

Islamic Kasim Tuet Memorial College

Evaluation of School Plan

2024 – 2025

Theme of the Year:

Courtesy and responsibility, we embrace 守禮盡責

With resilience and maturity, we rise 抗逆成長

Our Major Concerns:

- (1) Cultivate a sense of awareness in data application among teachers**
培養老師的數據應用意識
- (2) Facilitate students' independent learning and problem-solving skills**
促進學生的自主學習和提升學生的解難能力
- (3) Enhance holistic provision of students' mental health support**
增強學生全方位的心理健康支援

A. The Domain of Management and Organization**Major Concerns (1) : Cultivate a sense of awareness in data application among teachers**

<i>Target</i>	<i>Strategies/ Tasks</i>	<i>Success Criterion</i>	<i>Achievements and Reflection</i>
1.1 Teachers are ready to apply data analysis in different aspects of school works.	1. Teachers are to generate the data reports for their subject-based or work tasks analysis	1. Teachers utilize assessment statistics to improve their teaching and learning effectiveness	<u>Achievements:</u> In general, most of the subjects have conducted simple data analysis after every uniform test and examination. Detailed analysis was conducted for English, Citizenship and Social Development and ICT. Relevant data was utilized in post assessment analysis to enhance specific adjustments to student groupings and the pace of instruction across Chinese and Mathematics. Data analysis was conducted by categorizing students into different groups based on their scores. After each semester's uniform test and examinations, appropriate adjustments to these groupings were made. Based on the data, comments, recommendations and re-groupings (if necessary) can be provided to improve both teaching and learning efficiency. The personalized subject ability analytical chart was deemed useful for individual S3 students, providing direct evidence to support their choices for S4 elective subjects. The implementation of data analysis strategies across various committees has significantly contributed to enhancing effectiveness, students' engagement, and school accountability. Records and analyses of career and guidance programs against different benchmarks were established. Various tools to analyse student behaviours metrics enabled the tracking of trends and year-over year comparisons and informed about patterns in student behaviours. Data was collected from STEAM programs to facilitate enhancement in future planning for STEAM for elites and for all programs. <u>Reflection:</u> The collection and use of data analysis can benefit the teaching and learning efficiency. However, more detailed analyses should be considered in different subject panels in a more aligned manner. The findings should be shared and reviewed in a timely manner with all subject teachers so as to adjust teaching strategies, and to benefit the general applicability and usefulness of reports.

B. The domain of Learning and Teaching**Major Concerns (2) : Facilitate students' independent learning and problem-solving skills**

<i>Target</i>	<i>Strategies/ Tasks</i>	<i>Success Criterion</i>	<i>Achievements and Reflection</i>
2.1 Students are more aware of the importance of self-directed learning.	1. Integrate the practice of pre-lesson learning and extended learning into regular assessment.	1. More than 70% of students participated in pre-lesson activities.	<u>Achievements:</u> Compared with previous years, students have shown improvement and awareness of the importance of self-directed learning. This progress reflects a positive shift in their approach, as many are taking more ownership of their education and actively engaging in their learning process. <u>Reflection:</u> In general, students' engagement was observed. More effort is needed in improving their learning habits. To enhance pre-lesson learning and extend it into regular assessment, future improvements should emphasize interactive activities and assessment.
	2. Leverage digital platforms, project-based learning with multimedia presentations in learning and assessment.	2. Each subject panel in junior forms is to opt for the means suitable for their respective teaching and learning needs.	<u>Achievements:</u> E-learning has become an essential tool for enhancing student learning across various subjects. By utilizing diverse e-learning platforms, students gained access to a wealth of materials to support their learning processes. Google Classroom and Kahoot have emerged as popular choices, demonstrating a high participation rate among students. These platforms allow learners to easily access information and lesson materials, fostering a more engaging educational experience. The benefits of e-learning are evident e.g., students received awards in the i-Learner English platform, JSSOSS online Science competition, etc. Overall, the satisfactory participation rates highlight the positive impact of these platforms on student involvement and achievement.

<i>Target</i>	<i>Strategies/ Tasks</i>	<i>Success Criterion</i>	<i>Achievements and Reflection</i>
			<u>Reflections:</u> It is evident that classes where teachers offered incentives saw significantly higher participation rates among students. These incentives motivated learners to engage more actively in their studies, fostering a vibrant and effective learning environment. It is aimed to maintain high levels of student participation even in the absence of tangible incentives. By cultivating intrinsic motivation and creating an engaging curriculum, we aspire to encourage students to participate willingly and enthusiastically in self-directed learning. It will benefit students' learning experiences and help build a more self-driven and resilient student body.
2.2 Students are more amenable to knowledge integration.	1. Encourage and deepen the cooperation for cross-curriculum projects and activities among different subject panels.	1. 70% or above students participated in one or more cross-curricular activities.	<u>Achievements:</u> Through different cross-curriculum projects and educational visits which are collaboratively organised by subject departments such as visits to museums and centres, to boost cultural, scientific, and social awareness. Cross-Curricular Projects: Interdisciplinary projects like Qibla Compass and Animal Kingdom Apps merged subjects such as Math, Science, and Arts. STEAM Competitions: Space Station Challenge enhanced STEAM and tech skills. Cultural Workshops: FUSE 2024, Ramadan Art Competition, and Sugar Blowing Art Workshop fostered heritage and creativity. The cooperation between subject departments is better developed and the students are more aware of the application and integration between different subjects' knowledge. <u>Reflection:</u> Interdisciplinary collaboration between subjects and departments should be further enhanced to promote problem solving skills.

C. The Domain of Student Support and School Ethos**Major Concerns (3) : Enhance holistic provision of students' mental health support**

<i>Target</i>	<i>Strategies/ Tasks</i>	<i>Success Criterion</i>	<i>Achievements and Reflection</i>
3.1 Students are more aware of the importance of mental health.	1. Promote the importance of mental health through different means. 2. Observe and analyze the source of stress and stress level of students with various tools.	1. All students at least attend one activity related to mental health. 2. Mental health issue reduces when compare with previous year.	<u>Achievements:</u> The school has enhanced its commitment to student mental well-being through comprehensive strategies this year. Achievements include engaging parents with well-attended talks and workshops on mental health, which fostered a strong home-school partnership. Proactive support for students involved that targeted stress management workshops and peer support groups for those facing anxiety were carried out throughout the year. Early identification and support services were introduced by targeted professionals, ensuring all teachers were informed about referral pathways. These collective efforts have raised teachers' awareness and built support networks for students. <u>Reflection:</u> Trainings were organized to raise the awareness of teachers, parents and students related to mental health issues. However, we should organize more stress management workshops and teacher professional training.

<i>Target</i>	<i>Strategies/ Tasks</i>	<i>Success Criterion</i>	<i>Achievements and Reflection</i>
3.2 Students are able to reach out to appropriate school personnel for assistance to manage their mental health issues.	1. Equip teachers with training and resources to identify and monitor signs of students with distress.	1. 70% of teachers attended at least one Professional Development program related to students' mental health issues. 2. Students are more willing to share their problems with teachers and social workers.	<u>Achievements:</u> The school has enhanced its capacity to support student well-being by equipping teaching staff with vital skills and resources e.g. the completion of the Mandatory Reporting Child Abuse Ordinance course by all teaching staff, enabled teachers to recognize and respond to signs of distress. Based on the data analysis from the APASO and the Hong Kong School Children Happiness Annual Survey, teaching strategies and interventions were implemented. According to the social workers and teachers, students are more willing to share their problems with them, and so we can speed up the progress in handling students' cases. <u>Reflections:</u> After compiling the data from the above measurements, the counseling team can analyze it to organize specialized workshops and training sessions tailored to the needs of each form. Additionally, the counseling team should serve as a centralized communication hub to strengthen collaboration among stakeholders, facilitating proactive preventive measures and effective case management. To further support students, form counseling teachers should increase their involvement, providing students with trusted figures to confide in and share their concerns.

<i>Target</i>	<i>Strategies/ Tasks</i>	<i>Success Criterion</i>	<i>Achievements and Reflection</i>
3.3 Students are able to reach out to appropriate school personnel for assistance to manage their mental health issues.	2. Establish reporting protocols for teachers to escalate concerns about students' mental health.	1. Review and update current referral procedures in the teachers' handbook especially with students spotted with mental health issues. 2. Teachers are well-informed of the updated procedures on handling students spotted with mental health issues.	<u>Achievement:</u> There is growing awareness among staff about mental health and case referral issues, and clearer roles for the counseling team, social workers and teachers have strengthened the mental health support. <u>Reflection:</u> Current communication channels and risk management meetings allow for some collaboration, but formalizing these protocols is crucial. Transitioning to a standardized framework will enhance consistency and accountability in supporting student mental health.

Appendix

Islamic Kasim Tuet Memorial College
Urdu Language Annual Evaluation – (2024/25)
(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. Two uniform tests 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. Students sat for Urdu (International) administered by the Federal Board of Intermediate & Secondary Education (FBISE) Islamabad of Pakistan. 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.