

HKMA David Li Kwok Po College College Development Plan 2012-2015

1. College Vision & Mission

Our Vision

Our vision is to operate a high performance College which provides an effective platform for educating and developing students with the life skills to become responsible, caring, self-disciplined and adaptable young people in a changing society and eventually to be employable and productive members of the community and international citizens of an increasingly globalized world. The College will nurture wholly developed, well-balanced and life-long learners who are moral, literate and cultured, intellectually, physically and emotionally strong, and ready and willing to serve society.

Our Mission

Our mission is to provide an all-round education for the total development of our students, encompassing moral, intellectual, physical, social and aesthetic aspects. The College believes that each student has worth, and is endowed with potential and that the College can and should, develop its students to the fullest. We also believe that every child has different abilities and can become an effective and independent learner by learning to accept responsibility for his or her learning.

2. College Goals

The College exists to educate and develop every pupil to his or her full potential so that he or she will grow up to become a well-rounded person with the following attributes:

1. International in outlook, culturally aware and proud of their own heritage;
2. Bi-literate and tri-lingual, with the requisite confidence and competence to communicate effectively in a global community;
3. Well-versed in the use of information technology both inside and outside of the classroom;
4. Logical, independent and creative thinkers with the resourcefulness to make informed decisions;
5. Well-prepared for continued and active life-long learning;
6. knowledgeable about humanities as well as basic scientific and mathematical concepts;
7. Civic-conscious, patriotic and willing to contribute to the community;
8. Morally aware and appreciative of traditional Chinese values (such as loyalty, reliability, responsibility, self-discipline, punctuality, obedience, filial piety and family values);
9. Cultured and able to appreciate and enjoy the visual and performing arts;
10. Physically fit and knowledgeable of healthy living

3. College Motto

“In Search of Excellence”

Holistic Review

The Self Evaluation Process:

The College followed a P.I.E model. As part of this process a number of steps were undertaken:

1. The College administered stakeholder surveys to Teachers, Parents and Students. APASO data was collected along with other relevant data
2. A training session was conducted to help teachers better interpret stakeholder data.
3. A preliminary meeting was held to examine possible Major Concerns by focusing on complete stakeholder data as opposed to micro level analysis using only snapshots of the data collected. The purpose of which was to give teachers a greater context as to where possible Major Concerns may come from. (Macro). The Principal at a later date presented group based discussion findings to all teachers so as to stimulate further thought.
4. Eight teacher groups at a later stage further examined stakeholder data pertaining to particular domains, giving presentations to the staff as to their data based conclusions. (Micro)
5. The Principal took input from steps 3 and 4 to create a discussion document as to possible Major Concerns. The Major Concerns were accepted by staff with slight amendments/clarifications sought. Group input as part of step 4 not implemented as part of the College's Major Concerns was categorized and sent to Departments and Teams for further consideration within their year plans.
6. As a final evaluative step, the College undertook the services of Mr. Archie Mc Glynn from the HKSSSEN. Mr. McGlynn conducted a critical friend analysis of both teaching and learning and of the College's SSE practices and procedures. The purpose of which was to correlate SSE findings with a 'sideways view' to ensure that the Major Concerns created were valid.

Background :

The College's previous College Development Plan was created via a process of school self-evaluation. In developing that plan, specific areas were highlighted that staff felt needed further development. Hence, three Major Concerns were created. Firstly, the establishment of four whole-College values, the further development of teaching and learning and the development of student centred competencies such as leadership and self-esteem.

As mentioned previously, all College Self Evaluation should follow a PIE model, that is, planning, implementation and evaluation. Thus, the SSE process towards the end of the previous College Development Plan needed to fully evaluate the success of the current plan before implementing another.

Therefore, evaluation took the form of:

1. Data relating to specific questions for all stakeholder groups concerning areas of focus within the existing plan, and
2. Data from other questions within stakeholder surveys, APASO and so on.

From this, two questions could be answered. To what extent had we achieved our existing plan and from that, what developmental areas were still evident? By examining data set 1 below, we can see that to a large extent, stakeholders felt that we had made inroads with many of the developmental areas related to the development of values, self-esteem, leadership and so on, though work still needed to be done with regards to areas such as teaching and learning. A key indicator was the question "I feel that our students have shown positive development over the past three years" which had the highest rank of agreement amongst parents and second highest with teachers.

Such evaluation provided context. That is to say via evaluation, we had a better idea as to what tasks could continue as routine tasks within the College. The question remained as to what else needed to be developed.

Data set 1: Questions relating to the College’s Major Concerns and College Development Plan

Comparison of teachers, students and parents' views about the College’s Major Concerns									
	Teachers			Students			Parents		
	Mean	SD	Rank of agreement	Mean	SD	Rank of agreement	Mean	SD	Rank of agreement
I feel our students are more mindful of the need to show respect to others.	3.32	0.8	7	3.81	0.8	3	3.92	0.7	2
I feel our students are more mindful of the need to develop responsibility as an individual.	3.42	0.8	6	3.84	0.8	2	3.86	0.7	3
I feel our students are more conscious of the need to show perseverance.	3.32	0.8	7	3.79	0.8	4	3.69	0.8	8
I feel my students have learnt to show appreciation to others.	3.44	0.8	5	3.84	0.8	1	3.79	0.7	5
I feel that my student’s writing skills have improved.	3.28	0.8	10	3.53	0.9	10	3.65	0.8	9
I feel that my students read more than in the past.	3.30	0.8	9	3.49	0.9	11	3.52	0.9	10
I feel that my student’s ability to manage time has improved.	3.17	0.7	12	3.43	0.9	12	3.49	0.9	12
I feel that my students set goals for further improvement.	3.25	0.8	11	3.54	0.9	8	3.51	0.9	11
I feel that my students have been given opportunities by the College to develop their leadership skills.	3.84	0.8	3	3.53	0.9	9	3.72	0.8	7
I feel that my student’s sense of self esteem has improved.	3.61	0.6	4	3.59	0.9	6	3.80	0.8	4
My students actively participate in external competitions.	4.06	0.6	1	3.56	1.0	7	3.78	0.9	6
I feel that our students have shown positive development over the past three years.	3.93	0.4	2	3.67	0.8	5	3.94	0.7	1

From the self-evaluation exercise conducted in 2012, it became evident that previous areas of concern had shown improvement, whilst other areas now required focus and attention.

Data reflected that whilst the College had established excellent systems and procedures, that perhaps there had been other areas that had been neglected in the race to prepare for the introduction of the NSS curriculum. Through self-evaluation, a number of things became evident:

1. There was little need to re-visit previous Major Concerns if they could become part of our routine work. For example, the establishment of our whole College values and leadership training should continue, though need not be Major Concerns.
2. There still needed to be effort devoted towards teaching and learning, though as times had changed, could also reflect the changing needs of students in a dynamic world.
3. We as a College community, in the face of a fast changing society, needed to return to the development of core values and, having established the NSS curriculum structure, to be able to focus the care that we give, for the benefit of all stakeholders.
4. Fewer Major Concerns were more constructive in terms of outcomes achieved rather than a number of Major Concerns, where the impact would be less effective.

Thus, the major Concerns below have a context that is both College-based and important. They are not random choices but reflect a good deal of thought, analysis and discussion.

How does the plan above relate to the College's direction?

The plan below and the College's direction should be seen as being one and the same. The Development of the plan has come from stakeholder data interpreted by staff and is a response to self-evaluation, a statement of where effort and direction will occur. As such, we believe that:

- Care is an important part of our work and that our College will be more successful if we can target our care to reflect the changing nature of our College as it grows to become an established, mature institution.
- That care takes many forms and should not be misinterpreted as an objective. For example, to discipline students is to care. Care in terms of the College's Development Plan is entirely and specifically focused.
- We believe that teachers need opportunities for development, that our students require help and assistance for them to be able to grow, that our parents to require help at times.
- We believe that ethics are important as is the development of community and team spirit.
- We believe that small class learning is an effective way of providing better teaching and learning via students being able to receive more individualized attention.
- We believe that Information Technology is an important vehicle via which we can develop more pupil centred learning, creating positive outcomes for both teachers and students.
- We believe that reading and writing and the development of critical thinking are essential skills for students worthy of particular emphasis.

Evaluation of the College’s overall performance by teacher-led groups, taken from the SSE process 2011-2012
 (Individual footnotes relate to specific areas within the College’s stakeholder survey analysis conducted in 2012)

Domain	Strengths	Areas for improvement
<p>1. Management and Organization</p>	<p>The College provides quality bilingual and multicultural education to students with different language backgrounds. ^{1.1h}</p> <p>The College strives to develop its students into well-rounded life-long learners, who are bi-literate and tri-lingual, international in outlook, creative, and proficient in information technology. ^{1.1j}</p> <p>The College communicates regularly with parents regarding College developments, College news and programmes via various channels. (Q17: Mean 3.99, 78.3% agree/strongly agree, Rank #1; Q18 Mean 3.94, 78.6% agree/strongly agree, Rank #2) ^{1.1f}</p> <p>The structure of the College is organized in such a way that heads of departments and functional team leaders are delegated to monitor the implementation of College major concerns. ^{1.1i}</p> <p>Channels are provided for teachers to communicate with the College’s managerial levels, such as ASC meetings, SA meetings and Staff meetings, Principal’s meetings with different group of teachers. ^{1.2h}</p> <p>The College’s management enhances overall College effectiveness, with a focus on students’ learning outcomes and whole-person development: ^{2.1b}</p> <p>The College effectively deploys resources to support the curriculum implementation of various Key Learning Areas. ^{2.1c}</p> <p>The College systematically collects data on Learning and Teaching to monitor students’ performance and progress. ^{2.1d}</p> <p>The College actively encourages students to participate in extra-curricular activities, which help extend students’ learning experiences. ^{2.1e}</p>	<p>After each activity, a questionnaire and reflection could be set to evaluate the effectiveness of the activity. The online intra-mail system can be used to gather teachers’ views as well. ^{1.3r}</p> <p>More information could be disclosed about how resources are allocated to avoid possible confusion and misunderstanding.</p> <p>According to the staff development survey, the teaching staff believed that the activities held were useful in enhancing student learning. It is suggested that more professional guest speakers/bodies are invited to introduce even more new teaching methods in different academic areas.</p> <p>The College can consider introducing curriculum sets for more subjects (e.g. IH and IS). The College can also consider further reducing average class sizes to improve teaching and learning.</p> <p>The College should continue to make use of staff appraisal to identify the strengths and weaknesses of teaching staff for continuous improvement of their work performance. ^{2.3g}</p>

Domain	Strengths	Areas for improvement
	<p>The College strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs. The College provides enough opportunity to foster students' leadership. The College actively helps students develop correct values. ^{2.1f}</p> <p>The working relationship between the College management and middle managers is good as a majority of the staff felt that they were on harmonious terms. ^{2.2a}</p> <p>Management, department heads and team heads effectively promote teachers' professional interflow and collaboration and thus the College has developed an ambience of professional interflow. ^{2.3a}</p> <p>The staff appraisal system can assess teachers' work performance fairly and that staff appraisal is conducive to teachers' professional development. ^{2.3b}</p>	
2. Learning and Teaching	<p>The College is able to align the planning of its curriculum with recent trends in education development. ^{3.1a} Over 80% of teachers agreed that the curriculum development of the College is in line with curriculum reform (3.80). ^{3.1b}</p> <p>The College's development goals are incorporated into the annual plan of each department. Measures are introduced and activities are organized to address the College's major concerns. The 4 values are also incorporated into the curriculum of each department ^{3.1a}</p> <p>Students' different progression is addressed through the streaming of students in English, Chinese and Mathematics in junior forms, and Chinese, Mathematics & Liberal Studies in senior forms to cater for students of different levels. ^{3.1a & 3.1c}</p> <p>The College actively adjusts its learning content and formulates its learning and teaching strategy to cater for students' learning needs. All teachers said that they adjust the teaching content according to students' learning progress (4.29). ^{3.1e}</p>	<p>The pressure students face to complete required number of OLE hours. The College should continue to provide different learning experiences to students so that they have enough chances to participate.</p> <p>Subject panels could monitor curriculum implementation within their own subjects, e.g. course evaluation can be done at the end of the first term instead of at the end of the College year. Subject panels could use the data collected from the evaluation to monitor student learning and teaching as well as curriculum implementation. (Q31 = 3.78) ^{3.4e}</p> <p>There is a moderate difference between teachers' and students' expectations towards views on students' learning. ^{4.4.g}</p> <p>There is also a wide discrepancy between teachers' and students' views on whether students receive adequate feedback from teachers on their progress. ^{4.5.h} Again, students may lack awareness of all the ways in which feedback is provided. More self-assessment could provide a further channel.</p>

Domain	Strengths	Areas for improvement
	<p>The College strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs. For example there are different curriculum sets for core subjects (Chinese, English and Mathematics). The College also provides various remedial classes and tutorial rooms to meet students' needs. (Q29 = 3.80).^{3.4b}</p> <p>Both students and parents ranked highly scales pertaining to students' learning. Students themselves agreed that teachers tell them about their learning progress and offer feedback, as well as using different techniques during lessons. Teachers also agreed that students were able to apply such skills as part of learning. Parents felt that their child was serious towards learning and in working conscientiously.^{4.2a}</p> <p>The learning atmosphere within the College is good which means the teacher-student relationship is similarly good.^{4.3.b}</p>	
<p>3. Student Support and College Ethos</p>	<p>Encouraging students to visit tutorial classes such as the ETR, CTR or MTR, which are structured to satisfy students' needs and enhance their development (5.1.a)</p> <p>Use of the Early Identification and Intervention Scheme, which aims to give remedial support to weak students, especially repeaters. The plan is carried out with the concerted efforts of the deputy principals, teachers, College Counselor, and the College social worker (5.1.b)</p> <p>The majority of parents believe that their teachers are able to help solve the problems encountered by students in their growing process, such as in their physical and mental development, making friends and academic performance.(3.62 (2010), SHS Parent Q # 6) (5.1.h) The students feel that their teachers care about their learning. SHS Student Q # 3) (5.1.i)</p> <p>All teachers, parents and students believe that the College actively encourages students to participate in extra – curricular activities, which help extend students' learning experiences. 91.9 % of teachers and 81.6% of parents agree. (5.1.y)</p>	

Domain	Strengths	Areas for improvement
	<p>77.4% of teachers agree that the College helps students develop good interpersonal skills and only 10.8% of students disagree. (5.1.z)</p> <p>One piece of evidence of the bi-lingual environment developed in the College is from the APASO result. Our College has better results in the “Verbal English” category under Self-Concept (21 out of 26 classes) than compared to HK norms. This shows that our students are confident in using English and in learning competency and self-learning compared to their counterparts in Hong Kong. (5.2.g)</p> <p>Students agree that they like joining College activities and affairs, and can learn different knowledge and life skills in those activities. Parents have the same point of view. Teachers also agree that the College’s activities can help extend students’ learning experiences. The figures have been increasing across the past three years. (SHS Student Q21, Parent Q10 and 15, Teacher Q51) Students also think that the College is intent on fostering their leadership. (5.2.k)</p> <p>Parents have positive views about the College’s climate, more than 90% of parents are pleased to let their children to study at the College. ^{6.1b}</p> <p>Parents strongly agree / agree that the College is willing to listen to the views of parents. ^{6.1e}</p> <p>Parents have a good relationship with the College. ^{6.1f}</p> <p>Parents agree that the College often invites parents to participate in College activities. ^{6.1g}</p> <p>The College encourages staff to participate in iPad training sessions ^{6.}</p>	<p>The enhancement of ethical conduct among students should start at junior form level. A culture of good ethical conduct can be built in classes when class teachers share their life experience with their students in class or DEAR time. (5.1.e)</p> <p>Only 48.5% of students agreed that teachers helped them solve problems in their growth process. Only 61% of parents agreed with this. The College could create more channels for students to seek help. (5.1.g)</p> <p>Class teachers may organize more class-based activities to help building good peer relationship.</p> <p>The activities organized by the College are mainly led by teachers. Following the setting up of the Student Council, the College can give more responsibility to students.</p> <p>Only a small portion of parents (less than 40%) express that they actively participate in the activities organized by the College and/or parent-teacher association. ^{6.1i} It may be due to their time constrains or that the nature of the PTA’s activities are not attractive enough</p> <p>There is room for the College to maximize its alumni network in order to support development. It is suggested that a timeline be set to have an Alumni Representative on the IMC within a reasonable period of time.</p> <p>Although students have been increasingly participating in community services, greater awareness of showing care to others is yet to be developed.</p>

Domain	Strengths	Areas for improvement
4. Student Performance	<p>One of the College's major concerns in its previous Development Plan was time management. Students of the College generally see themselves as being able to manage their time, rating themselves as slightly better than the Hong Kong norm^{7.1e}.</p> <p>Our students scored higher than the Hong Kong norm on all of the subscales^{7.1i} (creative thinking, critical thinking, problem solving and time management) this year and showed an improvement, especially in the senior forms. This result shows the effect of the implementation of the College's Development Plan.</p> <p>Students' interpersonal competence and social skills are considered good. Students generally think that "they can get along well with their classmates", as the mean is 3.88^{7.2a}, which is still high throughout the past 3 years. Parents also shared similar views.</p> <p>The College also provides enough opportunities for students to develop their leadership skills. Students' view that "the College is intent on fostering our leadership" is the highest in the past 3 years^{7.2b}. Students also placed "I learnt to show appreciation to others" as the highest.</p>	<p>The TSA results for 2010 & 2011 reports shows that students' performance in Chinese and English writing seems to be on a comparative basis, weaker than other tested skills. With regards to Mathematics, students are good at calculation, however need to make more progress in data handling and data analysis.</p> <p>The College could join more small-scale competitions so that it is easier to win more awards and thus build up the confidence of its students.</p> <p>It is suggested that joining a wider variety of competitions can also help to achieve a balanced education.</p> <p>It is found that the proportion of S3 students joining the English Speech Festivals was smaller than compared to other forms. Students from this cohort could be encouraged to join the competition in the future.</p>

<p style="text-align: center;">Opportunities</p>	<p style="text-align: center;">Threats</p>
<ul style="list-style-type: none"> • As the College is one of the more established DSS Colleges in HK, its cumulative experience enables it to be able to further develop. • The College can continue to cement its reputation as an authentic EMI College. • The College can use the SSE process as a way in which to further enrich the educational lives of its students. • As a DSS College, the College has the flexibility to further deal with changes in its external environment. • The College has the opportunity, via its strength of possessing a well organized Student Affairs Team, to be able to deal with societal changes involving College aged students. • The College’s DSS status enables it to lower class sizes and to be able to focus more on individualized care and whole-person development. • The College as a DSS school can place itself at the forefront of IT based pedagogical practices. 	<ul style="list-style-type: none"> • Changes to the HKSAR’s MOI policy provides greater competition for the College. • As the College is a fee charging institution, the state of the economy has an effect upon student enrollments. • The birth rate in HK has been falling for some time, which will influence the available supply of suitable S1 candidates. • Changes to the curriculum also influence parent views about the relative stability of local education. • Social issues affecting school age students are changing rapidly. • The values espoused by the College’s Mission and Vision, once considered as being novel, are fast being adopted by other Colleges. • In providing above standard facilities and services, the College is affected by changes to the general price level, necessitating fee increases. This is an issue as competitors may offer ‘free’ education. • Whist the College’s HKDSE results were well above HK average, more traditional schools will catch up in time.

**College Development Plan
Major Concerns for a period of 3 College years**

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Resource Implication	Staff Responsible	Evaluation of Outcome/ Target
		Yr 1	Yr 2	Yr 3				
Major Concern 1: To further develop care								
Teacher <-> Teacher	Teacher professional development	✓	✓	✓	To develop a teacher mentor/coach system for each teacher.	An increase in the Staff Development budget by \$100,000 and maintained in subsequent years	Head of the SDD Team, Principal	SSE data
		✓	✓	✓	To provide specific training to enable teachers to make better use of small class teaching and for class teachers to enhance their effectiveness.			
		✓	✓	✓	To provide specific training to teachers to better enable them to use technology in the form of iPads within lessons.			
		✓	✓	✓	To enable further opportunities for teacher collegial development with colleagues from another College.			
		✓	✓	✓	For teachers to continue to engage in cross departmental lesson observations.			
		✓	✓	✓				
Teacher <-> Student	Inter department/ team collaboration	✓	✓	✓	For Teaching Departments and Teams to engage in cross curricular student-based activities .	NA	Heads of Teams and Departments	The Principal via yearly Department/Team evaluation reports
	Ethical conduct	✓	✓	✓	To develop in students a greater awareness in students of the importance of ethical behaviour.	NA	DP (AA), AP (SA)	SSE data

	Teacher student relationship / Enhance understanding	✓	✓	✓	To develop programmes that enhance and develop the relationship between teachers and students.	NA	AP (SA)	SSE data
	Sharing and guidance	✓	✓	✓	For teachers to use the sharing of their own personal experiences as a means of guiding our students.	NA	Principal , AP (SA)	Internal evaluation
	Communication	✓	✓	✓	For teachers to participate in activities that foster greater teacher student communication. For example, supporting the Student Council	NA	Principal	Principal via evaluation of year plans
	Class based activities	✓	✓	✓	For class and subject teachers to engage in class based activities as a means by which to develop class spirit, a sense of belonging to the College and to build teacher-student understanding.	NA	AP (SA)	SSE data
	Seeking help	✓	✓	✓	For teachers to support initiatives that encourage students to seek help. For example, the development of a better voicemail system.	A new voicemail system, \$60,000	Principal, staff consultation	SSE data
College <-> Parents	Parent education	✓	✓	✓	To develop opportunities for parents to learn more about how teenagers develop and the strategies that can be used	NA	AP (SA), School Counselor, Scholl Social Worker	PTA
Student <-> Student	Ethical conduct	✓	✓	✓	For students to understand the importance of ethics and how such behaviour relates to daily life	NA	AP (SA), G and C Coordinator	APASO data

Communication	✓	✓	✓	For students to become involved in both the Student Council and its activities	\$40,00 as an addition yearly to the annual school budget	AP (SA)	Internal evaluation
Seeking help	✓	✓	✓	For students to take advantage of opportunities to seek help from peers as well as teachers when they encounter difficulties.	NA	DP (AA), AP (SA), IT manager, Head of the SDD Team	SSE data
Class based activities	✓	✓	✓	For students to both lead and take part in activities that develop leadership, communication, peer participation and a harmonious College life.	NA	AP (SA,) Class teachers	Internal evaluation

Major Concern 2: To further develop Teaching and Learning								
	Small class teaching in Junior Forms	✓	✓	✓	<ul style="list-style-type: none"> - To split our existing S1 intake into 5 classes for all subjects so as to provide smaller classes for more individualized care. The aim is to give S1 students a solid start to their High College studies. - To practice small class teaching in Junior Form core subjects, English , Mathematics and Chinese, to produce an average class size of around 28. The aim being to provide an environment whereby students can obtain more individual attention and build better foundation based skills - For small class teaching to be able to allow teachers to have more time and energy to devote to the Major Concern of 'care', particularly as class teachers. - To allow for staff training to be able to better utilize classrooms using small class teaching. - To practice where resources allow, small class teaching in other Junior Form subjects. 	<p>A minimum of an extra three teachers at a total average cost of \$1.8m per annum</p> <p>As per the Staff Development budget</p>	<p>Principal, DP (AA), Heads of Teaching Departments</p> <p>Head of the Staff Development Team</p>	<p>Parent, Student and Teacher feedback.</p> <p>Internal surveys and SSE data</p>

	The use of technology to create student centred learning (classrooms and library)	✓	✓	✓	<ul style="list-style-type: none"> - To allocate via whole College budgets, resources that facilitate the use of student centred learning via technology, the development of appropriate resources and strategies and appropriate infrastructure. - To allocate resources to the creation and development of a teacher group who can 'train the trainer' by developing, implementing and sharing appropriate subject based good teaching practices and experiences. - To create a new promotion position 'co-coordinator of I.T. pedagogy. The purpose of such a position is to coordinate, focus and develop best classroom and wider College practices with which to develop teaching and learning competencies in a modern age. 	<p>An extra \$1m in capital spending above normal expenditure/ To be assessed on a yearly basis.</p> <p>Via the Staff Development Team's annual budget.</p> <p>\$36,000 per annum.</p>	<p>Principal, I.T. manager</p> <p>Principal, I.T. pedagogy coordinator</p> <p>Principal</p>	<p>International best practice as can be implemented at the College.</p> <p>Via the introduction of standard procedures, developed via teacher practice, across all teaching Departments</p> <p>Successful implementation and development of I.T based teaching practices.</p>
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				<ul style="list-style-type: none"> - Revise the College's current integrated I.T. curriculum. Such a curriculum should focus on the use of software as a means of getting students to read, write and create. - To make better use of the College's I.T, facilities as a means by which student competencies can be better developed. For example, for The Campus T.V. Team to become 'news reporters' within the College campus, for students on study tours to use available technology to produce multi-media reports of their activities etc. - To create a group of student I.T. Prefects who can train students in the application of appropriate I.T. - For the College's Library to become a partner in the creation of and dissemination of appropriate e-learning materials such as e-books and web based materials with the aim of making the Library into a more holistic 'learning centre'. 	<p>NA</p> <p>50% of the library's annual budget to be spent on this area</p> <p>NA</p> <p>As per the library and departmental budgets, adjusted annually.</p>	<p>DP (AA), I.T. manager</p> <p>Librarian</p> <p>I.T. manager</p> <p>Librarian, Department Heads</p>	<p>Internal evaluation</p> <p>Internal evaluation via yearly review</p> <p>Upon implementation and following monitoring.</p>
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	Student competency in both reading and writing	✓	✓	✓	<ul style="list-style-type: none"> - For the College to create initiatives at Department and Team level that further develop student interest and competency in reading and writing. - For Library Prefects to become a focus for student leadership with regards strategies to effectively target reading initiatives. 	<p>NA</p> <p>NA</p>	<p>All Heads of Teaching departments, Librarian</p> <p>Librarian</p>	<p>SSE data</p> <p>Internal evaluation, borrowing records</p>
	Student creativity	✓	✓	✓	<ul style="list-style-type: none"> - For the curriculum within all subject areas to focus upon opportunities to develop creative thinking in our students. - To re-evaluate existing curricula within the creative arts domain so as to further develop opportunities to enhance student creativity. For example, the introduction of 'Scratch' as a cross-curricula means of enhancing both logical thinking and creativity. 	<p>NA</p> <p>NA</p>	<p>Principal, DP (AA). Department Heads</p>	<p>Annual review via analysis of Departmental and Team plans.</p> <p>For the software, 'scratch' to be implemented.</p>