

Islamic Kasim Tuet Memorial College
Evaluation of School Plan
2023-2024

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) Enhance teachers' professionalism 提升教師專業素養**
- (2) Facilitate students to become self-regulated learners 促進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: Enhance teachers’ professionalism.

Target 1: Teachers adapt to school culture and fulfill the school’s requirements.

Target 2: Team consensus enhances cohesiveness.

| Strategies/Tasks | Success Criteria | Achievements and Reflections |
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| <p>1.1 Require new teachers to join the school-based and EDB training programs.</p> | <ol style="list-style-type: none"> 1. New teachers attend at least 70% of the school-based training. 2. New teachers meet the EDB training requirements within the first two year. 3. Meet the school’s expectation on the daily operation. | <p><u>Achievements:</u></p> <p>School-Based New Teacher Development Program: A total of 12 sessions were organized over the school year The program covered a wide range of topics, including:</p> <ul style="list-style-type: none"> ● Classroom management ● Student motivation ● Exam operations ● Life planning ● Awareness of student special needs ● STEAM education ● Introduction to Islam ● All new teachers attended at least 70% of the sessions ● Feedback from participants was positive <p>EDB Training Requirement: According to EDB requirements, new teachers must complete the required training within their first three years of service. Based on school records, the new teachers are currently making progress towards fulfilling this requirement.</p> <p><u>Reflections:</u> In the 2nd term, the program was adjusted based on feedbacks and becoming more concise and practical with real-life examples and scenarios. The enhancement is appreciated by the new teachers.</p> <p>Throughout the program, new teachers were inspired and gained valuable insights from senior colleagues regarding:</p> |

| Strategies/Tasks | Success Criteria | Achievements and Reflections |
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| | | <ul style="list-style-type: none"> ● The school's distinct cultural identity and environment ● Strategies for effectively working with ethnic minority students ● The school's unique religious context, which differed from typical local schools <p>The program provided new teachers with practical skills they could directly apply in their lessons, leading to meaningful improvements in their teaching effectiveness.</p> <p>New teachers suggested the program could be further enhanced by incorporating training on effective communication strategies for engaging with parents of ethnic minority students.</p> |
| 1.2 Enhance vertical and lateral communication. | <ol style="list-style-type: none"> 1. Build a supportive working environment. 2. Foster a positive working attitude. 3. Willing to take up responsibilities. | <p><u>Achievements:</u></p> <p>The school has sustained and tried on new means to secure vertical and lateral communication among staff:</p> <ul style="list-style-type: none"> ● Robust mentor-mentee system well-received by new teachers ● Open and collaborative communication within subject panels ● Subject teachers collaborated to organize activities and update teaching materials ● Leveraged technology (e.g. WhatsApp) to improve communication and coordination among panel members, leading to more efficient student activity planning ● Held small group discussions, particularly in departments with more new teaching staff (Chinese, Mathematics, Citizenship and Social Development), to enhance communication and understanding of student needs ● Facilitated collaborative lesson observations that directly strengthened teachers' pedagogical skills |

| Strategies/Tasks | Success Criteria | Achievements and Reflections |
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| | | <p><u>Reflections:</u></p> <ul style="list-style-type: none"> • Peer lesson observations conducted across multiple subject departments • Plan to continue and further expand this collaborative observation practice to additional departments • Majority of new teachers expressed gratitude for the supportive work environment • Beyond their assigned mentors, experienced teachers provided helpful support and constructive advice to new teachers • Enabled new teachers to effectively address challenges and adapt to the school environment • Among different mentor-mentee pairings, class teacher mentors were identified as the most beneficial • Proximity and frequent interaction between class teachers and new teachers facilitated easier access to support and guidance |
| <p>1.3 Enhance teachers' assessment literacy through effective utilization of statistics.</p> | <ol style="list-style-type: none"> 1. Teachers know how to conduct assessment effectively through sample marking, pre-assessment meetings, etc. 2. Teachers utilize assessment statistics to improve teaching and learning effectiveness. | <p><u>Achievements:</u></p> <p>Panels tailored professional development activities based on specific needs of their members to enhance teachers' assessment literacy:</p> <ul style="list-style-type: none"> • Encouraged attendance at EDB/CDI training sessions, seminars, and workshops on assessment literacy • Senior teachers shared their expertise and experiences on assessment-related topics with colleagues • Conducted peer lesson observations • Organized sample marking sessions and pre-assessment meetings • Analyzed assessment data (e.g., 1st term exam) and devised appropriate measures to improve learning and teaching effectiveness <p>Encouraged more teachers to apply for HKDSE marking</p> |

| Strategies/Tasks | Success Criteria | Achievements and Reflections |
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| | | <p><u>Reflections:</u> More new teachers should be encouraged to apply to serve as markers of HKDSE in the coming year.</p> <p>Pre-assessment marking discussions were conducted in the following departments:</p> <ul style="list-style-type: none"> ● Chinese ● Life and Society ● History ● Chinese History ● Citizenship and Social Development <p>The practice is agreed to be helpful to align marking criteria and to enhance new teachers' marking competence. Thus, this practice should be extended to other subjects in the coming year.</p> <p>Pre-assessment discussions helped:</p> <ul style="list-style-type: none"> ● Standardize marking practices across teachers ● Establish clearer and more consistent marking schemes and criteria ● Provide guidance for new teachers on grading assessments |

B. The Domain of Learning and Teaching

Major Concern 2: Facilitate students to become self-regulated learners.

Target: Enhance students' motivation in learning

| Strategies/Tasks | Success Criteria | Achievements and Reflections |
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| <p>2.1 Equip students with essential study skills (e.g. lesson preparation, note-taking, etc.).</p> | <ol style="list-style-type: none"> 1. The participation and/or performance of pre-lesson activities is satisfactory. 2. Greater in-class engagement. | <p><u>Achievements:</u></p> <ul style="list-style-type: none"> • Students acquired essential study skills through online recordings and reading materials provided as pre-lesson activities <p><u>Reflections:</u></p> <ul style="list-style-type: none"> • Students were motivated to complete pre-assignments due to rewards • Pre-lesson exercises enabled smooth lesson delivery • Need to improve time management skills • Further promote reading habit among students |
| <p>2.2 Make use of the e-learning materials and platforms/apps to facilitate students' independent learning.</p> | <ol style="list-style-type: none"> 1. 70% participation in each assigned platform. | <p><u>Achievements:</u></p> <ul style="list-style-type: none"> • E-learning materials and platforms utilized across most subjects to facilitate student learning • High student participation rate in Google Classroom • Students actively used Google Classroom to access information and lesson materials • 24 students received awards in the JSSOSS online Science competition • Students' participation rate was satisfactory <p><u>Reflections:</u></p> <ul style="list-style-type: none"> • Classes where teachers provided incentives to students had higher participation rates • Aspire in the future that students' participation would remain high with the absence of tangible incentives from teachers |

| Strategies/Tasks | Success Criteria | Achievements and Reflections |
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| 2.3 Strengthen students' ability to apply and integrate STEAM knowledge and skills across different disciplines. | <ol style="list-style-type: none"> 1. Students' generic skills (e.g., creativity, analytical power, integration skills, communication skills, problem solving) being enhanced. 2. 70% of participants were able to complete the project successfully. | <p><u>Achievements:</u></p> <ul style="list-style-type: none"> • The cross-departmental "Qilba Compass" project, involving Mathematics, ICT, Islam, Science, and Visual Arts, was successfully completed, with most students able to construct a micro:bit based compass. • The interdisciplinary "Energetic Sports: Powering Possibilities" STEAM project, engaging the English, Physics, and Physical Education departments, empowered some S4 students to design innovative products showcasing enhanced STEAM skills. • The STEAM project benefited from collaboration with a lecturer of Hong Kong Baptist University, leveraging expertise across different fields, and was further enriched by an exchange program with another local secondary school. <p><u>Reflections:</u> The results of the STEAM projects were encouraging, suggesting the value of increased cross-subject collaboration to organize more such interdisciplinary initiatives.</p> |

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 Reflections |
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| <p>3.1 Organize various activities/training to strengthen students' resilience and self-efficacy.</p> | <ol style="list-style-type: none"> 1. Students are more willing to share their problems and concerns with teachers, and/or social workers. 2. Students handle their problems/issues positively. 3. More students are willing to share their successful experiences. 4. More than 70% of students participate in activities. | <p><u>Achievements:</u></p> <ul style="list-style-type: none"> • Discussions with school social workers indicated that more students were willing to share their problems and concerns. • Students demonstrated an ability to positively address and manage their problems. Some students experienced emotional distress due to family issues but were able to return to a normal state within a short period. • S3 students actively consulted career counselors about their future career planning. • Students exhibited a positive mindset and were willing to share their successful experiences during morning assemblies. • Students' participation rate was satisfactory. <p><u>Reflections:</u></p> <ul style="list-style-type: none"> • Comprehensive planning is required to prevent overlapping initiatives and redundant efforts. • Improved communication is needed, both among teachers and between department heads, as well as within individual departments. |
| <p>3.2 Foster the caring culture towards the school and community.</p> | <ol style="list-style-type: none"> 1. More students participate actively in volunteering service with satisfactory performance | <p><u>Achievements:</u></p> <p>More students participated actively in volunteering service with commendable comments.</p> <p>The activities include flag selling, Oxfam Rice, Social Service Day, flag-raising outside school campus, etc.</p> <p><u>Reflections:</u></p> <p>Through the activities, students' leadership skills, civic responsibility, self-confidence, and understanding and care for the underprivileged were enhanced. More students should be encouraged to join regular volunteering services in the coming year.</p> |

| Strategies/Tasks | Success Criteria | Achievements and Reflections |
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| <p>3.3 Cultivate students' citizenship and national identity.</p> | <ol style="list-style-type: none"> 1. Students show sense of national identity. 2. Students demonstrate due protocol and show respect during the flag raising ceremony. 3. Students can sing the national anthem with understanding. 4. More students are engaged in traditional Chinese culture activities. | <p><u>Achievements:</u> There was a noticeable increase in students' civic awareness and national identity this year.</p> <p><u>Civic Education Competition:</u></p> <ul style="list-style-type: none"> ● Around 170 students participated, making the school the most active participant. ● The school emerged as the champions of the competition. <p><u>JPCLC Flag-Raising Team:</u></p> <ul style="list-style-type: none"> ● Around 20 students joined the flag-raising team ● The team was invited to perform flag-raising ceremonies at external events, such as "Central and Western District gathers patriotism" ● The team won a bronze award in the "Heart for Home and Country- Inter-School Chinese Marching Competition" <p><u>Integration of Chinese Cultural Elements:</u></p> <ul style="list-style-type: none"> ● Chinese culture-themed activities integrated into English, Physical Education (Hung Kuen classes) ● Art (Chinese New Year drawing competition and "China in my eyes" photography competition) <p><u>Exchange Programs:</u></p> <ul style="list-style-type: none"> ● Beyond the compulsory S5 mainland study tour ● additional exchange programs were arranged to destinations like Beijing, Shanghai, Fujian, and Dongguan <p><u>Celebrating Chinese Culture and Festivals</u></p> <ul style="list-style-type: none"> ● Chinese cultural activities were organised to celebrate traditional festivals along the school year. (E.g. Riddle competition in Mid-autumn festival, the "Red Day" in Chinese Lunar New Year) ● All students were invited to participate in the "Chinese Ancient Village" (booths for students to experience different handicrafts and food) |

| Strategies/Tasks | Success Criteria | Achievements and Reflections |
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| | | <ul style="list-style-type: none"> ● ‘Chinese Ancient Sports Try-out’ and ‘Chinese Ancient costumes Try-out’ were organised in post-exam period. <p><u>Student Representation:</u> More students represented Hong Kong, China in large-scale events, such as:</p> <ul style="list-style-type: none"> ● "Luncheon to Celebrate the 74th Anniversary of the Founding of the People's Republic of China - Youth from China and Hong Kong celebrate together" ● A S5 student has been selected to serve as Paris 2024 Olympics Volunteer ● International Model United Nations Conference in the UK and US ● U16 and U19 Hong Kong Cricket Team <p><u>Reflections:</u></p> <p><u>Nurturing Students' Understanding of the National Anthem:</u></p> <ul style="list-style-type: none"> ● Focus on improving students' understanding of the National Anthem ● Motivate students to sing the National Anthem louder during flag-raising ceremonies <p><u>Encouraging Personal Reflections and Opinions:</u></p> <ul style="list-style-type: none"> ● Encourage students to share their personal opinions and reflections on important Chinese historical days, festivals, and China study tours <p><u>Promoting Ethnic Minority Representation:</u></p> <ul style="list-style-type: none"> ● Provide more information and exhibitions about the history and success stories of different ethnic minorities in Hong Kong ● Help students understand the close relationship between Hong Kong, China and the home countries of these ethnic minorities ● Increase students' sense of belonging and strengthen their national identity as part of China Hong Kong |

Islamic Kasim Tuet Memorial College
Urdu Language Annual Evaluation – (2023/24)
 (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 |
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| 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 administrated 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. |