

Major Concern One for 2018-2019

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	Results of Evaluation
1.1 To further establish and develop policies on effective Assessment for Learning	(a) To discuss related areas within dept. meetings with a focus on fine-tuning assessment tools/ methods.	1. At least 2 discussions on related topics are held at panel meetings of each subject department. 2. Relevant class-based assessment methods are implemented. 3. At least ONE sharing from each subject is held during Staff Development Days. 4. More than 60% of teachers agree that the fine-tuned class-based assessment methods help them assess students' performance more effectively.	As shown in the teachers' survey, 91.6% of teachers agreed that at least 2 discussions on related topics were held at panel meetings of each subject department. The same percentage was collected on the implementation of relevant class-based assessment methods. According to the minutes of staff meetings and panel meetings, teachers agreed that they had taken turns in sharing their experiences. As shown in the result in the teachers' survey, 95.5% of teachers agreed that the fine-tuned class-based assessment methods help them assess students' performance more effectively
	(b) To implement fine-tuned class-based assessment methods.		
	(c) To hold internal sharing sessions from each subject.		
	(d) To encourage professional development on assessment for learning.	70% of teachers have participated in related professional programme.	As shown in the teachers' survey, 66.7% of teachers agreed that they have participated in related professional programmes. Teachers reflected that professional programmes of assessment related are rather limited. More than 70% of teachers would participate in relevant programmes during post-examination period.
	(e) To organize and set new criteria for existing summative assessment methods to cater for students' diversified learning needs within each department.	Relevant class-based assessment methods are implemented.	According to the minutes of panel meetings from each subject, teachers have positive experience in implementing new criteria for existing summative assessment methods to cater for students' diversified learning needs.
	(f) To implement subject-based and class-based summative assessment methods.	All teachers have completed at least ONE subject-based and class-based summative assessment method.	All teachers have completed at least ONE subject-based and class-based summative assessment method within the academic year. They found those

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	(g) To share and review on the effectiveness of related summative assessments implemented.	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.	summative assessments benefit both the learning of students and the further planning on teachers' teaching strategies. Further improvements on most areas are demonstrated. Records and results of these implementations and sharing are shown in panel meeting minutes of each subject.
1.2 To strengthen students' interactive learning for enhancement of learning effectiveness	(a) To explore on appropriate e-learning tools (both software and hardware) to facilitate interactive learning.	At least ONE discussion on related topics is held at panel meetings of each subject department.	According to the minutes of panel meetings, this task was fully achieved by all subject departments. Teachers of different subject departments had professional in exploring appropriate e-learning tools to facilitate interactive learning as well as conducting more than one trial lesson by each department within the academic year.
	(b) To organize trials of the above mentioned tools in suitable classes.	At least ONE trial lesson is conducted by each department within the academic year.	
1.3 To promote STEAM education within the Centre	(a) To encourage staff to participate in related professional training/ Self-directed learning.	70% of teachers have participated in related professional programme.	As shown in the teachers' survey, 87.5% teachers agreed that they had attended related professional programmes.
	(b) To provide opportunity/ training for ATEC staff to promote STEAM education.	At least ONE training session is organized by ATEC/ external parties within the academic year.	All teachers participated in a training session organized by ATEC at the first Staff Development Day in September 2019.
	(c) To organize trials of related areas in suitable classes.	At least ONE trial lesson is conducted by each department within the academic year.	Cross-curricula courses on related areas were organized effectively by all subjects. Positive and encouraging responses were collected from students. Relevant products/ results of learning were successfully displayed during the Annual Open Days of the centre in May 2019.