

Po Leung Kuk Ngan Po Ling College

School Development Plan
2008 – 2009

1 September 2008

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 2008-09

1. To enhance teaching and learning effectiveness.
2. To better prepare for the NSS.
3. To further implement the whole school EMI policy.
4. To further nurture school ethos and to strengthen the sense of belonging among students and teachers.
5. To elevate quality of students and the quality of education provision for better school image.

Administration

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
<p>1. To polish up school organization structure and management of daily operation to enhance teaching and learning effectiveness, to better prepare for NSS as well as to better implement the whole school EMI policy.</p>	<p>(a) To enhance closer communication and participation in management</p>	<ul style="list-style-type: none"> ➤ Utilize the formal and informal channels to ensure all staff has a thorough understanding of the school policies, mission, major concerns and priority of work ➤ Encourage staff to express opinions related to school policies or practices. 	<ul style="list-style-type: none"> ➤ 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. ➤ 70% of staff considers they have chances to voice opinions related to school policies or practices. 	<ul style="list-style-type: none"> ➤ Observation ➤ Records ➤ Minutes ➤ Survey 	<ul style="list-style-type: none"> ➤ School Principal ➤ Executive Committee members ➤ Committee heads

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(b) Effective staff development to promote professional knowledge in different specialties e.g. curriculum development, pastoral care, discipline and extra-curricular activities, education reform and global perspectives	<ul style="list-style-type: none"> ➤ Meetings are held for school-based strategies to meet the changes and needs of the school. ➤ Perpetual on-site and on-the-job or staff development for middle managers and teachers in different specialties. ➤ Fully utilize external/EDB staff development opportunities. 	<ul style="list-style-type: none"> ➤ 70% of teachers consider timely discussion and school-based strategies are worked out to meet the changes and needs of the school. ➤ 70% of staff considers the Staff Development sessions are useful and beneficial to their professional development. ➤ At least three staff development functions related to education development and policy in HK, curriculum development and pastoral care are organized every year. ➤ 70% of staff participates in external/EDB staff development programmes every year. 	<ul style="list-style-type: none"> ➤ Survey ➤ Records 	<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
	<p>(c) Quality appraisal system to promote the professional development and accountability among teachers and staff.</p> <p>(d) 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>➤ 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
	(e) Devise a self-evaluation mechanism for school improvements	<ul style="list-style-type: none"> ➤ Committees, subject panels and individuals get used to following the self-evaluation cycle at least twice a year. ➤ Work out and polish school-based indicators, evaluation criteria and working procedures for self-evaluation. 	<ul style="list-style-type: none"> ➤ The management teams are held responsible for coordinating the self evaluation procedures and devising a feedback system for school improvement. ➤ Staff sharing sessions are organized to better self-evaluation and school improvement. 	<ul style="list-style-type: none"> ➤ Records ➤ Documents ➤ Observation 	<ul style="list-style-type: none"> ➤ Principal ➤ Executive Committee members

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(f) Sound financial management and good budget control for resources allocation	<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 Fixed Assets procurement and cash flow. ➤ Tighter financial control with reference to well-performing DSS and subsidized schools. 	<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 ➤ Operation expenses excluding salary for teachers and staff should be less than double of that in well-performing DSS and subsidized schools 	<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

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To further nurture school ethos and to strengthen the sense of belonging among students and teachers	(a) To cultivate better sense of belonging among all school members. (b) To create positive and pleasant work atmosphere.	<ul style="list-style-type: none"> ➤ Create formal and informal channels for better communication. ➤ Workshop, meetings and collaboration in school functions to build up team spirits and staff ethos. ➤ Social activities will be periodically organized by staff welfare club. ➤ 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"> ➤ Observation ➤ Survey 	<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
3. To elevate quality of students and the quality of education provisions for better school image	(a) To better promote school image	➤ More promotions and advertisement initiatives to promote achievements of students and the school	➤ Better intake ➤ Information concerning school functions and achievements appears in mass media coverage	➤ Observation ➤ Survey ➤ Press release	➤ Principal ➤ Executive Committee members

Curriculum

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
<p>1. To consolidate the academic foundation among students, to achieve good academic results in external examinations, to further promote an active and self-learning ethos and to cater for learning difference among students.</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> <p>(c) Satisfactory academic results in external examinations are achieved.</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. ➤ Split class policy will be implemented. Students are streamed in accordance with their Math and English abilities in junior forms. ➤ 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. 	<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 F.5 to F.7 have made satisfactory improvement in academic performance. ➤ Test and examination content is compatible to external examination paper. ➤ Post F.3 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"> ➤ CDC committee ➤ All subject teachers ➤ SSE committee ➤ Exam section members ➤ Scholarship and Award Committee

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li data-bbox="719 233 1111 416">➤ The additional lessons are collaborated by the CDC core group to let students have more time for self-study. <li data-bbox="719 456 1111 564">➤ Library opening hour is extended until 8:00pm for self-study purpose. <li data-bbox="719 604 1111 713">➤ Bonus marks are set for high achievers in assessments. <li data-bbox="719 753 1111 893">➤ Scholarships for high achievers in external exams motivate students to excel. 			

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<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"> ➤ Proper assignment submission control with stringent promotion and promotion policy are worked out. ➤ 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
	<p>(f) Classroom teaching effectiveness is enhanced.</p> <p>(g) Atmosphere of classroom teaching sharing among teachers is cultivated.</p>	<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. ➤ Common preparatory lessons are set in teacher time-tables to facilitate by-level collaboration. ➤ Student evaluation and peer appraisal are conducted to reflect strengths and weaknesses of individual teacher for further improvement. ➤ Mentor system and induction programs provide support to beginning teachers in a school-specific context. 	<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. ➤ Peer class observation records are properly filed. ➤ 70% of teachers feel the common preparatory lessons are helpful. ➤ 70% of beginning teachers feel the mentor system and induction programs are helpful. 	<ul style="list-style-type: none"> ➤ Observation ➤ Questionnaires 	<ul style="list-style-type: none"> ➤ The principal ➤ CDC committee ➤ Subject Panel in Charge ➤ SSE committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> ➤ Teachers are reminded to place emphasis on the “focus/ effectiveness of the lesson”, “questioning techniques” and “interactions among students”. 			
	(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 with proper time mapping. 	<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 integrate 4 Cs elements (communicate skills, current issues, critical thinking and creativity) across all subject curriculum.</p>	<p>(a) Strengthen students' communication skills so that students can handle proper language instruments communicating in current issues. Enhance students' critical thinking skills and creativity.</p> <p>(b) Students demonstrate 4C and generic skills in assignments, project works, tests and exams and in everyday conversation, co-curricular and school-based activities.</p> <p>(c) Project and student works related to 4C can be exhibited to the public in open day.</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 2009-2010. 	<ul style="list-style-type: none"> ➤ 90% of the subjects can implement the 4Cs curriculum as planned. ➤ Good examples can be cited in different learning areas for reference and exhibited in Open Day. ➤ 70% of teaching staff feel that students can apply what they learn in 4C curriculum. ➤ 70% of the subjects incorporated 4C elements in assessments. 	<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

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li data-bbox="712 236 1097 379">➤ 4C related activities such as lunchtime forum are conducted and collaborated. <li data-bbox="712 419 1097 563">➤ Project works on 4C are collaborated among subjects and supervised by the CDC core group. <li data-bbox="712 603 1097 746">➤ 4C generic skill elements are incorporated in assessments of different KLAs. 			

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To better prepare for the NSS curriculum	<p>(a) Working committees are set up to formulate a strategic plan for the preparation of NSS curriculum in different Key Learning Areas (KLAs) and Other Learning Experience (OLE).</p> <p>(b) NSS curriculum are being compiled and further polished up.</p> <p>(c) Resources are being allocated for the upcoming changes in NSS.</p> <p>(d) Teachers are well prepared for the changes incurred in the NSS.</p> <p>(e) Updated information of the preparation and planning work are disseminated to different stake holders.</p>	<p>➤ The NSS Working Committee with members from different KLAs and the Liberal Studies Working Committee with members taking care of different LS modules are set up.</p> <p>➤ Tentative curriculum has been compiled and will be further polished up by all subjects. Core curriculum together with the extended modules is being worked out by each subject.</p> <p>➤ Curriculum combinations and choices of elective for different streaming in the Senior Secondary have been worked out.</p> <p>➤ School-based and subject-based staff development workshops are conducted by the school and the EDB.</p>	<p>➤ 70% of teachers feel that they are well prepared for the NSS in their KLAs and well collaborated across the KLAs.</p> <p>➤ Subject curriculum are worked out and compiled by NSS Working Committee.</p> <p>➤ 70% of students agree that choices of electives for the Senior Secondary are diversified.</p> <p>➤ 70% of staff satisfies the school-based staff development workshops.</p> <p>➤ 90% of staff has attended the EDB NSS seminars.</p>	<p>➤ Teacher Observation</p> <p>➤ Minutes of NSS working committee</p> <p>➤ Teacher surveys</p> <p>➤ Student surveys</p> <p>➤ Curriculum compilation</p> <p>➤ E-service record</p>	<p>➤ CDC members</p> <p>➤ Subject panel members</p> <p>➤ NSS working committee members</p> <p>➤ Staff development committee members</p>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> ➤ Time-tabling team has been working on the feasibility of the initial combinations of subject in the Senior Secondary. ➤ Deployment of human resources is tentatively worked out. ➤ Information concerning the NSS has been uploaded to the school and EDB websites. 	<ul style="list-style-type: none"> ➤ Time tables are worked out for the Senior Secondary. ➤ Deployment of human resources is worked out. ➤ Latest NSS information is disseminated through the school and EDB websites. 	<ul style="list-style-type: none"> ➤ Record of time-tabling section ➤ Teacher duty record and human resources allocation plan ➤ School and EDB websites 	<ul style="list-style-type: none"> ➤ Time-tabling section members ➤ CDC members ➤ NSS working committee members ➤ I.T. committee members

Discipline

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
<p>1. To further nurture good school ethos in line with Po Leung Kuk School Boards: Respect, Love, Diligence and Honesty.</p> <p>2. To strengthen the sense of belonging among students.</p> <p>3. To promote harmonious school culture</p> <p>4. To instill proper values and elevate personal quality for better school image</p>	<p>(a) To improve the sense of identity and cohesiveness at class level.</p> <p>(b) To establish good class ethos: cohesive, supportive and participating</p>	<p><u>Class teacher works</u></p> <ul style="list-style-type: none"> ➤ Strengthening the role and collaboration among class teachers at the same level so as to cultivate good class ethos and sense of belonging through class-based activities and daily routines. ➤ Core values, desirable behaviours and codes of conduct to be worked out by teachers 	<ul style="list-style-type: none"> ➤ Over 80% of class teachers understand their role in cultivating class ethos ➤ Core values, desirable behaviours and codes of conduct are worked out according to the current situation at each level. ➤ Over 80% of students are satisfied with the class ➤ Over 80 % of students understand the requirements and expectations of class teachers. 	<ul style="list-style-type: none"> ➤ Teachers' Questionnaires ➤ Documents ➤ Students' Questionnaires ➤ Observations 	<ul style="list-style-type: none"> ➤ Discipline Team ➤ Class coordinators ➤ Class teachers

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(c) To cultivate good personal habits: politeness, respect, responsibility, punctuality and personal appearance.	<u>By-level discipline training and experiential camp</u> <ul style="list-style-type: none"> ➤ Discipline training on self-discipline, respect, perseverance, cohesiveness and goal setting is provided. Specific training goals are to be worked out according to characteristics of different levels. ➤ F.1-3 : Foot drill practice and ABC day camp ➤ F.4 & 6: Intensive ABC training camp and follow-up day camp 	<ul style="list-style-type: none"> ➤ Training goals are set-up according to characteristics of different levels. ➤ Over 90% participation rate in discipline training ➤ Over 80% of participants show positive learning outcome after training. ➤ Over 80% of teachers are satisfied with the positive training outcome. 	<ul style="list-style-type: none"> ➤ Teachers' Questionnaires ➤ Documents ➤ Students' Questionnaires 	<ul style="list-style-type: none"> ➤ Discipline Team ➤ Class coordinators
	(d) To instill respect and sense of responsibility and to promote a safe and orderly school life	<u>Award and punishment system</u> <ul style="list-style-type: none"> ➤ Review and update the award and punishment system so that the concept of discipline and responsibility is conveyed efficiently to all stake holders 	<ul style="list-style-type: none"> ➤ School rules are reviewed and updated annually, with an increase in participation by different stakeholders. ➤ Over 70% of students accept and are satisfied with the award and punishment system. ➤ Over 70% of staff is satisfied with the general discipline of students. 	<ul style="list-style-type: none"> ➤ Teachers' Questionnaires ➤ Documents ➤ Students' Questionnaires 	<ul style="list-style-type: none"> ➤ Discipline Team

Extra-Curricular Activities

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To further enhance the non-academic performance so as to promote the school image.	(a) 40 different kinds of extra- curricular activities are provided in the ECA sessions.	➤ Employ professional coaches to conduct the ECA training.	➤ The attendance of students reaches 70 % or above	➤ Document records	➤ ECA Committee
	(b) A number of school teams in sports and music education get encouraging results in external competitions.	➤ Train potential students in sports and music education. ➤ Scholarship for students who have outstanding performance in external competitions.	➤ 70% of staff is satisfied with the student's effort, performance or awards received in external competitions.	➤ Questionnaires ➤ Students' participation in trainings or competitions.	➤ ECA Committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To strengthen the sense of belonging among students	(a) Enrich the school life of students.	<ul style="list-style-type: none"> ➤ Organize inter-house competitions for teachers and students, including ball games and musical competitions. ➤ Establish different kinds of academic clubs 	<ul style="list-style-type: none"> ➤ 80% of ECA committee members consider the number of activities and the participation rate of students and teachers as satisfactory. 	<ul style="list-style-type: none"> ➤ Observation ➤ Students' participation in the competition 	<ul style="list-style-type: none"> ➤ ECA Committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To prepare for the New Senior Secondary Curriculum	(a) Introduce a balanced development on the aspects of physical and aesthetic experience, moral and civic education, community service as well as careers-related experience	➤ Design a comprehensive curriculum for the OLE.	➤ The time allocation for the Other Learning Experience can meet the requirement of EDB.	➤ Observation ➤ Questionnaire	➤ ECA Committee

Information Technology

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. Improve teaching and learning effectiveness	(a) Support the curriculum reform and its related changes	<ul style="list-style-type: none"> ➤ Organize training on the use of I.T. facilities for new teachers ➤ Give sufficient supports to teachers in using I.T. facilities 	<ul style="list-style-type: none"> ➤ Teachers are satisfied with the support given by the I.T. Committee 	<ul style="list-style-type: none"> ➤ Feedback from teachers through questionnaires 	<ul style="list-style-type: none"> ➤ IT Committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. Preparation for NSS	(a) Provide good reference on students' Other Learning Experience (OLE)	➤ Implement a new system for the non-academic report	➤ Students feel that the non-academic reports are well organized and are suitable to present their OLE.	➤ Collect feedback from students through questionnaires and informal interviews	➤ IT Committee
	(b) Students can enroll ECA easily through the online system	➤ The ECA sessions can be enrolled on the internet	➤ All students enroll ECA through the system	➤ Collect feedback from students through questionnaires and informal interviews	
	(c) Provide OLE for students	➤ Join external IT competitions /awards such as the Hong Kong Olympiad in Informatics, Computer-assisted Project Design, photography competitions and IT Leader Award.	➤ Awards received in various external IT competitions.	➤ Analyse the performance during and after the competitions.	➤ IT Committee ➤ Computer teachers

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To nurture school ethos and enhance students' sense of belonging	(a) Establish relationship among parents, students and the school	➤ Conduct workshops on I.T. services and instant messaging for parents.	➤ At least 20 parents join the workshops and participants are satisfied with the outcome of the workshops	➤ Collect feedback from parents through questionnaires after workshops and informal interviews	<ul style="list-style-type: none"> ➤ Computer teachers ➤ IT Prefects
		➤ Further enhance the usage of SMS system	➤ Parents are satisfied with the efficiency and effectiveness of the SMS system	➤ Collect feedback from parents through questionnaires and informal interviews	<ul style="list-style-type: none"> ➤ IT Committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(b) Continue the I.T. prefect education such that the sense belonging among students can be further cultivated.	<ul style="list-style-type: none"> ➤ Arouse interests and enrich knowledge of in information technology among students. 	<ul style="list-style-type: none"> ➤ Interest and knowledge in IT can be enhanced among IT prefects 	<ul style="list-style-type: none"> ➤ Collect feedback from IT prefect through online questionnaires and informal observation. 	<ul style="list-style-type: none"> ➤ IT Committee
<ul style="list-style-type: none"> ➤ Assist teachers in IT Committee for the maintenance on IT facilities. ➤ Support various IT related activities organized by the schools. ➤ Initiate/organize IT related activities/training in the school, such as IT Day and software trainings. 		<ul style="list-style-type: none"> ➤ IT facilities can be operated smoothly. ➤ IT related activities can be run smoothly. ➤ 50% or above of IT Prefect get involved in the training or IT related activities. 	<ul style="list-style-type: none"> ➤ Collect feedback from teachers through online questionnaires ➤ Collect feedback from teachers through informal interviews. ➤ Record the number and types of activities conducted. ➤ Feedback from online questionnaires. 	<ul style="list-style-type: none"> ➤ IT Committee ➤ IT Prefects 	
<ul style="list-style-type: none"> ➤ Join external IT competitions/awards such as the Hong Kong Olympiad in Informatics, Computer-assisted Project Design, photography competitions and IT Leader Award. 		<ul style="list-style-type: none"> ➤ Awards received in various external IT competitions. 	<ul style="list-style-type: none"> ➤ Analyse the performance during and after the competitions. 	<ul style="list-style-type: none"> ➤ IT Committee ➤ Computer teachers 	

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
4. To improve school image	(a) Our school web site can enhance school image and attract potential parents and students	➤ Renovate our school web and carry out evaluation regularly	➤ High hit rate of school web site	➤ Collect feedback from parents and teachers through questionnaires and informal interviews.	<ul style="list-style-type: none"> ➤ IT Committee ➤ Computer teachers
	(b) Provide better communication for non-Chinese parents and students in school functions	➤ Fully utilize the use of simultaneous interpretation system in various school functions	➤ Non-Chinese parents and students can actively participate in school functions	➤ Collect feedback from non-Chinese parents through questionnaires and informal interviews after school functions	<ul style="list-style-type: none"> ➤ IT Committee ➤ Interpreters by our school teachers
	(c) Improve school image through external competitions	➤ Join external IT competitions/awards such as the Hong Kong Olympiad in Informatics, Computer-assisted Project Design, photography competitions and IT Leader Award.	➤ Awards received in various external IT competitions.	➤ Analyse the performance during and after the competitions.	<ul style="list-style-type: none"> ➤ IT Committee ➤ Computer teachers