



# Baptist Lui Ming Choi Secondary School

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## Annual School Plan (2019-2020)

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### Major Concerns

#### 1. **Skill-based Learning and Teaching for the future**

##### 能力為本的學與教

- Active learning 自主學習
- 7Cs (Critical thinking and Problem Solving 明辨性思維及解難, Collaboration 協作, Creativity and Innovation 創意及創作 and Communication and Media Literacy 溝通及傳媒素養, Computing & ICT Fluency 電腦及 ICT 素養, Career & Life Planning 生涯工作與人生規劃, Cross-cultural Understanding 跨文化理解)
- Teaching effectiveness 教學效能

#### 2. **Professional Learning Community**

##### 專業學習社群

- Participatory Reflection and Action 實踐反思及行動
- Knowledge Management 知識管理 (Creating, Exchanging and Sharing 創新、交流、共享)

## Major Concern: (1) Skill-based Learning and Teaching for the future 能力為本的學與教

| Targets   | Strategies  | Success Criteria  | Methods of Evaluation  | Time Scale   | People in charge                  | Resources Required |
|---|---|---|--|--|-----------------------------------|--------------------|
| <p>1.1 <b>4Cs Skills and Learning Self-reliance in classrooms</b></p> <p>4Cs include <u>C</u>ritical Thinking and Problem Solving, <u>C</u>ommunication &amp; Media Fluency, <u>C</u>reativity and Innovation, <u>C</u>ollaboration (Teamwork and Leadership)</p> | <p>(1) Develop and enhance “To learn, To Think and Collaborate &amp; To Express” (學思達), “Flip-the-classroom”, “Self-Regulated Learning (SRL)”, “STEM” and “Collaborative Learning” among subjects concerned in the school curriculum.</p> <p>a. Increase the coverage of implementation in terms of lesson time, level and content.</p> <p>(i) Level: (19-20) F.1-3, (20-21) F.1-3</p> <p>(ii) Contents: new chapter / section / unit in each level every year (2019-21)</p> <p>(iii) Lesson time: Balance between teacher-center and student-center learning activities (2019-21)</p> <p>b. Enhance the teachers’ skills in teaching through applying</p> <p>(i) Science of 4Cs and regulated learning such as metacognition and learning reflection (2019-2021)</p> <p>(ii) Micro-teaching skills and learning facilitating skills (2019-2021)</p> <p>c. Upgrade the effectiveness and efficiency of teaching and learning of subject contents and the 4Cs.</p> <p>(i) Aim at attaining the objectives and drawing the conclusion in every lesson, plus getting students’ learning reflections upon completion of a unit. (2019-2021)</p> <p>(ii) Develop a set of standards and progressive objectives for 4Cs skills and Learning Self-reliance (2019-21)</p> <p>(iii) Integrate 4Cs skills in the subject curricula. (2019-21)</p> | <p>a1: All subject panels propose plans in the scheme of work for F.1-3 (19-21)</p> <p>a2. Teachers implement the proposed plans in class</p> <p>a3. More than 30% of the lesson is student-centered.</p> <p>b1. At least 70% of teachers master the concept of science of collaborative learning and self-regulated learning well.</p> <p>b2. At least 70% of teachers master the micro-teaching and learning facilitating skills</p> <p>c1. In over 30% of lessons, teachers will implement it accordingly.</p> | <p>a1. Review of the scheme of work of subjects</p> <p>a2. Class visits and reports from subject heads.</p> <p>a3. Class visits and observation</p> <p>b1. Collect comments through questionnaires after staff development activities and year-end teachers’ survey</p> <p>c1. Class visits and reports from subject heads</p> <p>c2. Class visits and observation</p> | <p>Whole year</p> <p>SDD in Sep and Mar 2019</p> <p>Whole year</p> | <p>Lau Hon Tong Subject Heads</p> |                    |

## Major Concern: (1) Skill-based Learning and Teaching for the future 能力為本的學與教

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|--|--|--|--|--|-------------------------------|--------------------|
| <p><b>4Cs Skill and Learning Self-reliance in classrooms</b></p> <p>4Cs include<br/> <u>C</u>ritical Thinking and Problem Solving,<br/> <u>C</u>ommunication &amp; Media Fluency,<br/> <u>C</u>reativity and Innovation,<br/> <u>C</u>ollaboration (Teamwork and Leadership)</p> | <p>(2) Encourage innovative learning strategies at subject level:<br/>           (e.g. E-learning, Self-learning, Collaborative learning, Inquiry-based learning, STEM or STEAM, Read-to-Write Strategy, etc.)</p>   | <ol style="list-style-type: none"> <li>All subject panels propose plans in the scheme of work</li> <li>Teachers implement the proposed plans in class</li> <li>Students master the strategies</li> <li>Cross-subject Maker curriculum in DT/VA/ICT.</li> <li>At least ONE scheme/event of entrepreneurship</li> </ol>  | <ol style="list-style-type: none"> <li>Review of the scheme of work of subjects</li> <li>Class visits and reports from subject heads.</li> <li>Class visits and observation</li> </ol>   | Whole year   | Lau Hon Tong<br>Subject Heads |                    |
|  | <p>(3) Enhance school facilities and administrative support measures to facilitate learning and teaching of 4Cs and SRL.</p> <p>School facilities and arrangements</p> <ul style="list-style-type: none"> <li>● Use Whiteboards</li> <li>● Modify DT workshops to Maker Lab</li> <li>● Enlarge the school library</li> <li>● Modify HE room</li> <li>● Base Rooms</li> </ul> <p>Administrative support measures</p> <ul style="list-style-type: none"> <li>● Student Grouping</li> <li>● F.1 Orientation for students and parents</li> </ul> | <ol style="list-style-type: none"> <li>Small whiteboards are ready for small group teaching for inside all classrooms and special rooms.</li> <li>DT Room is modified to support Maker Education.</li> <li>The new school library is ready to support reading to learn.</li> <li>HE Room is modified to support HE education.</li> <li>No more floating class will exist.</li> <li>Students take different roles in groups.</li> </ol> | <ol style="list-style-type: none"> <li>Count the number of small white boards for each class.</li> <li>Site visit and discuss with the DT panel head.</li> <li>Site visit</li> <li>Site visit and discuss with the HE panel head.</li> <li>Site visit.</li> <li>Collect comments from teachers.</li> </ol> | <p>Sep 2019</p> <p>Oct 2019</p> <p>Jan 2020</p> <p>Sep 2020</p> <p>Sep 2019</p> <p>June 2020</p> | Lau Hon Tong<br>Lee Kim Fung  | Donation           |

| Targets   | Strategies   | Success Criteria   | Methods of Evaluation   | Time Scale | People in charge  | Resources Required |
|---|--|--|---|------------|---|--------------------|
| <b>1.2 Computing &amp; ICT Fluency</b><br><br>Information Literacy (access and evaluate information, use and manage information)<br><br>ICT Literacy (apply technology effectively) | <b>(1) Enhance computing and ICT skills in learning and research in subjects</b><br>i.e. Information Literacy, STEM / STEAM, etc.<br><br>a. Provide suitable infrastructure, hardware and software support for e-Learning<br>b. Make use of Maker's Lab to promote STEM<br>c. Embed data-logging system in scientific investigation                                | a. 1. Provide stable and smooth WiFi environment for at least 30 mobile devices<br>2. Upgrade mobile devices<br>b. 1. Embed the use of Maker's Lab in the curriculum of STEM subjects<br>c. Embed the use of data logger system in science subjects  | a. Upgrade the network speed and carry out Internet speed test of via WiFi before the commencement of school year<br>b. Count the number of lessons of STEM subjects which make use of Maker's Lab<br>c. At least 10 different experiments in science subjects which use data logger system   | Whole year | Ngan Shiu Hei<br>STEM and science Subject Heads                           |                    |
|   | <b>(2) Promote appropriate use of IT in daily lives in ICT department and Discipline and Guidance Team</b><br><br>a. Student's knowledge of effective and ethical use of technology<br>b. Parent's knowledge of e-Learning   | a. Assembly for students about proper use of IT devices<br>b. Parent's talk for better understanding of e-Learning   | a. Count the number of assemblies for students about the use of IT devices<br>b. Count the number of parent's talk by the end of school year  | Whole year | Ngan Shiu Hei<br>ICT Department Guidance and Discipline team              | CITG<br>ECITG      |
|   | <b>(3) Promote BYOD (Bring Your Own Device) to cultivate a learning environment with ICT</b><br><br>a. Review the BYOD policies such as using regulation, security measures<br>b. Establish WiFi environment for students<br>c. Explore different e-Learning ideas<br>d. Explore different ways to promote BYOD in campus Conduct trials by classes or departments | a. Formulate BYOD policies in collaboration with the Discipline and Guidance Team<br>b. 1. WiFi network covers the whole campus including the LKPF building<br>2. Set up WiFi system for students<br>c. Organize workshops or open lessons for teachers about e-Learning<br>d. 1. Conduct trials by classes or departments<br>2. Provide WiFi access for students in some areas in campus after school | a. Finalize the BYOD policy in campus<br>b. Upgrade the internet connection speed to 1G and set up the WiFi environment for students with individual accounts<br>c. Count the number or workshop or open lessons<br>d. Set up some areas (such as library) for students to use mobile devices | Whole year | Ngan Shiu Hei<br>Subject Heads<br>IT Team<br>Guidance and Discipline Team | CITG<br>ECITG      |

| Targets   | Strategies  | Success Criteria   | Methods of Evaluation  | Time Scale        | People in charge                      | Resources Required |
|---|---|--|--|-------------------|---------------------------------------|--------------------|
| <p><b>1.3 Career &amp; Life Planning</b></p> <p>Flexibility &amp; Adaptability, Adapt to Change, Be Flexible, Manage projects and produce results</p> | <p>(1) Introduce Career Mentor Scheme with career guidance and life planning in whole-school approach.</p> <p>(a) Continue to consolidate teachers' awareness and understanding of career and life planning with other student support groups by providing different programmes, activities, etc. in school.</p> <p>(b) Enhance the collaboration with career and subject teachers who work as students' counselors or career mentors while reducing F.6 class teachers' workload.</p> <p>(c) F.6 class teachers, subject teachers, career teachers and F.6 students could participate in the scheme on a voluntary basis. Each class teacher who requests assistance would be partnered with career and/or subject teachers, depending on the subject combination.</p> <p>(d) Career mentors would counsel students on at least two occasions: before students submit their application for admission in December and before they modify their programme choices in July.</p> <p>(e) Career mentors would offer advice on students' JUPAS options. F.6 class teachers would need to counsel students on their self-accounts.</p> | <p>a. Build up a high level of co-operation, collegiality and collaboration amongst teaching staff.</p> <p>b. At least 3 classes in F.6 have joined and more subject teachers have been invited to provide students with career education and guidance.</p> <p>c1. At least 70% of students are satisfied with the trial measures.</p> <p>c2. At least 70% of participating F.6 class teachers are satisfied with the arrangement and assistance provided.</p> <p>d. A set of support measures and points to note will be summarized for review and further implementation.</p> <p>e. A set of support measures and points to note will be summarized for review and further implementation.</p> | <p>a. Teachers' observation &amp; feedback in evaluation meetings</p> <p>b. Students' survey</p> | <p>Whole year</p> | <p>Wong Sau Chun<br/>Lam Chau Lan</p> |                    |

| Targets                           | Strategies  | Success Criteria  | Methods of Evaluation   | Time Scale        | People in charge  | Resources Required |
|-----------------------------------|---|---|---|-------------------|---|--------------------|
| <b>Career &amp; Life Planning</b> | <p>(2) Promote life-wide learning activities with career education through various subjects and teams.</p> <p>a) Subject and career teachers could invite more professionals from various tertiary institutions or fields or NGOs to school to give talks, workshops, etc. so as to introduce students to different programmes and workplaces.</p> <p>b) Subject and career teachers encourage students to join visits, job-shadowing and internship programmes run by the EDB / various NGOs or organize them in order to equip students with more practical or hands-on career-related experiences and knowledge in various workplaces and academic disciplines.</p> <p>c) Subject and career teachers could invite alumni from different professional fields to provide students with life planning and career guidance support.</p> | <p>a1. Students understand their own career and academic aspirations.</p> <p>a2. Students foster positive attitudes towards learning.</p> <p>a3. Students acquire insights and knowledge in different workplaces.</p> <p>b1. Students acquire up-to-date career information, essential skills and precise pathways of different occupations and workplaces.</p> <p>b2. Students have a better understanding of themselves and prepare themselves as lifelong learners.</p> <p>b3. Students recognize work values and ethics.</p> <p>c1. Students find purposes in life, set goals and take action to achieve them.</p> <p>c2. Students recognize work values and ethics.</p> <p>c3. Students make wise and informed career decisions with reference to students' interests, abilities and orientations.</p> | <p>a. APASO regarding time management, academic monitoring, goal setting, expectation on career and goals of life</p> <p>b. Teachers' observation &amp; feedback in evaluation meetings</p> <p>c. Questionnaires set to collect participants' feedback after each programme / activity</p> <p>d. Teacher surveys</p> <p>e. Feedback of participants and / or social workers</p> | <p>Whole year</p> | <p>Wong Sau Chun<br/>Chan Wai Yin</p> <p>Subject heads<br/>Team leaders</p> |                    |



| Targets                                 | Strategies  | Success Criteria  | Methods of Evaluation  | Time Scale | People in charge  | Resources Required   |
|---|---|---|--|------------|---|--|
| 1.4 <b>Cross-cultural Understanding</b> | <p>(1) Enhance study tours in term of popularity, breadth and depth and integrate the content with service learning and career education.</p> <ul style="list-style-type: none"> <li>● The number of study tours and students involved:<br/>(2019-20) 3-4: 100; (2020-21) 3-5 :120</li> <li>● Areas: Besides Taiwan, Japan, Korea and Singapore, some more Asian countries and Belt and Road countries as well as Shenzhen Dawan District will be considered.</li> <li>● Enhance the depth of cultural exchange with deeper interflow such as homestay accommodation or building closer relationship.</li> <li>● Service learning such as doing community service, making visits to NGOs and career-related visits such as visits to universities and workplaces will be integrated into the tours.               <ul style="list-style-type: none"> <li>(i) Add the above elements in all study tours.</li> <li>(ii) Organize study tours in collaboration with the Career and Guidance Team.</li> <li>(iii) Organise Service Trips with the Christian Outreach Team.</li> </ul> </li> </ul> | <p>a. The number of participants of study tour has increased steadily, meeting 80% of the target quota.<br/>           b. Explore new places for study tours.<br/>           c. Keep in touch with overseas schools.<br/>           d. Enhance career guidance and social service elements in study tours.</p>  | <p>a. Collect data from study tour participants.<br/>           b. Collect feedback from study tour participants.<br/>           c. Collect feedback from overseas schools.<br/>           d. Collect feedback from study tour participants.</p> | Whole year | <p>Wong Hoi Kit</p> <p>Study Tour committee</p> <p>Career and Guidance Team</p> | <p>LWL grant<br/>DLG</p> <p>Shirley Ngai Education Fund</p> <p>Funding Scheme for Exchange in Belt and Road Countries</p> <p>Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme</p> <p>Senior Secondary School Students Exchange Programme Subvention Scheme</p> |
|   | <p>(2) Cultivate the cross-cultural understanding and promote exchange experiences with ASF, NET, CNET and exchange students</p> <ul style="list-style-type: none"> <li>● Sharing and cross-cultural activities by ASF exchange students, CNET and NET.</li> <li>● AFS Culture Day</li> <li>● Exchange programmes (both in and out)</li> <li>● Joining cross-cultural youth conferences</li> </ul>  | <ul style="list-style-type: none"> <li>● Exchange student(s), CNET, NET share at least twice in morning assembly and Ming Dao regarding cultural understanding.</li> <li>● At least one student joins the out-going exchange programme.</li> <li>● Over 20 students join the cross-cultural day by the ASF.</li> <li>● At least 6 students join youth conferences.</li> </ul> | <ul style="list-style-type: none"> <li>● Frequency of sharing</li> <li>● Number of in-coming and out-going exchange students</li> <li>● Number of participants in the ASF cultural day and youth conference</li> </ul>                           | Whole year | Chan Kar Man  | <p>DLG</p> <p>Shirley Ngai Education Fund</p> <p>Donation</p>  |

| Targets                             | Strategies  | Success Criteria   | Methods of Evaluation  | Time Scale    | People in charge  | Resources Required                 |
|-------------------------------------|---|--|--|---------------|---|------------------------------------|
| <b>Cross-cultural Understanding</b> | <p>(3) Optimize English and Liberal Studies curriculum with elements of cross-cultural understanding. (2019-21)</p> <p><b>(2019-20)</b></p> <ul style="list-style-type: none"> <li>● Add more elements/information about other countries into the syllabus</li> <li>● Create more chances for junior form students to get in touch with people around the world</li> <li>● Curriculum changes in F.1-3 mainly</li> <li>● Include global perspectives on issues like environmental protection (F.2), Jobs (F.3), charity and poverty (F.4 and 5)</li> </ul> <p><b>(2020-21)</b></p> <ul style="list-style-type: none"> <li>● Curriculum changes in F.4-6 mainly</li> <li>● Sharing by minority groups (South Asian communities)</li> <li>● More activities to be conducted with CNET and Chatteris outside classrooms</li> </ul> | <p>a. Review the curriculum and subject activities related to cross cultural understanding.</p> <p>b. Collect teachers' comments on curriculum changes.</p>  | <p>a. Review of the scheme of work.</p> <p>b. Common preparation meetings for curriculum development</p>   | Whole year    | <p>Chew Pi Yun<br/>Wong Hoi Kit</p> <p>English and LS departments</p> |                                    |
|                                     | <p>(4) Introduce other languages (2019-21)<br/>Introduce 1-2 Language courses as ECA activities (e.g. Japanese, French, German, Spanish, etc.)</p>  | <p>a. Introduce Japanese language courses in ECA (i.e. Japanese Club)</p> <p>b. Introduce other languages such as French / German / Spanish in ECA (i.e. Europe Club)</p>  | <p>a. Review the effectiveness of the course in term of students' attendance, participation and engagement as well as language proficiency.</p> <p>b. Number of languages introduced</p> | Whole year    | <p>Yeung Tat Ming</p> <p>ECA team</p>                                 |                                    |
|                                     | <p>(5) Join sister-school scheme (2020-21)</p> <ul style="list-style-type: none"> <li>● Preparation and Connection (2019-2020) (revised)</li> <li>● Relation (2020-2021)</li> </ul>   | <ul style="list-style-type: none"> <li>● Connect schools to know more about their experience in the scheme</li> <li>● Prepare PPT or report for the Principal to make the decision</li> <li>● Keep our teaching staff informed</li> <li>● Confirm the region of the sister school</li> </ul> | Announcement in the Staff Meeting  | Feb–June 2020 | <p>Lai Kin</p> <p>Publication and PR team</p>                         | Grant for the sister school scheme |

## Major Concern: (2) Professional Learning Community 專業學習社群

| Targets   | Strategies  | Success Criteria   | Methods of Evaluation  | Time Scale                   | People in charge                             | Resources Required |
|---|---|--|--|------------------------------|--|--------------------|
| 2.1 <b>Creating time and space for teachers and students</b>    | (1) Improve the effectiveness of school administrative work to increase the preparation time for teaching <ul style="list-style-type: none"> <li>● Meetings</li> <li>● Administrative procedure</li> </ul>  | At least 70% of teachers realize more time for lesson preparation resulting from the adoption of the measures.   | a. Year-end teachers' survey and observation<br>b. Feedback from teachers  | Whole year                   | Lau Hon Tong<br>Kwok Yin Wai<br>Lee Kim Fung |                    |
|   | (2) Improve the effectiveness of student learning activities and provide more space and time for different modes of student learning. <ul style="list-style-type: none"> <li>● Homework assignment</li> <li>● Uniform tests and quizzes</li> <li>● ECA participation</li> </ul>                                     | a. Reduction of the quantity of conventional assignments<br>b. Improvement of the quality of students' assignments.  | a. Homework questionnaires and APASO regarding learning and assignments<br><br>b1. Subject reports<br>b2. Feedback from students | Whole year                   | Lau Hon Tong<br>Kwok Yin Wai<br>Lee Kim Fung |                    |
| 2.2 <b>Professional Development and Interflow within school</b> | (1) Promote subject-based <i>collaborative</i> lesson studies (19-20 F.1-2; 20-21 F.1-3) in each form <ul style="list-style-type: none"> <li>● Review topics that students have difficulties in learning</li> <li>● Improve the teaching strategies developed</li> <li>● Develop new teaching strategies</li> </ul> | 1. Remind subject heads to monitor the progress<br>2. F.1-2 subject teachers of the same form work in groups to develop teaching strategies, facilitate peer observation and modify the teaching strategies. | Review minutes of subject meetings.  | Whole year                   | Lau Hon Tong<br><br>Subject heads            |                    |
|   | (2) Establish open-classroom culture focusing on teachers' strategies and students' learning <ul style="list-style-type: none"> <li>● 2019-20: 10 teachers</li> <li>● 2020-21: 15 teachers</li> </ul>   | 10 teachers are willing to open their classrooms to other teachers.  | Collect information from teachers  | Oct–Nov 2019<br>Feb–May 2020 | Lau Hon Tong<br>Du Ih Hsuan                  |                    |

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| <b>Professional Development and Interflow beyond school</b> | (3) Connect with professional bodies in teaching. <ul style="list-style-type: none"> <li>Join related professional bodies</li> <li>Take part in events organized by professional bodies</li> </ul> | <ul style="list-style-type: none"> <li>Benefits of joining professional bodies</li> <li>Transfer of knowledge from other professional practices</li> </ul>   | Teachers' sharing<br>Professional training record                                    | Whole year | Du Ih Hsuan      |                    |
|   | (4) Promote professional training courses from EDB and other teaching communities  | <p>At least 40% of teachers participate in professional training relating to major concerns of the school.</p> <p>The school participates in one EDB professional programme.</p> <p>Update and disseminate information on a regular basis.</p> | <p>Teachers' training records and teachers' survey</p> <p>Feedback from teachers</p> | Whole year | Du Ih Hsuan      |                    |

END