## Cheung Chuk Shan College
### SWOT Analysis for 2014 – 15

#### Students

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The students admitted in general come from the higher ability group. Most of them also pay close attention to their studies apart from being obedient and cooperative.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Our students in general spend little time reading and do not pay enough attention to current affairs.</td>
</tr>
<tr>
<td>- Some of our students rely on rote learning and lack the initiative to expand their scope of learning while some others do not participate enough in lessons.</td>
</tr>
<tr>
<td>- A lot of students fail to manage their workload well.</td>
</tr>
<tr>
<td>- Many students are egocentric.</td>
</tr>
<tr>
<td>- Some students care little about all-round development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Most of our students are highly motivated in learning and cooperative in class, so innovative pedagogical methods can be tried out easily.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The confidence and initiative of our students in using English as a communicative medium is declining.</td>
</tr>
<tr>
<td>- There are difficulties in integrating students with special educational needs into mainstream classes.</td>
</tr>
<tr>
<td>- The student problems are becoming more complicated and harder to tackle.</td>
</tr>
</tbody>
</table>

#### Teachers

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Besides being dedicated to their work, most of our teachers care a lot about the growth of their students.</td>
</tr>
<tr>
<td>- Having accustomed to rapid educational reforms, our teachers are ready for new initiatives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The training of teachers in handling students with special educational needs and learner diversity is not adequate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A learning community has been established, facilitating the adoption of more innovative pedagogical methods.</td>
</tr>
</tbody>
</table>
### Threats

- With a greater learner diversity in their classrooms, subject teachers find it more difficult to manage their lessons.
- The morale of some teachers is not high.
- Increasing expectations from different stakeholders bring about heavy workload, depriving teachers of enough time to handle student affairs.

### Parents & alumni

#### Strengths

- Most of our parents are concerned about the studies of their children and are prepared to cooperate with the School in fostering their growth.
- Headed by devoted executive committee members, the Parent-Teacher Association and the Old Students’ Association can help the school procure the support and resources needed for its development.

#### Weaknesses

- Only a limited number of our parents manage to provide the assistance needed for the school development.

#### Opportunities

- With more alumni enjoying career success, they can be a useful force supporting the school development.

#### Threats

- The heavy work commitments of the parents deprive many of them of enough time to guide the development of their children.

### School

#### Strengths

- The Incorporated Management Committee grants much autonomy to the School in setting the development focus and deciding its priority tasks.
- The School is ready to accept innovative ideas, which may lead teachers to new perspectives in teaching.
- A school management system with clear administrative procedures as well as well-defined responsibilities for subject panels and functional committees has been established.
- A favourable school environment for nurturing teenagers is available with the provision of a great variety of learning activities and the emphasis on all-round development.

#### Weaknesses

- The resources for the School are limited while the small size of the campus discourages new
academic and non-academic initiatives.

<table>
<thead>
<tr>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School promotes more use of information technology in teaching, which can encourage the academic initiatives of some students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fine-tuning of the medium of instruction has augmented the competitiveness and appeal of the neighbouring schools. Worse still, the number of potential S1 students in the Eastern District is declining.</td>
</tr>
<tr>
<td>The loyal service of the contract teachers cannot be secured due to the limited school funds.</td>
</tr>
</tbody>
</table>
### Cheung Chuk Shan College
Holistic Review of the School (2014 – 15)

<table>
<thead>
<tr>
<th>PI Areas</th>
<th>Major Strengths</th>
<th>Areas for Improvement</th>
</tr>
</thead>
</table>
| 1. School Management | - Increase in transparency is a key focus in school management. Important school policies are initiated in the School Development Team but brought to discussion and endorsement in staff meetings. Various guidelines are compiled to explain important school policies and decisions.  
- When deciding development priorities and areas for improvements, the School takes into account its mission and vision, students’ needs and such self-evaluation findings as teachers’ observations, the SWOT analysis, the APASO surveys and stakeholder survey. Views of stakeholders would also be collected and considered. A consensus on the development priorities of the School will be attained among the teaching staff.  
- Programme plans or work plans of subject panels, functional committees and working groups are designed with reference to the development priorities of the School. Members of subject panels, functional committees and working groups plan various elements of their plans, stressing clarity, feasibility and effectiveness.  | - More effective ways to collect teachers’ views should be explored and adopted.  
- Considerations for making important school policies can be further explained.  
- Success criteria for some tasks in the School Development Plan (SDP) and the Annual School Plan can be better set so that evaluation done can provide better inputs for future planning work. |
| 1.2 Implementation | - The school coordinates and monitors the implementation of its priority tasks effectively through a structured mechanism extending from the individual level to the school level.  
- Communication and collaboration among subject panels or functional committees for realization of school plans are promoted through curriculum development and organization of co-curricular / extra-curricular activities.  
- Resources are deployed for implementing priority tasks. Evaluation of the effectiveness of activities held and policies adopted will be done to ensure that the targets can be attained. | - Better monitoring of the implementation of tasks designed to realize development priorities is needed.  
- More external financial assistance should be obtained to support the school development while expenses should be economized. |
The school handles well exigencies affecting student learning and safety by drawing up guidelines on tackling ad hoc issues, familiarizing the members of the school with them and obtaining external resources needed.

1.3 Evaluation

- A self-evaluation mechanism covering learning and teaching, ECAs, the social development of students and school administration is enforced through various tools. Informal means like informal sharing with teachers/students/parents are also adopted to collect feedback. Clear guidelines are drawn up to ensure that the data needed are garnered in an appropriate manner.
- Evaluation of the effectiveness of the priority tasks are carried out on different levels. Both qualitative and quantitative remarks are included in the summary in the annual school report.
- The achievements made and the inadequacies reflected during the implementation of the priority tasks are spotted during the process of self-evaluation so as to decide whether the school focus is suitable and the follow-up work needed.
- The stakeholders and the public can access easily information about the school performance by such means as school reports, PTA newsletters, the school web page and IMC meetings.
- A culture of self-evaluation is established among teachers, who adhere to the implementation guidelines.

Different types of questionnaires should be done on-line as far as possible in order to save the manpower for data input. Informal in-depth sharing with different stakeholders might serve as an effective evaluation tool.

2. Professional Leadership

2.1 Leadership & Monitoring

- The school management has a clear direction of development and strategically formulates its development plans accordingly.
- The data on learning and teaching are collected by the school systematically. Evaluations have been done by all subject panels and functional committees to find out the effectiveness of teachers’ teaching and programme.
- The school managers can provide more active professional support to the school development.
- More support should be rendered to teachers serving as markers for public examinations and members of territorial subject committees.
### Implementation respectively.
- Besides being professional, experienced and knowledgeable towards the most updated trends in educational development, the subject panel/committee heads can provide effective guidance to the development of their panels/committees.
- The middle managers actively draw up specific plans of subject panels/committees in line with the school’s direction for development.

#### 2.2 Collaboration & Support
- The relationship between the school management and middle managers as well as that between the middle managers and other teachers is harmonious. The school management and the middle managers are always ready to accept different views and to offer support.
- Effective support to teachers has been delivered through mentorship, peer lesson observation and sharing within/between subject panels.

#### 2.3 Professional Development
- The allocation of teaching duties and other administrative duties among the teachers takes into account their preferences, expertise and abilities.
- A rotation system on teachers’ involvement in functional committees is enforced to broaden teachers’ scope of experience.
- The practice of specialized teaching in all subjects helps to enhance effective teaching.
- When arranging staff development activities, the school uses both SWOT analysis and stakeholders’ surveys to identify teachers’ training needs.
- A climate of professional sharing has been fostered through such means as the mentoring system, sharing sessions among teachers and peer lesson observations.
- Informed by the staff appraisal conducted and teachers’ self-evaluation reports, the school management can acknowledge the personal development needs of the staff. Also, the Principal will respond to the reflections and suggestions made in the self-appraisal reports and specify the

- More autonomy should be granted to teachers to enable them to exercise their professional judgment when completing their tasks.
- The school management can provide more concrete positive feedback to the teachers to enhance their professional development and morale.
- When teachers’ training is planned, subject panels’ opinions can be considered. Training programmes focusing on improving teaching techniques should be explored.
- The School may further encourage the peer lesson observation practice, with a clear focus and purpose of facilitating effective implementation of the school’s major concerns.
3. **Curriculum & Assessment**

### 3.1 Curriculum Organization

- Based on the principle of life-long learning and whole-person development, the school has formulated a student-centered curriculum which is theoretical and practical in nature.
- The school appropriately adjusts the contents of various KLAs, emphasizing the cultivation of generic skills and learning incentives to ensure students’ learning to learn progress. Teaching methods such as problem-based learning and grouping are implemented to cater for learning diversity.
- A new framework of Key Learning Domains (KLDs) has been introduced to allow better collaboration between subjects in curriculum planning and implementation.
- The school has formulated an open and flexible curriculum framework that aptly aligns with recent education development, curriculum reform, the school’s vision and mission and students’ learning diversity.
- Through appropriate allocation of lesson time and provision of OLE, a balanced curriculum and an opportunity for whole person development is provided for students.
- Curriculum content is well connected to students’ daily life and needs. It also provides students with life-wide learning experiences. Students’ knowledge in different KLDS and their generic skills are fostered.
- New subjects and school-based curriculum with tailored-made curriculum materials has been introduced to assist students’ learning.
- Students’ learning experience is not limited to lessons but is extended to inter-class competitions, cross-level projects and mixed-class lessons.
- The curriculum content can be further broadened by including e-learning to provide students with more diversified learning experiences and facilitate students’ self-directed learning.
- The bridging between the curriculum of junior and senior levels should be further strengthened.

### 3.2 Curriculum Implementation

- There is proper deployment of resources to help teachers carry out curriculum strategies and plans.
- Better coordination about the curriculum implementation is expected.
Panel heads have been empowered to make curriculum decisions and panel members to share their views on curriculum matters. There is cross panel cooperation with different panels working together in organizing activities. Various KLDS strengthen collaboration and exchange among teachers through lesson observation and discussion on learning and teaching. Subject panels effectively discharge their duties by monitoring the implementation of the curriculum through various platforms.

Some topics appear in various subjects and clarification should be made to let teachers know who are responsible for teaching them to avoid wastage of resources. More resources and opportunities for collaborative lesson preparation within the Panel should be explored. Effective curriculum implementation has been hampered by some IT constraints.

| 3.3 Performance Assessment | - The various KLDS are able to implement and follow through the clear assessment policy of the School with concrete strategies. - The School has a good grasp of assessment for learning. - The assessment contents cover the knowledge, attitude and skills that students have learnt at different learning stages. - The weighting of term marks and exam marks makes a sensible balance in terms of the scope of assessments and levels of difficulty. - Adjustments of the components of the continuous assessment have been made in line with the students' need and ability. | - More recognition should be given to students with good learning attitude. - Other forms of assessment such as self-assessment and peer assessments should be adopted to promote students' learning. - Learner diversity should be considered more when assignments are designed. |

| 3.4 Curriculum Evaluation | - Stakeholder survey is administered every year to collect feedback from different parties and the results provide good food for thoughts for further discussion. - Assessment on the curriculum implementation is made through a sound evaluation mechanism with different elements. - Different KLDS strategically review, and reflect on, the outcome of work in the light of set objectives, the findings of which inform the school's direction of curriculum development. - Subject-based questionnaires can provide valuable feedback on curriculum implementation to teachers. | - Teachers should be encouraged to attend more seminars about curriculum in order to know more about the focuses of the curriculum. - More subject-based / KLD-based sharing should be conducted on the Staff Development Day. |
4. **Student Learning & Teaching**

4.1 **Learning Process**
- In general, students in our school are interested in learning and follow teachers’ instructions well. They have good reading strategies and are analytical when tasks are assigned. They enjoy group work and are willing to exchange views in small groups.
- Students are guided to attain their learning goals with explicit instructions on learning strategies. Resources are given for extended learning.
- Students are given feedback on different generic skills through daily assessments and teachers’ observation. Rubrics and templates have been provided by different subjects to explain the purpose of assignments and facilitate feedback process.
- Students’ exposure is widened through other learning experiences.

4.2 **Learning Performance**
- Students’ performance, abilities and interest are considered when class activities are designed. Most lessons offer activities engaging the students of different learning styles. Online learning activities are also adopted.
- In general, students can acquire and apply knowledge and generic skills they have learnt. They can also take part in discussion and complete set tasks under teacher’s guidance.
- Most students can utilize the feedback from assignments and lessons, and seek further improvements.

4.3 **Teaching Organization**
- Work schedules are prepared by teachers of the same level to compromise on the scope of learning. Level coordinators would also arrange meetings regularly to discuss teaching pace of each class and problems in the form. While standardized materials would be printed for all classes, teachers of each class would also design class-based co-lesson planning can be arranged.
- Different possibilities of collaboration across subjects should be explored and cross-curriculum activities should be better coordinated so as to reduce the workload of both students and teachers.
materials by referring to the diversity in class.
- Questions of different levels included in class and written forms of assessments help teachers better assess students’ performance and decide follow-up actions.
- Besides having appropriate questioning techniques, most teachers aptly deploy classroom and subject resources as well as different teaching aids to promote learning of students.
- Creative extra-curricular activities help students develop their problem-solving skills and creativity.
- Teachers are encouraged to put their resources in AeroDrive to serve as reference for others.

4.4 Teaching Process
- Teachers have a good subject knowledge and have a good teaching attitude.
- Teachers are skillful in using the medium of instruction to conduct learning and teaching activities.
- Teachers try to adjust the pace and content of lessons with reference to students’ learning progress.
- Having effective classroom management, most teachers manage to provide a good classroom learning environment for students.
- There are a variety of interactive learning opportunities to promote active learning.
- Teachers’ role as facilitators has been strengthened.
- The learning environment is usually lively and enriched by teaching aids of different natures.

4.5 Feedback & Follow-up
- Teachers adopt methods appropriate to the teaching objectives to assess and follow up on students’ learning progress.
- Students’ feedbacks in subject-based questionnaires are referred to and corresponding adjustments are made if necessary.
- Qualitative feedback is given whenever appropriate to regular assignments.
- Teachers prepare additional exercises according to the needs

Platforms for stronger cross-curricular collaboration could be explored so as to promote peer learning among students of different academic backgrounds.

More training should be provided for teachers to enable them to efficiently use mobile devices in their teaching.
- Peer lesson observation should be further implemented as it provides a useful tool to inform teachers the effectiveness of their lessons.

The needs of students with different learning abilities and motivations should be better catered for so as to excel their potential.
of their classes.

- Teachers have an idea about the ability of students and the individual difference among them. Remedial classes are sometimes conducted to support the learning of students.

## 5. Student Support

### 5.1 Support for Student Development

- Apart from the observation of teachers, social workers and peer counsellors, data collected from different surveys are analyzed and students’ needs are identified.

- Based on the students’ needs identified, the major concerns of the SDP are formulated during staff meetings. School-based student support services are then planned accordingly with the collaboration of different functional committees and subject panels. Through evaluation findings, these plans are proved to be generally effective. These findings will also become inputs for planning further student support services.

- Different learning experiences catering for students’ personal development needs are provided through formal curriculum, extra-curricular activities, co-curricular activities and life-planning activities. Students are given chances to develop self-management ability by assuming various posts of responsibility at class, club or school levels. The self-recommendation schemes of ECA and Prefect Body are most effective in fostering the ability. In addition, career guidance and job-related experiences are provided to help students understand their potentials and chances for further studies, thus setting their goals and career pathways. Constant advice from teachers and the Principal also enlighten them on their personal goals.

- Cultivation of good moral values and class building is delivered through form-teacher periods. Awareness of social responsibility is made possible through participation in community services. The dual form-teacher system is implemented with flexibility to provide additional care and

- More effective strategies should be adopted to promote moral education, e.g. activities of didactic nature should be avoided and the levels of students should be addressed.

- Teachers’ workload should be relieved so that more time can be spent on providing support to students in need. The data obtained from the ECA data bank should be more fully utilized to monitor the participation of the students in ECA and to provide advice on their life planning.

- Students should be empowered to lead more school activities so as to foster their leadership.

- More manpower is needed to lead oversea trips.
support for students.
- A team comprising different levels of school personnel and external specialists is set up to help SEN students integrate into campus life. Extra facilities are provided for students with physical disabilities whereas adjustments on assignments and assessments are made for those with learning difficulties. Teachers are equipped with information about SEN students and encouraged to receive related training so that better support can be offered.
- The effectiveness of student support services is evaluated through surveys and reflected from the reports of relevant functional committees.

### 5.2 School Climate

- The relationships among the staff, between teachers and students as well as among students are harmonious.
- To prepare students to be HK’s leaders of tomorrow, the school tries to promote all-round development of all students in different aspects. They are also provided with opportunities in joining overseas study tours so as to broaden their horizon and encouraged to play a crucial role in the organization of activities so as to polish their leadership skills.
- Teachers and students should be better acquainted with the school’s vision and mission.
- Some students put too much emphasis on the results of their studies while ignoring the process of learning, showing less interest in attending activities which required more commitment.
- The sense of responsibility of students should be enhanced.

### 6. Partnership

#### 6.1 Home-School Cooperation

- Through such activities as parent talks and gatherings with teachers, parents receive inspirations on proper parenting apart from working closely with the School in nurturing the values their children should uphold and helping to tackle the problems they encounter.
- Parent Executive Committee Members of the PTA actively participate in functions held to get in touch with other parents and invite them to become parent volunteers, who assist the School in holding parent activities and propose policies to be adopted. The PTA also helps raise money to
- Effective ways to increase parents’ participation rate in activities organized by the PTA should be explored.
- More programs on parenting should be organized as the style of parenting affects child behaviour to a large extent.
- More effort is needed to foster positive values starting from junior levels with the collaboration of the parents.
subsidize some major projects of the School or improve student welfare apart from organizing educational activities for parents.
- Besides providing the PTA with manpower to help organize activities and handle administrative work, the School propagates the activities held by the PTA and encourages parents to join them.
- Apart from contacting the PTA or the parent managers, parents can give their views during school functions or through other channels like telephone or emails. Those constructive ones will be adopted if they are feasible whereas explanations will be supplied if the opinions supplied are not suitable.
- The stakeholder questionnaire reflects that our parents agree in general there are sufficient channels for them to express their views and home-school cooperation is good.

6.2 Links with External Organizations
- Close links have been forged with external bodies since there is constant collaboration with different external organizations in holding activities. Outsourced education psychologists render regular support and advice for the betterment of the SEN students.
- The Old Students’ Association (OSA) connects the school and the alumni through the free membership system and the organization of activities. More importantly, the inclusion of a teacher alumnus into the Executive Committee of the Association and the election of an Alumni Manager are conducive to the development of good relations with the alumni.
- Alumni of various backgrounds are actively supporting the career guidance programmes for the students.
- The CCSC Alumni Foundation Fund has been providing financial support to a wide range of programmes.

The school may optimize the alumni network to connect with more external organizations so that a full range of support can be accessed from those organizations.

7. Student Performance
| 7.1 Affective Development & Attitude | - The self-concepts of most of our students are healthy and positive, taking pride in their personality attributes and attainments.  
- Driven by intrinsic motivation, most of our students are eager to learn and attentive in class.  
- Most students are obedient and helpful besides being able to distinguish right from wrong. They are obliging and are susceptible to guidance. Moreover, they are willing to abide by social norms and realize well their civic obligation.  
- In general, students follow a healthy lifestyle and are stable in their emotions. They also manage to tackle problems encountered in their daily life. | - More programmes enhancing self-confidence, sense of responsibility, interpersonal relationship and civic consciousness can be organized, e.g. in form-teacher periods.  
- More workshops on life planning can be organized to foster students’ self-understanding, personal planning and goal setting. |
| 7.2 Social Development | - In general, students’ interpersonal relationships and social skills are satisfactory.  
- Having high moral standards, most students behave well and adhere to the school regulations. | - More activities should be organized to polish students’ social skills and communication skills.  
- Students’ horizons should be broadened starting from junior forms through focused activities. |

| 8. Participation & Achievement | 8.1 Academic Performance | - As reflected by the pass percentages, the performance of the students of various forms in the school examinations was pleasing.  
- Good performance in TSA and the public examination with a significant degree of university admission have been observed.  
- A lot of students also perform very well in other academic-related areas, winning different competitions. | - Students’ language proficiency and habit of self-learning in the junior forms should be further enhanced. |
| 8.2 Non-academic Performance | - Some students participate enthusiastically in extra-curricular activities, inter-school activities and open competitions, acquiring awards and pleasing results. Moreover, all S1 students have to participate in at least one sport, art or music activity or a uniformed group while most senior students hold at least one responsible post. | - Students’ leadership skills in time and human resources management can be improved. |
The Red Cross Youth Team won the Overall Champion in the Red Cross Outstanding Youth Team Competition for 5 consecutive years whereas the performance of some sports team in interschool competitions proves pleasing.
**Cheung Chuk Shan College**  

<table>
<thead>
<tr>
<th>Major Concerns</th>
<th>Intended Outcomes / Targets</th>
<th>Strategies</th>
<th>Time Scale (Please insert ✓)</th>
</tr>
</thead>
</table>
| Nurturing an active learning culture among students | Participation of students in class enhanced | ✷ Reviewing the teaching organization and process for the school curriculum  
✷ Incorporating more interactive elements in teaching  
✷ Holding learning activities provoking high order thinking  
✷ Implementing the schedule for using e-Learning resources to increase class interaction set in the Enhancing Schools’ WiFi Infrastructure project | ✓ ✓ ✓ |
| | Interaction in class conducive to students’ improvement increased | ✷ Giving feedback which can guide students to improve | ✓ ✓ ✓ |
| | English environment further enriched through peer influence | ✷ Displaying on the campus English materials prepared by student bodies  
✷ Arranging for the exchange student to help conduct lessons and take part in extra-curricular activities  
✷ Providing opportunities for announcements to be made by selected students in English through different platforms | ✓ ✓ ✓ |
<p>| | Reading culture reinforced | ✷ Implementing the long-term plan set before to promote reading | ✓ ✓ ✓ |</p>
<table>
<thead>
<tr>
<th>Helping students develop life planning capability and qualities of future leaders</th>
<th>Students having clear plans on further study and future career</th>
<th>Organizing different kinds of life planning activities to suit the needs of different students</th>
</tr>
</thead>
<tbody>
<tr>
<td>◆ Teachers’ understanding of their role in life planning of students and their ability to offer support enhanced</td>
<td>◆ Providing information about university admission requirements to teachers</td>
<td>◆ Organizing relevant talks or workshops for teachers</td>
</tr>
<tr>
<td>◆ Providing information about university admission requirements to teachers</td>
<td>◆ Providing information about university admission requirements to teachers</td>
<td>◆ Encouraging teachers to attend relevant seminars or courses held by external bodies</td>
</tr>
<tr>
<td>◆ Organizing different kinds of life planning activities to suit the needs of different students</td>
<td>◆ Organizing different kinds of life planning activities to suit the needs of different students</td>
<td>◆ Organizing different kinds of life planning activities to suit the needs of different students</td>
</tr>
<tr>
<td>◆ Parents’ role in life planning of their children strengthened</td>
<td>◆ Organizing relevant talks or workshops for parents</td>
<td>◆ Fostering the selected qualities through form-teacher periods</td>
</tr>
<tr>
<td>◆ Selected qualities of future leaders reinforced</td>
<td>◆ Organizing relevant talks or workshops for parents</td>
<td>◆ Extending the leadership training course to junior form students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengthening the teaching competence of teachers</th>
<th>Teachers’ ability to promote active learning bettered</th>
<th>Attending relevant seminars or courses held by external bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>◆ Teachers tackling learning diversity in class more successfully</td>
<td>◆ Conducting focused lesson observations for professional exchanges in relevant domains</td>
<td>◆ Conducting focused lesson observations for professional exchanges in relevant domains</td>
</tr>
<tr>
<td>◆ Teachers’ skills in using e-resources in teaching polished</td>
<td>◆ Holding panel-based professional development days</td>
<td>◆ Holding panel-based professional development days</td>
</tr>
<tr>
<td>◆ Panel-based professional development activities organized</td>
<td>◆ Panel-based professional development activities organized</td>
<td>◆ Panel-based professional development activities organized</td>
</tr>
</tbody>
</table>