

**St. Mark's School**  
**Evaluation on Annual School Plan (2018-2019)**

**Major Concern 1 To nurture students to be confident and self-directed learners**

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
1. To nurture students to be confident learners				
1.1 To help students recognise their own potential 1.1.1 To encourage students to reflect on positive experiences in studies and activities so as to explore their own potential	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> <li>• Regular and periodic debriefing sessions are held.</li> <li>• Reflections are done by students to keep track of their own progress.</li> <li>• Students set and adjust their own goals before the activities and after the debriefing sessions based on the reflections done.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of debriefing sessions held</li> <li>• Students' records of their goals and reflections</li> <li>• Teachers' feedback on student's progress of work done</li> <li>• Teachers' records on the progress of work done by individual students</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting was done in some subjects for each major assessment to facilitate students' reflections after the assessment. Suggestions of activities could be provided to Form Teachers to facilitate the conduct of goal setting and evaluation while flexibility was to be allowed for diversity of students' needs.</li> <li>• Some classes had their evaluation after Mid-Year Examination to reflect on their strengths and weaknesses for further planning to explore their potential. More frequent evaluation should be introduced to allow students to reflect upon their performance effectively. The evaluation could be made based on quality of work and students' attitude.</li> <li>• Some students were not used to reflecting and planning through goal setting and evaluation.</li> <li>• There was insufficient time in lessons for evaluation. Senior form students did not have time to do reflections during Form Teacher Periods as they were engaged in careers activities.</li> </ul>

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<p>1.2 To adopt teaching strategies to build students' confidence in learning</p> <p>1.2.1 To provide learning tasks of suitable level of challenge which stimulates students' motivation to learn</p> <p>1.2.2 To adopt learning tasks of progressive level of difficulty in teaching.</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> <li>• Subject-based policy is revised to make room for subject teachers in providing class-based learning materials</li> </ul>	<ul style="list-style-type: none"> <li>• Revised subject department manuals</li> <li>• Scheme of work of individual subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Some strategies were introduced in subject departments to help students gain confidence in tackling challenging concepts.</li> <li>• More guidance including breaking down questions into more manageable parts with more prompts was given to weaker students.</li> <li>• Process writing was adopted in both Chinese and English languages to cater for learner diversity</li> <li>• The SBA tasks of Liberal Studies demonstrated progressive level of difficulty.</li> <li>• Flipped classroom was adopted to encourage self-directed learning and allow teachers to provide learning tasks of suitable level of challenge with the feedback from the pre-tasks.</li> <li>• A combination of basic practice and challenging tasks could be considered for holiday assignments, allowing students to choose the tasks that suit their needs so as to stimulate students' motivation to learn.</li> </ul>

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<p>1.3 To enhance students' study atmosphere through school environment improvement</p> <p>1.3.1 To enhance facilities for self-learning</p> <p>1.3.2 To provide space on campus to facilitate students' cooperative learning</p> <p>1.3.3 To enhance library setting to encourage students to build a reading habit</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> <li>• Self-study rooms are provided to students after lessons for self-learning and cooperative learning.</li> <li>• Plans drawn up on enhancement of school environment to provide space for students' self-directed learning and cooperative learning in / outside school.</li> <li>• The layout of the library is reviewed to facilitate students to build a reading habit.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of usage of self-study rooms</li> <li>• Teachers' observations</li> <li>• Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Self-study rooms were too noisy sometimes due to cooperative learning. Students requested more self-study areas and separation between discussion rooms and self-study rooms. Some Form Teachers reserved home classrooms for after-school revision sessions.</li> <li>• Partitioned self-study areas might be set up in the Library. Reference books and other learning resources could be provided in self-study rooms.</li> <li>• Photocopiers and computers might be set up in a more appropriate area than the Library as they attracted crowds and caused noise.</li> <li>• The photocopiers in the library attracted a crowd and caused too much noise.</li> </ul>

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2. To develop students' self-learning skills and habit				
2.1 To encourage students to set individual goals and pursue with self-discipline 2.1.1 To encourage students to set short-term and long-term goals	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> <li>• Teachers provide sufficient input to stimulate students to realise their own ability and set suitable learning targets.</li> <li>• Students can set short-term and long-term goals for the learning progress in different subjects.</li> <li>• Teachers monitor students' progress in pursuing their targets and provide suitable advice and support when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of strategies and observations in department meeting and/or staff meeting</li> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Short-term and long-term goal setting was introduced for both academic and career guidance as a start of students' evaluation cycle.</li> </ul>

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<p>2.2 To equip students with learning skills</p> <p>2.2.1 To train students on different skills for self-learning like summarising, presenting ideas and concepts through graphic organisers and note taking</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> <li>• KLAs collaborate on the learning skills to be included and how to be incorporated into the curricula in different subjects in different forms from a holistic view</li> <li>• Subject Departments discuss and plan how different learning skills are incorporated in different topics and learning activities</li> <li>• Different learning skills are applied in the learning activities during lessons</li> <li>• Students agree that the skills they have learnt are useful to their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Plan of KLAs and evaluation in KLA coordinators meeting</li> <li>• Subject Department plans and evaluation in department meeting</li> <li>• Pre and post discussion of lesson observation for enhancing students' learning</li> <li>• Student survey (Stakeholder survey)</li> </ul>	<ul style="list-style-type: none"> <li>• Science and PSHE KLAs collaborated on incorporation and means of incorporation of learning skills into the curricula of different subjects in vertical and horizontal dimensions.</li> <li>• Many students lack appropriate study and revision skills though different learning skills were introduced in different subjects. More guidance should be given to students to help them acquire useful skills for revision. More individual help could be given. Seminars and workshops for improving students' learning skills could be organised, especially elementary study skills should be emphasised for F.1 students.</li> <li>• Small study groups were formed in some classes to allow students to share their learning skills and classrooms were reserved after school for students, with Form Teachers taking turns to supervise students' learning.</li> </ul>

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<p>2.3 To help students apply appropriate generic skills for life-long learning</p> <p>2.3.1 To apply and incorporate the 9 Generic skills (collaboration, communication, creativity, critical thinking, information technology, numeracy, problem-solving, self-management and study) in different learning tasks</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> <li>• Development and application of generic skills and subject-specific skills are planned and evaluated by KLAs and subject departments.</li> <li>• Opportunities for students to practise different generic skills are provided through learning strategies and activities.</li> <li>• Students agree that their generic skills have been enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan of KLAs and evaluation in KLA coordinators meeting</li> <li>• Subject Department plans and evaluation in department meeting</li> <li>• Pre and post discussion of lesson observation for enhancing students' learning</li> <li>• Student survey (Stakeholder survey)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-curricular activities were organised to allow students to construct knowledge from different approaches and perspectives of different subjects. They were found to be good opportunities for students to clarify the focus and assessment requirements of the same topic in different subjects.</li> <li>• Generic skills such as summarising and paraphrasing skills, as well as creativity, were incorporated into various subjects through coordination within KLA.</li> <li>• Opportunities for students to apply generic skills such as collaboration, communication and critical thinking, were provided through learning activities in different PSHE subjects.</li> <li>• Vertical development of key generic skills has been planned in PSHE KLA.</li> </ul>

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3. To cater for diversified needs of students				
<p>3.1 To review the existing curriculum for vertical and horizontal coordination</p> <p>3.1.1 To help students to adapt to secondary school life through programmes provided to new F.1 students</p> <p>3.1.2 To review the Junior Form curriculum to further facilitate in-depth discussion and high-order thinking skills training.</p> <p>3.1.3 To enhance various learning support programmes for students.</p>	<p>Sep 2018 – Jul 2019</p>	<ul style="list-style-type: none"> <li>• Students agree that smooth transition between primary and secondary schools is achieved.</li> <li>• Learning support programmes for students with lower abilities in both junior and senior forms should be refined.</li> <li>• Potential of students with higher abilities is stretched through different learning activities outside normal lesson time.</li> <li>• In-depth discussion and high-order thinking skills training are incorporated in the reviewed curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics of exam results</li> <li>• Records of pull-out programmes</li> <li>• Survey of Summer Bridging Course</li> <li>• Students’ feedback</li> <li>• Department documents</li> </ul>	<ul style="list-style-type: none"> <li>• F.1 Bridging Course with the newly introduced activities organised by Guidance and Counselling Committee enabled teachers to know more about the students’ personality and learning styles, while students had the opportunities to familiarize themselves with the school and their peers.</li> <li>• It was observed that students had a huge diversity in language ability. One of the reasons was inadequate language input, such as the lack of a reading habit. Students’ learning attitude also contributed to the huge diversity.</li> <li>• Adjustments were made in subject departments to cater for learner diversity. More capable students showed improvement while the performance of those weaker students remained unchanged. As tackling learner diversity required time and more evidence for evaluation, further fine-tuning was to be made in response to students’ needs.</li> <li>• After school support programmes such as ASHS and EP were organised to provide support to students who were struggling academically. More evidence regarding the impact on student performance was to be collected for more accurate evaluation.</li> </ul>

<b>Strategies/ Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Evaluation</b>
<p>3.2 To encourage collaboration among KLAs for more effective learning</p> <p>3.2.1 To refine aims and context of KLAs to facilitate scaffolding learning</p> <p>3.2.2 To collaborate among KLAs in learning activities to lessen students' redundant workload</p>	<p>Sep 2018 – Jul 2019</p>	<ul style="list-style-type: none"> <li>• Different KLAs have refined plans to facilitate scaffolding learning.</li> <li>• Students' workload is reduced by collaboration of KLAs in learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports of Subject Departments</li> <li>• Reports of different KLAs</li> <li>• Feedback from students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration among KLAs was initiated to lessen students' workload and to encourage applying studying skills across KLAs. Further collaboration should be explored to bring about more benefits.</li> <li>• Projects of different KLAs clustered around the same time of the year. Coordination was found necessary to avoid overloading students.</li> </ul>
<p>3.3 To refine assessment policy and enhance assessment literacy to cater for the needs of different students</p> <p>3.3.1 To adjust formative assessments to cater for different students' needs and to promote good practices through sharing on different occasions</p> <p>3.3.2 To exploit assessment data to understand students' abilities, and to adjust the alignment of teaching and assessment</p>	<p>Sep 2018 – Jul 2019</p>	<ul style="list-style-type: none"> <li>• Good practices of formative assessment are shared.</li> <li>• The data from assessments are analysed to provide holistic feedback to the learning effectiveness of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment analyses</li> <li>• Records of sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Subject departments refined their assessment policy, adopting a mix of graded level of difficulty to cater for diversity in abilities.</li> <li>• Data analyses provided insight into students' strengths and weaknesses so that more focused assistance could be targeted for students in need and adjustments in teaching could be more accurate.</li> </ul>

<b>Strategies/ Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Evaluation</b>
<p>3.4 To utilise information technology to enhance learning</p> <p>3.4.1 To grant IT a more prominent role in classroom learning</p> <p>3.4.2 To extend students' learning beyond classroom activities and facilitated through e-learning strategies</p>	<p>Sep 2018 – Jul 2019</p>	<ul style="list-style-type: none"> <li>• More lessons with e-learning elements are recorded.</li> <li>• Students develop IT skills for pre- and post-lesson learning.</li> <li>• Students can use different e-learning platforms to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Students were found to be more ready to use IT in learning than before.</li> <li>• Teachers could make use of IT to carry out flipped classroom. Learning materials could be uploaded to online learning management systems to extend learning from within classrooms to beyond the confines of the classrooms.</li> </ul>

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4. To promote extensive learning				
<p>4.2 To enhance exposure of students with different abilities in various competitions and activities</p> <p>4.2.1 To differentiate competition into different categories and introduce different opportunities to suitable students</p> <p>4.2.2 To promote extensive reading</p>	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> <li>• Opportunities are provided to students with different talents.</li> <li>• Different reading activities are arranged.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports of departments and committees</li> <li>• Reports of gifted education programmes</li> <li>• Report of RAC Team</li> </ul>	<ul style="list-style-type: none"> <li>• Reading habit of students and the library circulation statistics left much to be desired. Different reading materials or reference could be explored to arouse students' interest in extensive reading.</li> <li>• Different opportunities targeted suitable students of different calibre. The strategy was not well received by parents. Further fine-tuning was necessary.</li> </ul>

## Major Concern 2: To nurture positive values in students to face challenges

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
1. To devise and implement a development path for students				
1.1 To redefine the roadmap of students' growth according to their needs 1.1.1 To adjust the whole person development plan for the 6-year secondary school life 1.1.2 To implement the development plan through refining programmes for different levels of students	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> <li>• The roadmap is finalised</li> <li>• Whole-person development plan is implemented in Form Teacher Periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Teacher survey</li> </ul>	<ul style="list-style-type: none"> <li>• The roadmap with different themes or foci for different forms was finalised to steer the design of Form Teacher Period activities.</li> <li>• Various types of activities were carried out in Form Teacher Periods to promote whole-person development of students. Positive feedback from students was recorded.</li> <li>• Further fine-tuning in timing and organisation of activities was necessary to maximise the effects.</li> </ul>
1.2 To identify the potential and needs of different students and provide them with suitable learning experiences 1.2.1 To collect and analyse data of student performance for adjustment of teaching strategies 1.2.2 To arrange different exposures and learning experiences for elite students 1.2.3 To provide opportunities for 2 <sup>nd</sup> tier students in external competitions and learning experiences	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> <li>• Data of student performance are analysed to identify students' potential and needs</li> <li>• High participation rate of elite and 2<sup>nd</sup> tier students in external competitions and learning experiences is recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• Results from analysis</li> <li>• Activity records, including activities in Hong Kong and exchange programmes in Mainland China and overseas</li> </ul>	<ul style="list-style-type: none"> <li>• Activities aiming at broadening students' exposure were organised throughout the year by various school teams and organisations. Students with different abilities and potential were invited to participate.</li> <li>• Local and non-local exchange programmes and service opportunities targeting 2<sup>nd</sup> tier students were organised. Positive feedback from students was received.</li> <li>• Ample opportunities were provided and yet students, especially more capable</li> </ul>

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				<p>students were overwhelmed. Lukewarm enthusiasm from students was observed as some senior form students were involved in too many activities. Clashes of activities hindered students' completion of the programmes offered by different teams, which was a challenge to team building and further development.</p>

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
2. To foster positive values in students				
<p>2.1 To incorporate positive values into curriculum</p> <p>2.1.1 To collate positive values in different levels</p> <p>2.1.2 To instil Christian values during lessons and outside classroom</p> <p>2.1.3 To increase collaboration among committees and departments in providing support and activities to students promoting positive values</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> <li>• Positive values are incorporated into the curriculum of different subjects.</li> <li>• Christian values are delivered to students through various platforms.</li> <li>• Good collaboration is developed among committees and subject departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Schemes of work, minutes of panel meeting and evaluation reports of committees and subject departments</li> <li>• Activity report of Christian Fellowship</li> <li>• Observations and feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Positive values were more prominent in learning activities of different subjects.</li> <li>• More time was necessary to observe and evaluate the effectiveness as change in values requires sustained long-term effort.</li> </ul>
<p>2.2 To encourage students to stretch their potential by building a positive school atmosphere</p> <p>2.2.1 To recognise students' achievements and commitment regularly by display boards, school website, Form Teacher Period, Morning Assembly and Hall Assembly</p> <p>2.2.2 To encourage students to demonstrate positive values to fellow students through learning activities</p> <p>2.2.3 To involve students in the 70<sup>th</sup> Anniversary Celebration to boost their sense of belonging and embrace their identity as St. Markans</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> <li>• Students' achievements are recognised regularly at Morning Assembly or Hall Assembly.</li> <li>• Important roles are to be taken up by student leaders in various school functions and activities.</li> <li>• Students' suggestions of celebration activities are adopted.</li> <li>• High participation rates in the celebration events.</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly records</li> <li>• Form Teacher Period records</li> <li>• Evaluation report form of Student Bodies</li> <li>• Participation rate of the 70th Anniversary Celebration events</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievements were announced and presented as soon as possible in different assemblies so as to enhance recognition and celebration.</li> <li>• Student leaders were encouraged and groomed to take up important roles in school functions.</li> <li>• A high percentage of students were given the stage to shine and to contribute their diverse talents in 70<sup>th</sup> Anniversary Celebrations.</li> </ul>

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p>2.3 To help students thrive in the face of challenges and bounce back from adversity</p> <p>2.3.1 To equip students with necessary skills to cope with adversity through F.1 Bridging Programme, Leadership Programme, talks and workshops, and Programmes by Student Bodies etc.</p> <p>2.3.2 To support teachers by promoting a mindful school culture</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> <li>• Students’ resilience is enhanced with increased positive energy.</li> <li>• Teachers with training from Mindfulness School Project find it useful in coping with stress and are prepared to spread the culture among students.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation meetings with teachers’ observations and feedback</li> <li>• Survey from students</li> <li>• CPD records of teachers attended training courses</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance and counselling elements on how to handle challenges were incorporated in F.1 Bridging Course. Personality tests were adopted to assess various aspects of student leaders including strengths and weaknesses and reaction to pressure and challenges. The results served as reference for guidance and assistance.</li> <li>• A dedicated team of teachers attended the training programme of Mindfulness School Project.</li> </ul>

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<p>2.4 To cooperate with parents to instil a positive mind set</p> <p>2.4.1 To emphasise positive ideas and mind set to parents at Parents' Nights</p> <p>2.4.2 To co-organise parents education activities with PTA</p> <p>2.4.3 To strengthen the communication between the school and parents</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> <li>• Parents agree that they can get useful parenting ideas at Parents' Nights.</li> <li>• Parents education activities are co-organised with PTA.</li> <li>• Various opportunities and channels are provided to facilitate communication between the school and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parents</li> <li>• Records of activities co-organised with PTA</li> <li>• Records of activities organised for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Various activities including parenting talks were held in an attempt to enhance communication between parents and the school and to instil a positive mind set.</li> <li>• Positive feedback was received regarding the activities at F.1 Parents' Night. It was opined that the event was a good opportunity for enhancing teachers' and parents' understanding of students.</li> </ul>

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
3. To strengthen the role of Form Teachers to nourish a positive learning environment				
<p>3.1 To enhance class atmosphere</p> <p>3.1.1 To modify the class allocation policy</p> <p>3.1.2 To exploit Form Teacher Periods in promoting class atmosphere</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> <li>• Negative effect from class allocation is diminished.</li> <li>• Students’ sense of belonging is enhanced.</li> <li>• Revision in Form Teacher Period materials is carried out.</li> <li>• Teachers and students agree that the contents of Form Teacher Period and Hall Assembly suit the needs of students.</li> <li>• Increased class-based recognition and constructive feedback on students’ achievements and commitment.</li> <li>• More class-based activities are organised to enhance the relationship between teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Form Teacher Period records</li> <li>• Observations and feedback from teachers and students</li> <li>• Minutes from Form Teacher meetings</li> <li>• Observation of students’ sense of belonging to their own class</li> <li>• Record of class-based activities between teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• The new class allocation arrangement lowered the labelling effect on weaker classes while the opinions on the effects on learning atmosphere varied.</li> <li>• Inter-class activities, for example sports activities and entering talent show as a class, helped build class spirit and could be sustained in the future. The effects on class building could be enhanced with more preparation time given.</li> <li>• Revision of Form Teacher Period materials was under way. Different sources of materials were being explored.</li> </ul>
<p>3.2 To provide teachers with integrated professional guidance and support from education experts on effective ways in class building</p> <p>3.2.1 To launch a school improvement project on class building with F.1 Form Teachers</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> <li>• Teachers find the support scheme useful and are equipped with the essential skills and information on</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from Form Teacher meeting</li> <li>• Observations and feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Positive comments were recorded from teachers regarding the involvement of CUHK scholars for QSIP. Further assistance and advice</li> </ul>

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3.2.2 To enhance the effectiveness of class management by regular sharing among Form Teachers		<p>effective class management.</p> <ul style="list-style-type: none"> <li>• Sharing in the Form Teacher meetings is arranged to exchange ideas on the use of Form Teacher Periods and experiences in class management.</li> <li>• A caring atmosphere is established through teacher training in understanding the emotional needs of teenagers and enhancing counselling skills of teachers.</li> </ul>		<p>were to be sought from other sources to sustain the positive effects.</p> <ul style="list-style-type: none"> <li>• A team of teachers, together with the social worker, attended training and would be ready to promote mindfulness at school.</li> <li>• An education expert was invited to share with all teachers how to cater for students with low intrinsic motivation.</li> </ul>