

# Po Leung Kuk Ngan Po Ling College

School Development Plan  
2010 – 2011

1 September 2010

## **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 21<sup>st</sup> century.
5. We promote all round education in students' moral, intellectual, physical, social and aesthetic development.

## **Major Concerns 2010-11**

1. To cultivate students' active learning habits.
2. To promote ethical/ core values among students.
3. To elevate academic performance of students.
4. To better implement the NSS curriculum.
5. To cultivate good conduct among students.

**Administration**

<b>Major Concerns</b>	<b>Intended Outcomes/ Targets</b>	<b>Strategies/ Tasks</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Responsible Personnel</b>
<p>1. To polish up school organization structure and management of daily operation to enhance teaching and learning effectiveness, to well implement NSS as well as to cultivate better school ethos.</p>	<p>(a) Effective staff development to promote professional knowledge in personal development, instructional &amp; motivational skills, management skills, education reform and global perspectives</p>	<ul style="list-style-type: none"> <li>➤ Perpetual on-site and on-the-job training or staff development programme for middle managers and teachers in different specialties.</li> <li>➤ Fully utilize external/EDB staff development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least three staff development functions related to education development, teaching skills and personal growth are organized in the school year.</li> <li>➤ 70% of staff considers the staff development sessions are useful and beneficial to their professional development. 70% of staff considers</li> <li>➤ 70% of staff participates in external/EDB staff development programmes every year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Survey</li> <li>➤ Scrutiny of records</li> </ul>	<ul style="list-style-type: none"> <li>➤ School Principal</li> <li>➤ Executive Committee members</li> <li>➤ Panel heads</li> <li>➤ All staff</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(b) Quality appraisal system to promote professional development and accountability among teachers and staff.  (c) Enable staff to have a better understanding of their strengths and weaknesses as well as their training needs.	➤ Develop a fair, just and open appraisal system which includes a wide range of assessment items and is well received by the staff.	➤ A well organized staff appraisal system with participation of school administrators, middle management team, peers teachers and staff is in place.  ➤ 60% of staff considers the appraisal system enables them to understand their strengths and weaknesses.	➤ Survey ➤ Scrutiny of records	➤ Principal ➤ Executive Committee Members ➤ Panel heads
	(d) Devise a self-evaluation mechanism for school improvements	➤ 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.	➤ 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 for better self-evaluation and school improvement.	➤ Scrutiny of records ➤ Scrutiny of documents ➤ Observation	➤ Principal ➤ Executive Committee members

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To further nurture school ethos and better sense of morality and core values among students.	(a) Cultivate better sense of belonging among all school members. (b) Create positive and pleasant work atmosphere. (c) Teachers are good role models for students.	<ul style="list-style-type: none"> <li>➤ Create formal and informal channels for better communication.</li> <li>➤ Workshops, meetings and collaboration in school functions to build up team spirits and staff ethos.</li> <li>➤ Social activities will be periodically organized by staff welfare club.</li> <li>➤ Middle managers act as lubricant and models among all staff.</li> <li>➤ All teachers are expected to act as role models to students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of staff considers the relationship among school members, management parties and staff is harmonious.</li> <li>➤ 70% staff members consider they are good models for students in personal management and social manners.</li> <li>➤ Demonstration of strong sense of belonging and team work among staff.</li> <li>➤ Low turnover rate.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Survey</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ Executive Committee members</li> <li>➤ Panel heads</li> <li>➤ All staff</li> </ul>

## Curriculum

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To promote ethical/core values and conduct among students.	<p>(a) Harmonious and decent ethos is demonstrated.</p> <p>(b) Students' behavior is more in line with school mottos (respect, love, diligence, honesty)</p> <p>(c) Higher ethical awareness among students is observed.</p>	<ul style="list-style-type: none"> <li>➤ Teachers act as role models for students</li> <li>➤ Spread the message of school mottos as treasured values</li> <li>➤ Promote ethical values through curriculum development in different subjects.</li> <li>➤ Emphasize positive core values in related topics</li> <li>➤ Choose reading materials laden with good values.</li> <li>➤ Integrate value education in reading scheme. Good books can be compulsory in book list.</li> <li>➤ Incorporate value education in daily class activities, subject learning and class period. (e.g. sense of responsibility in laboratory and class routine, good class rule, love and care to classmates.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 50% of teachers agree that students' ethical standard has improved in SESS</li> <li>➤ 50% of students agree that their ethical standard has improved in SESS.</li> <li>➤ 70% of students get B or above in conduct</li> <li>➤ The number of students obtaining demerits decreases by 50%</li> <li>➤ The number of students attending the HDC decreases by 30%</li> <li>➤ The loan rate of books related to ethical matters increases by 30 %</li> <li>➤ Curricula integrated with ethical values are in place.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaire</li> <li>➤ Daily observation from class teachers and subject teachers</li> <li>➤ Verbal feedback from teachers and students</li> <li>➤ Statistics on students' conduct grade</li> <li>➤ Students' demerit record</li> <li>➤ Attendance record of DHC</li> <li>➤ Reading records</li> </ul>	<ul style="list-style-type: none"> <li>➤ SSE team</li> <li>➤ Class teachers</li> <li>➤ Discipline team</li> <li>➤ CDC</li> <li>➤ Library teacher</li> </ul>

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li>➤ Use news commentary, composition, writing tasks, listening, oral discussion etc to introduce ethical values.</li> </ul>			

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To cultivate active and basic learning habits	<p>(a) Active learning strategies are adopted widely among students</p> <p>(b) Active learning culture enhanced</p> <p>(c) Basic learning habits internalized among students</p>	<ul style="list-style-type: none"> <li>➤ Pre-lesson preparation (underline focal points, jot notes, raise questions, make summary, give comments, etc)</li> <li>➤ Active reading (highlight or underline key words or good phrases)</li> <li>➤ Note taking/ vocabulary book keeping</li> <li>➤ E-learning platform for enhancement and remedial work</li> <li>➤ News corner or good work display on class notice board</li> <li>➤ Proper filing with good categories</li> <li>➤ Reading aloud (for language subjects) and self-presentation</li> <li>➤ Legible handwriting (tidy and clear)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students consider that the strategies adopted help them learn in a more effective way</li> <li>➤ 70% of teachers consider that students' learning progress is improved</li> <li>➤ 70% of exercise book inspection records show that strategies are adopted in different subjects</li> <li>➤ 85% of teachers score grade 3 or above in classroom management when lesson observations are conducted</li> </ul>	<ul style="list-style-type: none"> <li>➤ Daily observation from class teachers and subject teachers</li> <li>➤ Verbal feedback from teachers and students</li> <li>➤ Inspection on assignment packages</li> <li>➤ Lesson observation</li> <li>➤ SSE questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class teachers</li> <li>➤ Subject teachers</li> <li>➤ School Evaluation Committee</li> <li>➤ Subject panel heads</li> </ul>

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li>➤ Proofreading</li> <li>➤ No chatting while the teacher is teaching</li> </ul>			

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To well implement the NSS curriculum	<p>(a) Strategic plans for the development of NSS curriculum in different Key Learning Areas (KLAs) and Other Learning Experience (OLE) are in placed.</p> <p>(b) A polished, complete NSS curriculum in different KLAs is compiled.</p> <p>(c) Resources are proper allocated to different KLAs and OLE Committee.</p> <p>(d) Methodologies on assignments and assessments are tailor made to prepare students for HKDSE.</p>	<p>➤ Subject panels compile and further polish up a 4-to-6-year spiral curriculum, including core curriculum and extended modules.</p> <p>➤ Subject panels conduct curriculum mapping between NSS and junior form curriculum. Appropriate proportions of NSS curriculum are downward shifted to junior form curriculum.</p> <p>➤ Curriculum contents are properly placed in school calendar in well designed teaching schedule template.</p> <p>➤ Allocate appropriate amount of remedial and enhancement lessons for all NSS subjects.</p> <p>➤ Subject panels organize more class activities and project works to develop students' active learning skills.</p>	<p>➤ A 4-to-6-year spiral curriculum are worked out and compiled by NSS Working Committee.</p> <p>➤ All subjects prepare curriculum mapping. Around 20% of the NSS curriculum have been gone through or are scheduled to be taught in junior forms.</p> <p>➤ Remedial and enhancement lessons are well organized.</p> <p>➤ 70% of teachers feel that students' active learning skills can improve through various class activities and project works provided by subject departments.</p>	<p>➤ 80% of teachers are satisfied with the school-based staff development workshops.</p> <p>➤ 90% of staff have attended the EDB NSS seminars</p> <p>➤ Time tables for NSS in 2011-12 are worked out</p> <p>➤ Deployment of human resources for cohort year 2011-12 is worked out.</p> <p>➤ Latest NSS information is disseminated via the school and EDB websites.</p>	<p>➤ CDC members</p> <p>➤ Subject panel members</p> <p>➤ NSS Working Committee members</p> <p>➤ Staff Development Committee members</p> <p>➤ Time-tabling section members</p> <p>➤ IT Committee members</p>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li>➤ Conduct school-based and subject-based staff development workshops, and disseminate information of seminars organized by EDB and other institutions.</li> <li>➤ Time-tabling team evaluates the running of the timetables in 2010-11 and works on the timetable for 2011-12.</li> <li>➤ Work out tentative deployment of human resources for cohort year 2011-12.</li> <li>➤ Upload information concerning the NSS to the school and EDB websites.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of teachers are satisfied with the school-based staff development workshops.</li> <li>➤ 90% of staff have attended the EDB NSS seminars.</li> <li>➤ Time tables for NSS in 2011-12 are worked out</li> <li>➤ Deployment of human resources for cohort year 2011-12 is worked out.</li> <li>➤ Latest NSS information is disseminated via the school and EDB websites.</li> </ul>		

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
4. To implement NSS through integrating 4C curriculum	<ul style="list-style-type: none"> <li>➤ 4C skills applied and demonstrated in students' learning process</li> <li>➤ 4C skills integrated into assignments, projects and assessments of different key learning areas</li> <li>➤ Students' exemplary 4C assignments published and exhibited to the public</li> </ul>	<ul style="list-style-type: none"> <li>➤ Let students speak English for at least 2 minutes non-stop for strengthening communication skills and for reinforcing subject knowledge</li> <li>➤ Distribute good assignments to students of the same class and point out the language proficiency and relevancy</li> <li>➤ Allocate significant marks in assessment marking scheme to students' works with proper, correct and simple English used</li> <li>➤ Stipulate higher marks reward to essays with relevant evidence raised</li> <li>➤ Include current issues in routine curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students consider that the strategies adopted help them learn in a more effective way</li> <li>➤ 70% of teachers consider that students' learning progress is enhanced</li> <li>➤ 70% of exercise book inspection records show that strategies are adopted in different subjects</li> <li>➤ 70% of assessments give marks for proper, correct and simple English used</li> <li>➤ 70% of assessments score significantly higher for ample and relevant evidence raised</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inspection on assignment and assessment (marking scheme) packages</li> <li>➤ Lesson observation</li> <li>➤ SSE questionnaire</li> <li>➤ Collection of exemplary students' works through assignment and assessment packages</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class teachers</li> <li>➤ Subject teachers</li> <li>➤ School Evaluation Committee</li> <li>➤ Subject panel heads</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li>➤ Publish students' good works as anthology and through the School Homepage</li> <li>➤ Contribute students' exemplary essay-writings to newspapers to recognize their efforts</li> </ul>	<ul style="list-style-type: none"> <li>➤ 85% of teachers observed letting students speak English 2-minutes non-stop when lesson observations are conducted</li> </ul>		

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
5. To further elevate the academic achievements of students	<p>(a) The needs of low and high achievers, as well as learner diversities are catered for.</p> <p>(b) Active learning ethos is cultivated in school.</p> <p>(c) Satisfactory academic results in external examinations are achieved.</p>	<ul style="list-style-type: none"> <li>➤ Work out and prepare for core curriculum, enhancement materials and reference books for high achievers and remedial materials for low achievers across all subjects in different learning areas.</li> <li>➤ Encourage subject panels to provide IT learning platform for students' self-learning.</li> <li>➤ Adopt remedial and enhancement policies of different subjects in everyday classroom teaching.</li> <li>➤ Conduct extra remedial and enhancement lessons after school, during weekends and holidays.</li> <li>➤ CDC core group collaborates the additional lessons to let students have more time for self-study.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 90% of subjects can attain a passing rate of over 80% from F1 to F7.</li> <li>➤ 70% of subjects provide IT learning platform.</li> <li>➤ 80% of teachers consider that most students have made satisfactory improvement in academic performance.</li> <li>➤ The setting and content of test and examination papers are compatible to external examination papers.</li> <li>➤ Post F3 TSA examination shows value-added in Chinese, English and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internal and external examination results</li> <li>➤ Questionnaires</li> <li>➤ Panel paper inspection</li> <li>➤ Attendance record of post-exam remedial lesson</li> <li>➤ Reading records</li> </ul>	<ul style="list-style-type: none"> <li>➤ CDC committee</li> <li>➤ All subject teachers</li> <li>➤ SSE Committee</li> <li>➤ Exam section members</li> <li>➤ Scholarship and Award Committee</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li>➤ Arrange core subject post-exam remedial lessons and re-tests for F.3 and F.4.</li> <li>➤ Extend library opening hour to 8:00pm for self-study purpose.</li> <li>➤ Arrange self-study room for F.5 and F.7 students during their study leave period.</li> <li>➤ Encourage high achievers with bonus marks in assessments.</li> <li>➤ Motivate high achievers to excel by providing scholarships for outstanding external examination results.</li> <li>➤ Achieve a better collaboration of Cross-Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% attendance in post-exam lessons, and 90% passing rate in re-tests can be achieved.</li> </ul>		

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(d) Assignments are of good quality and appropriate quantity.</p> <p>(e) Students' work is properly monitored.</p>	<ul style="list-style-type: none"> <li>➤ Maintain stringent promotion policy.</li> <li>➤ Execute proper assignment submission control to ensure that students hand in assignment on time.</li> <li>➤ The Principal and panels in-charge carry out exercise book inspection twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of teachers consider that their assignments are of good quantity and quality.</li> <li>➤ Exercise book inspection records are properly filed.</li> <li>➤ A drop in the number of students attending homework detention class.</li> <li>➤ 80% of students hand in 80% of assignment on time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaires</li> <li>➤ Attendance records of homework detention class</li> <li>➤ Exercise book inspection records</li> </ul>	<ul style="list-style-type: none"> <li>➤ CDC Committee</li> <li>➤ All subject teachers</li> <li>➤ SSE Committee</li> </ul>
	<p>(f) Assessment of students' work is timely and students' learning progress is properly monitored.</p>	<ul style="list-style-type: none"> <li>➤ Ensure that assessment policies of different subjects are clearly stated in subject plans.</li> <li>➤ Administer two mid-term tests and two term examinations in a school year.</li> <li>➤ Include quizzes and unit tests as inspection items in exercise book check.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of teachers consider that students' learning progress is properly monitored in their assessment policies of their subjects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaires</li> <li>➤ Exercise book inspection</li> <li>➤ Examine the academic performance of students</li> <li>➤ Test records</li> </ul>	<ul style="list-style-type: none"> <li>➤ CDC Committee</li> <li>➤ All subject teachers</li> <li>➤ SSE Committee</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(g) Classroom teaching effectiveness is enhanced.</p> <p>(h) Atmosphere of peer class observation is cultivated.</p>	<ul style="list-style-type: none"> <li>➤ The Principal, CDC members, panels in charge and panel members conduct class observations twice a year.</li> <li>➤ Achieve better collaboration of peer class observation.</li> <li>➤ Ensure that peer class observations are conducted in individual subject panels and good practices are shared by teachers across KLAs.</li> <li>➤ Arrange common preparatory lessons and have them set clearly in teacher time-tables to facilitate by-level collaboration.</li> <li>➤ Conduct student evaluation and peer appraisal to reflect the strengths and weaknesses of individual teacher for further improvement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of teachers consider that the feedback of observation serves professional developmental purposes.</li> <li>➤ 80% of teachers consider peer class observations are developmental.</li> <li>➤ Peer class observation records are properly compiled and filed.</li> <li>➤ 80% of teachers consider the common preparatory lessons helpful.</li> <li>➤ 80% of beginner teachers consider the mentor system and induction programs helpful.</li> <li>➤ All subject panels provide a spiral curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Questionnaires</li> <li>➤ Class observation records</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Principal</li> <li>➤ CDC Committee</li> <li>➤ Subject panels in charge</li> <li>➤ SSE Committee</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li>➤ Enhance the mentor system and induction programs to provide support to beginner teachers in a school-specific context.</li> <li>➤ Remind teachers to place emphasis on the “focus/ effectiveness of the lesson”, “questioning techniques” and “interactions among students” when teaching. Issue-enquiry approach is also recommended.</li> </ul>		➤	

## Discipline

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To cultivate good conduct among students	(a) A neat and tidy learning environment is enriched.	<p>Classrooms:</p> <p>a) Routine check is conducted twice a day by teachers and monitors during lunchtime and after school.</p> <p>b) Classrooms are thoroughly cleaned twice a year. (Before Chinese New Year and year end)</p> <p>c) Bulletin board is changed twice a year. Notice board is tidied up weekly.</p>	<ul style="list-style-type: none"> <li>➤ 80% of classes practice the ABCD classroom rules</li> <li>➤ 80% of teachers are satisfied with the cleanliness at tuck shop area, corridors and classrooms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' questionnaires</li> <li>➤ Observations</li> <li>➤ Records of routine checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discipline Committee</li> <li>➤ Class teachers</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(b) Neat and tidy uniform and decent personal appearance are required.	<ul style="list-style-type: none"> <li>➤ School requirements are stated and explained in the first week</li> <li>➤ Students are checked by class teachers at morning assemblies and by subject teachers in classrooms during lesson</li> <li>➤ Class teachers inform parents about the issue. Statistics will be announced in staff meetings</li> <li>➤ Areas for emphasis: hair style/length and dress length.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of teachers are satisfied with the uniform and personal appearance of students</li> <li>➤ 95% of students are aware of the requirements of uniform and appearance</li> <li>➤ Punishment records reduce by 5%</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' questionnaires</li> <li>➤ Scrutiny of school documents</li> <li>➤ Student's questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discipline Committee</li> <li>➤ Class teachers</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(c) Politeness and respect are instilled among students.	<ul style="list-style-type: none"> <li>➤ Greet aloud to the Principal, teachers and staff</li> <li>➤ Knock the door and ask for permission before entering classrooms</li> <li>➤ Practice greeting and school song in classrooms and at assemblies</li> <li>➤ Practice etiquette in entering classrooms and the school hall 5. All staff act as role models</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students greet aloud to the Principal, teachers and staff</li> <li>➤ 80% of students follow the school requirements when entering classrooms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' questionnaires</li> <li>➤ Scrutiny of documents</li> <li>➤ Observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discipline Committee</li> <li>➤ All teachers</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(d) Punctuality in daily life improves among students	<ul style="list-style-type: none"> <li>➤ Late comers are restricted from entering the hall and recorded.</li> <li>➤ Late comers for lessons must stand for 10 minutes as punishment</li> <li>➤ Staff must report duty to assemblies, lessons and activities on time/as scheduled</li> <li>➤ Habitual late comers are suspended from lessons, and strictly restricted from taking quizzes/tests during suspension period</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lateness record reduces by 5%</li> <li>➤ Lateness for morning assemblies is less than 3%</li> <li>➤ Lateness for lessons is less than 5%</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' questionnaires</li> <li>➤ Scrutiny of documents</li> <li>➤ Observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discipline Committee</li> <li>➤ All teachers</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(e) Students abide by school rules and can manage their learning	<ul style="list-style-type: none"> <li>➤ Discipline records are to be reviewed:               <ul style="list-style-type: none"> <li>- Warning record will replace minor demerit record. Summary will be issued to parents, yet it will be excluded in academic report</li> <li>- Warning records will be accumulated to minor demerits</li> </ul> </li> <li>➤ Handbook check               <ul style="list-style-type: none"> <li>- Weekly check at F.1-3 by class teachers</li> <li>- Monthly check at F.4-7 by class teachers</li> </ul> </li> <li>➤ Sick leave and casual leave arrangements: Medical certificates for sick leave and parent letter for causal leave must be submitted.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80 % of students are aware of the major amendments in school rules</li> <li>➤ Serious punishment reduces by 10% (demerit/major demerit record)</li> <li>➤ 80% of teachers regard that there is improvement in general discipline</li> <li>➤ All class teachers check students' handbook according to schedule</li> <li>➤ 95% of absence cases are supported by documents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' questionnaires</li> <li>➤ Scrutiny of documents</li> <li>➤ Observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discipline Committee</li> <li>➤ All teachers</li> </ul>

## Guidance

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. Promote ethical/ core values among students	(a) Guidance Week  Subject Collaborations: ➤ Display of students' work featuring responsibility  ➤ Booth Games  ➤ Collective work from different subjects  ➤ Song dedication  ➤ Lunch time forum	Our students are expected to ➤ understand the importance of punctuality for school and lesson, as well as in submitting their homework.  ➤ be helpful to teachers, janitors and other staff members in school daily routines and various functions  ➤ be considerate towards their family members  ➤ be more environmental friendly by producing less waste.	➤ More than 10 subjects/committees participate in and organize the Guidance Week.  ➤ More than 50% of students participate in the activities organized.  ➤ Students' work can reflect their understanding of the sense of responsibility in the following areas: 1. Self 2. Family 3. School 4. Environment	➤ Number of participants  ➤ Observation of students' work  ➤ Questionnaire for teachers	➤ Ho CT/ Wong CT/ Yeung HL/ Ho PY

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(b) Preparation of ethics-related reading materials for morning reading sessions</p> <ul style="list-style-type: none"> <li>➤ An article related to ethics or core value will be selected monthly for morning reading sessions.</li> <li>➤ Inspiring questions will be included to help students have self reflection.</li> <li>➤ Teachers can make use of the questions to generate follow-up discussion in class.</li> </ul>	<p>Students are expected to</p> <ul style="list-style-type: none"> <li>➤ pay more attention to ethics / moral related issues around them.</li> <li>➤ have more frequent self-reflection.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Over 70% of students and teachers agree that the articles can facilitate self-reflection among students.</li> <li>➤ Over 70% of students read the articles actively.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Questionnaire for teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Law ST/ Lau TY/ Chu HM// Yeung TS</li> </ul>
	<p>(c) Cleaning activity</p> <ul style="list-style-type: none"> <li>➤ 2 cleaning activities will be carried out before Lunar New Year and at the end of the school term.</li> </ul>	<p>Students are expected to understand their responsibility in keeping the school clean.</p>	<ul style="list-style-type: none"> <li>➤ Over 70% of students and teachers are satisfied with the program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Questionnaire for teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wong CT/ Yeung HL</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(d) Morning assembly <ul style="list-style-type: none"> <li>➤ Teachers are required to give sharing on topics related to ethical issues and core values. Topics will be assigned to them in advance.</li> <li>➤ There will be 4 teaching sharing (2 for junior levels and 2 for senior levels) on core values each month.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are expected to show more awareness and interest towards ethical issues and core values.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Over 70% of students and teachers are satisfied with the teacher sharing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Questionnaire for teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wong CT/ Law ST/ Ho PY</li> </ul>
	(e) Collaborative work of different subjects in value education <ul style="list-style-type: none"> <li>➤ Value education will be included in different subjects and levels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' awareness towards ethical issues and core values in different aspects will be enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>➤ More than 5 departments will incorporate value education into their curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaire for teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wong CT/ Ho CT</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(f) Orientation ➤ Class visit for F.1 students	➤ Students notice the service provision of school social work.	➤ Over 70% of students know about the school social work service	➤ Questionnaire for students	➤ Cheung KK
	(g) Casework ➤ Liaison with teachers concerned ➤ Form meetings ➤ Case follow-ups ➤ Liaison with parents ➤ Case meeting	➤ Students' problems can be solved. ➤ Students' emotions can be handled.	➤ Over 70% of students and teachers know how to approach and use the school social work service	➤ Service statistics ➤ Year-end evaluation questionnaires for students and teachers	➤ Cheung KK
	(h) F.1 By-level Educational Training Camp ➤ Overnight camp for F.1 students ➤ Problem solving skills, team spirit, core value of respect and love will be introduced	➤ Students' problem solving skills can be enhanced ➤ Students can experience the importance of mutual support and encouragement.	➤ Over 70% of students feel that their problem solving skills and class team spirit have been enhanced. ➤ Over 70% of students agree on the importance of respect and love.	➤ Questionnaire ➤ Feedback from class teachers	➤ Yau CY/ (P.A.T.H.)

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(i) F.2 By Level Educational Training Camp ➤ Overnight camp for F.2 students ➤ Communication skills will be themed.	➤ The communication skills of student participants are enhanced, and can especially be applied to their daily life.	➤ Over 70% of student participants claim that their communication skills have been enhanced	➤ Questionnaire ➤ Feedback from class teachers	➤ Yau CY/ (P.A.T.H.)
	(j) F.3 By Level Educational Training Camp ➤ Overnight camp for F.3 students ➤ Assertiveness will be themed.	➤ Students are equipped with skills to maintain an appropriate balance between passivity and aggression.	➤ Over 70% of students know more about assertiveness techniques ➤ Over 70% of students claim that they try to apply the assertiveness techniques in their daily life in future.	➤ Service statistics ➤ Year-end evaluation questionnaires for students and teachers	➤ Yau CY/ (P.A.T.H.)
	(k) Sex education programs ➤ Seminars for F.1-6 students	➤ Students establish correct values and attitudes towards dating, intimacy and premarital sex	➤ Over 70% of students regard that the acquired knowledge is helpful in their development stage (especially on the aspect of respecting opposite sex aspect).	➤ Observation ➤ Questionnaire ➤ Feedback from the external speakers or instructors	➤ Cheung KK (Junior) ➤ Yau CY (Senior)

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(l) Hall Assembly Seminars for students  ➤ Seminars on “School Harmonious Relationship” for junior form students	➤ Participated students understand the importance of maintaining good relationship among schoolmates and teachers.	➤ Over 70% of students are satisfied with the program design and arrangement  ➤ Students attend the hall assembly and participate in the activities actively	➤ Observation  ➤ Questionnaire  ➤ Feedback from the external speakers or instructors	➤ Cheung KK
	(m) P.A.T.H. – HOPE Teens’ Developmental project Learning aspect  ➤ Programs focus on the enhancement of self-esteem and problem solving skills for the F.1 students.  ➤ Group sessions and training camp	➤ The self-confidence and self-awareness of participated students are improved.  ➤ Students show positive learning attitudes	➤ Over 70% of students feel that they are more confident in handling their school-related problems	➤ Questionnaire	➤ Yau CY/ (P.A.T.H.)

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(n) P.A.T.H.- Emotional Quotient Project/ Social Relationship and Family  ➤ Programs focus on emotional quotient  ➤ Group sessions and training camp	➤ Student experience the importance of emotional control  ➤ Participated students have better emotional control	➤ Over 70% of student participants claim that they know more about the concept of emotional quotient  ➤ Over 70% of student participants claim that their communication skills have been enhanced	➤ Questionnaire	➤ Yau CY/ (P.A.T.H.)
	(o) P.A.T.H.- “Life Lighter” Mentorship Scheme  ➤ Mentorship training program for F.3 students, aiming to serve F.2 students  ➤ Group sessions and training camp	➤ Participated students are satisfied with their performance as mentors.  ➤ F.2 students receive care and concern from our F.3 students.	➤ Over 70% of participated students are satisfied with their performance in playing the role of a mentor  ➤ Over 70% of F.2 student participants are cared by the mentors in the program.	➤ Questionnaire	➤ Yau CY/ (P.A.T.H.)

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To cultivate good conduct among students	(a) Class competition <ul style="list-style-type: none"> <li>➤ Class competition will be held twice a year, aim at boosting class ethos and students' awareness of self-discipline.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can have good learning attitude and conduct.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students and teachers agree that competition can raise their awareness of self-discipline.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaire for students and teachers</li> <li>➤ Observation of students' performance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wong CT/ Ho PY/ Chu HM</li> </ul>
	(b) Class Teacher collaboration <ul style="list-style-type: none"> <li>➤ 2 level coordinators will be assigned to each level. They will be responsible for monitoring the form ethos and giving timely suggestions to class teachers.</li> <li>➤ Class teachers can seek help from their level coordinators when they have problems in handling misbehaved students.</li> <li>➤ In some cases, misbehaved students can be referred to guidance teachers for further conversation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class teachers can seek help from other colleagues so that they can have more solutions to handle misbehaved students.</li> <li>➤ Form ethos can be closely monitored. Timely corrections can be given.</li> <li>➤ Class teachers can have timely referral of misbehaved students to guidance teachers and social workers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of teachers are satisfied with the referral system.</li> <li>➤ 70% of teachers agree that they can seek help from level coordinators whenever necessary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaire for teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wong CT / Yeung HL/ Law ST</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(c) Big Brothers and Sisters Scheme</p> <ul style="list-style-type: none"> <li>➤ 40 students are recruited as guidance ambassadors (GA). They are assigned to 5 Form 1 classes to take care of their students.</li> <li>➤ GA mainly focuses on helping Form 1 students to develop their daily routine and form a good study habit.</li> <li>➤ GA also acts as a bridge between class teachers and F.1 students, which can help to facilitate the communication between teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A team of guidance ambassadors is well-established.</li> <li>➤ Form 1 students can have a good study habit and daily routine in the school.</li> <li>➤ Guidance ambassadors can be role models not only for F.1 students, but also students in their form.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of teachers and students agree that guidance ambassadors can help form 1 students to form good habits.</li> <li>➤ 70% of teachers and students appreciate the work of guidance ambassadors.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Questionnaire for teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wong CT / Yeung HL / Lau TY/ Yeung TS</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>➤ GA is required to accompany F.1 students before the morning class period and during lunch time. They will act like big brothers and sisters to take good care of the F.1 students.</p>				

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To elevate students' academic performance and cultivate their active learning habit	(a) <b>Calendar on class notice board</b> <ul style="list-style-type: none"> <li>➤ Subject teachers can mark down the date of quizzes and tests on the calendar.</li> <li>➤ Students are required to check the calendar every day.</li> <li>➤ Class teachers can encourage students to revise for quizzes every day.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can be reminded to do revision on their own by simply checking the calendar every day.</li> <li>➤ Class teachers can give encouragement to students before tests and quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students and teachers agree that the calendar can remind the students to do revision timely.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaire for teachers and students</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chu HM/ Yeung TS</li> </ul>
4. To better implement the NSS curriculum	(a) Amend Life Education student workbook to English version. <ul style="list-style-type: none"> <li>➤ Life education workbook for F.1 to F.5 students will be changed to English version, but the lesson rundown will remain in Cantonese.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can be more familiar with the vocabulary of Liberal Study, especially on the personal growth aspect.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All F.1-F.5 student workbook is amended to English version.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cheung KK</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(b) Staff Team Building Program  ➤ Team building programs for teachers will be held	➤ Colleagues develop good relationship with new teachers.  ➤ Teachers cooperate with each other harmoniously.	➤ Over 70% of teachers are satisfied with the program design and arrangement.  ➤ Over 70% of teachers agree that they are more familiar with the form coordinators and new teachers.	➤ Questionnaire  ➤ Observation	➤ Cheung KK

### 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 to be provided as ECA sessions.	<ul style="list-style-type: none"> <li>➤ Employ professional coaches to conduct the ECA training</li> </ul>	<ul style="list-style-type: none"> <li>➤ The attendance of students reaches 70 % or above</li> </ul>	<ul style="list-style-type: none"> <li>➤ Scrutiny of document records</li> </ul>	<ul style="list-style-type: none"> <li>➤ ECA committee</li> </ul>
	(b) A number of school sports and music teams obtain encouraging results in external competitions.	<ul style="list-style-type: none"> <li>➤ Scheme of “An athletic/aesthetic skill for every F.1/F.2 student” will be introduced.</li> <li>➤ Scholarship will be awarded to students who have outstanding performance in external competitions.</li> <li>➤ Overseas training program will be organized for potential athletes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of teachers are satisfied with students’ effort, performance or awards received in external competitions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaire</li> <li>➤ Evaluation of students’ participation in trainings or competitions</li> </ul>	<ul style="list-style-type: none"> <li>➤ ECA committee</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To nurture the sense of responsibility among students.	(a) Students can organize different kinds of activities independently.  (b) Trial Run of Student Union	<ul style="list-style-type: none"> <li>➤ Inter-house competitions, including ball games, music competitions, will be launched.</li> <li>➤ Student Union will be established as trial run.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of ECA committee members consider the number of activities and the participation rate of students and teachers as satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>➤ By Observation</li> <li>➤ Evaluation of students' participation in competitions</li> </ul>	<ul style="list-style-type: none"> <li>➤ ECA committee</li> </ul>
3. To implement Other Learning Experience (OLE)	(a) A balanced development on the aspects of physical and aesthetic experience, moral and civic education, community service and career-related experience will be instilled.	<ul style="list-style-type: none"> <li>➤ Operate OLE in module system to enhance a balanced, interactive and participating OLE experience.</li> <li>➤ Establish an OLE Committee to collaborate the work in PE education, aesthetic education, ECA, life education, ABC camp, class period, community service and assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of teachers consider the implementation of OLE satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>➤ By observation</li> <li>➤ Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>➤ ECA committee</li> </ul>

### Student Affairs

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To promote ethical/ core values among students	<p>(a) Student Affairs put emphasis on two core values: love and respect</p> <p>(b) Students should respect their classmates or schoolmates when they line up to get their lunch.</p> <p>(c) Students should also respect and love the earth they are living in.</p>	<p>➤ Love - Student Affairs Committee will introduce floor-by-floor lunch delivery so as to encourage students to reduce leftovers. They should learn how to love the environment.</p> <p>➤ Respect - Students will be trained to queue up orderly to get their meal at the corridor during lunch time. The styles of uniform at all other levels (F.1-F.3, F.5 and F.6-F.7) are remained unchanged.</p>	<p>➤ Awareness of protecting the environment will be raised among students.</p> <p>➤ Food wastage problem will be lessened.</p> <p>➤ Students are able to get their meals orderly at the corridor during lunch time.</p>	<p>➤ Observation</p> <p>➤ Scrutiny of records</p>	<p>➤ Student Affairs Committee</p>

<b>Major concerns</b>	<b>Intended Outcomes/ Targets</b>	<b>Strategies/ Tasks</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Responsible Personnel</b>
2. To cultivate students' active learning habits	(a) Students should nurture a good learning habit by jotting down useful phrases and vocabulary in vocabulary books	➤ Help every student order an English and a Chinese vocabulary book in the coming academic year. Students are encouraged to jot down any useful vocabulary in their notebooks.	➤ Every student should at least write down 50-100 useful vocabularies or phrases in an academic year.	➤ Observation and feedback from language teachers	➤ Student Affairs Committee ➤ Chinese and English Panels
3. To better implementation the NSS curriculum	(a) Help organize activities for students as their other learning experiences	➤ Try to contact different suppliers to organize some educational programs or health talks/ seminars for our students which can be part of their OLE.	➤ Students are interested in the seminars or educational programs provided by the suppliers  ➤ OLE Committee find it useful to hold such kind of seminars or educational programs for NSS students	➤ Feedback from OLE Committee ➤ Feedback from students	➤ Students Affairs Committee ➤ OLE Committee

### Information Technology

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To cultivate students' active learning habits through Internet	(a) To further nurture web-learning habit via school Internet among students.  (b) To well maintain the web hosting for storage of teaching and learning materials.	<ul style="list-style-type: none"> <li>➤ eClass will be upgraded from 2.0 to 2.5, so that the user interface will be more user friendly</li> <li>➤ Web hosting account will be introduced to teachers</li> <li>➤ Teachers are encouraged to upload their teaching materials via eClass or web hosting account</li> </ul>	<ul style="list-style-type: none"> <li>➤ More than 30% of teachers get used to uploading teaching and learning materials to eClass</li> </ul>	<ul style="list-style-type: none"> <li>➤ The usage of eClass</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lee WS</li> </ul>
2. To better implement NSS curriculum	(a) To further develop the SLP system to facilitate data entry  (b) Teachers and students are familiar with the usage of SLP system	<ul style="list-style-type: none"> <li>➤ SLP training will be provided to teachers</li> <li>➤ SLP training will be provided to students in CL lessons</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers and students can use the SLP system confidently</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inspection by technicians</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lee WS</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To provide a better teaching and learning platform	(e) To provide teachers with visualizers for classroom teaching in senior forms  (f) To streamline loan service procedures of AV equipment for teachers  (g) To provide more personal computers in classrooms and staff room	<ul style="list-style-type: none"> <li>➤ Visualizers will be installed in classrooms of senior forms</li> <li>➤ The maintenance of AV equipment will be strengthened and a loan system via eClass will be introduced</li> <li>➤ eClass will be upgraded from 2.0 to 2.5</li> <li>➤ 30 personal computers will be installed in classrooms and staff room</li> </ul>	<ul style="list-style-type: none"> <li>➤ 10 visualizers are installed successfully in F4 and F5 classrooms</li> <li>➤ Teachers are able to borrow AV equipment via eClass</li> <li>➤ 30 computers can function smoothly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inspection by technicians</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lee WS</li> </ul>