

Evaluation of Annual School Plan 2019-2020

Major Concern 1: To prepare students for the evolutionary changes in the new era by enhancing the effectiveness of learning and teaching.

Targets	Strategies & Tasks	Success Criteria	Method of Evaluation	Results of Evaluation
<p>1.1 To further establish and develop policies on effective Assessment for Learning</p> <p>1.1a To explore and effectively use various forms of assessment tools/ methods to help students improve continuously.</p>	<p>● To further explore possible improvement based on the fine-tuned class-based assessment methods to achieve more effective learning.</p>	<p>■ At least 2 discussions on evaluating related topics are held at panel meetings of each subject department.</p> <p>■ Tailor-made class-based assessment methods are implemented.</p>	<p>◇ Teachers' feedback</p> <p>◇ Panel meeting minutes</p> <p>◇ Assignment Inspection/ related record</p>	<p>As shown in the departmental survey, at least 2 discussions on evaluating related topics were held.</p> <p>According to the teachers' survey, a high rate of 95% achievement was collected on the implementation of relevant class-based assessment methods.</p>
	<p>● To promote professional development and advance internal/ external sharing on assessment for learning in all departments[#].</p> <p><i>([#]which indicates a possibility of having discussions and sharing between different subject departments)</i></p>	<p>■ 70% of teachers have participated in related professional programme and relevant sharing.</p>	<p>◇ Lesson observation</p> <p>◇ End of term student survey</p>	<p>According to the minutes of staff meetings, panel meetings, and the result in the teachers' survey, 85% of teachers had participated in related professional programme and relevant sharing. There are evidences showing that the remained 10% neutral and 5% disagree are likely results of misunderstanding for only formal training provided by professional parties were counted.</p>

Targets	Strategies & Tasks	Success Criteria	Method of Evaluation	Results of Evaluation
<p>1.1b To improve existing subject-based and class-based summative assessments* to enhance students' learning and cater for students' diversified learning needs.</p>	<ul style="list-style-type: none"> ● To adjust and implement existing summative assessment* methods to cater for students' diversified learning needs within each department. 	<ul style="list-style-type: none"> ■ Relevant subject-based and class-based summative assessment* methods are implemented. 	<ul style="list-style-type: none"> ◇ Teachers' feedback ◇ Panel meeting minutes 	<p>As shown in the results collected from the teachers' survey, 90% of teachers implemented subject-based and class-based summative assessment methods in teaching. However, due to the outbreak of COVID-19**, some teachers were not able to implement certain assessment methods as the 2nd school term was cancelled.</p>
	<ul style="list-style-type: none"> ● To review and evaluate the effectiveness of related summative assessments* and the implementation. 	<ul style="list-style-type: none"> ■ At least ONE discussion on the effectiveness of the implemented summative assessments* on catering for students' diversified learning needs is held at panel meetings of each subject department. 	<ul style="list-style-type: none"> ◇ Assignment Inspection/ related record ◇ Lesson observation ◇ End of term student survey 	<p>According to the minutes of panel meetings from each subject, all four subject departments held one discussion on the effectiveness of the implemented summative assessments on catering for students' diversified learning needs. In fact, the majority of the subject panels held more than one discussion.</p>

Targets	Strategies & Tasks	Success Criteria	Method of Evaluation	Results of Evaluation
1.2 To strengthen students' interactive learning for enhancement of learning effectiveness	<ul style="list-style-type: none"> ● To explore on and implement appropriate e-learning tools (both software and hardware) to facilitate interactive learning. 	<ul style="list-style-type: none"> ■ At least ONE discussion on related topics is held at panel meetings of each subject department. 	<ul style="list-style-type: none"> ✧ Teachers' feedback ✧ Panel meeting minutes 	<p>As shown in departmental surveys and panel meeting minutes, all four subject departments held one discussion on exploration and implementation of e-learning tools. In fact, more than one discussion was held in the panel meetings of most departments.</p>
	<ul style="list-style-type: none"> ● To extend the use of e-media to establish a habit in students to learn outside classroom and interact with teachers, especially in senior forms. ● To share and review on the effectiveness of related practice. 	<ul style="list-style-type: none"> ■ At least TWO trial lessons are conducted by each department within the academic year. ■ At least ONE discussion on the effectiveness of the practice. 	<ul style="list-style-type: none"> ✧ Assignment Inspection/ related record ✧ Lesson observation ✧ End of term student survey 	<p>According to the minutes of panel meetings, these 2 tasks were fully achieved by all subject departments. Teachers from each subject department conducted more than two trial lessons respectively within the academic year and they shared and reviewed on the effectiveness of related practices at least once within their panel meetings. 50% of the subject departments held more than one discussion on related practices.</p> <p>On the other hand, as a result of suspension of schools due to the outbreak of COVID-19**, teachers teaching senior forms continued their teaching through various online social media as well as ZOOM classes in order to keep up the learning progress of senior form students.</p>

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<p>1.3 To promote STEAM education within the Centre</p>	<ul style="list-style-type: none"> ● To advocate staff to develop STEAM education to participate in various related professional training/ sharing/ self-directed learning. ● To implement related collaborative activities in suitable classes so as to inspire creativity and cater for learning diversities in practical learning. ● To share and review on the effectiveness of related collaborative activities. 	<ul style="list-style-type: none"> ■ 75% of teachers have participated in related professional training/ sharing/ self-directed learning. ■ At least ONE trial collaborative activity is conducted by each department within the academic year. ■ At least ONE discussion on the effectiveness of the trial(s). 	<ul style="list-style-type: none"> ◇ Teachers' feedback ◇ Panel meeting minutes ◇ Assessment records ◇ Lesson observation ◇ End of term student survey 	<p>As shown in the teachers' survey, 75% teachers agreed that they had attended related professional training/ sharing/ self-directed learning.</p> <p>According to the minutes of panel meetings and departmental surveys, a majority of the subject departments held one trial collaborative activity so as to inspire creativity and cater for learning diversities in practical learning. Some planned activities to be held in the second term were cancelled due to the suspension of schools caused by the outbreak of COVID-19**. For the same reason, not every subject department fulfilled the task to hold at least one discussion on the effectiveness of related collaborative activities.</p>

*The summative assessment mentioned here may not exactly be tests or examinations, some are more similar to class-based formative assessments, particularly in junior forms in order to fulfil the needs to cater for learners' diversity.

**In view of covid-19 pandemic, the Education Bureau announced class suspension from 03.02.2020-26.05.2020. Classes and school activities were hence suspended.