

## Evaluation of Action Plans 2013-2014: Design and Technology Department

### Major Concern 1: To enhance the effectiveness of learning and teaching

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in charge
1. To cultivate students' creative talents as well as appreciation of arts and technology in an ever-changing world and to some extent in a world of no boundaries or borders.	10/2013 to 7/2014	\$210,000	<ol style="list-style-type: none"> <li>1. Students' creativity is shown in the works displayed.</li> <li>2. At least one activity related to 'Month of Innovation' is conducted by the end of July 2014.</li> <li>3. At least 4 partner schools and 40 other schools join the inter-school competitions.</li> <li>4. The display frames are fully occupied and changed periodically.</li> </ol>	<ol style="list-style-type: none"> <li>1. Various creative solar model boats, fascinating personalized boxes and robust bridges were displayed in the Innovation Week (Oct.2013) and many students were highly motivated in joining the competition.</li> <li>2. Large numbers of creative artefacts were displayed in the Open Week and the quality was higher than the previous year.</li> <li>3. The 10<sup>th</sup> Glider Flying Competition was held on 18/12/13. 49 schools including at least 1 partner school and 139 secondary students joined the competition. The competitors' performance was great and our Principal was generous to offer 2 extra prizes for their outstanding performance.</li> <li>4. The 3rd Solar Model Boat Challenge was held during 23/6-4/7/14. More than \$210,000 external fund was sought for running the model boat competition. 53 schools and 454 students joined the competitions. Competitors' performance was better than last year.</li> <li>5. Students' outstanding projects were displayed in form of photos. Not only the creators were recognised but also the audiences were motivated.</li> </ol>	<p>Lai Yiu Keung</p> <p>HOD</p> <p>Chow Kwok Leung</p> <p>Lai Yiu Keung Leung Suet Yee</p> <p>HOD</p>

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2. To monitor the subject curriculum offered in the junior secondary.	Whole year		<ol style="list-style-type: none"> <li>1. The school-based curriculum of the subject is revised at Sept. 2013.</li> <li>2. Appropriate teaching schemes/ plans are selected and adapted to cater for students' diversity regarding the revised curricula.</li> </ol>	<ol style="list-style-type: none"> <li>1. The syllabus was migrated to enrich curriculum 1 year before the deadline. Subject syllabus was highly recognised by the ESR Team.</li> <li>2. The scheme of work was properly kept by the department and it was suggested to include more details.</li> </ol>	HOD
3. To articulate the junior secondary curriculum with the NSS DAT curriculum.	Whole year		<ol style="list-style-type: none"> <li>1. HOD and AHOD should attend seminars/ meetings held by CDI or HKEAA regularly, collect related information and pass them to all panel members during departmental meetings.</li> <li>2. All panel members have clear ideas of the latest information of NSS DAT curricula.</li> <li>3. Appropriate reviews and changes are made according to the needs/ changes of the NSS DAT curriculum every year.</li> </ol>	<ol style="list-style-type: none"> <li>1. HOD and AHODs assisted The HK Technology Education Association to set exam paper, invigilate the joint school mock exam and mark the mock papers. HOD also served as a DSE DAT marker and shared his experience with the other 2 DAT teachers. He and his panel members attended several seminars, meetings and exhibitions held by CDI and HKEAA to collect latest information and passed them to all panel members through departmental meetings, circulars, informal sharing and emails.</li> <li>2. All members had clear ideas of the latest information of NSS DAT curricula.</li> <li>3. Junior secondary curriculum was reviewed and changes were recommended according to the enriched technology education curriculum guide and the needs of DAT curriculum.</li> </ol>	HOD

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4. To develop a monitoring system on the implementation of School-based Assessment.	Whole year		<ol style="list-style-type: none"> <li>1. Clear criteria of assessments with brief description are set up based on the nature and characters of D&amp;T.</li> <li>2. Students are notified of such criteria at the beginning of the school term.</li> <li>3. Assessment criteria are accessible on the homepage.</li> <li>4. Teachers implement assessment criteria when marking students' work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear criteria of assessment were set up and listed at the end of the syllabus</li> <li>2. Students were notified of such criteria at the beginning of each school term. Students could read their marks upon request. S4 and S5 were informed of their marks in detail.</li> <li>3. Assessment criteria were accessible on the homepage. Teachers followed the criteria when marking students' works and marked projects were displayed during the project competitions.</li> </ol>	HOD
5. To develop a reflective culture among teachers and students.	Whole year		<ol style="list-style-type: none"> <li>1. Each teacher should conduct at least 1 survey from different schools and submit the results to HOD. The overall results are to be presented at panel meetings for discussion and follow up actions.</li> </ol>	<ol style="list-style-type: none"> <li>1. HOD had received at least 1 survey results from each teacher.</li> <li>2. The overall results were presented at the evaluation session of the programme plan.</li> </ol>	HOD
6. To maintain a close relationship with partner and participating schools on NSS development.	Whole year		<ol style="list-style-type: none"> <li>1. At least 2 Heads' meetings are held annually.</li> <li>2. Each department should conduct at least one briefing session on NSS subject for partner school.</li> <li>3. On appropriate circumstances, subject department should provide lectures/ lessons at partner schools upon request.</li> </ol>	<ol style="list-style-type: none"> <li>1. 3 heads' meeting were held and various school functions of the partner schools/participating schools were attended by the HOD and DT teachers.</li> <li>2. The department conducted 3 promoting sessions. One on NSS DAT for KT and the other one on DT for SJ. Bilingual PowerPoint was also prepared for DH S1 Orientation Programme.</li> <li>3. Close contact was kept with the liaison officers of DH, MF, SH, KT, TW for the performance of DAT students.</li> </ol>	HOD

**Major Concern 2: To inculcate positive core values and proper behaviour among students**

<b>Activities</b>	<b>Implementation Date</b>	<b>Expenditure</b>	<b>Success Criteria</b>	<b>Result of Evaluation</b>	<b>Person in charge</b>
1. To cultivate in students a set of sustaining values with respect to their roles in school, family and the community.	Whole year		<ol style="list-style-type: none"> <li>1. The whole person development of students has been enhanced.</li> <li>2. At least 300 students participate in the activities organized.</li> <li>3. All students wear apron when working and NO SERIOUS accident occurred.</li> </ol>	<ol style="list-style-type: none"> <li>1. The overall whole person development of students (especially senior secondary students) was enhanced.</li> <li>2. All teacher encouraged students to take part in the competition. A total of 400 students joined the slogan competitions</li> <li>3. All students wore apron upon request and NO SERIOUS accident occurred.</li> </ol>	HOD DT Teachers

### Major Concern 3: To enhance professional development of teachers

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in charge
1. To enable teachers to have a better mastery of the NSS curriculum.	Whole year	\$0	<ol style="list-style-type: none"> <li>1. 80% of teachers respond that they are aware of the latest development of NSS curriculum.</li> <li>2. The teacher teaching NSS DAT subjects has attended workshops on NSS assessment.</li> <li>3. Sharing of teaching materials, exercises, tests, examination papers, experiences and good practices is implemented</li> <li>4. 80% of teachers teaching S3 take part in collaborative teaching/ co-teaching on Computer Aided Design.</li> <li>5. Professional training and development for teachers has been enhanced.</li> </ol>	<ol style="list-style-type: none"> <li>1. 100% of teachers responded that they were aware of the latest development of NSS curriculum.</li> <li>2. 3 DAT teachers had attended several workshops/seminars on NSS DAT and kept close contact with HKEAA, CDI, HKTEA and DAT teachers from other schools. The HOD was invited by HKEAA to serve as a guest speaker for sharing good practice in the Annual Conference on <b>SBA Design and Applied Technology</b>.</li> <li>3. Sharing experiences and good practices were done at different occasions. Teaching materials, exercises, tests, examination papers were shared at the departmental folder.</li> <li>4. All teachers teaching S3 took part in collaborative teaching/ co-teaching on CAD, bridge building and glider flying.</li> <li>5. All teachers joined various training workshops and the professional development was enhanced.</li> <li>6. The atmosphere in the department was very good and the morale was high.</li> </ol>	HOD

<b>Activities</b>	<b>Implementation Date</b>	<b>Expenditure</b>	<b>Success Criteria</b>	<b>Result of Evaluation</b>	<b>Person in charge</b>
2. To equip teachers with effective teaching strategies to cater for learning and cultural diversity.	Whole year		<ol style="list-style-type: none"> <li>1. Effectiveness in teaching is enhanced.</li> <li>2. Teachers adopt different teaching methods effectively.</li> <li>3. At least 1 cooperative learning lesson is conducted by each teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. All DT teachers adopted different strategies such as visits, pairing up and discussion to activate students' schemata, stimulate inquiry and thinking. The effectiveness in teaching was enhanced.</li> <li>2. All DT teachers adopted group work so that higher ability could help those with lower ability.</li> <li>3. More than 1 cooperative learning lesson was conducted by each DT teacher</li> </ol>	HOD
3. To facilitate professional sharing through peer lesson observation and cross-curricular collaboration.	Whole year		<ol style="list-style-type: none"> <li>1. DT departments should hold at least two sharing sessions during the year.</li> <li>2. 80% of teachers think the above sharing is helpful.</li> </ol>	<ol style="list-style-type: none"> <li>1. DT department had held two sharing sessions during the year.</li> <li>2. All teachers think the above sharing is helpful.</li> </ol>	HOD