

Annual School Plan (2017 – 2018)

Major Concern 1 : Develop students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Nurture students' effective learning skills to enhance motivation	<ul style="list-style-type: none"> Enhance students' understanding of their learning styles and equip students with learning skills <ul style="list-style-type: none"> Workshops (S.1 – 3) Ethics lessons 	<ul style="list-style-type: none"> Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in the learning processes Students' reflection on their learning skills 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Academic Enhancement Team Moral Education & Health Service Team 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Incorporate learning skills into individual subjects (e.g. by level / KLA) 	<ul style="list-style-type: none"> Teachers develop students' learning skills Students are able to apply different skills in their learning Students show improvement in their learning 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in learning Students' reflection on their learning skills Students' performance in tests and examinations 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Panel heads and subject teachers KLA coordinators 	
	<ul style="list-style-type: none"> Develop students' positive and active learning attitudes <ul style="list-style-type: none"> Strengthening class management in learning Diversifying assessment practice to enhance motivation 	<ul style="list-style-type: none"> Feedback from class teachers and students is positive Class-based programmes are organized to promote active learning Students demonstrate efforts in learning 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in the learning Class teacher report 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Class teachers Panel heads and subject teachers 	
	<ul style="list-style-type: none"> Recognize students' achievements in academic and non-academic aspects to boost confidence and enhance resilience and learning outcomes <ul style="list-style-type: none"> Sharing successful learning experiences in daily lives Disseminating good practices among students 	<ul style="list-style-type: none"> Feedback from teachers and students is positive Students make improvement in their learning 	<ul style="list-style-type: none"> Evaluation meetings Record of Morning Assembly Team Class teacher report 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Morning Assembly Team Class teachers Subject teachers 	

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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Strengthen teachers' professional development to engage students in active learning	<ul style="list-style-type: none"> Familiarize teachers with student-centred learning and teaching strategies <ul style="list-style-type: none"> Organizing school-based training programmes Attending training courses outside the school 	<ul style="list-style-type: none"> Training programmes are organized in both terms 80% of teachers find the training programmes useful At least a member of individual subject panels attends a training course on pedagogies in a year 	<ul style="list-style-type: none"> Post-training questionnaires Records of Teacher Professional Development Team 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Teacher Professional Development Team Subject teachers 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Incorporate student-centred learning and teaching strategies at subject level <ul style="list-style-type: none"> Adopting diversified teaching strategies Encouraging more teachers to explore the use of e-learning to engage students in learning Organizing learning experiences outside the school 	<ul style="list-style-type: none"> Student-centred teaching strategies are applied at subject level At least 3 subjects explore the use of e-learning At least one learning activity outside school is organized by individual subject panels in a year 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Panel heads and subject teachers 	
	<ul style="list-style-type: none"> Optimize teachers' professional sharing culture for promoting effective pedagogies <ul style="list-style-type: none"> Internal sharing External sharing 	<ul style="list-style-type: none"> At least one internal /external sharing on pedagogies is conducted per term 	<ul style="list-style-type: none"> Evaluation meetings Records of Teacher Professional Development Team 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Teacher Professional Development Team Panel heads and Subject teachers 	
	<ul style="list-style-type: none"> Develop a resource bank on student active learning programmes and activities 	<ul style="list-style-type: none"> The resource bank is set up as scheduled At least one active learning programme or activity is uploaded by each KLA for the sharing of good practices 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Teacher Professional Development Team KLA coordinators and Panel heads 	

Major Concern 1 : Develop students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Motivate students of diverse abilities	<ul style="list-style-type: none"> Review and refine the curricula, quantity and quality of assignments <ul style="list-style-type: none"> Fine-tune subject contents, teaching materials and homework (e.g. Intra/Cross KLA assignments) (S.1 – 3) Conduct tiered assignments (分層課業) (S.1 – 3) 	<ul style="list-style-type: none"> Subject contents, teaching materials and homework policy are reviewed and implemented Tiered assignments are designed 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Panel heads and subject teachers KLA coordinators 	
	<ul style="list-style-type: none"> Provide academic support programmes to strengthen students' academic abilities <ul style="list-style-type: none"> S.1 – 2: Homework Guidance Class S.1 – 3: Core subjects (Afterschool Remedial Class) S.3 : EMI content subjects (I.H. and Science) S.4 – 5: Remedial teaching for less able students 	<ul style="list-style-type: none"> 90% or above of students do not receive demerit for homework non-submission 30% or above obtain a pass in examinations for the lower ability students 60% or above obtain a pass in examinations for the average ability students Students show improvement in tests and examinations 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in learning Students' performance in tests and examinations Record of homework non-submission 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Academic Enhancement Team Panel heads and subject teachers Assistant teachers 	<ul style="list-style-type: none"> School funding Past Pupils Association
	<ul style="list-style-type: none"> Run pull-out programmes for high-achievers <ul style="list-style-type: none"> S.1 – 5: STEM courses S.2 – 3: English Enhancement Programmes S.4 – 6: Core subjects Enhancement programmes and competitions for gifted students 	<ul style="list-style-type: none"> Gifted students at all levels are nominated to join enhancement programmes and activities outside school 60% of subjects participate in interschool competitions The academic performance of the students is satisfactory 	<ul style="list-style-type: none"> Student participation and achievement records Records of Gifted Education Team Evaluation meetings Students' performance in learning, tests and examinations 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> STEM Education Team Panel heads and subject teachers Gifted Education Team Extra-curricular Activities and Services Groups Coordinating Team 	<ul style="list-style-type: none"> School funding Past Pupils Association DLG STEM Grant

Major Concern 2 : Enhance students' learning effectiveness through raising their language proficiency

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Provide English language support for MOI adaptation	<ul style="list-style-type: none"> Strengthen cross-curricular collaboration through LAC programmes for junior forms <ul style="list-style-type: none"> Mapping the curricula of English, I.H. & Science (S.1–3) Implementing cross-curricular modules & projects (S.1 I.H. & S.2 Science) Developing subject-related language support materials Provide language support for Maths (S.1) 	<ul style="list-style-type: none"> Measures are implemented as scheduled Students show improvement in learning in those subjects Feedback from I.H., Science, Maths and English Language Panels is positive Feedback from students is positive 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in tests and examinations Students' performance in learning 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> LAC Team English Language Panel Science Panel I.H. Panel Maths Panel 	<ul style="list-style-type: none"> Teaching assistants School-based Support Programme, PolyU
	<ul style="list-style-type: none"> Implement support measures for fine-tuned students switching to regular classes <ul style="list-style-type: none"> Academic support for EMI subjects (S.2 – 3) 	<ul style="list-style-type: none"> The academic performance of the students is satisfactory 	<ul style="list-style-type: none"> Meetings of those students with subject teachers Evaluation meetings Students' performance in learning, tests and examinations 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> EMI content subject teachers 	
	<ul style="list-style-type: none"> Organise bridging programmes for MOI adaption <ul style="list-style-type: none"> Pre-S.1 Bridging Course Mathematics (S.1 – 3) Technology & Living (S.2 – 3) Computer Literacy (S.2 – 3) 	<ul style="list-style-type: none"> Feedback from teachers and students is positive Students show improvement in learning 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in learning, tests and examinations 	<ul style="list-style-type: none"> July 2017 First Term Whole School Year 	<ul style="list-style-type: none"> LAC Team English Language Panel & EMI content subject panels Mathematics Panel Technology & Living Panel Computer Literacy/ ICT Panel 	<ul style="list-style-type: none"> Teaching assistants
	<ul style="list-style-type: none"> Encourage teachers to participate in LAC-related professional development activities <ul style="list-style-type: none"> Attending courses on LAC/MOI Organizing sharing among teachers Organizing collaborative lesson planning and peer observation among teachers involved in the LAC programmes 	<ul style="list-style-type: none"> Feedback from teachers is positive Post-course sharing is organized for team members 	<ul style="list-style-type: none"> Records of teachers' participation in MOI training Feedback of teachers on the activities 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> LAC Team EMI content subject teachers 	<ul style="list-style-type: none"> Teaching assistants

Major Concern 2 : Enhance students' learning effectiveness through raising their language proficiency

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Enhance Chinese and English proficiency	<ul style="list-style-type: none"> Strengthen writing skills in junior forms 	<ul style="list-style-type: none"> Feedback from Chinese and English Language Panels is positive Students show enhancement in their writing skills 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in coursework and examinations 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Chinese Language Panel English Language Panel 	<ul style="list-style-type: none"> Support from Language Learning Support Section, EDB
	<ul style="list-style-type: none"> Provide support to facilitate transition from junior to senior forms 	<ul style="list-style-type: none"> Curriculum is reviewed and fine-tuned to enhance the interface between the junior and senior curricula Progressive assessments in coursework, tests and examinations are designed Students make improvement in their learning 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in coursework, tests and examinations 	<ul style="list-style-type: none"> First Term Second Term 	<ul style="list-style-type: none"> Chinese Language Panel English Language Panel 	
	<ul style="list-style-type: none"> Implement cross-curricular reading activities to widen students' exposure to Chinese and English 	<ul style="list-style-type: none"> Feedback from teachers and students is positive E-reading programmes are organized for S.1 – 3 LAC & STEM readers are incorporated into the extensive reading scheme for S.1 – 3 Theme-based reading activities in forms of Book Club Gatherings are arranged for S.1 – 5 Library tours and book talks are held 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in E-reading programmes Students' performance in the reading activities 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Chinese Language Panel English Language Panel EMI content subject panels School Library 	<ul style="list-style-type: none"> Prizes Teaching assistants Student helpers

Major Concern 2 : Enhance students' learning effectiveness through raising their language proficiency

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<ul style="list-style-type: none"> Create an English text-rich environment <ul style="list-style-type: none"> In the classroom Around campus 	<ul style="list-style-type: none"> An English Corner is set up in all classrooms and the covered playground for displaying learning materials and students' work in English Regular displays of EMI subject-related English materials are organized Majority of the ECA boards and display boards around the campus are in English All signs and notices posted on school premises are in English 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Panel EMI content subject panels Extra-curricular Activities and Services Groups Coordinating Team School Library 	<ul style="list-style-type: none"> Teaching assistants Student helpers
	<ul style="list-style-type: none"> Encourage students to participate in language related activities and competitions 	<ul style="list-style-type: none"> 90% of S.1 – 5 students are awarded points for the English Award Scheme for joining English learning activities held outside class 90% of S.1 – 5 students participate in at least 4 Chinese Language activities Students participate in at least 3 interschool competitions related to Chinese and English Language 	<ul style="list-style-type: none"> Evaluation meetings Records of students' participation in language related activities and competitions 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Panel Chinese Language Panel 	<ul style="list-style-type: none"> English Club Committee Student helpers Teaching assistants Prizes

Major Concern 3 : Cultivate positive values through life education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Cultivate positive learning attitudes through character building (responsibility, perseverance, self-confidence and self-management)	<ul style="list-style-type: none"> Enhance and foster the sense of responsibility among students <ul style="list-style-type: none"> Organizing experiential activities and workshops during Ethics lessons and activity days Providing opportunities for students to organize activities Providing an additional 15-minute class teacher period after school in September (S.1 – 2) Organizing class-based programmes Taking special action against persistent non-submission of homework 	<ul style="list-style-type: none"> Activities are held as scheduled Students demonstrate their responsibility in activities Class-based programmes are organized Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Students' performance in the activities Class teacher report Teachers' and students' feedback Evaluation meetings 	Whole School Year	<ul style="list-style-type: none"> Moral Education & Health Service Team Extra-curricular Activities and Services Groups Coordinating Team Social Service Team Counselling Team Discipline Team Class teachers Academic Enhancement Team 	<ul style="list-style-type: none"> Health Department NGO School funding
	<ul style="list-style-type: none"> Refine the curricula of RS and Ethics lessons according to the needs of different levels of students <ul style="list-style-type: none"> S.1 – 2: Responsibility S.3 – 4: Self-confidence and self-image S.5 – 6: Overcoming adversity 	<ul style="list-style-type: none"> Teaching materials are revised Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Students' performance during the lessons Teachers' and students' feedback Evaluation meetings 	Whole School Year	<ul style="list-style-type: none"> Religious Studies Panel Moral Education and Health Service Team 	<ul style="list-style-type: none"> Health Department NGO School funding TCLPG
	<ul style="list-style-type: none"> Encourage students to share successful experiences during the morning assembly <ul style="list-style-type: none"> S.1 – 2: Responsibility S.3 – 4: Self-confidence and self-image S.5 – 6: Overcoming adversity 	<ul style="list-style-type: none"> Feedback from class teachers and students is positive 	<ul style="list-style-type: none"> Class teacher report Records of Morning Assembly Team Evaluation meetings 	Whole School Year	<ul style="list-style-type: none"> Morning Assembly Team Class teachers 	

Major Concern 3 : Cultivate positive values through life education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<ul style="list-style-type: none"> Review the award and penalty system to better reflect students' performance 	<ul style="list-style-type: none"> The award and penalty system is reviewed Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Teachers' and students' feedback Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Counselling Team Discipline Team Academic Enhancement Team 	<ul style="list-style-type: none"> Prizes
	<ul style="list-style-type: none"> Provide programmes to empower parents in supporting student development 	<ul style="list-style-type: none"> Programmes are held as scheduled 80% of parents are satisfied with the programmes Messages are delivered in a timely way 	<ul style="list-style-type: none"> Questionnaire Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Counselling Team PTA 	<ul style="list-style-type: none"> NGO PTA QEF PFD
Foster students' respect for life through self improvement and care for oneself, others and community	<ul style="list-style-type: none"> Enrich the life education elements in learning activities and the curricula of RS and Ethics lessons to guide students to think about the meaning of life and construct a positive attitude towards life 	<ul style="list-style-type: none"> Activities are held as scheduled Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Students' performance in the learning activities and during the lessons Teachers' and Students' feedback Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Counselling Team Religious Studies Panel Moral Education and Health Service Team 	<ul style="list-style-type: none"> Health Department NGO QEF PFD
	<ul style="list-style-type: none"> Invite teachers to share life stories with students during the morning assembly 	<ul style="list-style-type: none"> At least one teacher is invited per term Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Teachers' and students' feedback Records of Morning Assembly Team Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Morning Assembly Team 	
	<ul style="list-style-type: none"> Refine the Self-development Award Scheme (S.1 – 2) to encourage students to have self improvement 	<ul style="list-style-type: none"> Feedback from teachers is positive 40% of students obtain the award 	<ul style="list-style-type: none"> Teachers' feedback Records of the Self-development Award Scheme Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Counselling Team 	

Major Concern 3 : Cultivate positive values through life education

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	<ul style="list-style-type: none"> Strengthen the role of student leaders and enhance their leadership skills <ul style="list-style-type: none"> Organizing leadership training day camp for S.4 students Empowering class committee by providing opportunities to organize class activities Providing more posts for junior form students to take up in ECA clubs and service teams Enhancing the effective running of ECA clubs and service teams by providing detailed guidelines and training sessions to committee members 	<ul style="list-style-type: none"> 80% of students are satisfied with the leadership training day camp Students' leadership skills are enhanced At least 15% of committee members come from junior form Feedback from teachers and students is positive 80% of students are satisfied with the training sessions 	<ul style="list-style-type: none"> Questionnaire Class teacher report Teachers' and students' feedback Evaluation meetings Records of Extra-curricular Activities and Services Groups Coordinating Team 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Extra-curricular Activities and Services Groups Coordinating Team Class teachers 	<ul style="list-style-type: none"> School Funding TCLPG
	<ul style="list-style-type: none"> Launch programmes to promote healthy life <ul style="list-style-type: none"> Incorporating healthy life into subject curricula Organizing and coordinating activities on healthy life 	<ul style="list-style-type: none"> The theme of healthy life is incorporated into subject curricula Programmes are held as scheduled Feedback from teachers is positive 	<ul style="list-style-type: none"> Evaluation meetings Feedback from teachers 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Moral Education and Health Service Team Panel heads and subject teachers 	

Major Concern 3 : Cultivate positive values through life education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<ul style="list-style-type: none"> Provide systematic career and life planning programmes across all levels to help students explore and discover their purpose in life <ul style="list-style-type: none"> Enhancing students' self-understanding and raising students' awareness of career and life planning (S.1 – 3) Equipping students with career and life planning skills and career-related experiences for enhancing students' career decision-making (S.4 – 6) Enriching students' knowledge of multiple pathways 	<ul style="list-style-type: none"> Programmes are held as scheduled Feedback from students and teachers is positive The information on the webpage and facebook of Career and Life Planning Team is updated timely The Careers Room is open more frequently 	<ul style="list-style-type: none"> Teachers' and students' feedback Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Career and Life Planning Team Extra-curricular Activities and Services Groups Coordinating Team Counselling Team Big Sister Team 	<ul style="list-style-type: none"> NGO TCLPG
	<ul style="list-style-type: none"> Empower parents' capacity to support students' career and life planning 	<ul style="list-style-type: none"> Feedback from parents and teachers is positive 	<ul style="list-style-type: none"> Parents' and teachers' feedback Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Career and Life Planning Team PTA 	<ul style="list-style-type: none"> NGO
	<ul style="list-style-type: none"> Enhance students' caring spirit towards others, the community and the environment <ul style="list-style-type: none"> Incorporating the caring spirit into subject curricula Organizing and coordinating activities that promote the caring spirit Providing service learning opportunities to help students develop a heart to serve others 	<ul style="list-style-type: none"> Caring spirit is incorporated into subject curricula Activities are held as scheduled Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Evaluation meetings Teachers' and students' feedback 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Panel heads and subject teachers Functional Groups Social Service Team 	<ul style="list-style-type: none"> NGO School funding
	<ul style="list-style-type: none"> Enrich students' learning experiences by providing opportunities for self-reflection in the debriefing sessions 	<ul style="list-style-type: none"> Debriefing sessions are held Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Evaluation meetings Teachers' and students' feedback 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Functional Groups Social Service Team Panel heads and subject teachers 	<ul style="list-style-type: none"> NGO