

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 in learning.

Rationale

As teachers, it is our responsibility to inspire our students to maximize their individual 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 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 2014/2015

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 2014-2015

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 the following pedagogies across different levels (S1-S6): <ul style="list-style-type: none"> ● questioning skills. ● issue-based learning skills. 2. Subject departments design subject-based learning activities to develop students’ questioning and issue-based learning skills at different level (S1- S6). 	<p>09/2014 to 06/2015</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 across all levels. 3. All subject department design subject-based learning activities to develop students’ issue-based learning skills in at least one 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>09/2014 to 06/2015</p>	<p>1. At least 5 subjects from different KLA implement reading programmes. 2. Students read regularly.</p>	<p>1. Inspection of schemes of work and minutes of meetings. 2. Teachers' feedback. 3. Inspection of students' book reports / commentaries.</p>	<p>1. Academic Board 2. Heads of Subject Departments 3. Subject Teachers</p>	<p>Teaching Assistants</p>
<p>2. Reading sessions are arranged for S.1 students. Parents are invited to accompany them.</p>	<p>10/2014 to 05/2015</p>	<p>1. S.1 students read regularly. 2. At least 10 reading sessions are held throughout the year. 3. S.1 students share their reading experiences with classmates during lessons. 4. Book presentation competition to be held for S.1 students.</p>	<p>1. Parents' feedback. 2. Teachers' feedback. 3. Students' survey.</p>	<p>1. S.1 Class Teachers 2. Parents-teachers Association 3. Department of Chinese and English 4. Reading to Learn Committee 5. School Librarian</p>	<p>\$400 for Prizes of the Best Performance Class and winners of the book presentation competition.</p>
<p>3. Students of higher forms recommend good books to S.1 students.</p>	<p>10/2014 to 05/2015</p>	<p>1. At least four higher form students do the sharing. 2. Favorable response from students.</p>	<p>1. Observation of sharing sessions.</p>	<p>1. Committee of Major Concern 1. 2. Department of Chinese History, History, Geography and Integrated Science.</p>	<p>Teaching Assistants</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To consolidate students' learning through various activities.</p> <p>1. Subject departments promote and arrange outside-classroom subject-related activities.</p>	<p>09/2014 to 06/2015</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.	09/2014	1. The lists of high achievers in each 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 levels in the subjects of English, Chinese, Mathematics, I.T., Science and issue-based learning.	10/2014 to 06/2015	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.	10/2014 to 06/2015	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>09/2014 to 06/2015</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>\$700 for Prizes of Best Study Group in each form and the Best Peer Tutor.</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>09/2014 to 06/2015</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>10/2014 to 06/2015</p>	<p>3. At least three senior form students do the sharing.</p> <p>4. Favorable response from students.</p>	<p>3. Observation of sharing sessions.</p>	<p>1. Committee of Major Concern 1.</p> <p>4. 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

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 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 2014/15

1. To broaden students' perspectives and heighten their social awareness
2. To develop students' positive values and attitudes
3. To foster a healthy campus
4. To enhance and enrich life planning education for students

Formulation and Implementation of School Plan 2014-2015

Action Plan

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
1 To broaden students' perspectives and heighten their social awareness					
1.1 Life-wide Learning programmes will be organized to provide various kinds of learning activities not covered in the traditional classroom. This is to equip students with the necessary aptitudes in order to attain whole person development and to develop lifelong learning skills. The programmes include: 1.1.1 cookery classes for all S.4 students offered by ATEC, 1.1.2 public lectures delivered by alumni, parents and guests 1.1.3 a mentorship scheme run by alumni 1.1.4 students' sharing sessions on learning experiences among government secondary schools	09/2014 to 07/2015	The life-wide learning programmes have been conducted with positive response from participants.	1. Teachers' feedback 2. Students' survey	1. Life-wide Learning Co-ordination Committee 2. Alumni Association 3. PTA 4. ATEC & other Government Secondary Schools	
1.2 Throughout the year, newspaper extracts, commentaries and students' reflections on current issues will be displayed on two boards placed in the school foyer.	09/2014 to 07/2015	Students are more willing to read newspaper extracts and share their reflections with other schoolmates.	1. Teachers' feedback 2. Students' survey	1. Liberal Studies Department	
1.3 Leadership training programmes and elderly services will be organized by the Hong Kong Children & Youth Services (HKCYS) in order to enhance students' leadership skills and social awareness.	09/2014 to 06/2015	Students participate actively in the training programmes/services/workshops organized.	1. Feedback from Committees and teachers involved Students' survey 2. Feedback from HKCYS	1. The HKCYS 2. Discipline Committee 3. Guidance Committee 4. Class Teachers 5. Activity Day Committee 6. ECA Committee	

<p>1.4 A series of activities/workshops organized by organizations outside school will be arranged for students to enrich their other learning experiences.</p>	<p>09/2014 to 07/2015</p>	<p>Relevant OLE activities are arranged for students.</p>	<ol style="list-style-type: none"> 1. Teachers' feedback 2. Students' survey 	<ol style="list-style-type: none"> 1. OLE & SLP Committee 	
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Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2 To develop students' positive values and attitudes					
2.1 Class management by teachers will be implemented in order to establish a harmonious learning environment and trustworthy relationship among peers and teachers. Class management tools will be developed as follow: 2.1.1 Inter-class English and Chinese Slogan Competition (Theme: Class Rules) 2.1.2 S.1-3 Inter-class English Drama Competitions (Theme: Love, respect and concern among peers and teachers) 2.1.3 S.1-3 Inter-class Drama Poster Design Competition	09/2014 to 07/2015	Students show collaborative effort during the competitions.	1. Feedback from class teachers and departments involved 2. Students' survey	1. Class Teachers 2. English Department 3. Chinese Department	\$1,100
2.2 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.	09/2014 to 06/2015	Students are shown to be more aware of some core positive values in lessons.	1. Feedback from committees involved and class teachers 2. Students' survey	1. Student Affairs Board 2. Committees concerned 3. Class Teachers	
2.3 Talks relating to 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.	10/2014 to 07/2015	Students receive 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	
2.4 Through collaboration between Discipline Committee and Guidance Committee, students will recognize the importance of self-discipline and concern. Prefects and Student Peer Counsellors will promote the importance of self-discipline and concern among S.1 and S.2 students once per term in the class period.	09/2014 to 06/2015	1. Students participate actively in the activities organized. 2. Students recognize the importance of self-discipline and concern.	1. Feedback from teachers and instructors 2. Students' survey	1. Student Activity Day Committee 2. Class Teachers	

<p>2.5 Adventure training day camps will be organized for S.1 to S.3 students in order to nurture students' self-discipline and perseverance and strengthen their willpower and resilience towards challenges</p>	<p>04/2014 to 05/2015</p>	<p>Students participate actively in the day camps.</p>	<p>1. Feedback from teachers and instructors 2. Students' survey</p>	<p>1. Student Activity Day Committee 2. Class Teachers</p>	
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Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
3 To foster a healthy campus					
3.1 The school will participate in the Healthy School Programme launched by the Narcotics Division and EDB. Regular school drug tests (SDT) will be conducted for students of voluntary participation by the SDT team from the Hong Kong Children & Youth Services (HKCYS)	09/2014 to 06/2015	1. The school drug test is carried out smoothly. 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	
3.2 A talk concerning healthy living will be organized by the HKCYS for parents.	09/2014 to 05/2015	Parents are more aware of healthy living.	1. Feedback from the HKCYS 2. Feedback from the parents surveys	1. The HKCYS 2. PTA	
3.3 A fitness assessment programme will be arranged by the HKCYS for S.1 students in order to raise their awareness of healthy living.	09/2014 to 01/2015	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	
3.4 A Health Education 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. 3.5 To reinforce students' awareness to the importance of healthy mass media, an event will be co-organized by the Health, Sex & Life Education Committee and Environmental & Media Education Committee.	10/2014 to 06/2015	1. Students show a higher awareness of healthy living. 2. Students are more aware of healthy mass media.	1. Feedback from the committees concerned 2. Students' survey	1. Health, Sex and Life Education Committee 2. Environmental and Media Education Committee	

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
4 To enhance and enrich life planning education for students					
<p>4.1 For junior students, the tasks are to better students' self-understanding of life planning via school-based career guidance programmes</p> <p>4.1.1 Activities to enhance students' self-understanding will be held in Class Teacher Periods</p> <p>4.1.2 Incorporate careers and life planning education in subject lessons</p> <p>4.1.3 Writing tasks with topics related to career and life planning education</p> <p>4.1.4 Heads of Department will introduce the related careers prospect of the related elective subject in the Careers Talk on the Choice of S.4 Elective Subject for S.3 students</p>	<p>09/2014 to 06/2015</p>	<p>1. Students participate actively in school-based careers and life planning education programmes</p> <p>2. At least one Class Teacher Period in each level relates to careers and life planning education</p> <p>3. At least two subject departments participate in the careers and life planning education programmes</p>	<p>1. Teachers' feedback</p> <p>2. Students' surveys</p> <p>3. Minutes of Subject Departments</p>	<p>1. Careers Committee</p> <p>2. Class Teachers</p> <p>3. English Department</p> <p>4. Chinese Department</p> <p>5. Subject Department</p>	
<p>4.2 For senior students, the tasks are to assist students to plan their academic and careers future via school-based programmes</p> <p>4.2.1 Interview skill workshops</p> <p>4.2.2 Careers and life planning programmes</p> <p>4.2.3 Incorporate careers planning and workplace communication into the English Language Curriculum</p> <p>4.2.4 Writing tasks with topics related to careers and life planning education</p> <p>4.2.5 Careers Talk for S.5 students organized by the Hong Kong Children & Youth Services (HKCYS)</p>	<p>09/2014 to 06/2015</p>	<p>1. Students participate actively in school-based careers and life planning education programmes</p> <p>2. At least two Class Teacher Periods in each level relate to careers and life planning education</p> <p>3. At least two subject departments participate in careers and life planning education programmes</p>	<p>1. Teachers' feedback</p> <p>2. Students' surveys</p> <p>3. Minutes of Subject Department</p>	<p>1. Careers Committee</p> <p>2. Class Teachers</p> <p>3. Portfolio Advisors</p> <p>4. English Department</p> <p>5. Chinese Department</p> <p>6. Subject Departments</p> <p>7. The HKCYS</p>	

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 2014/2015

1. To organize school-based staff development programs
2. To provide support for new teachers
3. To equip teachers with the skills in supporting students for the whole-school-approached careers planning
4. To build up a positive professional learning and sharing culture among teachers

Formulation & Implementation of School Plan 2014-2015

Action Plan

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. 3. Organize seminar / workshop concerning life and career planning in order to support students' whole person development. 	08/2014 to 06/2015	<ol style="list-style-type: none"> 1. Over 60% of teachers agree that the programs help them 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. 	\$13,000 for running staff development programs

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To conduct collaborative lesson /activity preparation, peer lesson/ activity observation and collaborative participation:</p> <ol style="list-style-type: none"> 1. Teachers identify selected teaching strategy(ies) for collaborative lesson / activity preparation and devise plans through coordinating with of Heads of departments and committees. 2. Collaborative lesson /activity preparation and peer lesson / activity observation are implemented. 	<p>09/2014 to 06/2015</p>	<ol style="list-style-type: none"> 1. All teachers engage in collaborative lesson / activity preparation and peer lesson /activity 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 professional knowledge and good strategies. 	<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 and committee meetings 	<ol style="list-style-type: none"> 1. Heads of departments 2. Heads of committees 	<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. Refining the staff handbook for new teachers 	<p>09/2014 to 07/2015</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. Completion of refining the new staff handbook. 	<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. New teachers 4. Heads of departments 5. 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 (example: short courses, seminars and conferences, workshops, degree-awarding programs). 2. Other modes of CPD (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>09/2014 to 08/2015</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 departments / committees 	<p>----</p>