

Po Leung Kuk Ngan Po Ling College

School Development Plan 2007 – 2008

1 September 2007

School Mission

1. We aim at providing students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development.
2. We nurture students with solid foundation for further studies and better career development.
3. We promote students' language proficiency in English, Chinese, Putonghua and other prevalent languages and skills in Information Technology.
4. We help students build up confidence, thinking skills, analytical skills and perpetual learning ability in order to better prepare them for the challenges in the 21st century.
5. We promote all round education in students' moral, intellectual, physical, social and aesthetic development.

Major Concerns 2007-08

1. To further enhance participation and discussion among teachers in policy making, and to strengthen the role of middle managers in the communication network.
2. To further strengthen students' foundation in learning, cultivate active learning ethos and further enhance their academic and non-academic performance.
3. To further promote students' language proficiency, better implement the EMI policy and improve the language environment.
4. To effectively integrate 4Cs elements (communicate skills, current issues, critical thinking and creativity) across all subject curriculum.
5. To nurture good habits among students and to promote good relationship with family members.

Administration

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. Further develop school organization structure and management of daily operation	<p>(a) Utilise the established organization network to enhance participation in management and sense of ownership among teachers and staff.</p> <p>(b) Subject panels and committee can closely communicate with the school principal and School Management Parties.</p> <p>(c) Middle managers can act as good connections and lubricant in the communication network.</p>	<p>➤ Utilize the formal or informal channels to ensure all staff has a thorough understanding of the school policies, mission, major concerns and priority of work.</p> <p>➤ Utilize the policy-making procedures so that staff can share views and offer suggestions.</p> <p>➤ Encourage staff to express opinions related to school policies or practices.</p>	<p>➤ 70% of teaching staff and supporting staff understand the school direction and consider having ample opportunities to communicate with the school principal and school management parties.</p> <p>➤ 70% of staff considers the middle managers play proper roles in communication network for school policies and major concerns of the school.</p>	<p>➤ Observation</p> <p>➤ Records</p> <p>➤ Minutes</p> <p>➤ Survey</p>	<p>➤ School Principal</p> <p>➤ Executive Committee members</p> <p>➤ Committee heads</p>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. Human Resources Management	<p>(a) The work relationship between the school managers, the middle managers and the staff is harmonious.</p> <p>(b) The staff find it meaningful to work in the school and that a strong sense of belonging can be developed.</p> <p>(c) Create a positive and pleasant work atmosphere.</p>	<ul style="list-style-type: none"> ➤ Create formal and informal channels for better communication. ➤ Build up team spirits and staff ethos. ➤ Social activities will be periodically organized by staff welfare club. ➤ Workshop, meetings and collaboration in school functions to build up teams. ➤ Middle managers act as lubricant among all staff. 	<ul style="list-style-type: none"> ➤ 70% of staff considers the relationship among school members, management parties and staff is harmonious. ➤ Demonstration of strong sense of belonging and team work among staff. ➤ Low turnover rate. 	<ul style="list-style-type: none"> ➤ Survey ➤ Observation 	<ul style="list-style-type: none"> ➤ Principal ➤ Executive Committee Members ➤ Panel heads

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. Human Resources Management (cont'd)	<p>(d) The school management and middle managers have a good grasp of professional knowledge. They are visionary and creative.</p> <p>(e) The school can work out effective school-based strategies to meet the changes and lead the school for development.</p> <p>(f) Teachers in different specialties e.g. in curriculum development, pastoral care, discipline and extra-curricula activities, can be proactive and responsive in devising plans to cater for changing needs of the students.</p>	<p>➤ Staff Development programmes are worked out for middle managers.</p> <p>➤ Meetings are held for school-based strategies to meet the changes and needs of the school.</p> <p>➤ Perpetual on site or staff development for teachers in different specialties.</p>	<p>➤ 70% of the middle managers feel that they grow and better develop through programmes, sharing and on-the-job training.</p> <p>➤ 70% of teachers consider timely discussion and school-based strategies are worked out to meet the changes and needs of the school.</p> <p>➤ 70% of staff considers the Staff Development sessions are useful and beneficial to their professional development.</p> <p>➤ At least three staff development functions related to education development and policy in HK, curriculum development and pastoral care are organized every year.</p>	<p>➤ Survey</p> <p>➤ Records</p>	<p>➤ Principal</p> <p>➤ Executive Committee Members</p> <p>➤ Panel heads</p>

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. Human Resources Management (cont'd)	<p>(g) Develop a staff appraisal system to promote the professional development and accountability of the staff; and serve as a staff management policy.</p> <p>(h) Enable staff to have a better understanding of their strengths and weaknesses as well as their training needs.</p>	<p>➤ Develop a fair, just and open appraisal system which includes a wide range of assessment items and is well received by the staff.</p> <p>➤ Establish a mechanism to timely review the appraisal system and make appropriate revision to gear the needs and development plan of the school.</p>	<p>➤ A well organized staff appraisal system with participation of school administrators, middle management team and peers teachers and staff is in place.</p> <p>➤ 60% of staff consider the appraisal system enable them to understand their strengths and weaknesses.</p>	<p>➤ Survey</p> <p>➤ Records</p>	<p>➤ Principal</p> <p>➤ Executive Committee members</p> <p>➤ Panel heads</p>

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. Self-Evaluation framework and mechanism	<p>(a) Devise a self-evaluation mechanism for the school as a whole, subject panels, committees and individuals.</p> <p>(b) Analyze self-evaluation findings to refine the development plan of the school and achieve self improvement.</p> <p>(c) Make good use of self-evaluation analysis to implement appropriate staff training programmes.</p>	<p>➤ The SEE team functions well.</p> <p>➤ Work out and polish school-based indicators, evaluation criteria and working procedures for Self-Evaluation.</p>	<p>➤ The designated team is held responsible for co-ordinating the self evaluation procedures and devising a feedback system for school improvement.</p> <p>➤ Staff sharing sessions are organized to better self-evaluation and school improvement.</p>	<p>➤ Records</p> <p>➤ Documents</p> <p>➤ Observation</p>	<p>➤ Principal</p> <p>➤ Executive Committee members</p>

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
4. Financial Management and Allocation and Use of Resources	(a) Deploy resources according to the needs of school development. (b) Exercise good budget control over recurrent expenditure and procurement of fixed assets. (c) Proper inventory control mechanism. (d) Maintain proper cash control system.	<ul style="list-style-type: none"> ➤ Invite staff to participate in formulating budgets for different subjects, committees and school functions. ➤ Guidelines are given to all staff for budget control. ➤ Control is exercised for FA procurement and cash flow. ➤ Prepare monthly Income & Expenditure Accounts and submit the statements to Po Leung Kuk Education Affairs section for scrutiny. 	<ul style="list-style-type: none"> ➤ Annual Budget is prepared for Fixed Asset procurement and recurrent expenditure. ➤ 80% of the expenditures are within budget. ➤ 80% of the budgeted surplus can be achieved. ➤ An accounting system known to all teaching and non-teaching staff for budget control is operating 	<ul style="list-style-type: none"> ➤ Records ➤ Documents ➤ Financial statements ➤ Budgets to PLK 	<ul style="list-style-type: none"> ➤ Principal ➤ Executive Committee Members ➤ All teaching staff and non-teaching staff

Curriculum

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
<p>1. To strengthen students' foundation in learning, cultivate active learning ethos and further enhance their academic performance.</p>	<p>(a) The needs of low and high achievers, the wide range of students' learning abilities are catered for.</p> <p>(b) Active learning ethos can be cultivated in school.</p>	<ul style="list-style-type: none"> ➤ Across all subjects in different learning areas, core curriculum, enhancement materials and reference books for high achievers and remedial materials for low achievers are worked out. ➤ Remedial and enhancement policies of different subjects are implemented in everyday classroom teaching. ➤ Extra remedial and enhancement lessons are conducted after school, during weekends and in holidays. ➤ The additional lessons are collaborated by the CDC core group to let students have more time for self-study. ➤ Library opening hour is extended until 8:00pm for self-study purpose. 	<ul style="list-style-type: none"> ➤ 90% of subjects can attain a passing rate of more than 80% from F1 to F4. ➤ 70% of teachers consider that most students from F5 to F7 have made satisfactory improvement in academic performance. ➤ Test and examination content is compatible to external examination paper. ➤ Post F3 TSA examination shows value-added in Chinese, English and Mathematics. 	<ul style="list-style-type: none"> ➤ Analyzing the examination results ➤ Questionnaires ➤ Panel paper inspection 	<ul style="list-style-type: none"> ➤ Subject Panel in Charge ➤ CDC committee ➤ SSE committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To strengthen students' foundation in learning, cultivate active learning ethos and further enhance their academic performance. (cont'd)	<p>(c) Assignments are of good quality and right quantity.</p> <p>(d) Students' works are properly monitored</p>	<ul style="list-style-type: none"> ➤ Assignment policies of all subjects are clearly worked out and stated in year plans. They are collaborated by the CDC. ➤ Exercise books are inspected by the principal and panel in charge twice a year. 	<ul style="list-style-type: none"> ➤ 70% of teachers consider that their assignments are of good quantity and quality, and students' work is properly monitored. ➤ Exercise books inspection records are properly filed. ➤ A drop in the number of students attending homework detention class. 	<ul style="list-style-type: none"> ➤ Questionnaires ➤ Analyzing the attendance records of homework detention class 	<ul style="list-style-type: none"> ➤ CDC committee ➤ All subject teachers ➤ SSE committee
	<p>(e) Assessment of students' work is timely and students' learning progress is properly monitored.</p>	<ul style="list-style-type: none"> ➤ Assessment policies of different subjects are clearly stated in subject plans. ➤ Two mid-term tests and two term examinations are administered every year. ➤ Quizzes and unit tests are inspected twice a year in the exercise book inspection periods. ➤ Quizzes and unit tests are collaborated by the monthly calendar of each class. 	<ul style="list-style-type: none"> ➤ 70% of teachers consider that students' learning progress is properly monitored in their assessment policies of their subjects. ➤ 70% of students think that the quiz collaboration among subjects is systematic. 	<ul style="list-style-type: none"> ➤ Questionnaires ➤ Exercise book inspection ➤ Examining the academic performance of students 	<ul style="list-style-type: none"> ➤ CDC committee ➤ All subject teachers ➤ SSE committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To strengthen students' foundation in learning, cultivate active learning ethos and further enhance their academic performance. (cont'd)	(f) Classroom teaching effectiveness is enhanced. (g) Atmosphere of classroom teaching sharing among teachers is cultivated.	<ul style="list-style-type: none"> ➤ Class observations are conducted twice a year by the principal, CDC members, panel in charge and panel members. ➤ Peer class observations are conducted in individual subject panels and good practices are shared by teachers across KLAS. ➤ Teachers are reminded to place emphasis on the “focus/ effectiveness of the lesson”, “questioning techniques” and “interactions among students”. 	<ul style="list-style-type: none"> ➤ 70% of teachers consider that the feedback of observation serves professional developmental purposes. ➤ 70% of teachers consider peer class observations are developmental. ➤ <u>Peer</u> class observation records are properly filed. 	<ul style="list-style-type: none"> ➤ Observation ➤ Questionnaires 	<ul style="list-style-type: none"> ➤ The principal ➤ CDC committee ➤ Subject Panel in Charge ➤ SSE committee
	(h) Co-curricular activities are promoted and collaborated well.	<ul style="list-style-type: none"> ➤ Co-curricular activities are planned by individual subjects in all key learning areas and they are coordinated by the CDC focus group. 	<ul style="list-style-type: none"> ➤ 80% of the planned co-curricular activities are implemented. 	<ul style="list-style-type: none"> ➤ Questionnaires ➤ Evaluation meetings ➤ Observation 	<ul style="list-style-type: none"> ➤ All subject teachers

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
<p>2. To promote students language proficiency, better implement the EMI policy and improve the language environment.</p>	<p>(a) Students' abilities to speak and listen to English and Putonghua, their proficiency in writing and understanding written texts are strengthened.</p>	<ul style="list-style-type: none"> ➤ Reading aloud programme ➤ Morning presentation by students in Hall Assemblies ➤ Lunch time English activities ➤ Weekly English and Putonghua speaking day ➤ Communication skills and language instrument are strengthened in classroom context, assignments and assessments. ➤ Students are encouraged to discuss, raise and answer questions in proper English. 	<ul style="list-style-type: none"> ➤ <u>50%</u> of teachers consider that most students are capable of conducting natural conversation in English in everyday school. ➤ 70% of teachers consider students can discuss, raise and answer questions in proper English in classrooms. ➤ Reading aloud records show that the programme is properly implemented. ➤ 80% of students pass in internal oral examination. 	<ul style="list-style-type: none"> ➤ Questionnaires ➤ Observation ➤ Monitoring reading aloud records ➤ Analyzing the oral examination results 	<ul style="list-style-type: none"> ➤ All subject teachers ➤ All class teachers In particular, the Chinese and English Panel in Charge ➤ SSE committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To promote students language proficiency, better implement the EMI policy and improve the language environment. (cont'd)	(b) Reading culture is fostered. Students have formed good reading habit and developed interest in reading.	<ul style="list-style-type: none"> ➤ Class library system is further strengthened. ➤ Morning reading programme is launched for all levels of students. ➤ Reading schemes for English and Chinese are strengthened. Students are required to read more extensively. Books in other key learning areas are recommended by respective teachers on faculty base. ➤ Students have to complete at least an essay a day' in English and in Chinese on line. 	<ul style="list-style-type: none"> ➤ Every student reads at least two books per month. ➤ 60% of students consider that they have read more in the school year. ➤ Book reports at all levels are properly compiled. 		<ul style="list-style-type: none"> ➤ All language teachers ➤ All class teachers ➤ All Faculty in Charge ➤ Librarian ➤ SSE committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
<p>3. To integrate 4 Cs elements (communicate skills, current issues, critical thinking and creativity) across all subject curriculum.</p>	<p>(a) Strength students' communication skills so that students can handle proper language instruments communicating in current issues. Enhance students' critical thinking skills and creativity.</p>	<ul style="list-style-type: none"> ➤ Across all subjects in various key learning areas, 4Cs curriculum are worked out and collaborated by the 4C committee of the CDC. ➤ 4Cs curriculum are diversified and naturally integrated in line with subject features. ➤ First evaluation will take place in interim subject evaluation meeting. Good examples will be shared and subject plans for 4Cs are to be amended for the second term implementation. ➤ Second evaluation will be held in final subject evaluation meeting. Adjustments are proposed for the new year plans for 2008-2009. ➤ Students of all levels are encouraged to watch Pearl TV news. ➤ Good phrases are included in tests and exams. 	<ul style="list-style-type: none"> ➤ <u>90%</u> of the subjects can implement the 4Cs curriculum as planned. ➤ Good examples can be cited in different learning areas for reference. ➤ 70% of English teachers, IH teachers and 4C members consider the phrases in TV news are good language instruments for students and students learn in the practice. 	<ul style="list-style-type: none"> ➤ Evaluation meetings ➤ Book inspection ➤ Observation 	<ul style="list-style-type: none"> ➤ All Subject in Charge ➤ The principal ➤ CDC committee

Discipline

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. Fostering an orderly and safe learning environment	(a) Good personal habits are cultivated: politeness, respect, responsibility, punctuality and personal appearance.	<ul style="list-style-type: none"> ➤ Discipline and routine training ➤ Whole school approach to discipline and guidance ➤ Enhancing the acceptability of award and punishment system ➤ Developing student self-monitoring organizations, e.g. prefects and monitors 	<ul style="list-style-type: none"> ➤ Students are polite and tidy, and have low punishment rate, satisfactory attendance record, lateness record and classroom discipline. ➤ Teachers understand and perform discipline and guidance work confidently. ➤ Rules and regulations are accepted by different stakeholders ➤ Assertive and respected prefects understand their role and authority and are effective in student discipline management. 	<ul style="list-style-type: none"> ➤ Questionnaires ➤ Statistics from student attendance ➤ Observations ➤ Questionnaires ➤ Questionnaires 	<ul style="list-style-type: none"> ➤ Discipline Team ➤ All teachers ➤ Executive Committee ➤ Discipline and Guidance Committee ➤ Discipline Team ➤ Discipline Team
	(b) To establish good class ethos: cohesive, supportive and participating	<ul style="list-style-type: none"> ➤ Enhancing role of class teachers ➤ Strengthening collaboration among class teachers at the same level 	<ul style="list-style-type: none"> ➤ 70% of class teachers know their task in class ethos development ➤ A clearly defined structure of class management is developed. ➤ 70% of class teachers are satisfied with the class coordination system. 	<ul style="list-style-type: none"> ➤ Questionnaires ➤ Documents ➤ Minutes 	<ul style="list-style-type: none"> ➤ Executive Committee ➤ Discipline Team ➤ Class teacher coordinators

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. Fostering an orderly and safe learning environment (cont'd)	(c) To sustain an orderly and safe school environment	<ul style="list-style-type: none"> ➤ Formulation of student routine requirements, duty and campus monitoring system ➤ Formulation of special arrangements during the new annex construction period 	<ul style="list-style-type: none"> ➤ Procedural manual on structure and system of discipline work completed ➤ Special settings are made to minimize disturbance to orderly routines. 	<ul style="list-style-type: none"> ➤ Documents 	<ul style="list-style-type: none"> ➤ Class teacher coordinators ➤ Discipline team
	(d) Good school reputation/ school ethos	<ul style="list-style-type: none"> ➤ In-school requirement and trainings on personal appearance/ behaviour/ voluntary services outside school. ➤ Monitoring of student behaviour outside school 	<ul style="list-style-type: none"> ➤ Student-in-take upgraded ➤ Staff is deployed for patrolling duty on a regular basis 	<ul style="list-style-type: none"> ➤ Observation 	<ul style="list-style-type: none"> ➤ Discipline Team
	(e) Higher quality of work performance in discipline work	<ul style="list-style-type: none"> ➤ The system is introduced and explained at the beginning of school term ➤ Communication is enhanced among stakeholders ➤ Professional development is promoted and implemented within discipline team 	<ul style="list-style-type: none"> ➤ The system is clearly understood by staff. ➤ The works are well communicated. ➤ Coordinators are competent in taking up discipline work. 	<ul style="list-style-type: none"> ➤ Observations ➤ Minutes ➤ Documents 	<ul style="list-style-type: none"> ➤ Discipline team

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. Personal development: good virtues among students	Cultivation of confidence and good citizenship	<ul style="list-style-type: none"> ➤ Leadership training (for prefects and student leaders) ➤ Adventure-based Counselling Training Camp (F.4 and F.6) ➤ Foot drill practice (F.1-3) 	<ul style="list-style-type: none"> ➤ Annual programme conducted 	<ul style="list-style-type: none"> ➤ Participation rate of programmes ➤ Questionnaires 	<ul style="list-style-type: none"> ➤ Discipline and guidance committee

Extra-Curricular Activities

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To further enhance the quality in students' extra-curricular activities.	(a) To diversify the interests of students and to help them develop their potential in different aspects of skills, intelligence and learning.	<ul style="list-style-type: none"> ➤ More than 60 different kinds of extra-curricular activities are provided in the ECA sessions. ➤ Each junior form student is required to participate in one activity in one semester. 	<ul style="list-style-type: none"> ➤ The attendance of the students have to reach 80 % or above. 	<ul style="list-style-type: none"> ➤ Attendance of students in the courses ➤ Observation ➤ 70 % of students show great interest in the activities. ➤ Attendance of students in the courses. ➤ Observation 	<ul style="list-style-type: none"> ➤ ECA Committee
	(b) A number of school teams in Sports and Music Education being set up with students' active participation	<ul style="list-style-type: none"> ➤ Select and train potential students in athletics and swimming teams, school choir, Chinese musical and Western musical teams. 	<ul style="list-style-type: none"> ➤ 70 % of staff are satisfied with the participation rate in the inter-school or external competitions. ➤ 70% of staff are satisfied with student's effort, performance or awards received in external competitions. 	<ul style="list-style-type: none"> ➤ Questionnaires ➤ Students' participation in trainings or competitions. 	<ul style="list-style-type: none"> ➤ ECA Committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To nurture good habits and good characters among students.	(a) Students demonstrate a sense of responsibility, positive attitudes and habits in a wide range of activities.	<ul style="list-style-type: none"> ➤ Organize inter-house competitions, including ball games and musical competitions. ➤ Organize different kinds of academic clubs. 	<ul style="list-style-type: none"> ➤ Students initiate or organize different kinds of activities or competitions in the school. 	<ul style="list-style-type: none"> ➤ Observation and comment from house-advisors. ➤ Observation and comment from responsible teaches. 	<ul style="list-style-type: none"> ➤ House-advisors
	(b) Students demonstrate their leadership abilities in organizing activities	<ul style="list-style-type: none"> ➤ Organize leadership training camp for students. 	<ul style="list-style-type: none"> ➤ 70 % of student leaders participate in the leadership training. ➤ Students can organize different kinds of activities independently 	<ul style="list-style-type: none"> ➤ Observation from house-advisors ➤ Attendance of the leadership training 	<ul style="list-style-type: none"> ➤ ECA Committee
	(c) To enhance the self-confidence of students.	<ul style="list-style-type: none"> ➤ Annual School Concert will be organized in order to encourage students to perform on the stage. 	<ul style="list-style-type: none"> ➤ Students' ability to perform in public/school 	<ul style="list-style-type: none"> ➤ Observation from teachers ➤ Number of audience 	<ul style="list-style-type: none"> ➤ All TIC of school teams

Information Technology

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To further enhance communication and discussion among teachers, parents and students	(a) Develop various communication channels for teachers, parents and students to share their opinions	<ul style="list-style-type: none"> ➤ Provide teacher discussion areas (web forum) for improvement of school operation. ➤ Conduct parent-child workshops such as using photo album, web-blog and digital video editing. ➤ Provide up-to-date subject and committee webpages. 	<ul style="list-style-type: none"> ➤ Over 50% of teaching staff responds / voices their opinion through the system ➤ Over 50% of participants agree that the workshops help improve their I.T. skill ➤ Subject webpage can be updated on time. 	<ul style="list-style-type: none"> ➤ Statistics such as the usage of the system ➤ Year-end evaluation ➤ Feedback from parents and students by means of online questionnaires ➤ Collect opinions from parents ➤ Statistics such as the number of hit-rate 	<ul style="list-style-type: none"> ➤ Fong TH ➤ General Office staff ➤ Ho CT ➤ IT Prefects ➤ Ho CT ➤ IT Technician
	(b) Enhance IT/AV facilities to facilitate communication	<ul style="list-style-type: none"> ➤ Install simultaneous interpretation system for non-Chinese parents. 	<ul style="list-style-type: none"> ➤ There will be no bilingual languages in all school-parents functions. 	<ul style="list-style-type: none"> ➤ Informal interview with parents ➤ Statistics such as the number of usage per year 	<ul style="list-style-type: none"> ➤ Fong TH ➤ IT Technician
	(c) Enhance communication using existing system.	<ul style="list-style-type: none"> ➤ Set up eClass for parents, students and the school to enhance the cross curriculum project 	<ul style="list-style-type: none"> ➤ An increase of 50% in using eClass as assignment or reading platform. ➤ Over 70% of parents login to eClass regularly 	<ul style="list-style-type: none"> ➤ Collect feedback through online questionnaires 	<ul style="list-style-type: none"> ➤ Ho CT ➤ Yiu CS

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To polish up the existing I.T. policies and systemize the communication network	(a) Depreciated facilities replacement and services enhancement	➤ Replace facilities such as computers and projectors	➤ Over 70% of students agree that new facilities facilitate their study.	➤ Feedback from teachers through informal interviews ➤ Feedback from students	➤ Fong TH ➤ Yiu CS ➤ IT Technician
	(b) Provide better supports and services for teachers	➤ Provide teachers renovated facilities and technical support for conducting IT aided teaching and learning. ➤ Introduce a new equipment borrowing system	➤ Over 60% of teachers agree that lessons can be run smoothly using IT system. ➤ Over 50% of teachers agree that their administrative time is lessened.	➤ Feedback from teachers through informal interviews ➤ Statistics of equipment usage ➤ Evaluation from teachers	➤ Lin CF ➤ IT Technicians ➤ IT prefects
	(c) Strengthen the administrative policies in webSAMS and other systems	➤ The class position of high achievers will be displayed on the academic board and their report cards. ➤ All reports will be re-designed to let parents/students understand more on their learning portfolio.	➤ Over 50% of students agree the Academic Reports are significant to their recognition. ➤ Over 40% of teachers agree the Non-academic reports are effectively generated. ➤ All other learning portfolios of students are organized and kept in the server.	➤ Feedback from students and parents ➤ Observation ➤ Evaluation from teachers ➤ Meeting with ECA Committee	➤ Chan SC ➤ Wong CW ➤ General Office ➤ Lin CF ➤ Wong CW ➤ ECA Committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To polish up the existing I.T. policies and systemize the communication network (cont'd)	(d) Provide support or task-based programs for administrative purpose	➤ Design tailor-made software such as “substitution lesson program” and “online ECA registration system”	➤ All tailor made programs are 100% in use.	➤ Evaluation from teachers	<ul style="list-style-type: none"> ➤ Chan SC ➤ Wong CW
	(e) Provide a better support for teachers	➤ Organize school-based IT training courses for teachers.	➤ Over 50% of teachers can effectively use IT facilities in the school.	➤ Collect feedback from teachers through online questionnaires	<ul style="list-style-type: none"> ➤ Whole IT Committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To strengthen students' foundation and problem solving abilities	(a) Collaborate with I.T. related clubs, departments (Key Learning Area), schools and other organizations for I.T. related projects	<ul style="list-style-type: none"> ➤ Cooperate with Maths department and organize Maths & IT week. ➤ Provide collaborative learning and creative learning area in the Intranet. ➤ Join external IT competitions/awards such as the Hong Kong Olympiad in Informatics, Computer-assisted Project Design and IRIS robotic competition. 	<ul style="list-style-type: none"> ➤ 80% of students get involved in the whole function. 50% or above of IT Prefects get involved in training or IT related activities. ➤ More than 40% of students agree that they can learn better using eClass system. ➤ An increase in the awards received in inter-schools IT competitions. 	<ul style="list-style-type: none"> ➤ Collect opinion from students and teachers from online questionnaire ➤ Informal observation ➤ Collect feedback from teachers through informal interviews ➤ Analyze the performance during and after the competitions 	<ul style="list-style-type: none"> ➤ Fong TH ➤ Ho CT ➤ IT Technician ➤ IT Prefects ➤ Ho CT ➤ IT Prefects ➤ Yiu CS ➤ IT Prefects
	(b) Promote interests and enhance knowledge of information technology among students.	<ul style="list-style-type: none"> ➤ Organize LEGO robotic programming course with self-made handouts and projects 	<ul style="list-style-type: none"> ➤ An increase of IT prefects in the coming year ➤ More than 80% of IT prefects are willing to continue their service in the coming year 	<ul style="list-style-type: none"> ➤ Collect feedback from IT prefects ➤ Year-end evaluation from teachers and students 	<ul style="list-style-type: none"> ➤ Fong TH ➤ Wong CW

