

## Arts & Technology Education Centre

### Evaluation of Annual School Plan 2014-2015

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

Targets	Strategies & Tasks	Success Criteria	Evaluation	Person in charge
<p>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.</p>	<ol style="list-style-type: none"> <li>1. To conduct a subject-based 'Creativity Fortnight' in forms of project work /video appreciation/ games/ talks or other activities follow up with worksheets.</li> <li>2. To display student works at the lobby (2 weeks for each subject, 8 weeks in total) for sharing among students as well as teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. At least one activity that can stimulate students' 'Creativity' is conducted by each subject annually.</li> <li>2. Display of students' work highlighting their creativity is organized by each department at the 'Creativity Fortnight'.</li> <li>3. Students show their appreciation of arts and technology.</li> </ol>	<p>Students' creativity was enhanced as a result of the following actions taken during the year:</p> <ol style="list-style-type: none"> <li>1. Students' creative works had been promoted and done during lessons and made ready for display.</li> <li>2. "Creativity Fortnights" for each department with a theme were conducted within the year:                      DT: 5-18/11/2014                      MU: 26/11-9/12/2014                      TL: 18-31/3/2015                      VA: 21/4-4/5/2015</li> <li>3. Students showed their interest and appreciation of arts and technology when engaging in the activities and their feedback had been encouraging.</li> <li>4. All activities had been successfully conducted.</li> </ol>	<p>Heads of Department</p>

<b>Targets</b>	<b>Strategies &amp; Tasks</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Person in charge</b>
To monitor the subject curriculum offered in the junior secondary.	1. Each department should review and revise its curriculum annually according to the diversity of the needs, abilities, interests of students, the latest curricula reform including the enriched curricula for Technology Education.	1. The school-based curriculum of each subject is revised yearly. 2. Appropriate teaching schemes/plans are selected and adapted to cater for student/ class diversity regarding the revised curricula.	1. The school-based curriculum of each subject was modified to cater for student/class diversity. 2. Some modification of the curricula had been carried out promptly after teachers noticing the responses/ behaviours of students in order to meet the needs or levels of some particular classes. 3. All curricula and teaching plans had been revised according to the trends/instructions from EDB or even the requests from partner schools.	Heads of Department
To develop a reflective culture among teachers and students.	1. A template form designed by the Centre for reference by each department. 2. The form, including open-ended response, should be tailor made by each department for survey on students' feedback. 3. To conduct peer assessment among junior form students.	1. At least one survey from students of different forms and different schools is conducted by each department. 2. The overall results are discussed at panel meetings and follow up actions are taken accordingly. 3. At least one peer assessment in one topic/ project taken by each teacher.	1. 95% of teachers conducted a survey for students of different forms and different schools. 2. Teachers reflected that quite a number of students were not keen on answering open-ended questions. Around 30-40% of students put effort in these questions. Some ideas were valuable, while some were merely personal expression on the courses. 3. Responses on the evaluation were better and more significant in whole-year participating classes. 4. 90% of teachers conducted at least one peer assessment. Students gave positive responses/support to peers' work and were able to provide reasons for their points. Some teachers conducted inter-active peer assessments in smaller size classes, good responses were noticed as well.	Heads of Department

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			5. Better results of peer assessments were observed when guidelines/ rubrics had been given before the assessment.	
To maintain a close relationship with partner and participating schools on senior secondary development.	<ol style="list-style-type: none"> <li>1. To provide up-to-date information of senior secondary classes for partner schools at School Heads' Meetings.</li> <li>2. According to the needs of partner schools, subject departments will conduct briefing sessions on senior secondary subjects for partner school students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Each department should conduct briefing sessions on SS subject for partner school students annually.</li> <li>2. Subject departments have liaised with partner schools and arranged classes for their students as requested.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers of DT, MU &amp; VA departments conducted 3 briefing sessions on related SS subjects for S3 partner school students at our centre after lesson hours on 26 Jan, 4 Feb and 6 Feb 2015 respectively.</li> <li>2. Teachers of DT, VA &amp; MU liaised with partner schools had offered talks on related SS subjects for S3 students/ parents/ teachers of partner schools (SH &amp; KT) at their school campuses on 30 Jan 2015 &amp; 9 Apr 2015 respectively.</li> <li>3. 95% of teachers agreed that the liaisons with partner schools were close and effective.</li> </ol>	Heads of Department