Major Concerns for 2016-2017

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 hold sharing sessions with external professional bodies on Catering for Learner Diversity and encourage teachers to participate in them	At least one relevant professional sharing session from external bodies is held/ participated in. Strategies catering for learner diversity are employed by respective subjects in lessons. Respective subjects take turns to share their experience at staff meetings.	• According to the records of Staff Development Days and the teachers' survey, one professional sharing session from external bodies was held and 90.5% of teachers agreed that it was relevant and useful. • As shown in the teachers' survey, 85.7% of teachers agreed that strategies catering for learner diversity were employed by respective subjects in lessons. • Teachers were invited to share their experience at staff meetings. According to the minutes of staff meetings and the teachers' survey, 81.0% of teachers agreed that the sharing was effectively conducted and presented.
	(b) To promote collaboration among departments in teaching and learning strategies in Catering for Learner Diversity.	A minimum of ONE collaborative teaching involving at least 2 teachers from each subject is held.	According to the data collected from all subject HODs, 14 collaborative teachings involving at least 2 teachers were held (D&T: 4, T&L: 2, MU: 3 and VA: 5) to discuss teaching and learning strategies in catering for learner diversity.
	(c) To enhance the formative assessment to provide students with appropriate and timely feedback for sustainable improvements.	At least 80% and 60% of students are given verbal and written feedback respectively during lessons and/or on their assignments.	According to daily lesson visits by the Principal and the reports of assignment inspections, as well as the teachers' survey, 85.7% of teachers agreed that at least 80.0% and 60.0% of students were given verbal and written feedback respectively during lessons and/or on their assignments for students' sustainable improvements.

	(d) To organize activities with the focus on stretching potentials of students.	Each teacher holds at least one activity with a view to stretching students' different potentials.	According to the reports of Activities Committee, all teachers had conducted at least one activity for students but only 66.7% of teachers agreed that they could stretch students' different potentials.
1.2 To fine-tune the junior secondary subject curricula in line with the latest guidelines from CDI, EDB for sustainable development	(a) To establish and implement a learning community for professional sharing among teachers for development of the school-based junior secondary subject curricula.	At least 2 discussions on related topics are held at panel meetings of each subject.	According to the minutes of panel meetings, this task was successfully completed by all subject departments (D&T: 3, T&L: 2 and VA: 3). Teachers of different subject departments had professional dialogues to fine-tune the junior secondary subject curricula and develop updated and school-based curricula for their students.
	(b) To fine-tune and implement the 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.	Areas for fine-tuning are identified, discussed and implemented in respective curricula.	As shown in the minutes of panel meetings and records of lesson observation, this task was achieved successfully. Teachers of different subject departments identified and discussed the areas for fine-tuning and they implemented the school-based curricula to enhance students' knowledge, skills and values in lessons.
	(c) To enhance teachers' professional knowledge and skills through their active participation in relevant courses/seminars/ workshops.	75% of teachers have attended relevant courses/ seminars/workshops.	As shown in the teachers' survey, only 66.7% teachers agreed that they had attended relevant courses/ seminars/ workshops. Some teachers reflected that the schedules of these relevant courses/seminars/workshops usually clashed with their lessons. Moreover, limited places were offered by the organizing bodies and teachers were either rejected to attend the courses or put under the waiting lists.

1.3 To develop the use of e-Learning to promote students' interactive learning for enhancement of learning effectiveness	(a) To encourage teachers to develop their professionalism in the effective use of e-Learning pedagogy in classroom teaching and learning through active participation in relevant courses/seminars/ workshops.	70% of teachers have attended relevant courses/ seminars/workshops.	According to the teachers' survey, 66.7% teachers agreed that they had attended relevant courses/ seminars/ workshops. Some teachers reflected that the schedules of these relevant courses/seminars/workshops usually clashed with their lessons. Moreover, limited places were offered by the organizing bodies and teachers were either rejected to attend the courses or put under the waiting lists.
	(b) To organize sharing with pilot schools / external bodies / teachers of the Centre.	At least one sharing from external bodies has been effectively organized.	As shown in the programme of 1st Staff Development Day, Lok Sin Tong Yu Kan Hing Secondary School, Mr Man and his team, gave their sharing on 2 September 2016 and 85.7% teachers agreed that the sharing session was held effectively.
	(c) To enhance the existing network infra-structure in the Centre and acquire suitable mobile devices for effective e-Learning.	The installation of WiFi-network and the procurement of suitable mobile devices / softwares have been completed.	The WiFi-network was installed and suitable mobile devices and softwares were purchased.
	(d) To formulate the policies on the effective use of mobile devices in e-Learning.	Discussion and formulation of related policies on the effective use of mobile devices in e-Learning are done at Policy Board meetings.	According to the minutes of Policy Board meetings, policies related to the effective use of mobile devices in e-Learning were discussed and formulated.
	(e) To use e-Learning to facilitate students' interactive and creative learning.	At least ONE demonstration on e-Learning lessons is held in the first school term. At least ONE trial lesson is conducted by each teacher.	According to the data provided by all subject panel heads, 5 demonstrations on e-Learning lessons were held in the first term (2 by D&T, 2 by T&L and 1 by VA). A total of 27 trial lessons were conducted by all departments (13 by D&T, 4 by T&L, 2 by MU and 8 by VA).