

**Pope Paul VI College**

**Evaluation on Use of Capacity Enhancement Grant in 2007/2008 School Year**

**1. English Language**

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Recommendation / Follow-up</b>
Enhancement of students' English proficiency	To enhance the English proficiency of the more able students of English (S.1-S.3)	To employ three part-time teaching assistants to conduct enhancement courses for S.1-S.3 students on 20 Saturday mornings	The English language skills of the more able students will be elevated	Most students find the course useful in helping them to make further progress in English	The attendance rate of students was over 89%. Students' performance in the examination was good. The majority of them will be recommended to enroll in the enhancement courses in the 2008/2009 school year.	- More grammar items should be integrated into the lessons

<p>Coping with the learning needs of S.1 students (bridging course)</p>	<ul style="list-style-type: none"> <li>-To help S.1 students adapt to a new learning environment</li> <li>-To help students develop the ability to use English as the medium of learning</li> <li>-To equip students with learning strategies for effective learning in an EMI school</li> <li>-To arouse students' interest and help build up their confidence in using English to communicate with others</li> </ul>	<p>To organize a 4-day (2 hours per day) bridging course for pre S.1 students in summer</p>	<ul style="list-style-type: none"> <li>- Students will be familiarized with the new learning environment</li> <li>- Students will have more confidence in using EMI subjects</li> </ul>	<p>Students' fluency and confidence in speaking English is enhanced</p>	<p>The attendance rate was 99%. Only two students were absent from the programme. The bridge course was useful in helping students to get familiarized with the new school environment and have more confidence in using basic classroom English.</p>	<p>It is recommended that some more challenging activities/tasks be included for the students of S.1A and 1B (students who are more able in English Language)</p>
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## 2. Chinese Language

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Enhancing students' Chinese language proficiency and coping with students' diverse learning needs	1.To enhance the basic speaking skills of S.1 students	To employ qualified tutor(s) from relevant educational center to conduct workshop for all S.1 students	Students will possess the basic speaking skills to communicate their thoughts and ideas more effectively.	Students show improvement in their skills of speaking and oral communication	<ul style="list-style-type: none"> <li>-The attendance rate reached 91%. Over 84% of the participants agreed or strongly agreed that the course was effective in enhancing their speaking skills</li> <li>- The students in general grasped the basic skills of making a speech, though some of them failed to present the contents in an orderly manner. Besides, students need to make continuous improvement in their voice projection.</li> </ul>	There may not be budget allocated to this programme in the next school year, thus all Chinese Language teachers should make continuous effort in enhancing students' speaking skills in their daily teaching.
	2. To enhance the reading and writing skills of S.2 and S.3 students	To arrange a 12-hour workshop for S.2 and S.3 students	<ul style="list-style-type: none"> <li>- Students' interest in reading and writing will increase</li> <li>- Students will master the two language skills better with increased attention and learning opportunities</li> </ul>	Students show improvement in their reading and writing skills	The workshop was conducted by a renowned poet, Mr. Kwan Mong Nan, who is very experienced in teaching new-style poem writing. All students who had participated in the workshop strongly agreed that it could raise their interest in writing new-style poems, and 96% of them agreed that it could also enhance their writing ability. Some students even had their writings posted in the column of Hong Kong Economic Times.	As the workshop received very positive response from the students, it will be held again in the next school year. In addition, there will be one more workshop for S.4 students.

	3. To enhance the reading and speaking skills of students to be promoted to S.4	To arrange a summer course (conducted by the teacher assistant) for all students who are to be promoted to S.4	Students' reading and speaking skills will be consolidated and they will be better prepared for the S.4 curriculum	Students find the course useful in helping to consolidate their reading and speaking skills	The course received very positive response from the S.4 students. Over 79% of them agreed or strongly agreed that the workshop was able to enhance their reading and speaking skills.	As the course was effective in meeting the objective, it is planned that similar programme be run again in the next school year.
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### 3. Mathematics

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Coping with special learning needs of students (remedial classes for S.2, S.3, S.4 and S.6)	<ul style="list-style-type: none"> <li>-To help the weaker students to master the basic Mathematics concepts and skills and present their work more logically</li> <li>- To help the weaker students to cultivate interest and confidence in learning Mathematics</li> </ul>	To employ 6 part-time teaching assistants to conduct remedial classes for 5 groups of S.2-S.4 students and 1 group of S.6 students (students in the Arts stream taking Maths. & Statistics) (15 students in each group) on 15 Saturdays	<ul style="list-style-type: none"> <li>-The weaker students can grasp the basic skills in learning Mathematics and are able to keep up with the lessons</li> <li>-The teachers of S.2- S.4 and the teacher teaching S.6 Maths. &amp; Statistics can run the lessons for the whole class more smoothly</li> </ul>	<ul style="list-style-type: none"> <li>- The average attendance rate of the student participants is more than 75%</li> <li>- Improved students' performance in Mathematics as reflected by their results in examinations - 50% passing rate</li> </ul>	<p>Throughout the year, there were 38, 40 and 19 .S.2, S.3 and S.4 students respectively attending the Saturday remedial course. Some students had made improvement in the 1<sup>st</sup> term and so they need not join the course in the 2<sup>nd</sup> term.</p> <ul style="list-style-type: none"> <li>- On the whole, the attendance rate of the students, especially that of S.4 (below the expected 75%), was not satisfactory.</li> <li>- Though some students did show improvement in their work, they did not perform as good as expected in the final examination.</li> </ul>	It was decided that the Saturday remedial course be replaced by after-school tuitions. The new arrangement will probably be more convenient to the students who can easily seek help to solve their problems when they do their daily assignments.

<p>Coping with special learning needs of less able students (consolidation course for students promoted to S.2/3/5)</p>	<p>- To help the less able students to understand the basic Mathematics concepts well and present their work more logically before proceeding to a high form</p>	<p>To employ 4 part-time teaching assistants to teach 4 groups (each group with 15 students) of less able students (those who are to be promoted to S.2-S.5) for 2 weeks during the summer holidays</p>	<p>The less able students can consolidate the basic Mathematics concepts and skills learnt before and can keep up with the lessons in the higher forms</p>	<p>- The average attendance rate of the student participants is more than 75% - 60% of the student participants passed in the quiz in the new school term</p>	<p>- The attendance rate of the S.1 students was good (92.5%) whereas that of the S.2 students was satisfactory (76%). However, that of S.3 and S.4 was below the expected 75%.  - The performance of the S.2 students in the revision quiz was unsatisfactory though their attendance was satisfactory.</p>	<p>-Some students showed positive feedback on the course. Yet, the S.4 students on the whole did not respond very positively to the course, though their performance in the revision quiz was satisfactory.  - It is suggested that the tutorial sessions be arranged after school instead of during the summer holidays.</p>
<p>Coping with the learning needs of the S.1 students (bridging course)</p>	<p>To help S.1 students to consolidate the Mathematics concepts and skills they learned in P.6 so that they will be better prepared to learn the subject at a higher level</p>	<p>To employ 5 part-time tutors (through qualified educational centre) to conduct a 5-day bridging programme for pre S.1 students during the summer holidays</p>	<p>- The students will adapt better to the new school learning environment -The pre S.1 students will manage better the basic Mathematics concepts and skills learned in P.6 and will be able to apply them in coping with the S.1 Math. syllabus</p>	<p>- Positive comments from the teachers and students involved  - 90% of the students pass in the revision quiz in the new school term</p>	<p>-The attendance rate was over 90%.  - The students found the course useful in helping them better prepared to learn Mathematics at secondary school level. On the whole, the teachers also had positive comments on the course.  - The result of the revision quiz was very good. More than 90% of the students passed in the quiz. Those who failed have to join the S.1 Study Group in the first term.</p>	<p>- Not all the teaching content proposed for the course was covered. The teachers suggested that the major Mathematics terms in English as well as the skills the students had learned in primary schools (e.g. simplification of fractions) should be focused more. New topics such as directed numbers could be taught during normal lessons.</p>

			<ul style="list-style-type: none"><li>- The students will understand the lessons better, especially the Mathematics terms in English</li><li>- The S.1 teachers can conduct their lessons more smoothly and can spend more time on developing effective learning and teaching strategies for their classes</li></ul>			<ul style="list-style-type: none"><li>- It was also suggested that the course be conducted by our past students as they could help the S.1 students adjust better to secondary school life at this College.</li></ul>
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#### 4. Science Key Learning Areas

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Coping with students learning diversity	- To relieve teachers' workload in dealing with students' learning diversity so that they can concentrate on curriculum development, lesson preparation and marking of students' assignments	To employ science tutors to conduct one/two 1.5/1-hour tutorial session(s) weekly for each of the following: - S.4 -S.7 Physics - S.4 –S.7 Chem - S.4 & 6 Biology - S.2 Integrated Science	- Relieving teachers' workload in catering to the learning needs of the less able students outside school hours  - The learning needs of the less able students are taken care of	- Tutors motivate students to learn and cater for their learning needs - Students attending the tutorial sessions show improvement in assignments and other forms of assessment - Teachers' workload in conducting tutorial sessions outside school hours is relieved	<p><u>General Comments</u></p> <ul style="list-style-type: none"> <li>- Average attendance rate was improved this year</li> <li>- Students showed greater confidence in learning during the tutorial lessons</li> </ul> <p><u>Physics</u></p> <ul style="list-style-type: none"> <li>- The tutors were competent and helpful.</li> <li>- Students were more confident in dealing with questions including calculations.</li> </ul> <p><u>Chemistry</u></p> <ul style="list-style-type: none"> <li>- The tutors were helpful and the attendance rate of students was good. The tutorials would have been more effective if the students had taken a more active role in the preparative work for these sessions.</li> </ul> <p><u>Biology</u></p> <ul style="list-style-type: none"> <li>- The tutors were competent and helpful. They were very well received by the students.</li> <li>- Students treasured the tutorial sessions as a platform to solve their problems in learning.</li> <li>-</li> </ul> <p><u>Integrated Science</u></p> <ul style="list-style-type: none"> <li>-The students found the tutors helpful.</li> </ul>	It is suggested that tutorial classes be continued in the 2008-09 school year if resources are available.

## 5. History

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Recommendation / Follow-up</b>
Coping with special learning needs of students	<ul style="list-style-type: none"> <li>- To assist S.4 students who are weak in the subject to develop effective study skills, especially in answering data-based questions (DBQ)</li> <li>- To relieve S.4 History teachers' workload by catering to the needs of students who have poor performance in the subject</li> </ul>	<p>To employ two tutors to give tuition on Saturday mornings. The tutors will help the students in the following ways:</p> <ul style="list-style-type: none"> <li>- revision of textbooks and notes</li> <li>- vocabulary practice on DBQs and essay writing</li> </ul>	<ul style="list-style-type: none"> <li>- Students will show improvement in the final examination</li> <li>- Te workload of S.4 History teachers will be relieved</li> </ul>	<ul style="list-style-type: none"> <li>- 80% attendance rate</li> <li>- Improvement of students in their understanding of areas revised</li> <li>- Improvement in answering DBQs and essay questions</li> <li>- Improvement in dictation of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- The average attendance rate was 84.95%. It met the success criterion of 80% average attendance. The majority of the participants (74.29%) made improvement in the Final Examination. The mark range of those who made progress was 2-30.</li> <li>- The two tutors reflected that the majority of the students were attentive. They also asked questions during the tutorials.</li> <li>- The feedback of the students was positive. The majority remarked that the course and tutors' handouts were useful. They learnt more skills in answering DBQs. Suggestions were mainly about arrangement of the course. Some students suggested running the class in both terms.</li> </ul>	<ul style="list-style-type: none"> <li>- Based on the feedback from the tutors and students, it is recommended that a similar course be run next year for S.4 students who are weak in History.</li> <li>- It may not be possible to run the class in both terms due to the allocation of school resources. The class will still be run in the second term of the coming school year.</li> <li>- The focus of the class next year will still be post-WWII topics. Emphasis will still be placed on essay writing skills and skills in answering DBQs.</li> </ul>

## 6. Study Skills

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Recommendation / Follow-up</b>
<p>Coping with students' learning needs</p> <p>- After-school tutorial sessions for S.1</p>	To help S.1 students develop good study habits	To employ 5 part-time tutors to conduct a 1.5-hours after-school tutorial class on every Friday	<p>-Students will develop good study habits (such as time management, self-study, completion of homework on time and etc.) and be able to study independently</p> <p>-The workload of the S.1 class teachers is relieved with the help of the tutors</p>	<p>- 80% of the S.1 class teachers and members of the Academic Committee find the tutorial class useful in helping students to develop good study habits</p> <p>- 85% of the S.1 students show good use of time during the tutorial session</p>	<p>-14 tutorial lessons were conducted and one lesson was cancelled due to public examination.</p> <p>- Less than 60% of the S.1 class teachers and members of the Academic Committee found the tutorial lessons as effective as expected.</p> <p>- More than 85 % of the students showed a better use of time in the lessons. However, some students did not treasure the opportunity to develop good study habits and make good use of their time.</p>	Students depended too much on the tutors to solve their problems in leaning different subjects. They should learn to develop better skills in self-management as well as time management.

## 7. Visual Arts

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Recommendation / Follow-up</b>
Curriculum development (SBA)	To give expertise support and aid to the S.4 Visual Arts students to finish one coursework assignment for SBA for the HKCEE	To employ a tutor to run a 10-hour course for the S.4 Visual Arts students	S.4 Visual Arts students will be given extra-guidance and support in completing their coursework assignment for SBA	Students can make a piece of computer artwork after the course	<ul style="list-style-type: none"> <li>- Students' artworks were very outstanding.</li> <li>-</li> <li>- Students could apply the knowledge and skills acquired and they could help in preparing decorations in the school</li> </ul>	<ul style="list-style-type: none"> <li>- To arrange the course again in the next school year.</li> <li>- To install more computer graphic hardware and software in the MMLC for the smooth running of the course</li> </ul>
Chinese painting course	To widen students' scope of knowledge in Chinese learning	To hire a tutor to run a 8-lesson course for the students from S.1 to S.7 as club activities	Students will learn the basic techniques and develop their potential in Chinese painting	Students show a high percentage in attendance and are able to apply the techniques learned in Chinese painting	<ul style="list-style-type: none"> <li>- Students' artworks were satisfactory.</li> <li>- The tutor could only deliver a selected range of skills and knowledge to the students as the duration of the course was short.</li> <li>- Students reflected that they would like to try some other Chinese art.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- To look for some other tutors to conduct other Chinese art courses (e.g. shadow puppet making)</li> </ul>

## 8. Music

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum development and coping with special learning needs of students	<ul style="list-style-type: none"> <li>- To cultivate generic skills through creative music-making activities among students</li> <li>- To enhance students' skills in using music technology</li> <li>- To foster students' interest in music by providing them with hands-on experience of computer music</li> </ul>	To employ tutors to conduct elementary music IT courses for all S.1 students and run a music IT workshop for talented students	<ul style="list-style-type: none"> <li>- All S.1 students can master the basic techniques of using music software for creativity.</li> <li>- Students will be stimulated to explore and create music of their own accord.</li> <li>- Students will be better equipped for music creative projects in the future.</li> </ul>	Students are able to create music using information technology	<p><u>Elementary IT Music Course</u></p> <ul style="list-style-type: none"> <li>- Students were quite self-motivated and they showed strong interest in the course.</li> <li>- Most of the students were able to write 8-bars melody, to use audio loops to write the accompaniment, to use simple counter melody to write the arrangement and to bounce the project to audio using wave or mp3 file</li> <li>- A group of students were able to write a jungle with more than 16 bars after 4 lessons. They were also able to rewrite melody in an existing harmony progression.</li> </ul>	<p><u>Elementary IT Music Course</u></p> <p>The course will be even more effective if the computers are properly configured and the class size be reduced.</p>

					<p><u>IT Workshop for Talented Students</u></p> <ul style="list-style-type: none"> <li>- Students were active in learning how to take a further step in music production. They had completed a project about recording different sounds at the school campus.</li> <li>- Students had learned how to place a professional recording microphone in a proper position.</li> <li>- Students were able to use professional microphone to make a basic on-site recording setup with recording software (Sonar 6). They tried to edit the recorded file and export them for further usage. Students were particularly interested in the general applications of the music they had made and were extremely creative in producing the project about recording various sounds at the school</li> </ul>	<p><u>IT course for Talented Students</u></p> <p>It is suggested that the duration of the course be extended so that students will have sufficient time to learn the skills as well as to make musical production.</p>
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## 9. Pastoral Assistant

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Providing pastoral care for students	<ul style="list-style-type: none"> <li>- To help students develop positive values through understanding more about the Catholic faith</li> <li>- To reduce teachers' workload so that they can spare more time to enhance the effectiveness of learning and teaching</li> </ul>	<p>To employ one full-time pastoral assistant to work in collaboration with the teachers in charge of religious activities to:</p> <ul style="list-style-type: none"> <li>- provide pastoral care for students</li> <li>- organize extra-curricular activities for the character formation and spiritual growth of students</li> <li>- promote religious activities and evangelization in the school</li> <li>- organize faith-formation programme for the Catholic students</li> </ul>	<ul style="list-style-type: none"> <li>-The spiritual needs of the students are taken care of</li> <li>-Teachers in charge of religious activities will be benefited from reduced workload, which enables them to enhance the effectiveness of learning and teaching in other areas</li> </ul>	<ul style="list-style-type: none"> <li>-Positive feedback from teachers and students regarding the work of and service provided by the Pastoral Assistant</li> <li>-Positive students' response to the activities organized by the Pastoral Assistant</li> <li>-The workload of the teachers in charge of religious activities is lightened, giving them greater capacity for enhancing the effectiveness of learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>-The teachers in charge of religious activities and the Catholic student leaders found the Pastoral Assistant very helpful. She did give useful advice and guidance to the students concerned in organizing religious activities.</li> <li>- On the whole, students' response to the activities organized by the Pastoral Assistant (e.g. prayer meetings, meetings of joyous Spring) was good. It was encouraging to see that some non-Catholic students did show interest in joining some religious activities (e.g. attending the prayer meeting on Mission Sunday)</li> <li>- The work of the Pastoral Assistant did help relieve the workload of the teachers in charge of religious activities.</li> </ul>	<ul style="list-style-type: none"> <li>- It is recommended that if resources are available, the Pastoral Assistant be employed again in the next school year.</li> <li>- It is also suggested that the Pastoral Assistant, if employed again, could take more initiatives to approach the senior forms students.</li> </ul>

## 10. Extra-Curricular Activities

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Skills enhancement programme for School Sports Teams	<ul style="list-style-type: none"> <li>- To relieve teachers' workload in after-school training of the various sports teams</li> <li>- To improve students' skills in various sports and develop their sportsmanship</li> </ul>	<p>To employ professional instructors to train the following school teams:</p> <ul style="list-style-type: none"> <li>- Basketball Team (once a week)</li> <li>- Volleyball Team (once a week)</li> <li>- Handball Team (once a week)</li> <li>- Athletics Team (9 two-hour sessions)</li> <li>- Swimming Team (8 two-hour sessions)</li> <li>- Rugby training</li> <li>- Table-tennis Team (once a week)</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' workload in after-school training of the various sports teams can be relieved so that they can concentrate more on their normal teaching duties</li> <li>- Students' sportsmanship and skills in various sports will be enhanced</li> </ul>	70% of the students in various school sports teams find the training programmes helpful in improving their sports skills	<p>The majority of the school sports team members responded that the training programmes were very useful in enhancing their sports skills and preparing them well for the various inter-school sports competitions. The sports teams got outstanding results in various competitions and they attained the HKSSF N.T. Secondary Schools Outstanding Athlete Award (Overall) (2007-2008)</p>	It is recommended that similar training programmes be arranged in the 2008/2009 school year.

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Modern Dance Class	<ul style="list-style-type: none"> <li>- To relieve teachers' workload in after-school training of the school's Dance Club</li> <li>- To promote students' interest and develop their talents in modern dance</li> <li>- To help students cultivate self-confidence and team spirit</li> </ul>	To employ a dance instructor to teach and train a group of S.3-S.6 students (about 20 students) the basic steps and skills in modern dance	<ul style="list-style-type: none"> <li>- The workload of the teacher concerned in after-school training of the Dance Club members will be relieved so that she can spare more time on her other teaching duties.</li> <li>- Students will learn the basic skills in modern dance and can develop their potential in dancing.</li> </ul>	<ul style="list-style-type: none"> <li>- Students show interest in the training and practice</li> <li>- Satisfactory performance of the Dance Club</li> </ul>	<ul style="list-style-type: none"> <li>- Members of the Dance Club showed great interest in the course. They performed quite well as an entertaining programme at the PTA Annual General Meeting.</li> <li>- Because of insufficient time for practice, the students did not take part in the HK Schools Dance Festival.</li> </ul>	- As some students are very interested in learning modern dance, it is recommended that the course be run again in the next school year.

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Drama Workshop	<ul style="list-style-type: none"> <li>- To relieve teachers' workload in after-school training of the school's Drama Club</li> <li>- To promote students' interest and develop their talents in different drama skills such as acting, script-writing and etc.</li> <li>- To enhance students' creativity and co-operation</li> <li>- To help students cultivate self-confidence and team spirit</li> </ul>	<p>To employ a drama instructor from Chung Ying Theatre to teach and train a group of 20 students (S.1-S.6) the basic skills in drama. A final performance will be carried out at school after the training course.</p>	<ul style="list-style-type: none"> <li>- The workload of the teacher concerned in after-school training of the Drama Club members will be relieved so that she can spare more time on her other teaching duties.</li> <li>- Students will learn the basic skills in acting and can develop their potential concerning different aspects of drama.</li> </ul>	<ul style="list-style-type: none"> <li>- Students show interest in the training and practice</li> <li>- Satisfactory performance of the Drama Club</li> </ul>	<ul style="list-style-type: none"> <li>- Students who joined the workshop showed great interest in the training and practice. The course instructor had praised them as very responsive and talented.</li> <li>- The performance of the students in July 2008 (post-examination activity) had drawn a lot of praises as they produced the whole performance all by themselves.</li> </ul>	<p>It is recommended that the school invites Chung Ying Theatre again to run a similar drama workshop for interested students in the next school year.</p>

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Chinese Calligraphy Class	<ul style="list-style-type: none"> <li>- To relieve teachers' workload in running after-school activities</li> <li>- To promote students' interest and develop their skills in Chinese calligraphy</li> </ul>	To employ a qualified course instructor to teach students the basic skills in Chinese calligraphy	<ul style="list-style-type: none"> <li>- The workload of the teacher concerned in running the Chinese calligraphy class after school will be relieved so that she can spare more time on her other teaching duties</li> <li>- Students will learn the basic skills and develop their potential in Chinese calligraphy</li> </ul>	<ul style="list-style-type: none"> <li>- Students show interest in Chinese calligraphy and find the class interesting and useful</li> </ul>	<ul style="list-style-type: none"> <li>- Students who attended the course found it interesting and useful in enhancing their skills in calligraphy.</li> </ul>	<ul style="list-style-type: none"> <li>- It is recommended that the course be organized again if the tutor is available.</li> </ul>

### 11. I.T. Technical and Administrative Support Service

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum Development	To promote IT in teaching and to relieve teachers' workload so that they can concentrate on developing effective learning and teaching strategies	1. To employ one IT Technical Support Trainee	1. Employing an IT Technical Support Trainee ◇ To assist in managing and maintaining computer hardware, server system & the school network system ◇ To assist in installing, testing, managing, and maintaining computer software ◇ To assist in managing MMLC & IT equipment ◇ To assist teachers in arranging on-line assessment ◇ To assist in establishing an e-Learning platform	- More frequent use of IT in teaching and learning - Better management and maintenance of computer hardware, software and network system	- With the help of the IT Technical Support trainee and the IT technician, the computer hardware, software and network system were better managed and maintained.	It is suggested that if resources are available, the school may consider employing a qualified IT technician who may be able to provide greater support to the teachers.

Curriculum Development		2. To employ an IT Administrative Support Trainee	<p>2. Employing an IT Administrative Support Trainee</p> <ul style="list-style-type: none"> <li>❖ To assist in producing school reports &amp; preparing statistical graphics</li> <li>❖ To assist teachers in preparing IT teaching aids using</li> <li>❖ To assist in preparing materials for TV broadcasting and display on electronic board</li> <li>❖ To input data in school library system and assist with library lending services</li> </ul>	- The teachers, teacher-librarian and office staff find the support service provided by the trainee useful	On the whole, the teachers, teacher-librarian and office staff found the administrative support trainee helpful. In particular, the trainee helped ease the rather tight work schedule of the office staff during such busy periods as the test and examination periods.	It is recommended that if resources are available, it is better to employ a regular clerical staff
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