



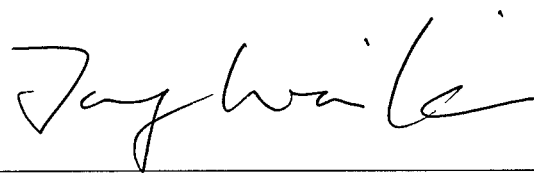
Hong Kong Taoist Association Tang Hin Memorial Secondary School

School Development Plan

2009/10 – 2011/12

School Development Plan

**The following is the
School Development Plan
of 2009-2012**



*Tong Wai Ki
Supervisor
October, 2009.*

Contents

1.	School Vision and Mission	P.2
2.	Our Commitments	P.2
3.	School Motto	P.2
4.	Core Values of Education	P.3
5.	School Goals	P.4
6.	Holistic Review:	
	Effectiveness of the previous School Development Plan	P.5
	Evaluation of the School's Overall Performance	P.7
7.	Context Analysis	P.12
8.	Major Concern 1:	
	Personal Growth Programme	P.14
9.	Major Concern 2	
	Effective Learning Programme	P.20

School Vision & Mission

Our school was founded by the Hong Kong Taoist Association in September, 1982. Our school is an aided school.

School Vision and Mission

Our mission is to provide, with devotion, an all-round education laying equal emphasis on its five aspects: moral, academic, physical, social and aesthetic. We expect all our graduates to be leaders of tomorrow, each possessing profound knowledge and a noble character.

Our Commitments

Our school is committed to the full provision of an all-round education for our students in the following directions:

1. To cultivate a positive attitude towards life.
2. To develop in students the capacity for life-long learning and enable them to develop their talents to the full, and to achieve their full potential.
3. To integrate physical education into daily life and alert students to the value of health.
4. To nurture in students the spirit to serve the community.
5. To foster one art for life.

School Motto

“Grasp Principles, Cultivate Virtues” (明道立德)

Core Values of Education

Lao Tzu : “Tao gives birth to the highest virtue; in turn, Te rears it; everything in the universe reveres Tao and honours Te.”

Confucius: “Man glorifies Tao, not vice versa”

Tao education is based on the Way or Tao. It advocates virtue for rehabilitation, the pursuit of knowledge for teaching and benevolence for education.

With its basis on the Way, it does not aim to accomplish but it achieves great accomplishments. It adheres to the truth of nature. It recommends spontaneity, rationalism, integrity and justice for learning and living in the absence of greed.

To rehabilitate with virtues, it advises benevolent love. It rectifies with righteousness. It disciplines with propriety. It enlightens with wisdom. It proposes honesty to earn trust.

To pursue knowledge in order to teach, a teacher must set example not only with his words but also his deeds. He dedicates himself to ceaseless learning and exerts favourable influence on the students. In the lifelong acquisition of knowledge, the teachers and students encourage one another. Altogether they initiate the trend of learning.

With benevolence as the basis of education, it preaches the principle: "Do unto others as you would others do unto you." It directs a teacher to teach students without class discrimination. Refine not just the talented but also the less talented, nourish their spirit, strengthen their body, impart them of useful knowledge and rid them of their stupidities. It requires the students to observe the rules of ethics and find the key to knowledge of the greatest depth. By serving society as a useful member, they can achieve eternity or immortality. In short, Tao exalts education to its best form.

SCHOOL GOALS

1. Goals related to Value Education

1.1 **Social, political, moral and civic awareness**

Help students become aware of Hong Kong as a cosmopolitan city; and themselves as a member of the Special Administrative Region of the People's Republic of China.

1.2 **Personal and moral qualities**

In partnership with parents and others, contribute to the personal growth of the students, by helping them develop good values and prepare them for the physical, emotional and mental transition to adulthood, to exercise tolerance in interacting with others, and to learn to cope with stress and change.

2. Goals related to Academic Excellence

2.1 **Literacy and numeracy**

Help students build a strong foundation of literacy and numeracy (both language and information technology) for future work and study.

2.2 **Thinking and reasoning**

Help students think logically, independently and creatively; to make rational decisions; and to solve problems independently and in cooperation with others.

2.3 **Acquiring knowledge**

Help students learn how to acquire a better understanding of the world (including society and its history, the natural world, science and technology), and to instil in them a desire to pursue life-long learning after they leave school.

3. Goals related to Cultural Pursuits

3.1 **Aesthetic and cultural development**

Help students develop their creativity, an aesthetic awareness, and an appreciation of the achievements of the local culture and other cultures.

3.2 **Physical development**

Help students develop health awareness, good physical coordination, and a willingness to engage in physical activity.

4. Goals related to Service to the Community

Help students develop a sense of civic duty of responsibility to the family, and to make the ultimate commitment, serve the community.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved,	Follow-up action	Remarks
<p>1. To develop a personal growth programme through organizing a well-balanced, all-round educational programme and to help students have the holistic growth with a purpose in life.</p>	<ul style="list-style-type: none"> ● The Life Education Curriculum has been revised and relevant daily examples have been incorporated in content. Most students are willing to accept teacher guidance and develop a good character. ● We have developed a whole-school approach to curriculum design and to the implementation of the moral programmes. Most of the moral programmes ran smoothly with good results. ● We could easily identify potential problem students by collecting information on student behaviour. We could then give them suitable advice. This undoubtedly helped students to develop properly. ● All students were able to fulfill the requirement of the essential learning experience. ● A series of workshops was organized for the disadvantaged students and we were able to observe clearly that their self esteem had increased. 	<ul style="list-style-type: none"> ● It is essential for teachers to understand the developmental psychology of adolescents more thoroughly. ● There is an urgent need to help students recognise the adverse effects of the mass media and to develop acceptable moral values if we are to protect them against undesirable social trends like drug abuse, compensated dating, sex, dating and abuse of the computer. ● It is necessary to provide a wide variety of ECA activities, the Other Learning Experience and the Life-wide Learning Experience for students and allow the NSS S4 students to gain more experience by taking on positions of leadership. ● Students should acquire transferable skills at school that can be applied in their future career. 	

<p>2. To offer an effective learning programme to help students attain the basic competencies and requirements for admission to tertiary education, enabling all students to develop their full academic potential.</p>	<ul style="list-style-type: none"> ● To help all students acquire sound knowledge foundations in junior form, all junior form subject teachers have developed sets of lesson notes. ● Life-wide learning activities held in these years to broaden students' horizons. ● Continuous formative assessment and summative assessment can help students to make constant improvement. The good results in the public examinations in recent years are evidence of our success. ● The enrichment classes and remedial classes were well organized and the results were obvious. ● Most of the teachers have attended relevant NSS development workshops and are well prepared for teaching the NSS curriculum. Most of them understand the new pedagogy and NSS requirements. ● We organized English-speaking weeks and other supporting activities to create an English-rich environment. Most of the students enjoyed the activities and participated actively. 	<ul style="list-style-type: none"> ● There is an urgent need for the NSS teachers to prepare the NSS curriculum by designing a curriculum based on constructivism, by identifying the key learning points and by preparing well-designed assignments and materials to reinforce student understanding. ● It is necessary to review the junior secondary curriculum to enable a smooth transition to the NSS curriculum. ● As English Language, Chinese Language, Mathematics and Liberal Studies will be core subjects in NSS, the school must enhance student performance in these subjects. ● There is an increasing trend of learning diversity among students and it is necessary to design strategies to cater for this to help the students develop their full academic potential. 	
---	--	--	--

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • Well established school organization structure. • The Executive Committee, comprising the principal, the vice principal and various unit chiefs, holds regular meetings to formulate various school-based teaching and administrative policies and monitors their implementation. • The school administration is operating smoothly. The teachers' Handbook and the Administration Guide provide clear guidelines on various teaching and administration duties. 	<ul style="list-style-type: none"> • The school's financial management procedures should be improved to ensure balanced budgets can be prepared and controlled.
2. Professional Leadership	<ul style="list-style-type: none"> • The IMC has set up three sub-committees, namely the school policy committee, the finance committee and the complaint handling committee. The sub-committees have an active role to play in the supervision of the school and they ensure that the school runs smoothly. • The majority of the middle managers are experienced and have good professional knowledge. 	<ul style="list-style-type: none"> • Some of the administration and curriculum leaders do not have sufficient experience and they need to upgrade their skills through structural learning and self-study.
3. Curriculum and Assessment	<ul style="list-style-type: none"> • Subject panels are able to plan and deliver the subject curricula, and discharge daily administrative duties. • The junior form curriculum was structured to maintain a balance across the key learning areas. With regard to the senior form curriculum, both the science and arts streams are offered with choices of subjects available to students. • A variety of extra-curricular activities (ECA) are provided including the Student Union, house and club activities. The ECA covers a good range of categories. • The school has arranged a broad range of 	<ul style="list-style-type: none"> • NSS curricula are new for most of the teachers and they should upgrade themselves through structural learning and self study. • Liberal Studies require a huge amount of reference and reading materials. Teaching assistants should be employed to help the panel members with the preparation of teaching materials.

PI Areas	Major Strengths	Areas for Improvement
	<p>enhancement and remedial classes to cater for learners' differences.</p> <ul style="list-style-type: none"> • The school puts a strong emphasis on moral and civic education and related elements are introduced through the formal and informal curriculum. • The elements of both continuous and formative assessment have been incorporated into the school assessment policy. Examination performance data are well kept and duly analyzed. Most subject panels also conduct a post-examination review with students about their examination results. • The school provides very comprehensive guidelines on homework and tests to all subject panels. Special emphasis is placed on the overall evaluation of the quality, quantity, variety and balance of homework. 	
4. Student Learning and Teaching	<ul style="list-style-type: none"> • The students' attitude to learn is good. They are attentive in lessons and showed keen interest in their studies. Some students display a strong motivation by adopting different strategies to facilitate learning. • Students are by and large able to use English effectively in lessons. Some students show initiative in preparing for their lessons. • Teachers are experienced, and most of them show a good command of subject knowledge. They display a serious attitude towards teaching. The relationship between teachers and students is harmonious. • Lessons are generally well-prepared with clear objectives. Useful examples are adopted by most teachers in their explanations. Instructions given or demonstrations conducted by teachers are clear and 	<ul style="list-style-type: none"> • The students' generic skills such as critical thinking and collaboration skills need to be further developed. • Teachers should make more use of appropriate questioning techniques to help students further develop their generic skills. • Teachers should give more praise and encouragement to students to strengthen their confidence in learning.

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<p>systematic.</p> <ul style="list-style-type: none"> • A whole-school approach to providing counselling and discipline services to students has been adopted. Coordination among the Discipline Unit, the Counselling Unit and the school social worker is good. Liaison meetings with form teachers are held regularly to discuss problems arising from each class among the junior forms. • The school rules, as well as the merit and punishment system, are clear. Teachers, students and parents are always informed about them. The expected behaviour of students is clearly stated in the 'Good Students Regulations'. A 'Good Student Award Scheme' aimed at S1 to S3 students to promote diligence, to cultivate moral values and encourage their active participation in services and activities has been introduced. • Discipline Unit meetings are held every cycle to discuss student discipline. Measures are taken to ensure that student bring all study materials, wear proper uniform and maintain a tidy appearance. As regards punctuality, the average punctuality rate in the past 3 years was excellent. • The school has a large Counselling Unit and there is good co-operation among team members. The allocation of duties is clear. A variety of preventive and developmental activities are organized by the school for students at various levels scheduled to take place in the assembly periods. • The Careers Unit has clear objectives and programmes which can cater for students' needs in further 	

PI Areas	Major Strengths	Areas for Improvement
	<p>education. Educational talks are arranged, particularly for S3, S5 and S7 students to assist in the choice of subjects and procedures for university admissions. Graduates are invited to share their experiences in the mentorship scheme.</p>	
6. Partnership	<ul style="list-style-type: none"> • The school has formed an alliance with the Beijing No. 2 Secondary School and we collaboratively organize learning activities every year. • In general, parents trust and support the school and the teachers. They are willing to cooperate with the school. They are well informed of their children's school life. The Parent-Teacher Association has been running for more than 10 years. • The school maintains its links with the community and various organizations such as the Secondary School Heads Association of North District and the Environmental Protection Campaign Committee. External resources are effectively utilized to support school activities and services. 	
7. Attitude and Behaviour	<ul style="list-style-type: none"> • The students' attitude to learn is good. Students are obedient, co-operative and well-behaved. • Students are generally well-behaved and class discipline is good. • Students are self-disciplined, cooperative, obedient and responsible. They take pride in being members of the school. They observe the school rules, and are serious about their studies. They are generally well motivated to learn and attentive in class. 	<ul style="list-style-type: none"> • Some students are passive in participating activities other than study.
8. Participation and Achievement	<ul style="list-style-type: none"> • In the past thirteen years, students attained a very high standard of performance in the Hong Kong Certificate 	

PI Areas	Major Strengths	Areas for Improvement
	<p>of Education Examination. The percentage of students with five or more passes stood at 100% in these thirteen years. The percentage of students obtaining grades 'A' to 'C' and the percentages of students with 14 or more points in the best six subjects were all significantly higher than the territory levels.</p> <ul style="list-style-type: none"> • In the past twelve years, in the Hong Kong Advanced Level Examination, the passing rate of students in both Advanced Level (A-Level) subjects and Advanced Supplementary Level (AS-Level) subjects was nearly 100%. The percentage of students obtaining grades 'A' to 'C' in both A-Level subjects and AS-Level subjects were well above the territory levels. • Students participate in a variety of inter-school non-academic activities and competitions, covering sports, music, art, verse-speaking and services. In the past three years, our students won a considerable number of awards and scholarships. Students performed well in music and speech contests. Students generally display enthusiasm in community services. 	

Context Analysis

Our Strengths

- Our students are not only in the Band One category, but nearly all of them have been MIGA Group I students for many years. Most of them are diligent, eager to learn, and capable of taking on the extra workload required for high quality education.
- Our teachers are hardworking and enthusiastic.
- Our IMC offers full support to school.
- Teachers are always striving to upgrade their skills and to improve the quality of their teaching.
- The congenial and harmonious teacher-student relationship contributes to an effective learning environment.
- We have a well-developed Life Education Curriculum.
- Most students are willing to accept teacher guidance.
- The school social worker, who stays at school 4 days a week, helps a lot by providing guidance to students with emotional and behavioural problems.
- Our S.1 students are required to take one art or music subject.
- Our students, except S.5 and S.7, are expected to participate in Extra-curricular activities or services.
- All the teachers of the English Department are teaching English as their major subject in the school.
- The English Department is stocked with a wide range of very helpful teaching materials such as reference books, cassette tapes and video tapes, etc.
- The past examination papers and marking schemes are neatly filed for easy reference.
- Our students have high expectations of excellent academic performance.
- The academic standard for most subjects is high. We have achieved a total pass rate in all subjects in the public examinations.
- Most students show an interest in reading.
- A reading culture has already been fostered in our school.
- Our library is well equipped with reading materials including books, magazines and newspaper clippings.

Our Weaknesses

- Most of the students live in public estates and come from families of a low socio-economic status.
- Many students have working parents who cannot give adequate care to the children.
- Some students have problems of social adjustment due to their adolescent development, and this may result in difficulties in life.
- Some students focus exclusively on their studies, paying little attention to human relationships and community affairs.
- Many students lack confidence in speaking and reading aloud in English.
- Some students do not have a good foundation in English.
- Most of the students come from Chinese Primary Schools, so they need time to adapt to EMI teaching.
- Although all students are Band 1 students, they manifest considerable variation in their learning ability. A small group of them are of lower ability. These students

lag behind and lose motivation to study.

- Many students are not in the habit of reading English books for pleasure.
- Teachers do not have sufficient experience in teaching liberal studies.

Our Opportunities

- The EDB has focused on moral education training in the New Academic Structure Curriculum.
- Enhancement of school development and accountability will encourage the school to develop a better strategic plan and self-evaluation scheme.
- New educational reform encourages students to empower themselves to learn beyond the confines of the classroom, to acquire an all-round education and the skills for life-long learning.
- The new NSS educational system offers new dimensions for learning and we can take this opportunity to review our educational programme.
- The provision of the School Value-Added Information System enables the school and individual teachers to evaluate how successful the teaching in individual subjects has been.
- A higher proportion of discretionary S.1 places offers the school a better opportunity to recruit more outstanding students from primary schools.
- Reading is one of the major concerns in Educational Reform. It helps to create an atmosphere which encourages the students to learn eagerly.

Our Threats

- Students are too easily influenced by popular idols.
- Some students have been adversely affected by the social culture of individualism, an affluent life, free love and drug abuse.
- The popularity of computer games, ICQ, MSN and blog on net adversely affects the moral development of some students.
- The lack of exposure to English language hinders students' English learning.
- The economic depression and prolonged unemployment in Hong Kong may deprive many students of parental care and emotional support.
- Under the current SSPA scheme, the school takes in students of mixed ability.
- The Early University Admission Scheme may affect the normal implementation of matriculation course. This may adversely affect our HKALE results.
- The NSS poses many challenges to the school: curriculum changes (e.g. LS and ELE), pedagogical changes, changes in assessment procedures (e.g. SBA), structural changes (class structure) and administrative changes.
- The student population is in decline. Some schools may face the problem of low student numbers or even closure of school.
- The quality of content and language varies greatly in different reading materials. Students may be adversely influenced if they choose the wrong reading materials.
- The Fine-tune MOI Policy may affect the decision of the parents or the students of Primary 6 to choose Secondary School.

**H.K.T.A. Tang Hin Memorial Secondary School
School Development Plan (2009/10-2011/12)**

Major Concerns (in order of priority)	Intended Outcomes /Targets	Strategies	Time Scale (Please insert ✓)		
			09/10	10/11	11/12
1. To develop a personal growth programme by providing a well-balanced, all-round educational programme that fosters holistic growth with a purpose in life	1.1 Students will be able to identify the harmful effects of the mass media on their value system (like sexual relationship, attitude towards sex and idol worship) and develop good moral values.	1.1.1. A series of staff professional training will be provided to teachers about adolescent developmental psychology.	✓	✓	
		1.1.2. The topics ‘proper ways to get along with the opposite sex’ and ‘knowing right from wrong (including newspapers, internet and TV programmes)’ will be discussed in the Life Education lesson.	✓	✓	✓
		1.1.3. The students will reflect critically about their own behaviour in a monthly learning journal.	✓	✓	✓
	1.2 Students will develop their own moral values and acquire the ability to make moral judgments.	1.2.1. Uniform checks will be held to develop students’ self-discipline.	✓	✓	✓

		1.2.2. 'Good student' talks will be held to help students develop a set of socially acceptable behaviours. In the long run, the students will learn to be responsible for their own action and be self-disciplined.	✓	✓	✓
		1.2.3. Records of Lateness and absence will be kept to develop student self-discipline.	✓	✓	✓
		1.2.4. Class rules will be drafted by the students themselves in order to develop self-discipline and respect for others.	✓	✓	✓
		1.2.5. Weekly and daily assemblies will be employed to remind students to be aware their own behaviour and to reach the set moral standards.	✓	✓	✓
		1.2.6. Programmes will be provided to train prefects and monitors and so teach them to play an active role in handling schoolmates'/ classmates' discipline affairs. Conversely, this opportunity will enhance prefects' and monitors' self-discipline.		✓	✓
	1.3 Students will treasure natural resources, their neighbours and their own well-being.	1.3.1. The concept of 'treasure' will be taught in the topics 'Family' and 'Harmonious School'.	✓		

		1.3.2. A series of discussions and activities on a specific moral topic will be held each month.			
	1.4 Students will increase their awareness of social issues and the ability to distinguish things which are right from wrong through the discussions of news and current affairs.	1.4.1. The discussion part in Liberal Studies lessons will be recorded and broadcast during lunchtime and after school.	✓	✓	
	1.5 Students will increase their sense of belonging towards the mother country.	1.5.1. Students can acquire more knowledge about the mother country and increase their sense of belonging through flag-raising ceremonies, morning assemblies and related activities.	✓	✓	✓
		1.5.2. A visit to China will be arranged for students to experience and understand more about life in the mother country.	✓		✓
	1.6 The moral value of serving others will be nourished.	1.6.1. Students will assess their service performance (school service and community service) through the completion of the “My Learning Journal” monthly.	✓	✓	✓
		1.6.2. The requirements for promotion for all junior form students include participation in extra-curricular activities and services.	✓	✓	✓

		1.6.3. A booklet will be designed for S4 students to record their community service activities.	✓		
		1.6.4. The S4 students' service activities and number of service hours will be recorded in the SLP and printed for parents' information.	✓		
		1.6.5. S4 students will be required to achieve a minimum of 6 hours of school service and 6 hours of community service.	✓		
	1.7 Students will be engaged in valuable LWL experiences in line with OLE development. Students will be endowed with greater commitment and heightened creativity in the running of ECA groups and activities.	1.7.1. The provision of ample opportunities for students to participate in a good variety of ECA activities and LWL experiences.	✓	✓	✓
		1.7.2. Measures will be taken to reduce clashes between academic activity and ECA activity.	✓	✓	✓
		1.7.3. Funding will be provided for creative, cultural or collaborative activities.	✓	✓	
		1.7.4. Sponsorship will be sought for Outward Bound courses for needy students.	✓	✓	✓
		1.7.5. Leadership training will be provided for student leaders.	✓	✓	

		1.7.6. A LWL day will be held and OLE periods will be organized to provide valuable LWL experiences and essential OLE development.	✓	✓	✓
		1.7.7. Physical education and personal development will be promoted through structured lessons for students at all levels, enhanced with special programmes such as PE days, interhouse sports events, training for school teams and sports club activities.	✓	✓	✓
		1.7.8. Art development in school will be implemented through structured lessons in the visual arts and music in junior forms. Student participation in Art activities is promoted under the ‘One Life One Art’ scheme and the cultural activities subsidy scheme. Aesthetic development of NSS students will be enhanced through special OLE classes such as pottery, painting, calligraphy, singing and cultural dance, etc. The students’ aesthetic experience will also be enriched with the teaching of various performance arts. In addition, students will be provided with opportunities to experience and will be encouraged to participate in activities outside the school.	✓	✓	✓

		1.7.9. The 'point system' will be revised to include points for students' experience in service.	✓		
	1.8 Students will acquire transferable skills at school and learn how these can be applied to a variety of occupations and changing work requirements.	1.8.1. Celebrities, parents or alumni will be invited to share information about their career path and aspirations with a focus on "Learning and Society" in hall assemblies.	✓	✓	
	1.9 Students will understand how education is related to the entry of job market and recognize the importance of continual learning process required at work.	1.9.1. Celebrities, parents or alumni will be invited to share information about their career path and aspirations with a focus on "From School to Work" in hall assemblies.		✓	✓
		1.9.2. A Mentorship scheme will be arranged for senior form students, based on their career interests. Mentors will be recruited from alumni.	✓	✓	✓
	1.10 Students will gain insight into the competition in the real job market and pick up information on jobs and educational requirements.	1.10.1. Students will visit university open days and career expos.		✓	✓
		1.10.2. Job-site visits will be offered and students are encouraged to participate.	✓		✓
	1.11 Students will have to enter sufficient other learning experiences in their Learning Profile for satisfactory completion.	1.11.1. Provision of a good variety of ECA activities for students.	✓	✓	✓

		1.11.2. The promotion requirements for all students in junior form include the participation in extra-curricular activities, cultural activities and services.	✓	✓	✓
		1.11.3. Students will record their learning experiences of various aspects in their school life in the Student Learning Profile System. Teachers will import the relevant learning experiences into the system.	✓	✓	✓
		1.11.4. The teachers will verify the correctness of the input records.	✓	✓	✓
		1.11.5. Non-academic records will be printed and distributed to the students as proof of completion.	✓	✓	✓
		1.11.6. The Students will write a self evaluation of their learning experience.	✓	✓	✓
2. To develop an effective learning programme that enhances students' preparation for life-long learning and to assist students to develop their full academic potential	2.1 To improve the curriculum in order to prepare for the NSS	2.1.1 Prepare for the new curriculum by identifying the key learning content or basic concepts, designing the curriculum with reference to constructivism, preparing well-designed and diversified assignments to reinforce the students' understanding and to enhance their thinking skills,	✓	✓	✓
		2.1.2 Review the junior secondary curriculum as a bridge with the NSS curriculum.	✓		

		2.1.3 Enhance student performance in the core subjects - English Language, Chinese Language, Mathematics and Liberal Studies	✓	✓	✓
	2.2 To develop effective teaching and learning strategies in order to enhance the students' thinking skills	2.2.1 Improve classroom teaching practices through the use of appropriate teaching and learning strategies to stimulate student thinking, improve questioning techniques, increase student participation in the class activities such as peer interaction and to improve student note-taking skills.	✓	✓	✓
		2.2.2 Promote teacher professional development through peer observation, sharing of good teaching practices, lesson studies and organizing professional development workshops.	✓	✓	✓
	2.3 To enhance students' self-learning skills	2.3.1 Improve the assessment system through the preparation of diagnostic tests for students to complete independently at their own pace, and by encouraging students to practise self-reflection.	✓	✓	✓
		2.3.2 Enhance student self-learning skills through project work, library work and online learning.	✓	✓	✓
	2.4 To cater for students with different learning abilities and to help them develop their full academic potential.	2.4.1 Review the current remedial measures for the less able students and put more emphasis on building motivation.	✓	✓	✓

		2.4.2 Encourage co-operative learning by forming study groups where more able students offer help to less able students.	✓	✓	✓
		2.4.3 Encourage students to take part in cultural activities, overseas tours, and other external competitions and courses so that students can develop their special talents according to their interests.	✓	✓	✓
		2.4.4 Offer school-based support for gifted students by offering special programmes for them. These could be courses in creative writing, Mathematics Olympiad and language enhancement courses (e.g. Chinese, English and Japanese).	✓	✓	✓