

Arts & Technology Education Centre
Evaluation of Annual School Plan 2015-2016

1. Evaluation of Major Concern 1: To further enhance the effectiveness of students' learning to overcome the challenges from the rapidly emerging changes in the world

Targets	Strategies & Tasks	Success Criteria	Result of Evaluation
1.1 To Cater for Learner Diversity in classroom learning for encouraging and facilitating students to stretch their potentials.	(a) To set up a Catering for Learner Diversity Core Committee as a pilot group to build up their professional knowledge and capacity in applying appropriate teaching and learning strategies on Catering for Learner Diversity, and to share their successful experience. (b) To acquire support and participate in sharing with external professional bodies on Catering for Learner Diversity (c) To share good practices in teaching and learning strategies in Catering for Learner Diversity among departments. (d) To enhance the formative assessment to provide appropriate and timely feedback for students for sustainable improvement.	A Core Committee which consists of one member from each junior form subject department is set up with the aim to promote Catering for Learner Diversity. Relevant professional sharing sessions are carried out effectively. Good practices are shared among teaching staff members. Appropriate and timely feedback is offered to students for their improvements through enhanced formative assessments.	<ul style="list-style-type: none"> • The Core Committee comprising one representative from each junior form subject department has been set up at the beginning of the school term. • Appropriate teaching and learning strategies on Catering for Learner Diversity had been applied in lessons. • Successful experiences from each subject were shared during panel meetings as well as the 3rd Staff Development Day. • Support from the School-based Curriculum Development (Secondary) Section, EDB was acquired. • All subject departments participated in the sharing sessions held by the supporting team in the school year. • Good practices of relevant teachers were shared at each subject panel meetings according to minutes of panel meetings. • According to a survey and the records of assignment inspection, 62% of teachers agreed that appropriate and timely feedback had been offered to students for their improvements through enhanced formative assessments.

Targets	Strategies & Tasks	Success Criteria	Result of Evaluation
<p>1.2 To fine-tune the junior secondary subject curricula in line with the latest guidelines from CDI, EDB for sustainable development.</p>	<p>(a) To establish and implement a learning community for professional sharing among teachers for development of school-based junior secondary subject curricula.</p> <p>(b) To fine-tune and implement junior secondary subject curricula in line with the CDI requirements and current trend of pedagogies to enhance students' knowledge, skills and values in the subjects.</p> <p>(c) To promote teachers' professionalism by active participation in relevant courses / seminars/ workshops.</p>	<p>A learning community for professional sharing among teachers is established and implemented.</p> <p>The school-based junior secondary subject curricula are fine-tuned appropriately and implemented effectively.</p> <p>Students' knowledge, values and skills in the subjects are enhanced.</p> <p>70% of teachers have attended relevant courses/ seminars/ workshops.</p>	<ul style="list-style-type: none"> • According to a survey, 71% of teachers agreed that a learning community for professional sharing among teachers had been established and implemented. • Discussions on relevant topics and teaching strategies among teachers were held from time to time according to minutes of departmental meetings. • According to a survey, 85% of teachers agreed that school-based junior secondary subject curricula had been fine-tuned appropriately and implemented effectively. • The revised curricula and meeting minutes of all subjects showed that all curricula for junior secondary subjects had been fine-tuned and revised this year. • Records of teacher training showed that 85% of teachers had achieved the task by attending relevant courses/ seminars/ workshops.
<p>1.3 To develop the use of e-Learning to promote students' interactive learning for enhancement of effectiveness of learning.</p>	<p>(a) To develop teachers' profession in effective use of e-Learning pedagogy in classroom teaching and learning through their active participation in relevant courses / seminars / workshops.</p> <p>(b) To organize sharing with pilot schools / external bodies / teachers from the centre.</p>	<p>50% of teachers have attended relevant courses.</p> <p>At least one sharing has been effectively organized.</p>	<ul style="list-style-type: none"> • According to a survey, 50% of teachers had attended relevant courses. • An e-learning sharing session was conducted by 2 teachers from the Centre during the 3rd Staff Development Day.