

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

Through identifying students' academic strengths and weaknesses, we are dedicated to creating a proactive and supportive learning atmosphere at school to nurture students to be motivated, persistent, self-disciplined, self-confident and goal-oriented individuals so that they can develop their abilities to the fullest and maximize their learning capacity.

Long-term Plan

1. To help students acquire effective learning strategies and self-directed learning skills.
2. To encourage students to take the initiative in diagnosing their learning needs, formulating specific learning goals and adopting various learning strategies to facilitate their learning.
3. To provide assistance to students with different learning needs so that they can pursue self-improvement and expand their academic capacity.

Main emphases in 2017/2018

1. To promote learning through cultivating good reading habits.
2. To enhance learning effectiveness through eLearning & promoting STEM education across the curricula.
3. To enrich students' learning experiences and consolidate students' learning through subject-related activities outside the classroom.

Formulation and Implementation of School Plan 2017-2018

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 good reading habits					
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 and teachers share their reading experiences with classmates during morning reading sessions.	9/2017 to 7/2018	1. 80% of the S1-5 students read at least 20 books or reading excerpts of different genres and languages, and complete the log book for the reading award scheme. 2. 80% of the S1-5 students read at least 2 STEM-related books or excerpts. 3. Students and teachers share their reading experiences with classmates during morning reading sessions twice a term. 4. A good reading atmosphere is created.	1. Observation of the morning reading sessions and sharing sessions 2. Teachers' feedback 3. The performance of students in the reading award scheme 4. Inspection of student log books	1. Academic Board 2. Heads of Subject Departments 3. Reading to Learn Committee 4. English Club and Chinese Club 5. Class teachers 6. Teacher advisors 7. School Librarian	1. Teaching Assistants 2. \$2000 (SCBG) for Reading Period Awards

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>1.2 Subject departments recommend reading materials or excerpts related to their curriculums which may act as pre-lesson preparation materials be read in Reading Period to extend their width and depth of knowledge.</p> <p>1.2.1 Pre-lesson preparation materials are used as a teaching strategy to enhance students' understanding of subject matters.</p>	<p>9/2017 to 7/2018</p>	<ol style="list-style-type: none"> 1. Every KLA recommends reading materials or excerpts to extend their knowledge. 2. The various reading materials or excerpts that act as pre-lesson preparation materials reinforce students' subject knowledge. 3. 2 subjects from KLAs in every term adopt the use of pre-lesson preparation materials as a teaching strategy in junior forms. 	<ol style="list-style-type: none"> 1. Inspection of schemes of work and minutes of subject departments 2. Teachers' feedback 3. Students' survey 4. Peer lesson observation 	<ol style="list-style-type: none"> 1. Academic Board 2. Heads of Subject Departments 3. Subject Teachers 	<p>1. Teaching Assistants</p>

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>1.3 Book presentation competitions are held for S.1-S.5 students and a Reading Week for S1-6 students.</p> <p>1.3.1 Book presentation competitions for S.3-S.5 and S.1-S.2 are held during the post-examination activity period in the first and second term respectively.</p> <p>1.3.2 A Reading Week will be organized jointly by the Reading to Learn Committee, English Club and Chinese Club to promote reading.</p>	<p>9/2017 to 7/2018</p>	<p>1. Students show enthusiasm and enjoyment in both book sharing competitions.</p> <p>2. A good reading atmosphere is created.</p>	<p>1. Observation of book presentation competitions and Reading Week</p> <p>2. Teachers' feedback</p> <p>3. Students' survey</p>	<p>1. Academic Board</p> <p>2. Reading to Learn Committee</p> <p>3. English Club</p> <p>4. Chinese Club</p> <p>5. Class teachers</p>	<p>1. Teaching Assistants</p> <p>2. \$1000 (SCBG) for book presentation competitions</p> <p>3. \$2,000 for Reading Week</p>

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2 To enhance learning effectiveness through eLearning & promoting STEM education across the curricula.					
2.1 Subject departments design lesson plans involving eLearning.	9/2017 to 7/2018	<ol style="list-style-type: none"> 1. At least 70% of all subject departments design lesson plans involving eLearning. 2. At least 70% of the teachers have adopted the eLearning strategy in teaching. 3. Students are more motivated in eLearning lessons. 	<ol style="list-style-type: none"> 1. Lesson observation 2. Teachers' feedback 3. Students' survey 	<ol style="list-style-type: none"> 1. Academic Board 2. Heads of Subject Departments 3. Subject Teachers 	1. Teaching Assistants
<p>2.2 To organize a wide range of activities to enrich STEM education and to develop students to become lifelong learners of science and technology</p> <p>2.2.1 Subject departments of the three KLAs of Science, Technology and Mathematics Education collaborate to organize a wide range of activities to enrich STEM education.</p>	9/2017 to 7/2018	<ol style="list-style-type: none"> 1. At least 3 subject departments organize various STEM-related activities in the STEM Week. 2. Over 70% of S.1 to S.3 students participate in the activities organized in STEM Week. 	<ol style="list-style-type: none"> 1. Inspection of schemes of work or minutes of subject departments 2. Teachers' feedback 3. Students' survey 	<ol style="list-style-type: none"> 1. Academic Board 2. Head of departments of relevant KLAs 3. Gifted Education Committee 4. Relevant subject teachers 	<ol style="list-style-type: none"> 1. Teaching Assistants 2. TSSO and IT Assistant 3. Activity Assistant 4. \$200,000 One-off grant for promoting STEM

2.2.2 Subject departments of relevant KLAs provide learning opportunities for students to participate in local, national or international competitions, events or study tours related to STEM education.	9/2017 to 7/2018	1. At least two STEM education activities are co-organized with community STEM partners.	1. Inspection of schemes of work and minutes of subject departments 2. Checklists of activity records 3. Teachers' feedback 4. Students' survey	1. Academic Board 2. Head of departments of relevant KLAs 3. Relevant subject teachers	education (for 2017-2019) 5. \$2000 (Library) for buying STEM-related books.
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Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
3 To enrich students' learning experiences and consolidate students' learning through subject-related activities outside the classroom.	9/2017 to 7/2018	1. 80% of the subject departments organize at least two outside-classroom subject-related activities. 2. Students find the subject-related activities useful 3. Students' understanding of various subject matters is deepened.	1. Inspection of minutes of subject departments 2. Activity photos 3. Checklists of activity records 4. Teachers' feedback 5. Students' survey	1. Academic Board 2. Heads of Subject Departments 3. Subject Teachers	1. Teaching Assistants
3.1 Subject departments organize a great variety of subject-related activities outside the classroom. 3.2 To organise activities that deepen students' understanding of various subject matters					

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 2017/18

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 2017-2018

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>	09/2017 to 07/2018	<p>1. The life-wide learning programmes and exchange programmes have been conducted with positive response from participants;</p> <p>2. Relevant OLE activities are arranged for students.</p>	<p>1. Teachers' feedback</p> <p>2. Students' survey</p>	<p>1. Life-wide Learning Co-ordination Committee</p> <p>2. Alumni Association</p> <p>3. OLE & SLP Committee</p> <p>4. Other Committees concerned</p> <p>5. 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 or other parties will be organized for students to promote respect and thanksgiving among students.</p> <p>1.2.3 Programmes on serving the local community will be organized for students so as to arouse students' concern and responsibility of their community.</p>	09/2017 to 07/2018	<p>1. Community service programme and workshops have been conducted in all classes in S.4;</p> <p>2. Over 70% of the participants show positive response to the programmes;</p> <p>3. Programmes on promoting respect, responsibility and thanksgiving have been organized for students.</p>	<p>1. Feedback from Committees involved</p> <p>2. Students' survey</p> <p>3. 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 Full implementation of a school-based Value Education Curriculum. Special emphasis would be placed on developing students' sense of Responsibility and showing Respect.</p> <p>2.1.1 Positive values will be infused in every subject area at all levels to cultivate students' positive values and attitudes throughout the year.</p> <p>2.1.2 Life Education curriculum with special emphasis on Respect and Responsibility will be implemented to instill students' positive values and attitudes at all levels throughout the year.</p> <p>2.1.2.1 Life Education lessons with special emphasis on promoting Respect and Responsibility will be implemented at all levels.</p> <p>2.1.2.2 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>2.1.2.3 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>2.1.3 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>2.1.4 Peer modelling programme will be organized to recognize model student leaders excelled at demonstrating respect and responsibility.</p>	09/2017 to 07/2018	<ol style="list-style-type: none"> 1. Students are shown to be more aware of some core positive values in lessons; 2. At least 10 sharing sessions have been held throughout the year; 3. At least two Peer support programmes have been held for S.1 and S.2 per school term. 4. Students were recognized for their respectful attitudes and excellence in responsibility 	<ol style="list-style-type: none"> 1. Feedback from committees involved and Class Teachers 2. Students' survey 3. Action plan and evaluation document of subject departments and committees. 	<ol style="list-style-type: none"> 1. Student Affairs Board 2. HODs and department members 3. Discipline Committee 4. Guidance Committee 5. Other Committee concerned 6. Class Teachers 	

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>2.2 To reinforce class management and nurture a harmonious learning environment among students through inter-class competitions</p> <p>2.2.1 A variety of interclass competitions will be conducted throughout the year for S.1 to S.5 to promote class spirit and positive values among students.</p>	09/2017 to 07/2018	<ol style="list-style-type: none"> 1. Students show collaborative effort during the competitions; 2. At least 3 competitions have been conducted in each term at each level. 	<ol style="list-style-type: none"> 1. Feedback from class teachers and committees involved 2. Students' survey 	<ol style="list-style-type: none"> 1. Student Affairs Board 2. Committees concerned 3. Student Council 4. Class Teachers and Advisors 	\$4100
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>	09/2017 to 07/2018	<ol style="list-style-type: none"> 1. Over 80% of S.1 to S.5 students have completed the tasks set in the school - based careers and life planning education programmes; 2. Over 50% of subject departments participate in the careers and life planning education programme; 3. At least one Life Education Periods in each level relate to careers and life planning education; 4. At least 5 career related programmes have been conducted throughout the year. 	<ol style="list-style-type: none"> 1. Teachers' feedback 2. Students' surveys 3. Minutes of Subject Department 	<ol style="list-style-type: none"> 1. Careers Committee 2. Class Teachers, Careers and Life Planning Advisors 3. Subject Departments 4. Alumni Association 5. Co-organizing parties 	

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>3.2 “Arts programme for S.1” and “Programme of One skill for every student in S.2” will be arranged for all S.1 and S.2 students to unleash their potentials and help students explore their talents.</p>	<p>09/2017 to 07/2018</p>	<ol style="list-style-type: none"> 1. At least 5 Arts programmes have been offered for S.1; 2. At least 5 programmes have been offered for S.2. 	<ol style="list-style-type: none"> 1. Feedback from teachers and instructors 2. Students’ survey 	<ol style="list-style-type: none"> 1. ECA Committee 2. Music Department 3. School Teams involved 	
<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>09/2017 to 07/2018</p>	<ol style="list-style-type: none"> 1. At least one programme has been conducted for all S.1 and S.2 classes; 2. At least 3 leadership training programmes have been held throughout the year. 	<ol style="list-style-type: none"> 3. Feedback from teachers and instructors 4. Students’ survey 	<ol style="list-style-type: none"> 1. Life-wide Learning Co-ordination Committee 2. Other Committees involved 3. Class Teachers 4. Co-organizing parties 	