

Major Concern 1: To develop effective teaching and learning strategies for academic pursuit

Our Mission

To enhance pedagogies so as to promote student-centred learning and to foster generic skills on learning.

Rationale

As teachers, it is our responsibility to inspire our students to capitalize their individual potential. With the identification and understanding of students' academic strengths and weaknesses, we should create a positive and conducive learning atmosphere at school so that they can develop their potential to the fullest.

Long-term Plan

1. Students acquiring effective learning skills/strategies and mastering generic skills.
2. Assisting students with different learning needs so that they can reach their academic potential.
3. Students pursuing academic excellence through effective learning.

Responses to recommendations of Report of External School Review are also included in this plan.

Main emphases in 2013/2014

1. To enhance effective pedagogies.
2. To cultivate students' reading habit.
3. To consolidate students' learning through various activities.
4. To arrange support programmes for high-achievers and less able students.
5. To enhance learning effectiveness through cooperative learning.

Formulation and Implementation of School Plan 2013-2014

Action Plan

Major Concern 1: To develop effective teaching and learning strategies for academic pursuit

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To enhance effective pedagogies.</p> <ol style="list-style-type: none"> 1. Subject departments focus on enhancing questioning skills across all levels (S1-S6). 2. Subject departments design subject-based learning activities to develop students' questioning skills at each level (S1 – S6). 	<p>09/2013 to 06/2014</p>	<ol style="list-style-type: none"> 1. All subject departments enhance questioning skills in lessons across all levels 2. All subject departments design subject-based learning activities to develop students' questioning skills at each level. 	<ol style="list-style-type: none"> 1. Inspection of schemes of work and minutes of meetings. 2. Lesson observation. 3. Teachers' feedback. 4. Students' survey. 	<ol style="list-style-type: none"> 1. Academic Board 2. Heads of Subject Departments 3. Subject Teachers 	<p>Teaching Assistants</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To cultivate reading habit among students.</p> <p>1. Subject departments carry out various reading programmes. Students are required to read newspaper, books or materials from the internet which are related to the subject matters. Students need to submit a book report / commentary on the materials that they have read.</p> <p>2. Reading session is arranged to S.1 students. Parents are invited to accompany them.</p>	<p>09/2013 to 06/2014</p> <p>10/2013 to 05/2014</p>	<p>1. At least 5 subjects from different KLA implement reading programmes.</p> <p>2. Students read regularly.</p> <p>1. S.1 students read regularly.</p> <p>2. At least 10 reading sessions are held throughout the year.</p>	<p>1. Inspection of schemes of work and minutes of meetings.</p> <p>2. Teachers' feedback.</p> <p>3. Inspection of students' book reports / commentaries.</p> <p>1. Parents' feedback.</p> <p>2. Students' survey.</p>	<p>1. Academic Board</p> <p>2. Heads of Subject Departments</p> <p>3. Subject Teachers</p> <p>1. S.1 Class teachers</p> <p>2. Parents-teachers Association</p> <p>3. Reading to Learn Committee</p>	<p>Teaching Assistants</p> <p>\$500</p>
<p>To consolidate students' learning through various activities.</p> <p>1. Subject departments promote and arrange outside-classroom subject-related activities.</p>	<p>09/2013 to 06/2014</p>	<p>1. Departments promote and arrange outside-classroom subject-related activities.</p> <p>2. At least 30% of junior form students and 50% of senior form students participate in at least one subject-related activity.</p> <p>3. Students find the subject-related activities useful.</p>	<p>1. Inspection of minutes of meetings.</p> <p>2. Teachers' feedback.</p> <p>3. Students' survey.</p>	<p>1. Academic Board</p> <p>2. Heads of Subject Departments</p> <p>3. Subject Teachers</p>	<p>Teaching Assistants</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To arrange pull-out programmes for high achievers and the less able students. 1. Early identification of high achievers through examining assessment records and teachers' recommendation.	09/2013	1. The lists of high achievers in each form level are compiled.	1. Inspection of students' lists.	1. WebSAMS Team. 2. Committee of Gifted Education Programme.	Programmes funded by CEG, DLG and School-based After-School Learning and Support Grant.
2. Arrangement of pull-out programmes in selected form levels in the subjects of English, Chinese, Mathematics, I.T., Science and issue-based learning.	10/2013 to 06/2014	1. At least 60% of students find the pull-out programmes useful.	1. Students' survey.	1. Committee of Gifted Education Programme. 2. Heads of Subject Departments concerned	
3. Arrangement of enhancement programmes for less academically able students in Chinese, English, Mathematics and at least two subjects of other KLAs.	10/2013 to 06/2014	1. At least 50% of students find the enhancement programmes useful.	1. Students' survey	1. Heads of Subject Departments concerned.	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To enhance learning effectiveness through peer tutoring.</p> <p>1. Students of the same class in S1 and S2 form study groups. Each study group consists of 5-6 students of mixed abilities. Group members meet ten times over two terms for peer learning. Records of meetings are submitted to Class Teachers bimonthly for inspection.</p>	<p>09/2013 to 06/2014</p>	<p>1. At least 70% of the study groups meet according to schedule.</p> <p>2. At least 60% of students think that the study group is beneficial to their studies.</p>	<p>1. Inspection of records of meetings.</p> <p>2. Students' survey.</p>	<p>1. Committee of Major Concern 1.</p> <p>2. S1 and S2 Class Teachers.</p>	<p>\$500 for Prizes of Best Study Group in each form.</p>
<p>2. Peer tutors from senior forms attend the S1 and S2 study group meetings to assist the junior form students in learning. Remarks are made in the records of meetings.</p>	<p>09/2013 to 06/2014</p>	<p>1. Senior form students attend each study group at least twice throughout the year.</p> <p>2. At least 60% junior form students think that peer tutors from senior forms can help them in learning.</p>	<p>1. Inspection of records of meetings.</p> <p>2. Students' survey.</p>	<p>1. Committee of Major Concern 1.</p> <p>2. Class Teachers.</p>	
<p>3. Senior form students of excellent academic results share good study skills/methods with junior form students.</p>	<p>10/2013 to 06/2014</p>	<p>1. At least three senior form students do the sharing.</p> <p>2. Favorable response from students.</p>	<p>1. Observation of sharing sessions.</p>	<p>1. Committee of Major Concern 1.</p> <p>2. Class Teachers.</p>	

Major Concern 2: To foster among students positive values conducive to their whole person development

Our Mission

To enhance students' whole person development and help them meet the challenges of an ever-changing world.

Rationale

Students are committed to fostering positive values and having holistic development through participating in various kinds of activities. They are also able to develop justified beliefs, rational judgment, moral reasoning and build up healthy habits and lifestyles in a healthy school environment.

Long-term Plan

1. To nurture students' positive values by implementing a whole person development framework (covering individual and community levels, from personal growth to career planning)
2. To cultivate in students a sense of national identity.
3. To build a healthy school environment.

Main Emphases in 2013/14

1. To broaden students' perspectives and heighten their social awareness
2. To develop students' positive values and attitudes
3. To foster a healthy campus

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Major Concern 2: To foster among students positive values conducive to their whole person development

	Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
To broaden students' perspectives and heighten their social awareness	1. Throughout the year, newspaper extracts, commentaries and students' reflections on current issues will be displayed on two boards placed in the school foyer.	09/2013 to 06/2014	Students are responsive to read the newspaper extracts and share their reflections with other schoolmates.	1. Teachers' observation 2. Students' survey	1. Liberal Studies Department	
	2. -- Exchange and interflow programmes will be organized for students to gain more other learning experiences outside the classroom. -- Students participating in the exchange and interflow programmes will share their experiences gained with teachers and students through presentations in the morning assembly and a photo exhibition in the school foyer.	09/2013 to 07/2014	The exchange and interflow programmes and students' sharing have been conducted with positive response.	1. Teachers' feedback 2. Students' survey	1. Interflow & Exchange Programme Committee	
	3. -- Leadership training programmes and elderly services will be organized by the Hong Kong Children & Youth Services (HKCYS) for senior form students in order to enhance their leadership skills and social awareness. -- Career planning workshops will be organized for S.5 students by the Careers Committee.	09/2013 to 05/2014	Students participate actively in the training programmes/services/workshops organized.	1. Feedback from Careers Committee and teachers involved 2. Feedback from HKCYS	1. The HKCYS 2. Discipline Committee 3. Guidance Committee 4. Student Council 5. Careers Committee 6. Class Teachers	
	4. A series of activities/workshops organized by outside school parties will be arranged for students to enrich their other learning experiences.	09/2013 to 06/2014	Relevant OLE activities are arranged for students.	1. Teachers' feedback 2. Students' survey	1. OLE & SLP Committee	\$ 2000

Tasks / Strategies		Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
To develop students' positive values and attitudes	1. MEH lessons will cultivate students' positive values and attitudes under a whole person development framework in different levels, as implemented by different committees throughout the year.	09/2013 to 05/2014	Students are nurtured with some core positive values that the school plans to instill in them.	1. Feedback from committees involved and class teachers 2. Students' survey	1. Student Affairs Board 2. Committees concerned 3. Class Teachers	
	2. Talks concerning life education in different aspects will be organized by the Hong Kong Children & Youth Services (HKCYS) and different committees in school for students in order to foster their positive values.	10/2013 to 05/2014	Students gain positive messages from the talks.	1. Feedback from HKCYS and committees involved 2. Students' survey	1. The HKCYS 2. Student Affairs Board 3. Committees concerned	
	3. Prefects and Student Peer Counsellors will promote the importance of self-discipline and concern among S.1 and S.2 students during the Class Periods once per term for each team.	09/2013 to 06/2014	1. Students participate actively in the activities organized. 2. Students recognize the importance of self-discipline and concern.	1. Feedback from Discipline and Guidance Committees 2. Students' survey	1. Discipline Committee 2. Guidance Committee	
	4. A discipline training day camp and an adventure training day camp will be organized for S.1 and S.3 students respectively in order to nurture students' self-discipline, perseverance and strengthen their will power and positive attitude towards challenges.	04/2014 to 05/2014	Students participate actively in the day camps.	1. Feedback from teachers and instructors 2. Students' survey	1. Student Activity Day Committee 2. Class Teachers	\$68,000

	Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
To foster a healthy campus	1. The school will participate in the Healthy School Programme launched by the Narcotics Division and EDB. -- Regular school drug tests (SDT) for students of voluntary participation by the SDT team from the Hong Kong Children & Youth Services (HKCYS)	09/2013 to 05/2014	1. The school drug test is carried out successfully. 2. Drug test results are handled properly	1. Feedback from HKCYS 2. Feedback from the School Project Assistant (SPA)	1. The Principal 2. The School Project Assistant (SPA) 3. The HKCYS	
	2. A talk and a workshop concerning healthy living will be organized by the HKCYS for the parents and teachers respectively.	09/2013 to 05/2014	The talk and the workshop are conducted in the school year.	1. Feedback from the HKCYS 2. Feedback from the parents and teachers surveys	1. The HKCYS 2. Major Concern 3 Committee 3. PTA	
	3. A fitness assessment programme will be arranged by the HKCYS for S.1 students in order to enlighten their awareness of healthy living.	09/2013 to 01/2014	1. The programme is held in the school term. 2. Students recognize the importance of being physically fit.	1. Feedback from the HKCYS 2. Teachers' observation 3. Students' survey	1. The HKCYS 2. P.E. Department	
	4. A Health Week will be organized by the Health, Sex and Life Education Committee in order to reinforce students' awareness of the importance of being physically and mentally fit.	10/2013 to 12/2013	1. The Health Week is held in the school term. 2. Students show awareness of healthy living.	1. Feedback from the Health, Sex and Life Education Committee 2. Students' survey	1. Health, Sex and Life Education Committee	

Major Concern 3: To enhance teachers' professional development

Our Mission

To enhance professional autonomy of teachers for the growth of learning community in the school

Rationale

Teachers believe in sharing of professional experiences, the importance of collaborative participation and lifelong learning.

Long-term Plan

1. To develop teachers as resourceful and reflective profession
2. To establish and maintain collaborative relationships among teaching partners
3. To enhance teachers' continuous personal growth

Main Emphases in 2013/2014

1. To organize school-based staff development programs
2. To provide support for new teachers
3. To implement collaborative lesson preparation and peer lesson observation
4. To build up a positive professional learning and sharing culture among teachers

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Major Concern: To enhance teachers' professional development

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To organize school-based professional development programs:</p> <ol style="list-style-type: none"> 1. Organize talks and experience sharing sessions on selected pedagogies / topics of education for capacity-building of teachers. 2. Organize experience sharing sessions among teachers in regard to professional learning. 	08/2013 to 06/2014	<ol style="list-style-type: none"> 1. Over 50% of teachers agree that the programs help them to become more resourceful and reflective. 	<ol style="list-style-type: none"> 1. Teachers' questionnaire 	<ol style="list-style-type: none"> 1. Committee of Major Concern 3 2. Teachers concerned. 	\$12,000 for running staff development programs

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To conduct collaborative lesson preparation, peer lesson observation and collaborative participation:</p> <ol style="list-style-type: none"> 1. Teachers identify selected pedagogy(ies) for collaborative lesson preparation and work out plans with the coordination of Heads of Departments. 2. Collaborative lesson preparation and peer lesson observation are implemented. 3. Adjustment of the time-tables to cater for teachers' lesson collaboration. 	<p>09/2013 to 06/2014</p>	<ol style="list-style-type: none"> 1. All teachers engage in collaborative lesson preparation and peer lesson observation. 2. Over 70% of teachers agree that the activities are useful in <ol style="list-style-type: none"> i. enhancing their personal growth; ii. sharing subject knowledge and good pedagogies. 	<p>Evaluation to be made from</p> <ol style="list-style-type: none"> 1. Records of collaborative lesson preparation 2. Records of peer lesson observation 3. Records of sharing sessions 4. Teachers' survey 5. Minutes of departmental meetings 	<ol style="list-style-type: none"> 1. Heads of subject departments 2. Time-tabling team 	<p>---</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To provide professional guidance and support for new teachers to school:</p> <ol style="list-style-type: none"> 1. Building a mentoring culture in schools to support new teachers 2. Developing new teachers' professional and collegial interaction through lesson observation 3. Experience sharing of classroom management with new teachers 4. Designing a staff handbook for new teachers 	<p>09/2013 to 07/2014</p>	<ol style="list-style-type: none"> 1. All new teachers engage in peer lesson observation. 2. Over 50% of new teachers agree that the activities are useful in enhancing their personal growth. 3. An overview of the generic teacher competencies is compiled in a new staff handbook for the personal growth and development of new teachers. 	<p>Evaluation to be made from</p> <ol style="list-style-type: none"> 1. Records of lesson observation 2. Teachers' survey 3. Minutes of departmental meetings 	<ol style="list-style-type: none"> 1. Committee of Major Concern 3 2. Mentors 3. Heads of subject departments 4. Heads of committees 	<p>---</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To participate in continuous professional development activities:</p> <ol style="list-style-type: none"> 1. Structured learning (for example, short courses, seminars and conferences, workshops, degree-awarding programs). 2. Other modes of CPD (for example, sharing of good or innovative teaching practice, sharing of professional readings and ideas in the context of learning/study circles, serving in education-related committees, presenting as trainers / facilitators / speakers for professional development programs) 	<p>09/2013 to 08/2014</p>	<ol style="list-style-type: none"> 1. All teachers engage in CPD activities. 2. Not less than 8 departments / committees have collegial sharing in meetings. 	<ol style="list-style-type: none"> 1. Evaluate the CPD records of teachers 2. Minutes of departmental / committees' meetings 	<ol style="list-style-type: none"> 1. Committee of Major Concern 3 2. Heads of subject departments / committees 	