

# Profile

## 2010\_2011 Annual School Plan

### Major Concern 1: Developing Students' Academic Potential

**Our Mission:** To inspire students to reach their academic potential

**Rationale:** As teachers, it is our responsibility to inspire our students so that they are able to reach their academic potential. With the identification and understanding of students' academic strengths and weaknesses, we should create a positive and supportive learning atmosphere at school so that they can learn to value their individual potential and learn to the fullest of their abilities.

#### Long-term Plan:

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

#### Main emphases in 2010/2011

1. To develop good learning skills/strategies.
2. To design tasks of different levels to assist students with different learning needs.
3. To arrange support programs for high-achievers and less able students.

### Action Plan of Major Concern 1: Developing Students' Academic Potential

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>A. To promote good learning skills/strategies.</p> <ol style="list-style-type: none"> <li>1. Subject departments identify specific learning skills/strategies they expect students to acquire at each level (S1 –S6).</li> <li>2. Subject departments select and focus on one learning skill at each level (S1 – S6).</li> <li>3. Subject departments design subject-based learning activities to develop the selected learning skill at each level (S1 – S6).</li> </ol>	09/2010 to 06/2011	<ol style="list-style-type: none"> <li>1. All subject departments identify specific learning skills/strategies at each level.</li> <li>2. All subject departments choose one learning skill/strategy at each level.</li> <li>3. All subject departments design subject-based learning activities to develop the selected learning skill/strategy at each level.</li> <li>4. Students acquire the selected learning skill/strategy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inspection of schemes of work and minutes of meetings.</li> <li>2. Lesson observation.</li> <li>3. Teachers' feedback.</li> <li>4. 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>B. Subject departments adopt subject-based strategies to cater for learners' diversity.</p> <ol style="list-style-type: none"> <li>1. Employing a variety of learning and teaching activities to address students' different learning styles in all levels.</li> <li>2. Using differentiated learning tasks in all levels.</li> </ol>	09/2010 to 06/2011	<ol style="list-style-type: none"> <li>1. Strategies to cater for learners' diversity are included in the schemes of work of subject departments.</li> <li>2. At least one sample of good lesson plans from each department is collected for sharing.</li> <li>3. Frequent use of strategies as observed in class observations.</li> <li>4. At least 60% of teachers find the strategies adopted are effective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inspection of schemes of work and minutes of meetings.</li> <li>2. Collection of lesson plans.</li> <li>3. Class observation.</li> <li>4. Teachers' 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>3. Assigning graded exercises to students in S1 – S3 with core and extension contents.</p>	09/2010 to 06/2011	<ol style="list-style-type: none"> <li>1. Subject departments keep records of graded exercises in each level.</li> <li>2. Students are assigned graded exercises according to their abilities.</li> <li>3. At least 60% of students find the method useful in their learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inspection of records of subject departments.</li> <li>2. Homework Inspection.</li> <li>3. 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>C. To arrange pull-out programs for high achievers and the less able students to develop their potential.</p> <ol style="list-style-type: none"> <li>1. Early identification of high achievers and the less able students through examining assessment records and teachers' recommendation.</li> <li>2. Arrangement of pull-out programs in selected form levels in the subjects of English, Chinese, Mathematics, I. T. and Science.</li> </ol>	09/2010  10/2010 To 06/2011	<ol style="list-style-type: none"> <li>1. The lists of high achievers and the less able students in each form level are compiled.</li> <li>2. At least 50% of students find the pull-out programs useful.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inspection of students' lists.</li> <li>2. Students' survey.</li> </ol>	<ol style="list-style-type: none"> <li>1. WebSAMS Team.</li> <li>2. Heads of Subject Departments.</li> <li>1. Committee of Gifted Education Program.</li> <li>2. Heads of Subject Departments concerned.</li> </ol>
<p>D. To promote students' learning from their peers.</p> <ol style="list-style-type: none"> <li>1. Students of the same class in S3 form study groups. Each study group consists of 5-6 students of mixed abilities. Group members meet once a week for peer learning. Records of meetings are submitted to Class Teachers bimonthly for inspection.</li> <li>2. Senior form students of excellent academic results share good study skills/methods with junior form students.</li> </ol>	09/2010 to 06/2011  10/2010 to 03/2011	<ol style="list-style-type: none"> <li>1. At least 70% of the study groups meet according to schedule.</li> <li>2. At least 60% of students think that the study group is beneficial to their studies.</li> <li>1. At least three senior form students do the sharing.</li> <li>2. Favorable response from students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inspection of records of meetings.</li> <li>2. Students' survey.</li> <li>1. Observation of sharing sessions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Committee of Major Concern 1.</li> <li>2. S3 Class Teachers.</li> <li>1. Committee of Major Concern 1.</li> <li>2. Class Teachers.</li> </ol>

### Major Concern 2: Implementation of the New Senior Secondary Education

**Our Mission:** To implement the New Senior Secondary Education successfully.

**Rationale:** The New Senior Secondary Education provides a more diversified senior secondary curriculum for students with varied needs,

interests and abilities to reach their full potential. The school will adopt the principles set by EDB and fine-tune the current curriculum so that students have access to a broad and balanced curriculum. Students, parents and teachers will all be well-informed and prepared for the NSS Education. Furthermore, the school has to foster a formal School-based Assessment structure for the NSS assessment mode. To enable students to achieve whole-person development, we also include Other Learning Experiences in the curriculum.

#### Long-term Plan

1. Acquiring a well-received school-based NSS curriculum.
2. Informing students, parents and teachers of the school policy on the NSS Education.
3. Providing students with opportunities to acquire OLE for their whole-person development.

#### Main Emphases in 2010/2011

1. To review the NSS curriculum.
2. To develop a formal SBA structure for the NSS Education.
3. To inform students and parents of all new issues on the NSS Education.
4. To well-equip our teachers for the NSS Education.
5. To enhance student participation and learning experiences for OLE with records in their Student Learning Profiles.

#### Action Plan of Major Concern 2:

#### Implementation of the New Senior Secondary Education

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
To review the NSS curriculum. 1. To fine-tune the current subject combinations of the elective subjects for 2011-2012 according to the survey findings on students' preferences of NSS subjects. 2. To refine the timetable framework for S4, S5 & S6 in the year of 2011-2012. 3. To plan and prepare space and facilities needed for the three senior secondary levels in the year of 2011-2012.	10/2010 to 03/2011	1. The majority of students can be offered the elective subjects they have preferred. 2. A wide range of choices has been offered to students. 3. Fine-tuning of the NSS curriculum helps our students.	1. Students' feedback 2. Parents' feedback 3. Teachers' feedback	1. Academic Board. 2. Careers Committee. 3. Committee of Major Concern 2.
To develop a formal SBA structure for the NSS Education. 1. To monitor and review the progress of SBA and the continuous assessment policy in school.	09/2010 to 06/2011	1. Subject departments conduct SBA according to their schedule. 2. Teachers and students are well acquainted with the SBA modes.	1. The feedback from Heads of Departments. 2. The feedback from teachers.	1. Academic Board. 2. Committee of Major Concern 2. 3. HOD
To inform students and parents of all new issues on the NSS Education. 1. Information on NSS is provided to students and parents as early as possible through proper channels such as talks, letters to parents and school newsletters.	09/2010 to 04/2011	1. Talks for S1, S2 & S3 students and parents are held. 2. The majority of students and parents understand and accept the newly designed NSS curriculum.	1. Students' feedback 2. Parents' feedback 3. Teachers' feedback	1. Academic Board. 2. Committee of Major Concern 2. 3. Careers Committee.
To well-equip teachers for the NSS Education. 1. To review the human resources plan for the NSS Education. 2. To employ additional staff to support and assist teachers to implement the NSS Education.	09/2010 to 06/2011	1. A systematic and clear human resources plan is constructed. 2. The additional staff can support teachers to implement the NSS education.	1. The human resources plan. 2. The feedback from HODs. 3. The feedback from teachers.	1. Academic Board. 2. Committee of Major Concern 2. 3. Heads of Subject Departments.
To implement and review strategies for effective learning and teaching of NSS subjects as stipulated in the NSS Curriculum and Assessment Guides. 1. Subject teachers select and implement appropriate strategies as stated in the Guides. 2. Subject departments review the strategies adopted with a view to identify good practices.	09/2010 to 06/2011	1. Teachers refer to the Guides frequently for effective learning and teaching strategies. 2. Good practices in learning and teaching are identified.	1. Teachers' feedback. 2. Evaluation of minutes of departmental meetings.	1. Subject Teachers. 2. Heads of Subject Departments.
To enhance student participation and learning experiences for OLE with records in their Student Learning Profiles. 1. Students are provided with a wide variety of learning activities to broaden their horizons and build up their sense of personal and social responsibility. 2. The OLE Committee organizes and instructs students to prepare for their own SLPs.	09/2010 to 07/2011	1. At least 95% of NSS students participate in OLE activities. 2. Records of students' activities and achievements are kept in their SLPs.	1. Inspection of students' SLPs.	1. OLE Committee.

#### Major Concern 3: Enhancement of the Whole Person to meet the Challenges of an Ever-changing World

**Our Mission:** To enhance students' whole person development and help they meet the challenges of an ever-changing world.

**Rationale:** Through participating in various kinds of activities, a greater sense of respect and self-discipline as well as an appreciation of rational value judgment, healthy living and holistic development can be fostered among students.

#### Long-term Plan

1. To cultivate in students a sense of national identity.
2. To nurture students' respect and love for others.
3. To foster students' sense of responsibility and integrity.
4. To train students' sense of perseverance.
5. To develop in students a sense of commitment.
6. To build a healthy school environment.

#### Main Emphases in 2010/11

1. Holistic Development
2. Cultivating the attributes of Respect & Self-discipline

**Action Plan of Major Concern 3:  
Enhancement of the Whole Person to meet the Challenges of an Ever-changing World**

Strategies / Tasks		Time Scale	Success Criteria	Method of Evaluation	People Responsible
Holistic Development (1) Student Portfolio Scheme and Student Learning Profiles	<ol style="list-style-type: none"> <li>All S.1 – S.5 students should prepare their Learning Portfolio.</li> <li>Teachers serve as mentors and give advice and monitor students' learning progress throughout the year.</li> <li>Principal, teachers and parents are invited to give feedback and encouragement to students.</li> <li>S.1 – S.3 students have plans for (i) academic achievements, (ii) extra-curricular activities, (iii) potential development and (iv) positive images and values, and evaluate their own performance throughout the year.</li> <li>S.4 and S.5 students have plans for (i) academic achievements, (ii) extra-curricular activities, (iii) community services and (iv) positive images and values, and evaluate their own performance throughout the year.</li> <li>Students are encouraged to participate in various kinds of activities in order to enrich their Other Learning Experience (OLE) and prepare their own Student Learning Profiles.</li> </ol>	09/2010 to 07/2011	<ol style="list-style-type: none"> <li>Students are able to set appropriate objectives and action plans and to achieve them.</li> <li>Students are able to do self-reflection and evaluate their plans.</li> <li>Students show improvement in their self-learning and self-management abilities.</li> <li>S.1 to S.5 students participate in activities related to at least 3 areas of the OLE.</li> </ol>	<ol style="list-style-type: none"> <li>Students' Portfolios</li> <li>Teachers' observation</li> <li>Students' survey</li> </ol>	<ol style="list-style-type: none"> <li>Teachers in charge of Major Concern 3</li> <li>Student Affairs Board</li> </ol>
Cultivating the attributes of Respect & Self-discipline (i) Theme-based class program on reinforcing classroom manners	<ol style="list-style-type: none"> <li>The Discipline Committee will organize a Class Rule Design Competition and the winning entries will be displayed in the school foyer.</li> <li>The Chinese Department will organize an Inter-class Slogan Writing Competition with each class focusing on one of the class rules for S.1 to S.7 students</li> <li>Class teachers will be encouraged to select students with good performance related to the class rules for commendation within specified periods.</li> <li>Class teachers will help the class to conduct evaluation on the Class Rules set at mid-term and the end of the school term.</li> <li>Prefects and Student Peer Counselors will promote the importance of respect and self-discipline among S.1 and S.2 students during the MEH lesson once per term for each team.</li> <li>Students having excellent performance in discipline, attendance and punctuality will be awarded.</li> </ol>	09/2010 to 07/2011	<ol style="list-style-type: none"> <li>Each class has designed a class slogan and set the class rules.</li> <li>Board display in classroom showing class rules, slogan and/or names of commendable students</li> <li>80% of classes are able to follow the class rules</li> <li>Relevant subject teachers show positive responses towards students' performance in the areas of concern set in the class rules.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers' observation</li> <li>Feedback in Class Teachers' Meetings in each term</li> <li>Students' survey</li> <li>Feedback from Class and Subject Teachers, Chinese Department, Discipline and Guidance Committee</li> </ol>	<ol style="list-style-type: none"> <li>Student Affairs Board</li> <li>Teachers in charge of Major Concern 3</li> <li>Chinese Departments</li> <li>Discipline Committee</li> <li>Guidance Committee</li> <li>Class Teachers</li> <li>Subject Teachers</li> </ol>
(ii) Sharing, Board Display and other Value Education Program	<ol style="list-style-type: none"> <li>Throughout the year, various school committees take turns to prepare two boards to be placed in the school foyer with themes related to respect and self-discipline.</li> <li>Teachers and students from the various school committees will share their views concerning the content of the board display in the morning assemblies.</li> <li>An Inter-class Creative Writing and Speaking Competition on themes related to respect and self-discipline will be organized by the Chinese Department for S.1 and S.2 students.</li> <li>A Moral Education Week and a Character Education Week will be organized by the Moral &amp; Civic Education Committee and the Guidance Committee respectively.</li> <li>MEH lessons and talks by guests concerning respect and self-discipline will be arranged for all students.</li> </ol>	09/2010 to 07/2011	<ol style="list-style-type: none"> <li>Students are enlightened by the positive messages delivered and recognize the importance of self-discipline and respecting others.</li> <li>The Moral Education Week &amp; the Character Education Week have been conducted according to the objectives set.</li> <li>Students participate actively in the competitions and activities organized.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers' observation</li> <li>Students' survey</li> <li>Evaluation on the MEH lessons</li> <li>Feedback from the school committees and Chinese Department</li> </ol>	<ol style="list-style-type: none"> <li>Teachers in charge of Major Concern 3</li> <li>Moral &amp; Civic Education Committee</li> <li>Guidance Committee</li> <li>Careers Committee</li> <li>Discipline Committee</li> <li>ECA Committee</li> <li>Environ. &amp; Media Education Committee</li> <li>Chinese Department</li> <li>Class Teachers</li> </ol>
Healthy School Scheme (i) Health Education Program conducted by Health, Sex and Life Education committee	<ol style="list-style-type: none"> <li>A Health Education Week will be organized.</li> <li>Guests will be invited to give talks on Anti-drug Education.</li> <li>Sharing among peers and positive messages will be disseminated through the work of Student Health Ambassadors.</li> </ol>	09/2010 to 07/2011	<ol style="list-style-type: none"> <li>The Health Education Week has been conducted in accordance with the objectives set.</li> <li>Students show positive response towards the messages delivered by the guests and health ambassadors.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers' observation</li> <li>Students' survey</li> <li>Feedback from the Health, Sex and Life Education Committee, English and P.E. Department</li> </ol>	<ol style="list-style-type: none"> <li>Student Affairs Board</li> <li>Teachers in charge of Major Concern 3</li> <li>Health, Sex and Life Education Committee</li> <li>English Department</li> <li>P.E. Department</li> </ol>
(ii) Wellness and Fitness Program	<ol style="list-style-type: none"> <li>Students will design their own Wellness and Fitness Program and implement it through the Sport ACT Award Scheme.</li> <li>The P.E. Department will organize a series of activities to promote fitness, for examples, skipping for the Heart, Aerobics and Fitness Training.</li> <li>The English Department will design some crossword puzzles for junior students and organize a Poetry Writing Competition on the theme 'Green and Healthy Life' for senior form students.</li> </ol>		<ol style="list-style-type: none"> <li>70% of students participate in the Sport ACT Award Scheme.</li> <li>More than 60% of students get a Silver Award in the Sport ACT Award Scheme.</li> <li>Students recognize the importance of healthy life.</li> </ol>		