

## **Major Concern 1: To develop effective teaching and learning strategies for enhancing the learning capacity of students**

### **Our Mission**

To develop effective teaching and learning strategies for enhancing the learning capacity of students.

### **Rationale**

As teachers, it is our responsibility to inspire our students to maximize their learning capacity. With the identification and understanding of students' academic strengths and weaknesses, we should create a proactive and supportive learning atmosphere at school to nurture students to be motivated, persistent, independent, self-disciplined, self-confident, goal-oriented so that they can develop their abilities to the fullest.

### **Long-term Plan**

1. Students acquiring effective learning strategies and self-directed learning skills.
2. Students taking the initiative in diagnosing their learning needs, formulating learning goals, implementing various learning strategies to facilitate their learning and evaluate learning outcomes.
3. Provide assistance to students with different learning needs so that they can pursue self-improvement and expand their academic capacity.

### **Main emphases in 2016/2017**

1. To promote learning through cultivating students' reading habit.
2. To enhance learning effectiveness through pre-lesson preparation.
3. To enrich students' learning experiences and consolidate students' learning through subject-related activities outside the classroom.

**Formulation and Implementation of School Plan 2016-2017**

**Action Plan**

**Major Concern 1: To develop effective teaching and learning strategies for enhancing the learning capacity of students**

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1 To promote learning through cultivating students' reading habit.					
1.1 Morning reading sessions are arranged for S.1 to S.6 students under the supervision of their class teacher. 1.1.1 Students share their reading experience with classmates during morning reading sessions.	9/2016 to 6/2017	1. Morning reading sessions are arranged once a week from Oct 2016 – May 2017. 2. Students read regularly. 3. Students read at least 20 books, including different genres and languages, and complete the log book for the reading award scheme. 4. 80% of the students read at least 2 STEM-related books. 5. Students share their reading experience with classmates during morning reading sessions twice a term. 6. Good reading atmosphere is created.	1. Teachers' feedback 2. Inspection of students' book reports/ commentaries 3. Observation of sharing sessions	1. Academic Board 2. Heads of Subject Departments 3. Reading to Learn Committee 4. Class teachers 5. School Librarian	1. Teaching Assistants 2. A classroom book corner in each class.

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>1.2 Subject departments carry out various reading programmes. Students are required to read subject-related texts from newspapers, books or the Internet. Students need to submit book reports/commentaries on the materials they read.</p>	<p>9/2016 to 6/2017</p>	<ol style="list-style-type: none"> <li>1. At least 5 subjects from different KLA implement reading programmes.</li> <li>2. The various reading programmes arouse students' interests in reading.</li> <li>3. The various reading programmes reinforce the subject knowledge.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inspection of schemes of work</li> <li>2. Minutes of subject departments</li> <li>3. Inspection of student log books</li> <li>4. The performance of students in the reading award scheme</li> <li>5. Parents' feedback</li> <li>6. Class teachers' feedback</li> <li>7. Students' survey</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic Board</li> <li>2. Heads of Subject Departments</li> <li>3. Subject Teachers</li> </ol>	<p>Teaching Assistants</p>

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.3 Book presentation competition is held for S.1-S.5 students.	9/2016 to 6/2017	<ol style="list-style-type: none"> <li>1. Book presentation competitions for S.3-S.5 and S.1-S.2 are held during post-examination activities period in first and second term respectively.</li> <li>2. Students show enjoyment in both book sharing competitions.</li> <li>3. Good reading atmosphere is created.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation of book presentation competition</li> <li>2. Students' survey</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic Board</li> <li>2. Reading to Learn Committee</li> <li>3. Class teachers</li> </ol>	Teaching Assistants

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2 To enhance learning effectiveness through pre-lesson preparation.					
2.1 Subject departments implement the pre-lesson preparation across different levels (S1-S6).	9/2016 to 6/2017	<ol style="list-style-type: none"> <li>1. Over 70% of all students complete the pre-lesson preparation tasks.</li> <li>2. Each department design tasks for students for lesson preparation.</li> <li>3. Each teacher should at least carry out pre-lesson preparation practice once in each term in every class they teach.</li> <li>4. Students reflect that pre-lesson preparation facilitate their learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson observation</li> <li>2. Teachers' feedback</li> <li>3. Students' survey</li> <li>4. Inspection of students' pre-lesson preparation work</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic Board</li> <li>2. Heads of Subject Departments</li> <li>3. Subject Teachers</li> </ol>	Teaching Assistants
3 To enrich students' learning experiences and consolidate students' learning through subject-related activities outside the classroom.					
3.1 Subject departments organize a variety of subject-related activities outside the classroom.	9/2016 to 6/2017	<ol style="list-style-type: none"> <li>1. Each department organize at least two outside-classroom subject-related activities.</li> <li>2. Students find the subject-related activities useful</li> </ol>	<ol style="list-style-type: none"> <li>1. Minutes of subject departments</li> <li>2. Teachers' feedback</li> <li>3. Students' survey</li> <li>4. Activity photos</li> <li>5. Checklists of activity records</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic Board</li> <li>2. Heads of Subject Departments</li> <li>3. Subject Teachers</li> </ol>	Teaching Assistants

## **Major Concern 2: To foster students' positive values and capability to pursue their life goals**

### **Our Mission**

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

### **Rationale**

We commit to fostering positive values and holistic development of students through participating in various kinds of activities. Students should also be given the environment and exposure to develop their potentials to pursue life goals.

### **Long-term Plan**

1. To foster whole person development through enhancing students' awareness of life planning.
2. To nurture students' personal growth and foster their positive values.
3. To enhance students' potentials to equip themselves to achieve their life goals.

### **Main Emphases in 2016/17**

1. To broaden students' horizon and arouse their social awareness
2. To foster students' positive values
3. To refine and implement school-based life planning education curriculum to cater for students' holistic development

## Formulation and Implementation of School Plan 2016-2017

### Action Plan

#### Major Concern 2: To foster students' positive values and capability to pursue their life goals

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1 To broaden students' horizon and arouse their social awareness					
<p>1.1 Life-wide Learning programmes will be organized to equip students with the necessary aptitudes to attain whole person development and to develop lifelong learning skills.</p> <p>1.1.1 Cookery classes will be organized for all S.4 students to enrich students' learning experiences.</p> <p>1.1.2 Visits to local sports events, performing arts programmes and exhibitions will be organized to enrich students' learning experiences.</p> <p>1.1.3 Other Life-wide Learning programmes, visits and exchange programmes will be organized to broaden students' horizon.</p>	09/2016 to 07/2017	<p>7. The life-wide learning programmes have been conducted with positive response from participants.</p> <p>8. Relevant OLE activities are arranged for students.</p>	<p>4. Teachers' feedback</p> <p>5. Students' survey</p>	<p>6. Life-wide Learning Co-ordination Committee</p> <p>7. Alumni Association</p> <p>8. OLE &amp; SLP Committee</p> <p>9. Committees concerned</p> <p>10. Other Partner Schools</p>	
<p>1.2 Community services and training workshops will be organized to enhance students' social awareness.</p> <p>1.2.1 Community services programmes and related workshops will be organized for all S.4 students in order to increase their social awareness.</p> <p>1.2.2 Joint activity with special schools and other outside school parties will be organized for S.4 and S.5 students to promote respect and thanksgiving among students.</p> <p>1.2.3 Programmes on serving the local community will be organized so as to arouse students' concern and responsibility of their community.</p>	09/2016 to 06/2017	<p>1. Over 70% of the participants show positive response to the programmes.</p>	<p>2. Feedback from Committees involved</p> <p>3. Students' survey</p> <p>4. Feedback from co-organizing parties</p>	<p>1. Life-wide Learning Co-ordination Committee</p> <p>2. Committees concerned</p> <p>3. Co-organizing NGOs</p>	

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2 To foster students' positive values					
<p>2.1 A variety of class management programmes will be organized to nurture a harmonious learning environment among students.</p> <p>2.1.1 Inter-class competitions will be conducted throughout the year for S.1 to S.5 to promote class spirit and positive values among students.</p>	09/2016 to 07/2017	<p>5. Students show collaborative effort during the competitions.</p> <p>6. At least 4 competitions have been conducted throughout the year.</p>	<p>5. Feedback from class teachers and committees involved</p> <p>6. Students' survey</p>	<p>4. Student Affairs Board</p> <p>5. Committees concerned</p> <p>6. Student Council</p> <p>7. Class Teachers and Advisors</p>	\$5,000
<p>2.2 A school-based Life Education curriculum with special emphasis on Respect and Responsibility will be developed to cultivate students' positive values and attitudes at all levels throughout the year.</p> <p>2.2.1 Life Education lessons with special emphasis on promoting Respect and Responsibility will be implemented at all levels.</p> <p>2.2.2 Talks will be organized by different committees and outside parties to instill positive values and attitudes into the whole person development of students.</p> <p>2.2.3 Reflections and experience sharing on aspects related to Respect and Responsibility by student representatives during Morning Assembly will be conducted throughout the year.</p> <p>2.2.4 Peer support programmes designed by senior levels students on promoting Respect and Responsibility would be conducted in Life Education lessons at lower forms.</p> <p>2.2.5 Peer modelling programme will be organized to recognize model student leaders excelled at demonstrating respect and responsibility.</p>	09/2016 to 06/2017	<p>1. Students are shown to be more aware of some core positive values in lessons.</p> <p>2. At least 10 sharing sessions have been held throughout the year.</p> <p>3. At least two Peer support programmes have been held for S.1 and S.2 throughout the year.</p>	<p>1. Feedback from committees involved</p> <p>2. Class teachers</p> <p>3. Students' survey</p>	<p>1. Student Affairs Board</p> <p>2. Discipline Committee</p> <p>3. Guidance Committee</p> <p>4. Committee concerned</p> <p>5. Class Teachers</p>	



Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
3 To enhance life planning education for students					
<p>3.1 School-based career life planning curriculum and programme will be refined and implemented at all levels to enhance life planning of students</p> <p>3.1.1 Incorporate careers planning education on introducing related careers opportunities will be carried out in subject lessons.</p> <p>3.1.2 Programmes to enhance students' self-understanding will be held at junior and senior levels including "Finding Your Colours of Life", "Career Mapping", school-based guidance programmes and other aptitude tests.</p> <p>3.1.3 Careers programmes on introducing career inclination and multiple pathways will be organized.</p> <p>3.1.4 Career related programmes will be offered to senior level students to better equip them with the necessary skills to achieve their life goals.</p>	09/2016 to 06/2017	<p>3. Over 80% of S.1 to S.5 students have completed the tasks set in the school - based careers and life planning education programmes</p> <p>4. Over 50% of subject departments participate in the careers and life planning education programme</p> <p>5. At least one Life Education Periods in each level relate to careers and life planning education</p> <p>6. At least 5 career related programmes have been conducted throughout the year</p>	<p>6. Teachers' feedback</p> <p>7. Students' surveys</p> <p>8. Minutes of Subject Department</p>	<p>4. Careers Committee</p> <p>5. Class Teachers, Careers and Life Planning Advisors</p> <p>6. Subject Departments</p> <p>7. Alumni Association</p> <p>8. Co-organizing parties</p>	
<p>3.2 "Arts programme for S.1" and "One skill for every student" programme will be arranged for all S.1 and S.2 students to unleash their potentials and help students explore their talents.</p>	09/2016 to 07/2017	<p>1. At least 5 programmes have been offered for S.1</p> <p>2. At least 5 programmes have been offered for S.2</p>	<p>1. Feedback from teachers and instructors</p> <p>2. Students' survey</p>	<p>1. ECA Committee</p> <p>2. School teams involved</p>	

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>3.3 Training camps and pull out programmes will be organized by different committees to strengthen students' capability on achieving their life goals.</p> <p>3.3.1 Adventure training camps will be organized for all S.1 and S.2 students in order to nurture students' self-discipline, perseverance and strengthen their willpower and resilience towards challenges</p> <p>3.3.2 Leadership training programmes will be organized for students in S.3 to S.5 to enhance students' leadership skills and to further stretch their capabilities for being future leaders.</p>	<p>09/2016 to 07/2017</p>	<p>1. At least one programme has been conducted for S.1 and S.2</p> <p>2. At least 3 leadership training programmes have been held throughout the year</p>	<p>3. Feedback from teachers and instructors</p> <p>4. Students' survey</p>	<p>1. Life-wide Learning Co-ordination Committee</p> <p>2. Committees involved</p> <p>3. Class Teachers</p> <p>4. Co-organizing parties</p>	