

Arts & Technology Education Centre

Evaluation of School Plan 2010-2011

1. Evaluation of Major Concern 1: To provide life-wide learning experiences for partner school students

Targets	Activities	Success Criteria	Result of Evaluation	Person in-charge
<p>To promote effective learning through various life-wide learning programmes</p>	<ol style="list-style-type: none"> 1. Subject departments organize life wide learning activities through co-curricular activities, curriculum extension activities, and community services. 2. Teachers design worksheets to help students learn better in life-wide learning activities. 3. Subject departments held meetings with CCA i/c and LWL i/c to coordinate and review the quantity and quality of life-wide learning activities. 4. Students are requested to do reflection by recording their learning outcomes after each life-wide learning activity. 5. To design school-based teaching kit of life-wide learning for subject departments/functional teams. 	<ol style="list-style-type: none"> 1. The life-wide learning programme frameworks strongly link with the core curriculum of each subject department and achieve the learning goals. 2. Records of life-wide learning activities. 3. At least three meetings between LWL & CCA Committees are held to review the implementation of the plan throughout the year. 4. Students are more aware of doing reflection and prepare their learning profiles. 5. The teaching kits are aligned to the core curriculum and help the teachers to save time in lesson preparation. 	<p>Effective learning has been promoted through various life-wide learning programmes as a result of the following actions taken during the year:</p> <ol style="list-style-type: none"> 1. All subject departments had formulated a school-based life-wide learning curriculum framework with strong link to the core curriculum of each department and had organized different kinds of life-wide learning activities, which were allocated on weekdays, Saturdays or holidays. 2. Meetings held between the LWL & CCA Committees coordinated the LWL activities organized. 3. After the LWL activities, students had prepared reflections and records, which helped them to consolidate what they had learnt during the activities usually held on Saturdays. 4. Teachers had also prepared consolidation work for them after the activities had been run. 5. Reference had been kept in teaching kits kept by departments to be placed in the School Library for teachers' reference. 	<p>Teachers in charge of CCA & LWL Heads of Departments</p>

Targets	Activities	Success Criteria	Result of Evaluation	Person in-charge
To motivate students to become life-long learners through gifted programmes	<ol style="list-style-type: none"> 1. A talent pool is set up in the Centre. 2. To provide gifted programmes for students' who excel in Arts & Technology subjects. 3. To enhance students' knowledge and skills in KLAs (Arts Education and Technology Education) through partnership with outside bodies and professionals. 4. To nominate students to join gifted programmes organized by EDB, tertiary institutes or NGOs in promoting students' life-long learning interest. 	<ol style="list-style-type: none"> 1. Mutual experiences sharing and support among students was evidenced. 2. Each gifted student will participate in at least one public competition during the year. 3. The gifted students show continuous advancement in performance levels. 4. Students complete the enhancement training courses and obtain achievement certificates. 	<ol style="list-style-type: none"> 1. The Visual Arts Department had identified a few senior form talented students and worked on developing them. 2. Extra tutorials had been given to them usually on Saturdays to broaden and develop their talents, and to perfect their art work during the learning process. 3. They were recommended to participate in external competitions and programmes, but they showed reluctance to join such programmes as they did not have spare time especially on Saturdays to attend the programmes and they had to participate in activities organized by their own schools. 4. Some of the more talented junior form Visual Arts students had participated in external competitions and had achieved good results. 5. Students showed advancement during the learning process. 	DT HOD VA HOD