

## 2. Evaluation of Major Concern 2: To develop collaborative culture among stakeholders

Targets	Activities	Success Criteria	Result of Evaluation	Person in-charge
To enhance teaching capabilities	<ol style="list-style-type: none"> <li>1. Subject departments incorporate self assessment and peer assessment.</li> <li>2. Subject departments continue adopting different modes of assessment.</li> <li>3. A training programme or workshop on 'assessment for learning' to be organized for teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. All departments have implemented self assessment and peer assessment.</li> <li>2. Teachers apply different modes of assessment such as newspaper commentaries, oral presentation etc.</li> <li>3. A training programme or workshop on 'assessment for learning' has been organized. Most teachers find the programme useful for them to refine their lesson planning.</li> </ol>	<p>Teaching capabilities had been enhanced as evidenced:</p> <ol style="list-style-type: none"> <li>1. Self assessment and peer assessment had been incorporated by each subject department and had become a common practice among teachers.</li> <li>2. All teachers had practised self assessment and peer assessment in lessons during the year.</li> <li>3. All teachers had applied different modes of assessment in lessons during the year.</li> <li>4. A training workshop for all teachers on 'Brain Compatible Assessment for Learning' was organized on 6 September 2011, and the feedback was very good.</li> </ol>	Heads of Departments Assistant Principal

Targets	Activities	Success Criteria	Result of Evaluation	Person in-charge
To promote collaboration among teachers	<ol style="list-style-type: none"> <li>1. Teachers of different departments collaborate to implement cross-curricular elements in the curriculum.</li> <li>2. Cross-curricular lesson observation and reflection to be carried out during the year.</li> <li>3. To organize teachers to carry out collaborative activities in major school functions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers implement cross-curricular elements in the curriculum.</li> <li>2. Teachers invite peers to observe their lessons (cross-curricular) and obtain feedback.</li> <li>3. Collaboration work has been done among teachers in major school functions.</li> </ol>	<p>From teachers' feedback, it had been found that:</p> <ol style="list-style-type: none"> <li>1. Teachers had implemented cross-curricular elements in the curriculum.</li> <li>2. Teachers had successfully carried out peer lesson observation during the year.</li> <li>3. Collaborative work had been carried out among teachers of different departments at our Open Day, inter-school competitions and staff development programmes during the year.</li> </ol>	Heads of Departments
Teacher Ambassador Scheme	The Principal, Assistant Principal and Teacher Ambassadors attend school functions of partner schools and participating schools.	<ol style="list-style-type: none"> <li>1. Each Teacher Ambassador has attended at least one school function of partner schools.</li> <li>2. The Principal and Assistant Principal have attended school functions of partner schools or have paid friendly visits to partner schools and participating schools no less than four times.</li> </ol>	<ol style="list-style-type: none"> <li>1. Each Teacher Ambassador has attended at least one school function of partner schools.</li> <li>2. The Principal and Assistant Principal had attended a lot of school functions of partner and government schools.</li> <li>3. The Principal and Assistant Principal had paid more than 10 friendly visits to partner schools and government schools during the year to discuss about the needs of respective schools and the development of our Centre.</li> <li>4. More than 75% of our teachers had attended various school functions, exhibitions, professional sharing programmes, open lessons of different schools and/or had paid friendly visits to partner schools and government schools during the year.</li> </ol>	Teacher Ambassadors Principal Assistant Principal

Targets	Activities	Success Criteria	Result of Evaluation	Person in-charge
<p>To maintain a closer relationship with partner schools, and representatives of VTC</p>	<ol style="list-style-type: none"> <li>1. Joint School Conference is arranged to facilitate communication between partner schools and the teachers of the Centre.</li> <li>2. To involve accompanied teachers and discipline teachers of partner schools to support the work of the Centre.</li> <li>3. To hold regular meetings with representatives of VTC.</li> <li>4. To publish School Newsletters and other publications on a regular basis.</li> <li>5. To cultivate a stronger bonding on the daily administrative procedures such as roll-calls, absentees etc. with partner schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Accompanied teachers / discipline teachers assist in maintaining student discipline</li> <li>2. Good communication channels between partner schools, VTC and the Centre are established.</li> <li>3. The School Newsletters are completed on schedule.</li> <li>4. Better bonding has been established with partner schools on daily administrative procedures.</li> </ol>	<p>A very close relationship had been established with partner schools and representatives of VTC as reflected by:</p> <ol style="list-style-type: none"> <li>1. The Joint-School Conference among discipline teachers of partner schools was held on 7 Nov. 2011. It was a very successful event as teachers shared their concerns and developed a valuable platform to nurture the whole person development of students.</li> <li>2. Two Joint-School Music Conferences among partner and government schools were held in January &amp; July 2012 to review the performance of NSS students as well as the development of the music curriculum at our Centre.</li> <li>3. Good communication channels had been established with partner schools on general administration, admissions, withdrawals and special cases or requests.</li> <li>4. Daily support from teachers of partner schools had assisted in maintaining good discipline among students at the playground assemblies.</li> <li>5. Two School Newsletters, one AC Newsletter and the 「賞創集」 were published and sent to partner schools, government schools and related parties to let our stakeholders and the community know more about our centre as well as to promote the school image.</li> <li>6. 3 meetings had been held during the year with VTC which was a very good platform to exchange ideas, tackle problems and come up with solutions.</li> </ol>	<p>Teachers in-charge of Publications Discipline &amp; Guidance Teachers Assistant Principal</p>

