

## Major Concerns for 2020-2021

### Major Concern 1:

1. To prepare students for the evolutionary changes in the new era by enhancing the effectiveness of learning and teaching

Targets	Strategies & Tasks	Success Criteria	Result of Evaluation
<p><b>1.1</b>  <b>To further establish and develop policies on effective Assessment for Learning</b></p> <p>To improve existing subject-based and class-based summative assessments to enhance students' learning and cater for students' diversified learning needs</p>	<ul style="list-style-type: none"> <li>● To implement and adjust existing summative assessment** methods to cater for students' diversified learning needs within each department.</li> <li>● To review and evaluate the effectiveness of related summative assessments implemented.</li> </ul>	<ul style="list-style-type: none"> <li>● Relevant subject-based and class-based summative assessment** methods are implemented.</li> <li>● At least TWO discussion (one in each school term) on the effectiveness of the implemented summative assessments** on catering for students' diversified learning needs is held at panel meetings of each subject department.</li> </ul>	<p>As shown in the teachers' survey, 90% of teachers agreed that the existing summative assessment** methods have been implemented and adjusted to cater for students' diversified learning needs within each department.</p> <p>According to the minutes of panel meetings, teachers have taken turns in sharing their experiences on implementing effective and practical summative assessment methods in departmental meetings.</p>

Targets	Strategies & Tasks	Success Criteria	Result of Evaluation
<p><b>1.2</b>  <b>To strengthen students' interactive learning for enhancement of learning effectiveness</b></p>	<ul style="list-style-type: none"> <li>● To implement appropriate e-learning tools (both software and hardware) to facilitate interactive learning.</li> <li>● To extend the use of e-media to foster a concept of self-learning in students to learn outside classroom and interact with teachers, in both junior and senior forms</li> <li>● To share and review on the effectiveness of related practice.</li> </ul>	<ul style="list-style-type: none"> <li>■ At least TWO discussions on related topics are held at panel meetings of each subject department.</li> <li>■ At least 2-3 e-media teaching kits on appropriate topics from each subject department will be uploaded to the school website, so that students can access and learn even in extra-ordinary situations.</li> <li>■ At least ONE discussion on the effectiveness of the practice.</li> <li>■ 75% of teachers have participated in related development of e-media teaching kits.</li> <li>■ 75% of teachers give positive feedbacks after mutually reviewing and appreciating the teaching kits of other departments.</li> </ul>	<p>Due to suspension of school caused by the outbreak of COVID 19, many lessons were held online. It inevitably involved the implementation of e-learning tools (both software and hardware) to facilitate interactive learning in all kinds of online teaching. According to the teachers' survey, 90% of the teachers agreed that their subject departments had discussed on the above mentioned topic at panel meetings at least twice.</p> <p>90% of the teachers agreed that they had prepared, used, modified more than the required number of e-learning teaching kits/tools to enhance their teaching and interaction with their students. Fruitful and versatile files of these teaching kits have been uploaded and could be found at the school website.</p> <p>Due to arrangement of the time-limited online lessons, students were required to do self-learning and to interact with teachers before or after lessons, such as contact through e-mail or Google classrooms, in order to achieve better learning result and saved more time within the period of limited contact hours.</p> <p>However, due to suspension of school caused by the outbreak of COVID 19, some classes were suspended while some changed their original lesson time. Hence according to the survey, 68% of teachers were able to arrange mutual observation and review on teaching kits prepared and used by other departments, and found them useful. 21% of teachers had looked at the teaching kits prepared by other departments but were not able to arrange mutual review due to different reasons such as different time-table.</p>

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			According to the minutes of panel meetings, task 1.2 was achieved by all subject departments. The outbreak of COVID 19 created a circumstance that all teachers needed to access to the use of e-teaching media, as well as to interact with students outside 'classrooms'.
<p><b>1.3</b> To promote STEAM education within the Centre</p>	<ul style="list-style-type: none"> <li>● To support staff to participate in various related professional training/ sharing/ self-directed learning.</li> <li>● To implement related collaborative activities in suitable classes so as to inspire creativity and cater for learning diversities in practical learning.</li> <li>● To share and review on the effectiveness and inspiration for teaching of related collaborative activities.</li> </ul>	<ul style="list-style-type: none"> <li>■ 75% of teachers have participated in related professional training/ sharing/ Self-directed learning.</li> <li>■ At least ONE trial collaborative activity is conducted by each department within the academic year.</li> <li>■ At least ONE discussion on the effectiveness of the trial(s).</li> </ul>	<p>According to the survey for teachers, 70% of teachers have participated in related professional training/ sharing/ Self-directed learning.</p> <p>However, owing to the COVID-19 pandemic, most subject departments did not manage to organize collaborative learning activities for students, particularly within the academic year 2020 – 2021.</p>

\*\*The summative assessment mentioned here may not exactly be tests or examinations. Some are more similar to class-based formative assessments, particularly in junior forms in order to fulfil the needs to cater for learners' diversity.