

# **Islamic Kasim Tuet Memorial College**

## **Evaluation of School Plan**

**2022-2023**

**Theme of the year: Be grateful and appreciative  
Be proactive and optimistic**

**全年主題: 感恩珍惜 積極樂觀**

### **Our Major Concerns:**

- (1) Facilitate teachers' professional development 支援教師專業發展**
- (2) Guide students to become self-regulated learners 引導學生成為自主學習者**
- (3) Strengthen moral values in students 提升學生德育價值觀**

**A. The Domain of Management and Organization**

**Major Concern 1: Facilitate teachers’ professional development**

**Target 1: New teachers adapt to school culture and develop sense of belonging with the school**

**Target 2: Teachers willingly and proactively shoulder responsibilities; and endeavor to enhance their assessment literacy.**

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>1.1 Require new teachers to join the orientation program and the mentor-mentee program</p>	<p>1. New teachers are adapted to our school culture. 2. New teachers have nurtured a sense of belonging with the school</p>	<p><b>New teacher development program</b> <u>Achievement:</u> A total of 7 sessions of the new teacher development program were organized from September, October 2022 extended to February and March 2023. The topics included SMART board operation, classroom discipline, exam paper setting, effective teaching practices, introduction of Islam, CCA, learning and teaching in Ramadan and visit Wan chai masjid and several Islamic organizations. All the new teachers attended the 7 sessions, of which lasted for an hour.</p> <p><u>Reflection:</u> A survey was conducted and the feedback from the participants illustrated the program was successful. They agreed that they understood the school culture better and were more skillful in classroom discipline. Team building, counseling skills, and taking care of SEN students will be the focus for the coming new teacher development program.</p> <p><b>Mentor-mentee program</b> <u>Achievement:</u> Each new teacher was assigned an experienced teacher as their mentor. There were no structural and formal activities between mentor and mentee. It was merely a non-formal arrangement.</p>

Strategies/Tasks	Success Criteria	Achievements and Reflection
		<p><u>Reflection:</u></p> <p>In general, the mentor-mentee system was functioning well. However, the effectiveness of the mentor-mentee system depends on the ability, the willingness of the mentor and the commitment of the mentee. We may modify the system and enhance its effectiveness in the future.</p>
<p>1.2 Foster greater communication and appreciation</p>	<p>1. Teachers can work more proactively, and are willing to take up responsibilities</p>	<p><u>Achievements:</u></p> <ul style="list-style-type: none"> <li>• Form Coordinators were assigned to facilitate form subject teachers' communication &amp; cooperation.</li> <li>• Teachers in each subject collaborated to organize activities and update teaching materials.</li> <li>• Technology such as WhatsApp and Microsoft Teams were used to improve communication among panel members, resulting in more efficient organization of activities for students.</li> <li>• Small group discussions were encouraged in the Mathematics Department, and Citizenship and Social Development Department to improve communication and understanding among teachers about students' strengths and weaknesses.</li> <li>• New teachers in Integrated Science were given more flexibility to implement their ideas and introduce new activities and lessons.</li> <li>• Regular panel meetings were held to encourage teachers to take up tasks. For example, Computer Literacy and ICT, and English Department.</li> </ul> <p><u>Reflections:</u></p> <ul style="list-style-type: none"> <li>• Allowing teachers to design teaching materials according to their strengths can bring satisfaction and encourage them to take up responsibilities.</li> <li>• Mechanisms should be developed to appreciate teachers, which can lead to even better performance.</li> </ul>

Strategies/Tasks	Success Criteria	Achievements and Reflection
		<ul style="list-style-type: none"> <li>• Positive working relationships and team spirit can be further.</li> <li>• Collaboration allows teachers to design teaching and learning materials which can cater for the different learning needs of the students.</li> <li>• Teachers are more willing to participate and enjoy organizing activities for students.</li> <li>• Peer lesson observation should be further promoted to share and appreciate teaching practices.</li> </ul>
<p>1.3 Enhance teachers' assessment literacy through internal sharing and/or external training programs</p>	<p>1. Teachers know how to conduct assessment effectively to improve teaching and learning effectiveness</p>	<p><u>Achievements:</u>  Different panels, based on needs of the panel members, arranged the following to enhance teachers' assessment literacy:</p> <ul style="list-style-type: none"> <li>• Encouraged members to attend EDB professional training/seminars/workshops</li> <li>• Attended EDB professional training/seminars/workshops e.g. how to conduct school-based assessments and moderation</li> <li>• Joined school-based support service by EDB, e.g. Chinese Department, and Citizenship and Social Development Department.</li> <li>• Senior teachers shared their experience on the said topic with other colleagues.</li> <li>• Conducted peer lesson observations</li> <li>• Conducted sample markings</li> </ul> <p><u>Reflection</u>  Teachers, in general, had clear pictures on methods to conduct assessments and further improve their teaching strategies and effectiveness.</p>

## B. The Domain of Learning and Teaching

### Major Concern 2: Guide students to become self-regulated learners

#### Target: Enhance students' motivation for learning

Strategies/Tasks	Success Criteria	Achievements and Reflection
2.1 Equip students with essential study skills (e.g. lesson preparation, note-taking)	1. Students prepare lessons in advance	<p><u>Achievements:</u> Teachers, in general, guided students to do lesson preparation in advanced, including pre-reading from textbooks, news, watching videos etc.</p> <p>In senior forms, students are requested to do note-taking and using mind maps to understand, and to remember ideas and concepts.</p> <p><u>Reflection:</u> In general, students could understand more easily and learn effectively if they prepare lessons in advance.</p> <p>This practice was even more effective for senior students who have higher-motivation in learning.</p> <p>More training should be given to students to guide them to have better study skills.</p>
2.2 Make use of the e-learning materials and platforms/apps to facilitate students' independent learning	1. Students participate in e-learning more actively	<p><u>Achievements:</u> Google Classroom, Kahoot, i-learner, Flipped classroom, Youtube, one note shared notes, online Geoboard, Google Chat, Online maze puzzles, Jamboard, Google Slides, Mentimeter, etc were used to facilitate students' in having lesson preparation and post learning activities.</p> <p>Students participated actively in e-learning activities. e.g. We were awarded good</p>

Strategies/Tasks	Success Criteria	Achievements and Reflection
		<p>participation award from i-learner.</p> <p>Some students also joined The Chemists Online Self-Study Award Scheme (COSAS) 2022, organized by the EDB. Two of them received Diamond award and another two obtained Bronze award.</p> <p>Many students joined the Junior Secondary Science Online self-study scheme 2023 (JSSOSS). Three of them achieved Gold award while One got Silver award. It also showed that students were more willing to and actively participating in e-learning activities.</p> <p><u>Reflection :</u> Comparing with the past, students were more willing to learn online, including pre and post lessons. Students' responses were quite good.</p>
<p>2.3 Strengthen students' ability to apply and integrate STEAM knowledge and skills across different disciplines</p>	<p>1. Students' generic skills (e.g. creativity, analytical power, integration skills, communication skills, problem solving) being enhanced</p>	<p><u>Achievements:</u></p> <ul style="list-style-type: none"> <li>• Teachers in Chinese Language and Chinese History used VR teaching resources to enhance students' understanding of the subjects' content.</li> <li>• Various applications such as Flipgrid, Book Creator, Garageband, VEED and PIXABAY were used in English Language classes to facilitate student projects and improve their skills.</li> <li>• STEAM Week was successfully held which help students to integrate knowledge and skills from MATHS, SCIENCE, and ICT.</li> <li>• Cross-curricular activities were organized in Integrated Science and English Department to enhance student learning.</li> <li>• Students' design thinking skills were enhanced in Technology and Living lessons, and their STEAM knowledge was strengthened through workshops and activities</li> </ul>

Strategies/Tasks	Success Criteria	Achievements and Reflection
		<p>such as using CANVAS to design the clothing, making auto door, etc.</p> <ul style="list-style-type: none"> <li>• In Citizenship and Social Development, STEAM knowledge and skills such as the application of mathematical concepts in understanding graphs and trends were applied to enrich student learning.</li> <li>• In Computer Literacy and ICT, problem-based tasks were conducted to emphasize problem-solving and engagement for students.</li> <li>• In Visual Arts, there was an introduction of AR apps for Fashion Design to S4 VADSE students by ConnectAR Limited. Besides, art workshops with Sandbox were conducted by UFO school on Saturdays.</li> </ul> <p><u>Reflections:</u></p> <ul style="list-style-type: none"> <li>• Exploring more teaching resources like VR can enhance student engagement and learning.</li> <li>• Continuing to explore ways to apply STEAM knowledge and skills in different subjects can enhance student learning and engagement.</li> <li>• Debriefing is essential for consolidating knowledge such as STEAM-related activities.</li> <li>• Redesigning the junior curriculum to be mainly problem-based tasks can make Computer Literacy and ICT more engaging for students.</li> <li>• Cooperative activities like building a wind turbine using LEGO can help strengthen students' communication, analytical, and problem-solving skills in STEM-related subjects, and more such activities can be conducted to enhance students' learning.</li> <li>• More collaborations among different subject departments and committees should be encouraged.</li> </ul>

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>2.4 Facilitate teachers' professional exchange and students' learning exchange with local/overseas /educational institutes</p>	<ol style="list-style-type: none"> <li>1. Successfully organize at least one educational trip for students and one professional development trip for teachers</li> <li>2. At least 70% of participants are satisfied</li> </ol>	<p><u>Achievement:</u> Due to Covid-19 pandemic that led to travel restrictions, educational trips were not organized in the first term.</p> <p>In the second term, we were able to organize a conference meeting with our sister school, Yuanyang School of East District in Zhongshan, on 13 March to exchange ideas and experiences in promoting national education and patriotism in school. Then, we also had a sharing session conducted in English on 15 March to let our non-Chinese speaking colleagues to know more about what was presented and discussed in the conference meeting.</p> <p>Finally, there were eight trips in this year. The CSD arranged the mainland study tour for S5 students to visit Shenzhen on 12 July. Our students and teachers also took part in the Rwanda-Green Energy Solution project organized by the PolyU. The S6 JPCLC members and some prefects also participated in the "Understanding the Motherland – Zhuhai Exchange Tour to know more about the development of our country. In the summer holidays, our students joined the 2023 International Youth Exchange Program- Malaysia Study Tour organized by the Hong Kong Federation of Education Workers. Apart from these, we also had an historical excursion in Macau, a sport and cultural excursion in Malaysia. Our school teachers joined the "Xi'an Academic and Cultural Exchange Tour of Hong Kong Island Education Community" which was organized by Hong Kong Island School Heads Association, Federation of Parent-Teacher Associations, Hong Kong Island and Committee on Home-School Co-operation (4-8 July).</p>



Strategies/Tasks	Success Criteria	Achievements and Reflection
		<p><u>Reflection:</u></p> <ul style="list-style-type: none"> <li>• For the coming academic year 2023-2024, planning was made to visit sister school in Zhongshan.</li> <li>• Participants were thrilled to have such fruitful cultural learning experiences to learn and to explore outside Hong Kong. Students could gain knowledge through volunteer services and exchange programs. The exchange events with local Chinese enabled our students to extend their social network.</li> </ul>

### C. The Domain of Student Support and School Ethos

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

Target: Students' love towards self, community, and nation is nurtured

Strategies/Tasks	Success Criteria	Achievements and Reflection
<p>3.1 Organize various activities/training to strengthen students' resilience</p>	<ol style="list-style-type: none"> <li>1. Students are more willing to share their problems and concerns with teachers, and/or social workers.</li> <li>2. Students handle their problems/issues positively.</li> </ol>	<p><u>Achievement:</u></p> <ul style="list-style-type: none"> <li>• The JPC team members under the discipline team of DCC organized regular Chinese-style marching, conducted weekly flag-raising ceremonies, and joined a Zhuhai exchange program. The Blue-sky program includes visiting elderly homes and visiting the Correctional Services Department.</li> <li>• Monthly Life education lessons were conducted by the class teachers to deal with value education like responsibilities, gender and family issues, peer relationship, stress management and planning etc.</li> <li>• Programs were designed and organized for different groups of students. Students were encouraged to get involved in planning and evaluation of the program. And so, the relationship between the teacher-in-charged and students were strength and students were willing to share their views and problems in</li> </ul>

		<p>life.</p> <p><u>Reflection:</u></p> <p>Students received trainings such as flag raising and Chinese-style marching can enhance their self-esteem. According to a survey conducted by our school social workers, students are more willing to share their problems to them. Plus, through our observation, our students became more positive in behaviour.</p>
<p>3.2 Nurture and enhance students' care towards the school and community</p>	<p>1. Students participate actively in volunteering service with satisfactory performance</p>	<p><u>Achievement</u></p> <ul style="list-style-type: none"> <li>• Prayer prefects helped set up and clean up the facilities for prayers.</li> <li>• Students prayed got families in need.</li> <li>• Career Ambassadors set up a booth in lunch time to share and exchange their experience and opinion in selecting the elective subject to junior form students.</li> <li>• The Student Union arranged various activities for our students.</li> <li>• Students actively volunteered themselves to serve as helpers in different events.</li> <li>• The counseling team of DCC together with Form Management organized many activities: blood donation, flag selling, cleaning cemetery, mosques, beaches, and country parks, giving out lunch boxes, etc. The activities aimed at providing services to the community and students have the chance to reflect the meaning of helping and sharing.</li> <li>• During this summer holidays, our students joined the "Local-Artificial Intelligence X Object (recognition: STEM education) project", they learned some STEM knowledge in PolyU, then they will apply it and teach the primary school students how to run a STEM workshop.</li> <li>• Moreover, our students also joined the "Rwanda-Green energy solution project", they went to Rwanda and help the people to install the solar light in the village.</li> </ul>

		<p><u>Reflection:</u></p> <ul style="list-style-type: none"> <li>• Students who participated in volunteer services had a positive impact on themselves such as developing grateful attitude and helping the unfortunate.</li> <li>• During the process, it helped to improve students' resilience and enhance character building. In the long term, it also boosts students' self-confidence.</li> <li>• Students in general showed a more concern and more care towards the school and the community at large.</li> </ul>
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<b>Strategies/Tasks</b>	<b>Success Criteria</b>	<b>Achievements and Reflection</b>
<p>3.3 Cultivate students' citizenship and national identity</p>	<ol style="list-style-type: none"> <li>1. Students show sense of national identity</li> <li>2. Students demonstrate due protocol and show respect during flag raising ceremony</li> <li>3. Students are able to sing the national anthem with understanding</li> </ol>	<p><u>Achievement:</u></p> <p>Most of the activities are organized by the Moral, Civic, and National Education Committee with the aim of cultivating students' citizenship and national identity. JPCLC conducted the flag-raising ceremony once a week. Students exhibit a respectful attitude and manner during the flag-raising ceremony. S1-S3 students learned to sing the national anthem with understanding in Music lesson; lessons and the said the topic were carried on during the CSD period for S4 and S5 students. MCN members explained the latest scientific and technological development of China to students in some assemblies.</p> <p>The Moral, Civic, and national education Committee arranged students to participate in the 25<sup>th</sup> Anniversary of establishment of HKSAR drawing competition. They joined the postcard design of HK. Mid-autumn Lantern riddles were set to challenge our students and the cultural aspect of Chung Yeung festival was shared in the morning assembly. On 4 December 2022, some S4-6 students joined the flag raising ceremony cum "Breaking New Ground with the Youth" Collage activity.</p> <p>The Chinese department arranged a campus "Ji Gu Cun (The old days of Hong Kong</p>

		<p>Experience)” in Chinese Week so as to promote our fine Chinese tradition.</p> <p>On 18 April, 10 JPCLC members and prefects joined the “Love Our Home, Treasure Our Country” joint school activity, organized by Shau Kei Wan East Government Secondary School, to appreciate the performances of Sichuan face changing show and the shadow play.</p> <p>On 28 June, invited by the Incorporated Trustees of the Islamic Community Fund of Hong Kong (BOT), our JPCLC participated in the flag raising at the Kowloon Masjid to celebrate the 26<sup>th</sup> anniversary of the establishment of the HKSAR. At the same time, dozens of our students were singing the national anthem in the ceremony.</p> <p>On 12 July, the CSD arranged a mainland study tour for S5 students to visit Shenzhen. They visited many different places and students had a better understanding of the development of our country.</p> <p>During the post-exam period, dragon dance and lion dance were introduced to our students.</p> <p>During the post-exam period, S1-3 students had a visit to Hong Kong Palace Museum.</p> <p><u>Reflection:</u></p> <p>Students’ sense of citizenship and national identity were enhanced with the general satisfaction of students’ behavior during the flag-raising ceremony and their active participation in various activities.</p>
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**Islamic Kasim Tuet Memorial College**  
**Urdu Language Annual Evaluation – (2022/23)**  
 (for S4 to S6 students)

This programme is adopted with the support of the EDB's Diversity Learning Grant (DLG)

Strategies/Tasks	Time Scale	Success Criteria	Evaluation
1. Enhance students' competitiveness in the 21st Century and increase their chances for tertiary education	Whole school year	1. Provide students with regular lessons. 2. Provide students with internal assessment 3. Provide students with external assessment 4. Broaden students' choices of elective subjects for the S4 to S6 students	1. Students have 2 lessons per week throughout the whole school year and each lesson takes 35minutes. 2. One uniform test and two examinations were arranged for the students in the school year and their test and examination results were shown in their school report cards. 3. All the S6 students sit for the AS-level examination offered by the Cambridge International Examinations administered by the HKEAA. 4. Some of our S6 students achieved good result from the public Urdu examination which helped them admit to the local Universities successfully.
2. Ensure appropriate use of the DLG grant	Whole school year	1. Employ Urdu teachers to teach the Urdu Language subject 2. Provide students with appropriate reading, teaching and learning materials.	The DLG grant is used : 1. as part of the salary of the two Urdu teachers. 2. for printing learning and materials for students who learn the subject.