to apply STEM knowledge and skills into different disciplines, resulting in the integration of STEM knowledge and skills with those of other disciplines</p>	<p>1. Students' generic skills (e.g. creativity, analytical power, integration skills, communication skills) seeing enhancement.</p>	<p><b><u>Achievements:</u></b> STEM elements were introduced into the curricula of four subjects: ICT, Mathematics, Citizenship &amp; Social Development / Liberal Studies. With respect to the ICT curriculum, "micro:bit" and "mBot" were covered for laying a solid base for students to undertake subsequent STEM projects. A task on the creation of stop-motion animations was also assigned. Regarding the Science curriculum (S1), the way to synthesize orange peel detergent was covered. In addition, "STEM in Class Projects (S1- S3)" were assigned in Science Lessons and in the post-examination period. As for the Mathematics curriculum (S5), hands-on activities on "Basic Properties of Circles" and "Arithmetic Sequence" were prescribed. As regards the Citizenship &amp; Social Development / Liberal Studies curricula, the mathematical concepts of the understanding of graphs and trends were put into application.</p> <p><b><u>Reflection:</u></b> Positive responses about the STEM projects were received from learners. Students' generic skills were enhanced as they showed ample interest in STEM activities. It was suggested to have debriefing sessions after the projects so that students can improve their products as well as the knowledge behind their inventions.</p>
<p>2.2 Making use of e-learning materials and platforms/apps to facilitate students' self-learning</p>	<p>1. Students becoming increasingly motivated self-directed learners 2. Students participating more actively in the learning processes 3. Students becoming more familiarized with the use of different e-learning platforms and apps</p>	<p><b><u>Achievements:</u></b></p> <ul style="list-style-type: none"> <li>• e-learning apps: A total of seven subject panels (i.e. four core subjects and three elective subjects) have been using e-learning apps for classroom instruction or in online learning. As many as thirteen apps have been utilized. The usage capacity and scope of the apps ranges from enhancing interaction in classes to working on projects, handing in assignments, video-editing and conducting formative assessments.</li> </ul>

Strategies/Tasks	Success Criteria	Achievements and Reflection
		<ul style="list-style-type: none"> <li>• e-learning materials: Three subject panels have been using the ready-made materials on the net. The materials are for supplementing or extending classroom learning. For example, showing simulated scientific experiments and providing aural training.</li> <li>• e-learning approach “Flipped Classroom”: It was employed by the Mathematics Department.</li> </ul> <p><b><u>Reflection:</u></b> On the upside, learners’ degree of motivation and engagement in classroom learning has seen a significant boost, probably attributed to the multisensory stimuli, animated graphics, and instant feedback offered by the e-learning apps and e-learning materials. Their use also helped prompt learners to carry out autonomous learning at home. On the downside, it seems there is a scarcity of e-learning apps or e-learning materials for NCS students to learn Chinese. Also, some pedagogical functions of the e-learning apps have been untapped as teachers were just using their free version rather than the paid version.</p>
<p>2.3.1 Training teachers and students to be more masterly and confident in the utilization of new technological devices, such as the smartboards, in order to enhance the teaching and learning outcomes.</p>	<ol style="list-style-type: none"> <li>1. Teachers and students becoming more accustomed to use the smartboards in their teaching and learning respectively</li> <li>2. The use of the new technological devices making students more interested in learning</li> <li>3. The effectiveness in both teaching and learning seeing enhancement</li> <li>4. Teachers’ professional exchanges and students’ peer exchanges becoming more frequent</li> </ol>	<p><b><u>Achievements:</u></b> Smartboards have been installed in classrooms and special rooms to replace projectors and screens in few phrases. The visual quality (i.e. the resolution and vividness of images) produced by the smartboards has been superior to that given by projectors. Positive responses about the use of smartboards have been received from users (i.e. teachers), not least about its aid in prolonging the attention span of learners through many visual effects it offers. The extra visual stimuli have helped sustain learners’ attention, added joy to the learning process, and enhanced interaction in classrooms.</p> <p><b><u>Reflection:</u></b> Most teachers, by this stage, have just mastered the basic functions of the smartboards. Further training sessions may be held to help teachers get a grip on the advanced functions of the smartboard and other technological devices.</p>

<p>2.3.2 Promoting teachers' professional exchanges and students' peer exchanges with different schools/educational institutes in Hong Kong and/or overseas</p>		<p><b><u>Achievements:</u></b></p> <p>The teachers in two subject panels (Chinese and English) joined a professional exchange community held by the EDB and the HKEAA respectively. The professional exchange community held by the EDB concerned Chinese Language Teaching, while the one by the HKEAA was organized to enhance teachers' professional development in relation to conducting SBA. In addition, one of our teachers was seconded to the EDB for the Chinese History teaching to NCS that allowed us to plan and share teaching materials within and outside our school.</p> <p><b><u>Reflection:</u></b></p> <p>Joining professional exchange community helped our teachers to share their knowledge and experience within and outside of the school. However, due to the pandemic, overseas exchange was difficult to arrange.</p>
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### C. The Domain of Student Support and School Ethos

#### Major Concern 3: Cultivating moral values in students

**Target 1: Higher self-esteem be built**

**Target 2: Greater care be accorded to the school and the community**

**Target 3: Acknowledgement to civic identity and national identity be elevated**

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>3.1.1 Mass programmes run in co-ordination with the Student affairs Department</p> <p>3.1.2 Class teacher guidance and morning assembly talks</p> <p>3.1.3 Praising and rewarding well-behaved students</p>	<ol style="list-style-type: none"> <li>1. Students exhibiting self-confidence</li> <li>2. Students being more willing to carry out explorations /participate in more activities</li> </ol>	<p><b><u>Achievements:</u></b> Four sessions of the Life Education Programme had been completed. The “train the trainer” model practised in the programme has been deemed to be effective.</p> <p>Talks were organized periodically to promote moral values, character buildings etc in different forms by Islamic Affairs Community, DCC, moral, civic and national education and the career committee etc. which helped building students’ self-confidence, nurture positive values and good characters.</p> <p><b><u>Reflection:</u></b> A sustainable plan should be drawn up to determine the content and theme for each form. Due to the vaccination pass requirements, some of the students cannot attend activities held after school hours. It is suggested to encourage those who have not yet got adequate dose(s) of vaccination to take the vaccination to protect themselves and allow them to participate in activities.</p>
<p>3.2.1 Organizing community services activities such as beach clean-ups, masjid clean-ups, cemetery clean-ups, house, flag-selling, etc.</p>	<ol style="list-style-type: none"> <li>1. Students being more keen to serve the community</li> <li>2. Students taking pride in their civic identity</li> </ol>	<p><b><u>Achievements:</u></b> A total of seven rounds of community service activities had been held. Two of them were organized by the Eastern Police and the Home Affairs Bureau. The scope of community service included environmental care, serving the community, religious service, and charitable events. The participants included the Prefect Team, the JPC and the general students. Students enjoyed participating in these community service activities and contributed satisfactorily.</p> <p><b><u>Reflection:</u></b> The Social Service Day for the whole school had been cancelled due to the pandemic. Rather than having the Service Day halted, the alternatives of implementing it when half-day school is in force, limiting the event to only junior form students, could be considered. It is suggested</p>

that more community service activities should be arranged for students in different levels.

<b>Strategies/Tasks</b>	<b>Success Criteria</b>	<b>Achievements and Reflection</b>
3.3.1 Promoting National Security Education across curricula 3.3.2 Setting up display boards about the economic, scientific and technological advancement seen in China 3.3.3 Organizing tours and company visits for getting a glimpse into the latest development of China	1. Students being more aware of National Security 2. Students having better understanding of the latest development of China	<p><b><u>Achievements:</u></b> Posters and newspapers were employed, and a talk was given in the provision of national security education, and, of moral, civic and national education. The Chinese cultural essences, and the country's historic and modern achievements had been highlighted.</p> <p>National Security Education was incorporated in subjects like Chinese, Chinese History, Humanities, Life and Society, CSD and HMSC etc.</p> <p><b><u>Reflection:</u></b> The delivery of messages by means of display boards has enabled them to be conveyed unambiguous and clear. The initial plan to provide National Security Education during morning assemblies was unrealizable because of the Covid-19 social distancing measures being in place. Embedding the National Security Education into different subjects was relatively easier for students to understand the latest development of China. Nevertheless, the national flag raising ceremony continued to be held once a week. Also, the scheduled trip to China was called off due to the pandemic.</p>

## Financial Summary (2021/2022)

			Income (\$)	Expenditure (\$)
I.	Balance B/F (Government Funds and School Funds)		5,860,159.43	
II.	Government funds			
	A)	EOEBG Grant		
	1.	Administration Grant	3,423,948.00	3,079,016.71
	2.	Composite Information Technology Grant	432,428.00	405,341.75
	3.	SB Support Sche for Newly Arrived Child	81,578.00	128,448.70
	4.	Capacity Enhancement Grant	500,800.00	454,113.94
	5.	Other Income (Hire of School Premises)	6,684.00	0.00
	6.	Air-conditioning Grant	492,781.00	350,000.00
	7.	EOEBG Baseline Reference	1,606,161.44	1,286,404.48
		Sub-total	6,544,380.44	5,703,325.58
	B)	Special Domain		
	8.	School-based After-school Learning	142,800.00	97,202.10
	9.	Teacher Relief Grant - Substitute Teacher	208,283.00	405,038.62
	10.	Learning Support Grant (SEN)	698,981.00	671,089.60
	11.	Diversity Learning Grant (APL)	28,850.00	28,850.00
	12.	Moral & National Education Subject Support	0.00	881.90
	13.	Senior Sec Curriculum Support	577,800.00	363,276.19
	14.	Career and Life Planning Grant	642,000.00	696,405.80
	15.	Special Grant for NCS	1,500,000.00	925,906.46
		Sub-total	3,798,714.00	3,188,650.67
III.	School Funds			
	1.	Tong Fai	60,860.00	0.00
	2.	Sales of Exercise Books	34,047.70	0.00
	3.	Tuckshop Rental Received	54,000.00	0.00
	4.	Donation	3,660.35	0.00
	5.	Hire of School Premises	8,721.00	0.00
	6.	Other Income (Fines)	2,083.70	0.00
	7.	Expenditure	0.00	180,985.55
		Sub-total	163,372.75	180,985.55
Total surplus for the school year (II (A) + III)			823,442.06	0.00
Accumulated surplus = I + (II (A) + III)			6,683,601.49	0.00