

# **External School Review Report Concluding Chapter**

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## **Notes on the Concluding Chapter of the External School Review Report**

1. All along, the EDB has been conducting External School Reviews (ESR) in a school-specific and focused manner, with a view to validating the effectiveness of school self-evaluation and giving schools suggestions for improvement. The ESR reports reflect the school performance during inspection. Upon receiving the ESR reports, schools should follow up on the suggestions provided by the ESR teams, unceasingly refine their work to increase effectiveness, and promote continuous development through self-improvement.
2. As always, schools are required to issue the contents of the ESR report to key stakeholders; at the same time, to enhance transparency, schools are encouraged to upload the full ESR report to the school website.
3. With the launch of the enhanced School Development and Accountability framework in November 2022, the EDB would upload the concluding chapter of the ESR reports to its website for public access starting from the 2023/24 school year to further enhance schools' transparency and accountability. By scrutinising the concluding chapter of different ESR reports, the public can have a preliminary grasp of the overall quality of education in Hong Kong, including its advantages and strengths, and areas for improvement.
4. The concluding chapter of the ESR reports refers to “Chapter 4 — Conclusion and Way Forward”. The judgments and suggestions in it are in line with the contents of the full reports, including the school context, overall effectiveness of school work and areas for improvement. Depending on the context and development needs of different schools, the length of the concluding chapter and the number of suggestions given vary slightly, and it is not advisable to make any comparison.

# Concluding Chapter

The school has sustained a caring and harmonious environment for students from different ethnic and cultural backgrounds. Commendable efforts have been made in fostering students' connection to the local community through experiential learning and community services. The school has made good progress in promoting national education, successfully strengthening students' understanding of the traditional Chinese culture and achievements of the country. The school is committed to supporting students' diverse learning needs by allocating ample resources. Apart from the enhancement in the adapted Chinese Language curriculum, the school has put in place different pull-out arrangements and after-school programmes to support student learning. To realise multiple pathways of students for further studies and career development, the school offers a broad selection of subjects, complemented by a well-structured life planning education programme that promotes students' self-understanding and career development. In general, students display a growing aspiration in pursuit of future studies. They are friendly and courteous, maintaining harmonious relationships with peers and teachers across diverse backgrounds and actively participating in a wide range of co-curricular activities and community services with notable achievements. They show respect and appreciation for the Chinese culture and the development of the country.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- School self-evaluation (SSE) should be enhanced. Specific targets with clear expected student learning outcomes should be set in planning. Focused evaluation of student performance in achieving the targets could then be conducted with integrative use of the SSE data and information. School-level monitoring should also be strengthened to render timely support to subject panels and functional committees and ensure effective implementation of strategies.
- Curriculum leadership needs further strengthening. The school management should take the lead to improve the holistic planning of various cross-curricular collaborations, such as the promotion of STEAM education and information literacy, to create synergy and maximise learning effectiveness across subjects. The subject panels should guide teachers in improving the design of learning activities and effectively using questioning techniques to develop students' problem solving skills, while encouraging them to take a more proactive role in learning. Differentiated teaching strategies should be adopted to support the diverse learning needs of students. To equip teachers with a broader range of learning and teaching

strategies, the school should leverage existing professional exchange platforms and solicit external support as appropriate.