

# HKMA David Li Kwok Po College

## Annual School Plan 2011-2012

### Part 1: Our Vision and Mission

#### Our Vision

Our vision is to operate a high performance school which provides effective schooling for educating and developing students with the life skills to become responsible, caring, self-disciplined and adaptable young people in a changing society and eventually to be employable and productive members of the community and international citizens of an increasingly globalized world. The school will nurture wholly developed, well-balanced and life-long learners who are moral, literate and cultured, intellectually, physically and emotionally strong, and ready and willing to serve society.

#### Our Mission

Our mission is to provide an all-round education for the total development of our students, encompassing moral, intellectual, physical, social and aesthetic aspects. The school believes that each student has worth, and is endowed with potential and that the school can and should, develop its students to the fullest. We also believe that every child has different abilities and can become an effective and independent learner by learning to accept responsibility for his or her learning.

The school exists to educate and develop every pupil to his or her full potential so that he or she will grow up to become a well-rounded person with the following attributes:

International in outlook, culturally aware and proud of their own heritage;

Bi-literate and tri-lingual, with the requisite confidence and competence to communicate effectively in a global community;

Well-versed in the use of information technology both inside and outside of the classroom;

Logical, independent and creative thinkers with the resourcefulness to make informed decisions;

Well-prepared for continued and active life-long learning;

Knowledgeable about humanities as well as basic scientific and mathematical concepts;

Civic-conscious, patriotic and willing to contribute to the community;

Morally aware and appreciative of traditional Chinese values (such as loyalty, reliability, responsibility, self-discipline, punctuality, obedience, filial piety and family values);

Cultured and able to appreciate and enjoy the visual and performing arts;

Physically fit and knowledgeable of healthy living

## **Part 2: The Overall Direction for the School Year 2011-12**

### Background:

The SSE exercise conducted by staff in 2008-2009 as part of the development process to create the College's Major Concerns was a successful one as it highlighted two things:

That elements of the previous year's Major Concerns still needed more time, and;

That student development is a clear area of concern by staff and other stakeholders.

This should be seen in a positive light as it truly focuses on the nature of SSE, that is, self-improvement.

Another factor to transpire from the process was that staff had a number of suggestions as to what elements could be included within each individual Major Concern. However, the result of including all such elements into our Major Concerns would create a situation whereby there were too many 'concerns' to implement.

As the College used the SSE exercise to develop a three-year plan, this provided a good opportunity to be able to:

Break-up core tasks within each concern so that staff are able to focus on core areas each year as opposed to being distracted by a myriad of confusing objectives. Such individual tasks are therefore more specific in nature, helping to guide staff as to where the focus should lie;  
Create more inter-connections between Major Concerns, for example, student self-management is a theme examined across concerns;  
Provide a pathway whereby staff are able to build achievements over the medium term. An important reason being is that none of the Major Concerns suggested are essentially able to be 'solved' within a twelve month period, ie, they require time.  
Illustrate to staff the College's direction for the next three years, thus reducing uncertainty.

Therefore, on the next page each Major Concern is viewed as having three phases, with each phase referring to the following years:

|                     |           |
|---------------------|-----------|
| <u>Phase one:</u>   | 2009-2010 |
| <u>Phase two:</u>   | 2010-2011 |
| <u>Phase three:</u> | 2011-2012 |

The College's SEC met on June 1<sup>st</sup> 2009 to discuss and refine the plan suggested by the Principal.

**Major Concern 1:**

To continue to develop a Moral and Civic identity by the reinforcement of whole school values;

Respect

Responsibility

Perseverance

Appreciation

| Phase one: (09-10)   | Phase two: (10-11)   | Phase three (11-12)  |
|--|--|--|
| Respect to teachers and family members                     | Respect to ones own self, classmates and friends                               | Respect for ones country, school, home and civic property                        |
| Responsibility as an individual student and a son/daughter | Responsibility as a classmate of others  | Responsibility as a citizen of Hong Kong   |
| Perseverance towards academic goals and habits             | Perseverance in achieving short to medium-term goals                           | Perseverance in developing and achieving longer-term life goals                  |
| Appreciation for teachers and family members               | Appreciation for classmates, friends and the outstanding performance of others | Appreciation of the benefits of living in Hong Kong, appreciation of nature, etc |

Interpretation:

The three phases shown above should be viewed as developing the four core values over three years, from a micro perspective to a more macro one. Phase one deals with a student's more immediate environment, focusing upon themselves, teachers and family. Phase two focuses more on a student reflecting upon their responsibilities as a colleague and classmate. The third phase asks students to widen their perspectives and to contemplate their place and responsibilities as part of a wider community. Each stage also requires a student to set goals, consistent with the aims of other Major Concerns.

**Major Concern 2:**

To continue to introduce measures that encourage developments in Teaching and Learning, namely;

- Reading
- Writing
- Critical thinking and Questioning
- Time management

| Phase one: (09-10)      | Phase two: (10-11)      | Phase three (11-12)     |
|-------------------------|-------------------------|-------------------------|
| Reading and Writing     | Reading and Writing     | Reading and Writing     |
| Student time management | Student time management | Student time management |
| Self-learning           | Problem solving         | Critical thinking       |
| Questioning skills      | Questioning skills      | Questioning skills      |

Interpretation:

Firstly, the elements contained within the three phases correlate to other, similar, elements found within the third Major Concern pertaining to student development. The reason for this is that the various goals as expressed by our Major Concerns not only need to be cohesive, but should also be seen from the perspective that they are interrelated. For example, time management (concern number two) and self-management (concern number three) are not separate or exclusive from each other. As the development of such skills directly relates to teaching and learning, the classroom is thus an appropriate place in which to also place effort.

**Major Concern 3:**

To focus upon areas aimed at student development, namely;

- Student self-management
- Student self-esteem
- Student goal setting and self improvement
- Student communication
- Student participation in external competitions

| Phase one: (09-10)                             | Phase two: (10-11)                             | Phase three (11-12)                            |
|--|--|--|
| Goal setting and self-management               | Goal setting and self-management               | Goal setting and self-management               |
| Self-esteem                                    | Student communication                          | Student leadership                             |
| Student participation in external competitions | Student participation in external competitions | Student participation in external competitions |
| Student reflection                             | Student reflection                             | Student reflection                             |

Interpretation:

The SSE process was fairly clear that student development is an area that requires some focus. This was later confirmed by teachers at a staff meeting and was further confirmed as part of last years SSE.

Goal setting and self-management featured prominently within previous SSE exercises. As a result, such a skill has been incorporated into more than one Major Concern so as to ensure that development is not left to any one individual group or team, though benefits from a whole-school approach, particularly as it applies to all aspects of a student's life both inside and outside a classroom.

Self-esteem stems from the APASO report that showed that student's view of their 'General self', a subscale relating to self-esteem has been slightly below the Hong Kong norm for some time. It would appear the reason is that students who possess positive attitudes do not feel that such attitudes are 'special' or add to their self-esteem. Participation by students in external competitions is listed as it helps build self-esteem, goal setting and self-management.

Student reflection was seen as being an integral component and directly relates to the skills of reading and writing as contained in concern number two.

Student communication stemmed directly from both APASO and student stakeholder survey results. It refers to student desire to be able to communicate more about how they feel the College should operate. It was felt that leadership should come last, after some preparation. As to what forms communication and leadership should take needs further discussion.

Again, other elements raised by staff at during our planning process were discussed by the College's SEC but may not have been included for a variety of reasons such as the similarity of the points raised to existing skills suggested by the SSE process. Participation in OLE was removed as an area of concern as it is a compulsory part of the curriculum.

**Part 3: Specific Strategies for the School Year 2011-2012**

**Major Concern 1:**

To continue to develop a Moral and Civic identity by the reinforcement of whole school values;

Respect

Responsibility

Perseverance

Appreciation

| English and French Department<br>(English)  |   |  |   |                 |                      |                    |
|---|---|--|---|-----------------|----------------------|--------------------|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation   | Time Scale      | People in charge     | Resources Required |
| To incorporate all the four major values in all English Lessons and inculcate these values in our students to help them become more responsible learners. | Ensure that discipline in lessons is maintained at all times and students are actively engaged in lessons | Participation rate in all activities in class<br>No disciplinary issues or there is no need for disciplinary action to be taken  | Feedback from all English teachers and DC Reports   | Sep 11 – Jun 12 | All English Teachers | N/A                |
|   | Students are responsible for their learning   | Students are prepared for lessons with all the necessary learning material<br>Homework and Class work is done well and on time.  | Feedback from all English teachers<br><br>Quality of work done and Homework submission rate         | Sep 11 – Jun 12 | All English Teachers | N/A                |
| To incorporate all the four major values in all English Lessons and inculcate these values in our students to help them become more responsible learners. | Students respect their belongings and books and keep them in good order                                   | All books and learning materials are kept in good condition – clean and tidy work.<br>All exercise books are covered in clear plastic and all books are labelled.<br>Work is presented in a neat and tidy manner – handwriting is neat, information is presented clearly and all work is dated and titled. | Quality of work<br><br>Feedback from all English teachers and marks awarded for neat and tidy work. | Sep 11 – Jun 12 | All English Teachers | N/A                |



| English and French Department<br>(French)   |   |   |   |                 |                  |                    |
|---|---|---|---|-----------------|------------------|--------------------|
| Target  | Strategies / Tasks  | Success Criteria  | Methods of Evaluation   | Time Scale      | People in charge | Resources Required |
| To incorporate all the four major values in all French Lessons and inculcate these values in our students | Students are responsible for their learning (Senior Forms)              | Students are prepared for lessons with all the necessary learning material<br><br>Homework and Class work is done well and on time  | Feedback from teachers<br><br>Quality of work done and Homework submission rate | Sep 11 – Jun 12 | All Teachers     | N/A                |
|   | Students respect their belongings and books and keep them in good order | All books and learning materials are kept in good condition – clean and tidy work.<br><br>All exercise books are covered in clear plastic and all books are labeled.<br><br>Work is presented in a neat and tidy manner – handwriting is neat, information is presented clearly and all work is dated and titled. | Quality of work<br><br>Feedback from teachers                                   | Sep 11 – Jun 12 | All Teachers     | N/A                |
|   | Students are responsible for their learning (Senior Forms)              | Students are prepared for lessons with all necessary learning materials<br><br>Homework and Class work is done well and on time   | Feedback from teachers<br><br>Quality of work done and Homework submission rate | Sep 11 – Jun 12 | All Teachers     | N/A                |

| Chinese and Chinese History Department |   |                  |                        |  |                  |   |
|--|---|------------------|------------------------|--|------------------|---|
| Target                                 | Strategies / Tasks  | Success Criteria | Methods of Evaluation  | Time Scale   | People in charge | Resources Required                            |
| 培養學生<br>家國責任                           | <p>鼓勵初中同學多參與校內或校外語文活動，加深學生對國家的認識，並培養學生家國責任</p> <ul style="list-style-type: none"> <li>▪ 中一語文活動: 歷史人物短講比賽</li> <li>▪ 中二語文活動詩畫相融、歷史人物短講比賽</li> <li>▪ 中三語文活動: 辯論比賽(融辯入教)及辛亥革命一百周年: 個人演講、標語創作比賽</li> <li>▪ 中四語文活動: 青年高峰會</li> </ul> | 學生投入參與活動。        | 學生在活動中的表現。<br>教師觀察及檢討。 | <p>中一: 10 月</p> <p>中二: 10-1 月</p> <p>中四: 3-4 月</p> | 級聯絡人             | <p>教學活動</p> <p>每級 500</p> <p>中一至中四 共 2000</p> |
|  | <p>於早會合辦閱讀分享活動。</p> <p>為響應辛亥革命一百年之紀念活動，本科將與中文科、視藝科及通識科合作，舉辦中二級及中三級之標語創作比賽及書簽設計比賽，亦會安排中三級學生進行&lt;&lt;辛亥革命與我&gt;&gt;之校內徵文比賽。此外，本科亦會安排學生於十月份的早會中分享&lt;&lt;辛亥革命與我何干?&gt;&gt;為主題的專題演講及匯報，希望加強學生關心社會、國家以及積極參與的公民意識。</p>               | 學生投入參與活動。        | 學生在活動中的表現。<br>教師觀察及檢討。 | 9-6 月  | 科任教老師            | 不適用   |

**Mathematics Department**

| <b>Target</b>           | <b>Strategies / Tasks</b>  | <b>Success Criteria</b>                 | <b>Methods of Evaluation</b>          | <b>Time Scale</b> | <b>People in charge</b>               | <b>Resources Required</b>    |
|-------------------------|--|---|---------------------------------------|-------------------|---------------------------------------|------------------------------|
| To promote perseverance | Hold revision classes for S5 and S6 students after school on Fridays or Saturdays [SLM1-perseverance]<br><br>Offer tutorial classes for S5 and S6 students on topics taught for revision purposes with the help of the teaching assistant. | At least 6 classes held in the year.    | Record the date of the classes.       | Sep 11 – Jun 12   | Senior members and teaching assistant | N/A                          |
|                         | Set mock papers for students to work on [SLM1-perseverance]<br><br>Collect questions from different publishers and compile mock papers for students to do with the help of the teaching assistant.   | At least 5 mock papers set in the year. | Save the mock papers into the server. | Sep 11 – Aug 12   | Senior members and teaching assistant | Publishers' Materials \$2000 |

| Social Science Department   |   |   |   |                 |                  |   |
|---|---|---|---|-----------------|------------------|---|
| Target  | Strategies / Tasks  | Success Criteria  | Methods of Evaluation   | Time Scale      | People in charge | Resources Required  |
| To incorporate all the four major values in the curriculum and inculcate these values in our students | To incorporate the whole school values in daily lessons and students' homework (particularly in IH and LS) such as <ul style="list-style-type: none"> <li>▪ Journal writings</li> <li>▪ News commentaries</li> <li>▪ Projects</li> <li>▪ Current affairs presentations</li> <li>▪ Inter-class debates</li> </ul>  | Journal writing and newspaper commentaries: at least twice per term (S1-3)<br><br>Projects: at least once per year (S1-3)<br><br>Current affairs presentations: at least once per term (S4-5)<br><br>Debate: at least one inter-class debate per year (S5)<br><br>At least 70% of students and teachers agree with the objective achieved | Lesson observations<br><br>Homework inspections<br><br>Teachers' survey<br><br>Students' survey           | Sep 11 – Jun 12 | Panel members    | N/A   |
|   | To encourage students to show respect and appreciation of the outstanding performances of their classmates such as Posting students' good work on classroom' bulletin boards regularly<br>Putting post-activity reflections on the school webpage and the department's bulletin board<br>Presenting prizes (e.g. book coupons) to those students with outstanding performance for each subject at the end of year | Post-activity reflections: at least twice per year<br><br>Prize presentation: once per year   | Record the number of good work displays and post-activity reflections<br><br>Record the names of awardees | Sep 11 – Jun 12 | Panel members    | Bulletin board<br><br>School webpage<br><br>Book coupons (\$1000) |

| Social Science Department   |  |   |   |                 |                             |  |
|---|--|---|---|-----------------|-----------------------------|--|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale      | People in charge            | Resources Required   |
| To incorporate all the four major values in the curriculum and inculcate these values in our students | <p>To organize form-based / class-based other learning activities in collaboration with other departments / teams to promote the whole school values such as Workshops e.g. Oxfam Interactive Centre (S6) cooperated with CSS Team (showing respect to HK and China)</p> <p>Visiting museums, libraries, Legislative Council, government departments, NGOs (mainly for S1-3 students)</p> <p>Organizing different talks for S4-6 students e.g. a talk given by Legislative Councilor, Mr Alan Leong, a talk by the National Education Services Centre, a talk by the Law Society of HK, etc (showing responsibilities as HK citizens)</p> <p>Field trips for Geog students e.g. excursions to Wetland Park, Mai Po Marshes, etc</p> <p>Friday Forums (S6) cooperated with the Chi Dept</p> <p>Junior Achievement programs for S3-5 students (showing perseverance in developing and achieving longer-term goals)</p> <p>Current affairs presentations during Monday morning assemblies for S1-6 students cooperated with AA Team</p> <p>Inter-class debate (S5) / youth forum (S4) in cooperation with the Chi Dept</p> <p>Charity lunch in cooperation with G&amp;C Team and CSS Team</p> | <p>At least twice per term</p> <p>At least 70% of students and teachers agree that the objective was achieved</p> | <p>Record the activity dates and number of participants</p> <p>Teachers' survey</p> <p>Students' survey</p> | Sep 11 – May 12 | Subject / form coordinators | <p>Transportation fee</p> <p>Honorarium for guest speakers</p> <p>Subsidies for students</p> |

| Science and ICT Department   |  |  |                           |                 |                   |     |      |     |     |  |
|--|--|--|---------------------------|-----------------|-------------------|-----|------|-----|-----|--|
| Target   | Strategies / Tasks   | Success Criteria   | Methods of Evaluation     | Time Scale      | Subject Concerned |     |      |     |     | Resources Required                                     |
|  |  |  |                           |                 | IS                | Phy | Chem | Bio | ICT |  |
| To cultivate students to demonstrate respect for wider society through a series of science-related activities.                   | Organizing science forums to allow students to express and share their opinions regarding science issues or science development during lunchtimes.                                     | At least 2 science forums are held during lunchtimes.                              | No. of science forum held | Oct 11 – May 12 | ✓                 | ✓   | ✓    | ✓   | ✓   | Science Student Committee                              |
|  | Providing chances for the students to present current science news, during Monday Morning Assemblies.  | 5 presentations are done   | No. of presentation       | Sep 11 – Jun 12 | ✓                 | ✓   | ✓    | ✓   | ✓   | Science Student Committee, Newspaper                   |
|  | Displaying the articles about the current science news presented at each Monday Morning Assembly to enhance students' understanding on the scientific knowledge contained in the news. | 5 board displays are done<br>S1 and S2 students write their reflection on the news | No. of board displays     | Sep 11 – Jun 12 | ✓                 | ✓   | ✓    | ✓   | ✓   | Science Student Committee, Newspaper, Magazine         |
| To enable students to demonstrate responsibility as a citizens of Hong Kong by participating in school projects for conservation | Promoting the recycling of old clothing in a form of interclass competition to increase students' awareness of the better use of resources.  | The activity is done   | Departmental meeting      | Mar 12 – Apr 12 | ✓                 | ✓   | ✓    | ✓   | ✓   | Science Student Committee, The Conservancy Association |
| To enable students to develop appreciation towards the natural environment.  | Promoting organic farming by planting corn or giving a donation to support the NGO, Hong Kong Organic Farming Association  | The activity is done   | Departmental meeting      | Oct 11 – Jun 12 | ✓                 |     |      | ✓   |     | N/A  |
|  | Arranging visits to the Kadoorie Farm to enable students (S1) to appreciate different living things in nature and to reinforce what they have learnt in classification                 | Over 70% of students find the activities informative and interesting               | Evaluation form           | Apr 12          | ✓                 |     |      |     |     | Student Questionnaire                                  |

| Visual Arts Subject  |   |   |  |                 |                       |                                  |
|--|---|---|--|-----------------|-----------------------|----------------------------------|
| Target   | Strategies / Tasks  | Success Criteria  | Methods of Evaluation  | Time Scale      | People in charge      | Resources Required               |
| Students can show respect for different cultures and industries in Hong Kong | Product design workshop and exhibition<br>A famous product designer, David Lo, will teach our senior form students theories of product design. Students will then design the products related to our community and have exhibition outside school<br>(cooperate with HULU Culture, which is a Hong Kong non-profit organization to promote local culture) | Finish the tasks<br><br>Students' creativity and self esteem were developed | Mark sheets<br><br>Questionnaires  | Sep 11 – Jan 12 | Jenny Lai<br>Hazel Ng | \$5,000 for materials            |
| Students have to implement the 4 values via postcard design                  | Shower of praise postcard design competition<br>Work with the Discipline Team and the Library.<br>Students can get OLE hours by participating in the competition and appreciating good work   | Finish the tasks<br><br>Participation rate over 90%                         | OLE log book<br><br>Observation of students' performance<br><br>Participation rate | Sep 11 – Jan 12 | Jenny Lai<br>Hazel Ng | \$1,000 for materials            |
| Respect and appreciate our home country                                      | 1911 Revolution (China) poster design competition<br>Work with the Social Science department and Chinese department<br>Students need to design a poster which either relates to an issue relating to or the culture of China  | Finish the tasks<br><br>Participation rate over 90%                         | OLE log book<br><br>Observation of students' performance<br><br>Participation rate | Sep 11 – Oct 12 | Jenny Lai<br>Hazel Ng | \$1,000 for prizes and materials |
| Appreciation of nature   | Organize activities as per the department afternoon<br>- sand painting  |   |  | Sep 11          | Jenny Lai<br>Hazel Ng | \$2,000 for department afternoon |

| Home Economics & Life Education Subjects   |   |  |  |                 |                         |                    |
|--|---|--|--|-----------------|-------------------------|--------------------|
| Target   | Strategies / Tasks  | Success Criteria   | Methods of Evaluation                                    | Time Scale      | People in charge        | Resources Required |
| To continue to develop a moral and civic identity by the reinforcement of whole school values in the teaching and learning of Home Economics | To incorporate the whole school values in daily lessons and students' homework.<br>Appreciate others' good work and efforts<br>Take different responsibly in class such as a subject leader and group leader<br>Respect and care for the property in the classroom such as utensils and sewing equipment  | 80% of students can incorporate the whole school values in daily lessons and students' homework. | Lesson observation and homework inspection               | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |
|  | To post students' good work on bulletin boards in the HE room or their home classrooms<br>Develop students' sense of appreciation   | At least once per term   | Record the number of displays                            | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | Bulletin Board     |
|  | To award students with outstanding performance at the end of term, to recognize students' efforts   | Once per term  | Record the names of awardees                             | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |
|  | Perseverance in achieving short to medium-term goals<br>Help students set goal in the first lesson and manage their working progress in each lesson   | Once per term<br>95% of students can complete their designed article.                            | According to the designs and articles students submitted | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |
|  | Responsibility to conserve the environment as a citizen of Hong Kong<br><ul style="list-style-type: none"> <li>▪ Save resources in their daily lesson</li> <li>▪ Buy enough ingredients for cooking lessons</li> <li>▪ Don't throw away the excess ingredients</li> <li>▪ Fully use the paper and fabric</li> <li>▪ Close the door after they enter the room</li> </ul> | 80% of students have experience to save resources  | Lesson observation<br>Teachers' observation              | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |



| Health and Physical Education Subject                                |  |   |   |                 |                        |                                     |
|--|--|---|---|-----------------|------------------------|-------------------------------------|
| Target   | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale      | People in charge       | Resources Required                  |
| To respect and appreciate those students with achievements in sports | <p>Presentations via the Friday Morning Assembly</p> <p>To have a conclusion report and show the results and photos of various sports in Inter-school Sports Competitions via the Friday Morning Assembly in order to appreciate and respect student athletes for their hard work, achievement and efforts.</p>  | A comprehensive presentation to be held after all the Inter-school sports competitions finish     | Student survey at the end of the school year (more than 50% students agree that they know more about the sports teams through the presentation at the assembly) | Jan 12 – Jun 12 | Ericson Ng<br>Y M Chan | PE teachers, sports council members |
|  | <p>Publishing news about sports teams</p> <p>To show updated news about sports teams, so as to let more students care about school sports teams.</p> <p>To hold prize presentations once students have achieved good results in inter-school sports competitions</p> <p>To keep students updated as to the teams' performances and results, let students appreciate their efforts.</p> | At least 1 announcement made and 1 prize presentation held in each month with sports competitions | Student survey at the end of the school year (more than 50% students agree that they know more about the sports teams thru the publishing of news)              | Sep 11 – Jun 12 | Ericson Ng<br>Y M Chan | PE teachers, sports council members |

| Health and Physical Education Subject                             |   |  |   |                 |                        |                       |
|---|---|--|---|-----------------|------------------------|-----------------------|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation   | Time Scale      | People in charge       | Resources Required    |
| To enhance students' responsibility to themselves and schoolmates | <p>Sport councils</p> <p>Sport councils would be set up for assisting all large school sports events, such as the sports assembly, sports team announcement, sports days.</p> <p>To invite students who are helpful, responsible and sporty to cooperate with PE teachers.</p> <p>The experiences they take from organizing the activities will surely enhance students' responsibility to themselves and schoolmates</p> | The member could participate in at least 2 large sports events | How successful the sports activities are with the helps from members, and students survey (more than 50% participants agree that the sports activities run smoothly with the helps from students) | Sep 11 – Jun 12 | Ericson Ng<br>Y M Chan | PE teachers, students |
|   | <p>Sports day duties</p> <p>Encouraging students to take up duties in sports days, and serve the schoolmates, such as starters, judges, timekeepers etc.</p> <p>It is not only positive to train up students' responsibility, but also positive to enhance their leadership skill.</p>  | At least 10% of students could work for sports days            | How successful the sports day is with students helpers, and students and teachers survey (more than 50% participants agree that the sports day runs smoothly with the helps from students)        | Nov 2011        | Ericson Ng<br>Y M Chan | All staff             |

| Music Subject                             |   |  |   |   |                          |   |
|---|---|--|---|---|--------------------------|---|
| Target                                    | Strategies / Tasks  | Success Criteria   | Methods of Evaluation   | Time Scale  | People in charge         | Resources Required  |
| Respect and appreciate peer's performance | Each student will complete an instrumental and vocal performance inside (and recommended outside) the college in order to pass the subject ,music | An inter-class music performance and competition will be held during class, lunch time or after school.  | A program note should be submitted for each of the performances and should also be video-taped.   | Sep 11 – Jul 12   | Music Teacher            | Instruments<br>Instrumental training classes<br>Music score |
|   | Develop habitual performance around and outside the college   | <p>The School band is to participate in at least 3 competitions and performances outside college</p> <p>The School Choir is to participate in the Hong Kong School Music Festival and organize at least 1 cross departmental performance outside the College</p> | <p>Record of performance and attendance<br/>Student questionnaire</p> <p>Record of performance and attendance<br/>Student questionnaire</p> | <p>Nov 11: winterband festival<br/>Dec 11 : Open Day<br/>Mar 12: music competition organized by the LCSD<br/>Jul 12: Graduation Ceremony</p> <p>Dec 11: CSS performance at Olympic City<br/>Mar 12: Hong Kong School Music Festival<br/>Jul 12: Graduation Ceremony</p> | Music Teacher<br>GA - TA | Music Score<br>Transportation<br>Entry fees                 |

| Discipline Team  |  |  |                       |                                       |   |                           |
|--|--|--|-----------------------|---------------------------------------|---|---------------------------|
| Target   | Strategies / Tasks   | Success Criteria                         | Methods of Evaluation | Time Scale                            | People in charge  | Resources Required        |
| 1. To reinforce students to be respectful for ones school. | <p>To conduct a series of events to enable students to reflect upon the desired behavior and to be able to demonstrate respect for ones School.</p> <p>To revise the Student Handbook / Parent Handbook 2011-2012 in an explicit manner, which includes:</p> <p>(i) An outline of Rewards/Sanctions <i>(as was recommended by the Investigation Committee)</i></p> <p>(ii) School regulations regarding school uniform concerning temperature under 12<sup>o</sup>C &amp; during excursions.</p> <p>To conduct a series of events to enable students to <i>demonstrate</i> responsibility as a <i>Professional student at School</i> and respect for one's school &amp; civic property.</p>  | A revised Student/Parent Handbook        | Annual review         | At the beginning of the academic year | Sally Li  | Student / Parent Handbook |
|  | <ol style="list-style-type: none"> <li>1. The set up a DC bulletin board in the playground (near the General Office) for displaying DC affairs, such as Good Conduct Awards, Punctuality Awards (each term), Monthly Class Punctuality rates.</li> <li>2. The introduction of Showers of Praise Bookmark Design &amp; Quotations concerning the 4 Major Values into the Student Handbook.</li> </ol> <p><i>(The Independent Committee recommended the College should take every chance to actively transmit positive messages, which promote the Major Values for teachers and student alike. Therefore we plan to make the Student Handbook becomes a Collection of Showers of Praise Quotations and Design concerning the Major Values )</i></p> <ol style="list-style-type: none"> <li>3. Clothes washing at the S1 Camp, and the Cleaning campaign after the BBQ dinner held on the same night.</li> </ol> | DC bulletin board is set up with display | Annual review         | Whole year                            | Ms Winnie Chan & Carol Tse & IT prepare doc. Bulletin board managed by Junior Prefects. | Bulletin board backing    |

| Discipline Team   |  |  |                                    |            |                  |   |   |
|---|--|--|------------------------------------|------------|------------------|---|---|
| Target  | Strategies / Tasks   | Success Criteria   | Methods of Evaluation              | Time Scale | People in charge | Resources Required                            |   |
| 2. To reinforce students to develop Perseverance and Responsibility in developing and achieving longer-term goal. | To enable the students to learn Perseverance and Responsibility as a citizen of HK and develop respect | 75% of students / parents concerned show positive feedback in questionnaire / reflection | Student questionnaire / reflection | Sept       | All              | Camp re-Sources<br>S1 Class Teachers, SSW, SC |   |
|   | (1) S1 Residential Training Camp.  |  |                                    |            |                  |   |   |
|   | Event  |  |                                    |            |                  |   | Major Values addressed to                   |
|   | Personal growth programs – Goal setting letter concerning academics & habits                           |  |                                    |            |                  |   | Perseverance in achieving longer term goals |
| Frisbee training, Martial Arts training   | Perseverance   |  |                                    |            |                  |   |   |

| Guidance & Counselling Team  |  |   |  |                  |  |                       |
|--|--|---|--|------------------|--|-----------------------|
| Target   | Strategies / Tasks   | Success Criteria  | Methods of Evaluation  | Time Scale       | People in charge   | Resources Required    |
| To help students develop<br>1. respect for<br>- self<br>- others<br>- school<br>- family members<br>- country<br><br>2. Sense of responsibility in their roles as a<br>- student<br>- children<br>- Hong Kong citizen<br>- global citizen<br><br>3. Perseverance in developing & achieving longer-term goals | 1. Arrange talks / workshops, design classroom discussions and organize activities:<br>For example:<br>- Discussion on <i>self-respect</i> (e.g. use of inappropriate language, behavior towards the opposite sex, attitude towards sex etc)<br>- Courtesy star campaign ( <i>respect for schoolmates and teachers</i> )<br>- Discussion on bullying ( <i>respect for schoolmates</i> )<br>- <i>Respect and Appreciation for teachers</i> (e.g. Thank you cards)<br>- Discussion on attitudes in relationships ( <i>Respect for others</i> )<br>- Teachers' sharing of their view of sense of belonging to the school ( <i>respect for school</i> )<br>- Classroom cleanliness campaign ( <i>respect for school</i> )<br>- Discussion on civism (respect for civic property) | 1. At least two activities for each of the four school core values.<br><br>2. Over 60% of the participants show positive feedback in questionnaire or reflection. | 1. summary of activities<br><br>2. questionnaire or reflection | Sept 11 – Jun 12 | Jenny Sit<br>Jeannie Lee<br>John Ko<br>Jojo Lee<br>Dr. Lo<br>Kenneth Lo<br>Margaret Chan<br>Kellie Lam | External organization |

| Guidance & Counselling Team   |   |                  |                       |            |                  |                    |
|---|---|------------------|-----------------------|------------|------------------|--------------------|
| Target  | Strategies / Tasks  | Success Criteria | Methods of Evaluation | Time Scale | People in charge | Resources Required |
| 4. Awareness and willingness to<br>- show gratitude to people from whom help and care is received<br>- appreciate of the benefit of living in Hong Kong | <ul style="list-style-type: none"> <li>- Discussion on attitudes towards the national anthem, national flag etc in PATHS lessons (<i>respect for country</i>)</li> <li>- Fund raising activity such as a Hunger Banquet to help people in need (<i>respect for country</i>)</li> <li>- cultural activity (<i>respect for other countries</i>)</li> <li>- Discussion on how to develop good habits for studying (<i>be a responsible learner</i>)</li> <li>- Discussion on school rules and regulations in PATHS lessons (be a responsible student)</li> <li>- News sharing in DEAR (<i>be a responsible citizen</i>)</li> <li>- Classroom cleanliness campaign ( <i>be a responsible student</i>)</li> <li>- Goal setting including individual and class (<i>pursue goals</i>)</li> <li>- Discussion on setting longer goals and how to pursue them in senior forms (<i>perseverance in pursuing goals</i>)</li> <li>- Sharing by alumni (<i>perseverance in pursuing goals</i>)</li> <li>- S4 camp (<i>perseverance in pursuing goals</i>)</li> <li>- Hunger Banquet (<i>appreciate the benefit of living in Hong Kong</i>)</li> <li>- Present to parents (Origami making) (<i>appreciation for parents</i>)</li> <li>- Letter to parents (<i>appreciation for parents</i>)</li> </ul> |                  |                       |            |                  | N/A                |

| Guidance & Counselling Team |  |  |                       |                  |  |                    |
|-----------------------------|--|--|-----------------------|------------------|--|--------------------|
| Target                      | Strategies / Tasks   | Success Criteria   | Methods of Evaluation | Time Scale       | People in charge                                     | Resources Required |
|                             | <p>2. Collaborate with other groups to plan and organize activities to promote moral and civic values. For example:</p> <ul style="list-style-type: none"> <li>- Friday Morning Assemblies and Drama Team: organized assembly together to promote G&amp;C activities such as S4 camp, Rainbow Leadership program, Peer counselor, sex education, cultural activity etc</li> <li>- Campus TV: Jointly organize a photography competition to arouse students' interest in caring more about Hong Kong</li> <li>- Social Science Department: Co-organize activities such as a Letter to the next Chief Executive, Hunger banquet, etc</li> <li>- HPE Department: Co-organize a charity rowing competition</li> <li>- DC Team: Work together on cases</li> <li>- Careers Team :Organize Friday afternoon lessons to assist senior form students to prepare for public examinations and future studies</li> <li>- CSS team: Co-organize Hunger banquet, game stall for the elderly etc</li> </ul> | 1. Collaborate with at least 4 departments/ teams in the school year | 1. Annual review      | Aug 11 – Jun 12  | Jenny Sit<br>Jeannie Lee                             | N/A                |
|                             | 3. Use the school website to promote moral and civic values by uploading articles and sharing  | 1. update the website at least once every month                      | 1. Record of update   | Sept 11 – Jun 12 | Jenny Sit<br>Jeannie Lee<br>Kenneth Lo<br>Kellie Lam | N/A                |



| Guidance & Counselling Team  |   |  |  |                  |   |                    |
|--|---|--|--|------------------|---|--------------------|
| Target   | Strategies / Tasks  | Success Criteria   | Methods of Evaluation                            | Time Scale       | People in charge                          | Resources Required |
| 5. To help parent better equipped with skills to help the growth of their children | 5. Organize workshop/talk for parents on parenting skills and understanding children's needs  | 4. At least 1 per the school year                                    | 4. Annual review                                 | Aug 11 – Jul 12  | Jenny Sit<br>Savan Fok<br>Eliza Chan      | N/A                |
|  | 6. Continue to publish a G&C newsletter to promote moral and civic values   | 1. At least 1 issue in each term                                     | 1. Record of the number of newsletters published | Aug 11 – Jun 12  | Jenny Sit<br>Margaret Chan<br>Jeannie Lee | N/A                |
|  | 7. Use the classroom bulletin board to promote moral and civic values   | 1. At least 5 times each term  | 1. Annual review                                 | Aug 11 – Jun 12  | Kellie Lam<br>Jeannie Lee                 | N/A                |
|  | 8. Organize competitions to promote moral and civic values<br>e.g. courtesy competition, variety show, letter to the next chief executive etc   | 1. At least one internal / external competition                      | 1. Annual review                                 | Sept 11 – Jun 12 | John Ko<br>Jojo Lee                       | N/A                |
|  | 9. Provide more briefings and guidelines for teachers to conduct discussion on moral issues with students<br><br>For example, provide teachers with sample lesson plan.<br><br>(SEC response to SSE report) | 1. 70% of the class teachers find the briefing and guidelines useful | 1. Annual survey                                 | Sept 11 – Jun 12 | Jenny Sit                                 | N/A                |

| <b>Guidance &amp; Counselling Team</b>   |  |   |                                     |                   |                                      |                           |
|--|--|---|-------------------------------------|-------------------|--------------------------------------|---------------------------|
| <b>Target</b>  | <b>Strategies / Tasks</b>  | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>        | <b>Time Scale</b> | <b>People in charge</b>              | <b>Resources Required</b> |
| 6. To help teachers better equipped to give moral education and deal with students' personal growth issues | 1. Provide teachers with materials about learning and behaviour problems which enhance teachers knowledge and skills on guidance and counselling | 1. Over 70% of the teachers find the materials useful   | 1. Annual questionnaire to teachers | Sept 11 – Jun 12  | Jenny Sit<br>Savan Fok               | N/A                       |
|  | 2. Strengthen the referral system by providing more feedback to referrers  | 2. Over 70% Teachers find the referral system useful and there is enough feedback from the Team | 2. Annual questionnaire to teachers | Sept 11 – Jul 12  | Jenny Sit<br>Savan Fok<br>Eliza Chan | N/A                       |
|  | 3. Provide training to members and other teachers  | 3. At least 1 training per each term  | 3. Annual review                    | Sept 11– Jul 12   | Jenny Sit<br>Savan Fok<br>Eliza Chan | N/A                       |

| ECA Team   |   |   |   |                     |                            |                                       |
|--|---|---|---|---------------------|----------------------------|---------------------------------------|
| Target   | Strategies / Tasks  | Success Criteria  | Methods of Evaluation                                   | Time Scale          | People in charge           | Resources Required                    |
| Appreciation of the benefits of living in Hong Kong  | To encourage teachers-in-charge to organize visits / excursions / outdoor activities to bring students to appreciate the benefits of living in Hong Kong  | At least 1 activity organized in a year   | Annual Plan   | October – June      | ECA teacher-in-charge      | ECA teacher-in-charge / the committee |
| Appreciation of nature   | To organize a photography competition named as “Hug nature --我愛香港之親親大自然” to encourage students to appreciate nature during the annual picnic  | Every class need to submit at least 3 pictures for the competition              | Photo competition                                       | November            | ECA team<br>Campus TV team |                                       |
|  | ECA activities will be organized for forms S1-S5 during the FA, post-exam periods aiming at helping students develop to appreciate the urban development / museums/ parks /etc.of HK                      | At least 1 activity for each form   | No. of activities organized                             | Sept-June           | ECA team                   |                                       |
| To help students to develop their interest and posses knowledge about their future paths through ECA | The forty-four ECA groups to provide ample opportunities for all students to arouse their interest and develop their perseverance in achieving longer term goals  | 50% students will participate in at least one ECA                               | Statistics on student participation will be studied     | October – June      | ECA teacher-in-charge      | ECA team                              |
|  |   | More than 50% of S4 & S5 students taking up at least one post of responsibility | ECA membership  |                     | ECA team                   |                                       |
|  | To organize an extension leadership programme to provide opportunities for the College’s leaders to meet the leaders from other schools in order to develop longer term goals of about their future paths | At least 1 meeting arranged   | Teachers’ survey<br>Feedback from the teacher-in-charge | November – December | ECA team                   | Other departments / teams<br>ECA team |

| ECA Team   |   |  |   |              |                                   |                    |
|--|---|--|---|--------------|-----------------------------------|--------------------|
| Target   | Strategies / Tasks  | Success Criteria   | Methods of Evaluation                             | Time Scale   | People in charge                  | Resources Required |
| To encourage the house members to actively take their responsibility as a “family member” of their house | Require all the houses must set up “form committees” as to collect opinions from house members;<br><br>to encourage house members to actively participate in all house activities | At least 1 form committee of each house of each form<br><br>The no. of participants increased by 10% | Teacher-in-charge of Houses<br><br>Committee List | October-June | House Supervisors<br><br>ECA team | N/A                |

| CSS Team  |   |   |   |                       |                          |  |
|---|---|---|---|-----------------------|--------------------------|--|
| Target  | Strategies / Tasks  | Success Criteria  | Methods of Evaluation   | Time Scale            | People in charge         | Resources Required   |
| Students to be able to demonstrate :<br><br>1. respect to society<br>2. responsibility as a citizen of Hong Kong  | 1. Organizing class-based or form-based community service for all students to meet their CSS or OLE requirements<br>1.1 Visiting single elderly homes (8 <sup>th</sup> June 2012, Friday Afternoon Activities)/ Parent-child flag selling day(24 <sup>th</sup> Sept 2011)<br>1.2 S2: PHAB Educational camps / Visiting single elderly homes(9 <sup>th</sup> Sept 2011, Friday Afternoon Activities)<br>1.3 S3: Flag selling activities / Educational talks<br>1.4 S4 Wetland park volunteer work (Environmental protection activities)<br>1.5 S5: Cleaning single elderly homes<br>1.6 S6: Charity walkathon / Visiting the single elderly homes / Oxfam International Educational Talk | ✧ At least once per each class/form<br><br>✧ At least 50% of our students achieve their CSS or OLE requirements (i.e. 15 service hours for S1-5 students; 10 service hours for S6 students)<br><br>✧ At least 50% of our students agree / strongly agree with the objectives achieved | Annual report<br><br>Annual report (Community Service Record)<br><br>Students' surveys<br><br>Attendance rate of the activities | Sept 11 – Jun 12      | All members              | School hall / Classroom/ Transportation/ Program materials |
| S1 students to be able to demonstrate:<br><br>1. responsibility to the class and school<br>2. respect to society<br>3. responsibility as a citizen of Hong Kong | 1. Organizing class-based cleaning Campaign for S1 students.<br><br>2. Organizing a Carol Singing Festival 2011   | ✧ At least 50% of our students agree / strongly agree with the objectives achieved<br><br>✧ 15 Student join the activities  | ✧ Assessed by teacher<br><br>✧ Students' surveys  | Sept 11<br><br>Dec 11 | TSE King<br><br>TSE King | N/A<br><br>N/A   |

| CSS Team   |  |   |  |                  |                  |   |
|--|--|---|--|------------------|------------------|---|
| Target   | Strategies / Tasks   | Success Criteria  | Methods of Evaluation  | Time Scale       | People in charge | Resources Required  |
| Students to be able to contribute to society.            | 1. Organizing various types of community service for all students to join e.g.<br>1.1 Flag selling activities<br>1.2 Paths Program<br>1.3 Visiting elderly / physically handicapped people's homes<br>1.4 Charity walkathons<br>1.5 Adventure-Ship Program for senior form students (serving mentally handicapped students)<br>1.6 ORBIS Pin Day<br>1.7 Dressed causal day<br>1.8 Visit to Ronald McDonald House<br>1.9 Community service programs organized by the YMCA   | ✧ At least once per each Term<br><br>✧ At least 50% of our students achieve their CSS or OLE requirements (i.e. 15 service hours for S1-5 students; 10 service hours for S6 students)<br><br>✧ At least 50% of our students agree / strongly agree with the objectives achieved | Annual report<br><br>Annual report (Community Service Record)<br><br>Students' surveys | Sept 11 – Jun 12 | All members      | School hall /<br><br>Classroom/<br><br>Transportation/<br><br>Program materials |
| Senior students to be able to contribute to the College. | 1. Organizing community service programs for S6 & S7 students after their public exams e.g.<br>1.1 Big Brothers Big Sisters Scheme (helping junior form students prepare for their final exams)  | ✧ At least once per year  | Annual report  | April 12– Jul 12 | Luke Wong        | N/A   |
|  | 1. Collaborating with other Departments / Functional teams to organize community service programs e.g.<br>1.1 LS Dept: Educational Talks<br>1.2 H.E. Dept: Making rice-dumplings for elderly people<br>1.3 Science Dept: Planting daffodils for elderly people<br>1.4 G&C Team: Posting students' reflections on the G&C newsletter / Leadership Training Program<br>1.5 Campus TV Team & Fri Morning Assembly Team: Promoting CSS activities<br>1.6 Music Dept : Carol Singing Festival 2011<br>1.7 D.C. Team: Smart Teen Program | ✧ At least once per term<br><br>✧ At least 50% of our teachers agree / strongly agree with the objectives achieved  | Annual report<br><br>Teachers' surveys   | Sept 11 – Jun 12 | All Members      | N/A   |

| CSS Team  |   |  |                       |                  |                  |                    |
|---|---|--|-----------------------|------------------|------------------|--------------------|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation | Time Scale       | People in charge | Resources Required |
| Students to be able to demonstrate :<br>responsibility as a Chinese citizen                   | 1. Organizing a voluntary service tour in mainland China during the summer vocation e.g.<br>1.1 Study tour co-organized with Hope Worldwide / Worldvision   | ✧ At least once per year   | Annual report         | Aug 12           | Tse King         | N/A                |
| Students to be able to demonstrate responsibility as a student and contribute to the College. | 1. Promoting in-school community service e.g.<br>1.1 Being Class Committee member, subject leaders, class monitors, prefects, librarians, etc<br>1.2 Helping on Sports Days, Parents' Day, S1 Admission Days, etc | ✧ At least 50% of our teachers agree / strongly agree with the objectives achieved | Students' surveys     | Sept 11 – Jun 12 | All members      | N/A                |

| Friday Morning Assembly  |  |   |   |            |                               |                    |
|--|--|---|---|------------|-------------------------------|--------------------|
| Target   | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale | People in charge              | Resources Required |
| <p>To cultivate students' intellectual interest and depth in moral and civic education, cross- cultural communication. And to develop a Moral and Civic identity by the reinforcement of whole school values: Respect, Responsibility, Perseverance, Appreciation</p> <p><i>in order to develop students moral and civic values especially their perseverance in achieving longer term goals &lt;Major Concern 1 (1.1-1.5) 2011-2012&gt;</i></p> | <p>1. To provide a chance of on-stage experience for students from different grades, types and capabilities.</p> <p>2. To advocate positive messages through diversified performance media such as video, music, drama, role-plays, dance, speech, debates, etc.</p> <p>3. To invite teachers and students to share their views and to demonstrate respect for wider society and the appreciation of nature.</p> | <p>Positive comments from staff survey and comments.</p> <p>Positive comments from students</p> | <p>Teachers' surveys and comments</p> <p>Students' comments</p> | Whole-year | Jeannie Chiu and team members | N/A                |



**Major Concern 2:**

To continue to introduce measures that encourages developments in Teaching and Learning, namely;

Reading

Writing

Critical thinking and Questioning

Time management

| English and French Department<br>(English)   |   |   |   |                 |                      |   |
|--|---|---|---|-----------------|----------------------|---|
| Target   | Strategies / Tasks  | Success Criteria  | Methods of Evaluation   | Time Scale      | People in charge     | Resources Required  |
| <p>Staff to attend workshops that will help them improve their teaching skills and keep abreast of the latest teaching trends.</p> <p>Reading<br/>Writing<br/>Critical thinking and Questioning<br/>Time management</p> <p>To help students acquire knowledge and skills that will help them cope with and do well in the NSS curriculum and HKAL.</p> | <p>Staff development<br/>Workshops conducted for the department</p>   | <p>One workshop conducted by the department and dissemination of information gleaned at workshops by department members.</p>  | <p>Number of workshops conducted by the department and for the department at school</p> <p>Teachers' survey results on workshops and seminars</p> | Sep 11 – Jul 12 | All English Teachers | EDB and other course providers like British Council, HKU, Poly U and CityU and independent course providers |
|  | <p>Continue to work on and strengthen the reading programme that was introduced last year as part of the curriculum to teach reading and develop critical thinking</p>  | <p>All classes have reading lessons and keep a record of their reading in a reading journal</p>                               | <p>Number of books read, marks and the quality of work</p>  | Sep 11 – Jul 12 | All English Teachers | Journal reading<br>Interactive Whiteboards  |
|  | <p>Continue to work on Process Writing to help develop writing skills and critical thinking skills. We want students to get into the habit of editing their work.</p> <p>Some writing tasks like survey reports and projects will be done to help students with IH and Liberal Studies.</p> | <p>Students get into the habit of process writing, editing and proofreading their own work – 2 essays per year, per class</p> | <p>Marks and the quality of work</p>  | Sep 11 – Jul 12 | All English Teachers | Resource Material for teaching writing<br>Interactive Whiteboards   |

| English and French Department<br>(English)  |  |   |   |   |  |  |
|---|--|---|---|---|--|--|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation                           | Time Scale                                    | People in charge   | Resources Required   |
| To help students acquire knowledge and skills that will help them cope with and do well in the NSS curriculum and HKAL. | <p>Cross-Curricular Projects: Students in all classes will work on projects to done in pairs or groups depending on the abilities and needs of the class. Topics for projects will be taken from the IH and Liberal Studies Curriculum.</p> <p>Process Writing and Projects will help students to reflect on their learning and their writing and make improvements.</p> | <p>Students complete the project within the stipulated time and paying attention to the following aspects:</p> <ul style="list-style-type: none"> <li>- Knowledge of subject matter</li> <li>- level of language</li> <li>- Variety of Content</li> <li>Presentation</li> </ul> | Marks, written feedback and the quality of work | Sep 11 – May 12                               | All English Teachers   | IH textbooks, Liberal Studies Notes, Internet and Library.   |
|   | <p>HKAL</p> <p>HKDSE</p>   | <p>100% pass rate<br/>30% - Grade C and above<br/>10%- Grade A</p> <p>100% pass rate<br/>30% - Grade 4 and above<br/>10%- Grade 5*</p>  | <p>HKAL Results</p> <p>HKDSE Results</p>        | <p>Sep 11 – Jul 12</p> <p>Sep 11 – Jul 12</p> | <p>S6 &amp; 7 English Teachers</p> <p>S4 – S6 English Teachers</p> | <p>Teaching strategies</p> <p>Feedback</p> <p>Extensive Reading</p> <p>Critical Thinking</p> <p>Exam Practice</p> <p>Application of Skills</p> |

| English and French Department<br>(French)                                       |  |  |   |                 |                  |                    |
|---|--|--|---|-----------------|------------------|--------------------|
| Target  | Strategies / Tasks   | Success Criteria   | Methods of Evaluation                           | Time Scale      | People in charge | Resources Required |
| Reading and Writing<br>Problem solving<br>Questioning skills<br>Time management | Continue to work on the reading programme to teach reading and develop critical thinking   | All classes keep a record of their reading in their reading journal.   | Number of material read and the quality of work | Sep 11 – Jul 12 | All Teachers     | N/A                |
|   | Continue to work on Process Writing to help develop writing skills and critical thinking skills. We want students to get into the habit of editing their work. | Students get into the habit of process writing, editing and proofreading their own work– 2 essays per year, per class. | Marks and the quality of work                   | Sep 11 – Jul 12 | All Teachers     | N/A                |

| Chinese and Chinese History Department<br>(Chinese) |   |  |  |            |                  |                    |
|---|---|--|--|------------|------------------|--------------------|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation                          | Time Scale | People in charge | Resources Required |
| 閱讀能力  | <p>重新釐定各級在閱讀的要求:</p> <ul style="list-style-type: none"> <li>▪ 為中一至中六級按能力差異編定各單元精讀及略讀教材及練習。</li> <li>▪ 維持在初中各級的單元測驗。統測時間改至45分鐘。此外，統測及考試適量地加入與課內文章有關的題目，分數比例為10%至20%不等。</li> </ul>  | <ul style="list-style-type: none"> <li>▪ 同學能掌握各種閱讀技巧及策略。</li> <li>▪ 學生閱讀、理解語體文及文言文的能力有所提高</li> </ul>   | <p>每級在各單元教學後進行小測，讓學生及老師及早發現能力稍遜的地方並作出補救工作。</p> | 9-6 月      | 科任教老師            | N/A                |
|   | <p>各級在每一單元內設計校本文化積累篇，旨在提升同學的古文閱讀量及文化素質:</p> <ul style="list-style-type: none"> <li>▪ 中一、中二詩歌及成語;</li> <li>▪ 中三詞曲、論語及時事評論;</li> <li>▪ 中四、中五詩、詞、曲、時事評論;</li> <li>▪ 中六及中七文化知識。</li> </ul> <p>中五、中六陸續展開兩及一個選修單元，詳細安排見教學流程。</p> <p>為加強初中及高中銜接，中三級能力較佳的組別會增加綜合能力訓練。</p> <p>為中一至中三學生訂講成語學習檔案，提升同學活用四字詞的能力。</p> | <ul style="list-style-type: none"> <li>▪ 學生對學習本科的興趣濃厚。</li> <li>▪ 學生多作課外閱讀，不只為考試而溫習。</li> <li>▪ 學生欣賞中國文化，增加詞彙量，並且減少寫錯別字。</li> <li>▪ 學生養成翻查工具書的習慣。</li> </ul> | <p>以平日的默書作考核。</p>                              | 9-6 月      | 科任教老師            | N/A                |

| Chinese and Chinese History Department<br>(Chinese) |   |  |  |            |                  |                           |
|---|---|--|--|------------|------------------|---------------------------|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation                          | Time Scale | People in charge | Resources Required        |
| 閱讀能力  | <p>通過課外閱讀計劃，培養學生閱讀習慣，提升閱讀質量與數量：</p> <ul style="list-style-type: none"> <li>▪ 指定閱讀書目：學生每一學期必須按老師指示完成與指定閱讀書目有關的閱讀活動。</li> <li>▪ 中文科閱讀紀錄冊：各級同學必須完成一本，並可推薦參加教協的普及閱讀獎勵計劃</li> </ul> <p>讀報：初中學生訂閱《校園中文》；高中學生訂閱《信報》。</p> | <ul style="list-style-type: none"> <li>▪ 學生在指定閱讀書目方面能達到校本要求。</li> <li>▪ 初中學生必須完成十本或以上的自選讀物。十四本以上的同學會獲發書券及獎狀作獎勵。高中學生三年內必須完成二十本或以上的指定、推薦及自選讀物。建議完成二十三本的學生獲銅獎、二十五本銀獎、二十七本金獎。</li> <li>▪ 高中學生三年內完成一次口頭閱讀滙報作校本評核分數(SBA)。</li> </ul> | <p>學生個別表現成績滙報。</p> <p>各級整體表現。</p> <p>問卷調查。</p> | 9-6 月      | 初中、高中級統籌         | 書券<br>中一至中六每級 500, 共 3000 |

| Chinese and Chinese History Department<br>(Chinese) |  |  |   |            |                  |                    |
|---|--|--|---|------------|------------------|--------------------|
| Target  | Strategies / Tasks   | Success Criteria   | Methods of Evaluation   | Time Scale | People in charge | Resources Required |
| 寫作能力  | <p>重新釐定各級在寫作的要求:</p> <ul style="list-style-type: none"> <li>▪ 各級老師擬寫每次寫作練習的指導大綱，利用多媒體教材或工作紙等，加強寫作前指導，著力培訓學生審題及扣題的能力。</li> <li>▪ 各級老師定期為平日作文及作文考試卷召開評分會議(全年兩次)，旨在加強老師之間的交流，謀取共識，提高教學效能。</li> <li>▪ 各級實用文寫作練習須附評分參考，並著重內容鋪陳及格式訓練，批改時要就錯誤格式及內容扣分。初中考試時間增至75分鐘。</li> <li>▪ 推動學生互評寫作練習，互相砥礪，互相欣賞。</li> <li>▪ 每學期進行一次片段寫作，以提升學生寫作的信心。</li> <li>▪ 針對文化科的要求，盡量配合學校活動、社會時事，安排相關的實用文類寫作，以收實踐之效。</li> <li>▪ 邀請作家舉辦「寫作班」。</li> <li>▪ 鼓勵學生參加寫作講座及徵文比賽。</li> </ul> | <ul style="list-style-type: none"> <li>▪ 學生樂意創作，享受創作的過程。</li> <li>▪ 學生能小心審題，作品內容充實、結構嚴謹。</li> <li>▪ 學生能掌握各類應用文的格式。</li> <li>▪ 學生踴躍參加「寫作班」。</li> <li>▪ 學生主動投稿。</li> </ul> | <p>學生寫作表現</p> <p>教師觀察及檢討</p> <p>學生參與人數</p> <p>學生工作坊表現</p> <p>學生獲獎情況</p> | 9-6 月      | 級聯絡人統籌+<br>科任教老師 | N/A                |

| Chinese and Chinese History Department<br>(CSL & Chinese History) |   |  |   |            |                  |                    |
|---|---|--|---|------------|------------------|--------------------|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation   | Time Scale | People in charge | Resources Required |
| CSL   | <p>中文為第二語言的課程(CSL)</p> <p>培養學以中文為第二語言的課程生的語言交際能力為目的，配合公開考試的需要，全面提高學生的聽說讀寫能力。</p> <p>中一：強調學生對漢語基本知識的認識（語音、漢字），進行簡單漢語的對話和寫作。多採用語音漢字的互動遊戲和簡單的聽說讀唱。</p> <p>中二：在原有語言知識的基礎上，進行拓展性的語言結構訓練。多採用角色扮演，看圖說話和短文寫作。</p> <p>中三：以考試為導向，圍繞六大語言主題，進行聽說讀寫練習。在教科書的基礎上，設計相關的工作紙，加入中國文化元素。</p> <p>配合課程需要，從內地訂購合適課本，並加以剪裁，配合趣味及生活經驗施教。</p> | <ul style="list-style-type: none"> <li>▪ 學生享受課堂。</li> <li>▪ 學生能以中文創作，作品內容充實、條理清晰。</li> <li>▪ 學生能運用相關的語言知識回答問題並提出自己的見解。</li> <li>▪ 學生通過漢語學習，增進對中國文化人情的了解</li> </ul> | <ul style="list-style-type: none"> <li>▪ 學生在平日測驗、統測及考試題目的表現。</li> <li>▪ 教師觀察及檢討。</li> </ul> | 9-6 月      | 韓老師及嚴老師          | N/A                |
| 中國歷史  | <p>本學年中一至中三安排了兩本指定閱讀&lt;&lt;中國歷史講堂&gt;&gt;，以加強學生對中國歷史部份的認識。此外，中史科亦與中文科合作，安排了中四級全級購買指定閱讀&lt;&lt;鴻&gt;&gt;作為跨學科的閱讀計劃。今年本科亦計劃與中文科安排學生於早會進行閱讀分享活動，作全校性推廣。</p>   | <ul style="list-style-type: none"> <li>▪ 學生積極投入參與中文跨科語文活動。</li> <li>▪ 學生在指定閱讀書目方面能達到要求。</li> <li>▪ 同學能從多角度思考、分析問題，培訓批判思維能力。</li> </ul>                             | <ul style="list-style-type: none"> <li>▪ 學生在活動中的表現。</li> <li>▪ 教師觀察及檢討</li> </ul>           | 9-6 月      | 科任教老師            | N/A                |



| Mathematics Department   |  |  |   |                 |   |   |
|--|--|--|---|-----------------|---|---|
| Target   | Strategies / Tasks   | Success Criteria   | Methods of Evaluation   | Time Scale      | People in charge                          | Resources Required  |
| More training is given to different level students to practise more HKDSE questions.   | Ask capable senior students to set challenging questions for other classes to try <i>[SLM2-critical thinking, writing skills]</i><br><br>Train students to write challenging questions and let the other students of the same form to practise the questions as exercise.      | At least 20 questions set in the year.                               | Save the questions into the server.<br>Feedback from teachers.                                | Sep 11 – Jun 12 | Senior teachers                           | N/A   |
| More able students are given chances to participate more in competitions and to further develop their mathematics knowledge. | Holding an enrichment program for S1- S6 high-achievers. Students attend regular meetings to learn enrichment topics at a regular basis, separated into junior and senior groups.  | At least 80% attendance record                                       | Record the date and the attendance of meetings.   | Sep 11 – Aug 12 | Mr. Francis Lo and Dr. Lo                 | Reference books \$2000  |
|  | Participation in Mathematics Contests <i>[SLM3-participation in competition]</i><br>Students participate in various external competitions. Teaching assistant will lead students to competitions.  | Participate in at least 9 competitions as a school base in the year. | Record the date of the competitions.<br>Record the names of the participants and the results. | Sep 11 – Aug 12 | Mr. Francis Lo and the teaching assistant | Competition Fees \$9000<br>Transportation Fees \$1000<br>Past Competition Papers \$3000 |
|  | Employ external tutors to hold enrichment programs<br>Students attend regular meetings to learn enrichment topics at a regular basis.  | At least 80% attendance record                                       | Record the date and the attendance of meetings.   | Sep 11 – Aug 12 | Mr. Francis Lo                            | Subsidy for students \$40000  |
|  | Post the monthly bulletin “Excalibur” and the mathematics calendar produced by the Hong Kong Polytechnic University onto bulletin boards <i>[SLM2 - reading skills]</i><br>Post the “Excalibur” and the calendar onto the bulletin boards regularly to arouse their interests. | Post the bulletin onto the board at least twice a year.              | Record the number of times per year.  | Sep 11 – Jun 12 | Mr Francis Lo and panel members           | N/A   |

| Mathematics Department   |  |   |   |                 |                                      |   |
|--|--|---|---|-----------------|--------------------------------------|---|
| Target   | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale      | People in charge                     | Resources Required                        |
| More able students are given chances to participate more in competitions and to further develop their mathematics knowledge. | Display challenging questions and posters onto movable boards regularly <i>[SLM2-critical thinking]</i><br><br>Reserve a movable board for posting challenging questions for students to try and releasing results of competitions. Teaching assistant will help in designing the board. | Update the movable board at least twice a month.  | Save the winning list, questions and answers in the server.   | Sep 11 – Jun 12 | Panel members and teaching assistant | Small gifts for students as encouragement |
|  | Encourage students to join summer programmes offered by tertiary institutes <i>[SLM1-goal setting]</i><br><br>Put up the poster and encourage capable students to join summer enrichment programmes.   | Introduce at least one programme in the year.   | Record the date of the enrichment programme.  | Sep 11 – Jun 12 | Panel members                        | N/A                                       |
| Help students in building up their reading, writing, time-management, critical thinking and self-learning skills.            | Do articles/newspaper cutting in S4 <i>[SLM2-reading and writing]</i><br>S4 Students present a mathematics-related article or newspaper cutting and pose a question to their classmates.   | At least one presentation per class in the year.<br>At least 80% student completion rate. | Save the good pieces into the server.   | Sep 11 – Jun 12 | S4 teachers                          | N/A                                       |
|  | Introduce books to students <i>[SLM2-reading skills]</i><br>Teachers introduce recreational mathematics books to students in class by making use the new booklist in the library.  | At least one book in the year.  | Record the date of introduction.<br>Save the record in the corresponding file in the administration folder. | Sep 11 – Jun 12 | Panel members                        | N/A                                       |
|  | Design mathematics activities focused on problem solving and critical thinking skills for students <i>[SLM2-critical thinking]</i><br>Teachers design some problem solving and critical thinking activities.   | At least one activity in the year.  | Record the date of activity.<br>Save the record in the server.  | Sep 11 – Jun 12 | Panel members                        | N/A                                       |

| Mathematics Department  |  |   |   |                 |                                      |                    |
|---|--|---|---|-----------------|--------------------------------------|--------------------|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale      | People in charge                     | Resources Required |
| Help students in building up their reading, writing, time-management, critical thinking and self-learning skills. | Incorporate HKEAA marking criteria in marking tests and examinations for students<br>Teachers mark tests and examination papers following the standard of the HKEAA.   | A standard marking is compromised through marker's meeting of the same form.        | Collection of examination scanned scripts.<br>Feedback from teachers and students during the debriefing sessions. | Sep 11 – Jul 12 | Panel members                        | N/A                |
|   | Establish a buddy system in classes<br>Encourage a buddy system and group work in class.<br>[SLM2-learning techniques]   | Group work is done in some lessons whenever appropriate.                            | Lesson observation record.  | Sep 11 – Jun 12 | Panel members                        | N/A                |
|   | Administer chapter reviews within class time.<br>[SLM2-student time management]<br>Teachers ask students to do chapter reviews in a double lesson while adjusting the level of difficulty to encourage self-learning and to train their time-management skills.  | At least 75% completion rate of chapter review at the end of the first school term. | Record the mark of major assignments.<br>Feedback from teachers.  | Sep 11 – Jun 12 | S1-3 teachers                        | N/A                |
|   | Work on a self-learning cross-departmental project related to nature for junior students<br>[SLM1-appreciation of nature, SLM2-self learning]<br>We work with the Visual Art Department. Students work on a project on a self-studied topic related to the nature. Teaching assistant will help in the design of the project work. | At least 80% student completion rate.   | Record the date and the mark of the project.  | Sep 11 – Jun 12 | S1-3 teachers and teaching assistant | N/A                |

| Mathematics Department  |  |   |   |                 |                                      |                    |
|---|--|---|---|-----------------|--------------------------------------|--------------------|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale      | People in charge                     | Resources Required |
| Help students in building up their reading, writing, time-management, critical thinking and self-learning skills. | Create a question bank of explanatory questions that require critical thinking skills [SLM2-critical thinking]<br><br>Upon creation of the question bank with the help of the teaching assistant, teachers can make use of the questions to train students' critical thinking skills in class.                       | The question bank is typed up in the first term.  | Save the question bank into the server. Feedback from teachers.     | Sep 11 – Jun 12 | Panel members and teaching assistant | N/A                |
|   | Set open-ended questions in junior form examinations and in class [SLM2-critical thinking]<br><br>Teachers hold meetings to set open-ended questions to be used in class and in examinations to train students' critical thinking skills. Teaching assistant help to update the question bank.                       | Junior form teachers hold at least one form meeting in each term. Update the question bank in the server. | Record the date of the form meeting. Feedback from teachers.        | Sep 11 – Aug 12 | Panel members and teaching assistant | N/A                |
|   | Generate a commonly-used word list for S1-S6 students [SLM2-reading and writing]<br><br>A word list is to be generated for S1 to S6 students to know common mathematics language and the common question tags at the beginning of September to be kept nicely in the folder with the help of the teaching assistant. | A list is generated in September.   | Save the list in the administrative folder. Feedback from teachers. | Sep 11          | Panel members and teaching assistant | N/A                |

| Mathematics Department  |  |                              |   |                 |                  |   |
|---|--|------------------------------|---|-----------------|------------------|---|
| Target  | Strategies / Tasks   | Success Criteria             | Methods of Evaluation   | Time Scale      | People in charge | Resources Required                        |
| Help students in building up their reading, writing, time-management, critical thinking and self-learning skills. | Encourage S5 and S6 students to try the challenging questions set by other classes <i>[SLM2-critical thinking and learning]</i><br><br>Teachers encourage students to try out the challenging questions set by other students to train their problem solving and critical thinking skills. | At least once in the year.   | Feedback from teachers.<br>Save the scanned sample questions into the department drive. | Sep 11 – Jun 12 | S5-6 teachers    | Small gifts for students as encouragement |
|   | Encourage students to learn by themselves in the mathematics and science self-learning zone<br><br>Introducing mathematicians, books and putting self-learning problem sets for students to learn.<br><i>[SLM2-critical thinking and learning, reading and writing]</i>                    | At least 1 session per term. | Record the date of the self-learning session.   | Sep 11 – Jun 12 | Panel members    | N/A                                       |

| Social Science Department   |  |  |  |                 |                             |                                       |
|---|--|--|--|-----------------|-----------------------------|---------------------------------------|
| Target  | Strategies / Tasks   | Success Criteria   | Methods of Evaluation  | Time Scale      | People in charge            | Resources Required                    |
| Reading<br>Writing<br>Critical thinking and Questioning<br>Time management<br><br>To help students acquire knowledge and skills that will help them cope with and do well in the NSS curriculum and HKAL. | To organize different programs for students to improve reading and writing skills such as<br>Workshops for S5 students to improve their answering skills in the LS exam<br>Workshops for S4 students in reading and writing for LS.<br>A reading scheme in S4 & 5 BAFS   | At least once per year<br><br>For the BAFS reading scheme: each student should read at least 1 book and 5 subject related articles and write reflections thereupon<br><br>At least 70% of students agree with the objective achieved | Record the dates of the workshops<br><br>Students' survey                        | Nov 11 – May 12 | S4 & 5 LS and BAFS teachers | Subsidies for students: \$24000       |
|   | To arrange different SBA trial tasks (for S4 subjects) to develop students' learning skills<br>Self-learning skills and critical thinking: a LS IES trial project – Consumer Culture Study Award<br>Reading and writing skills: news commentaries (Econ), field trip reports (Geog)<br>Questioning skills: Q & A sessions after oral presentations | At least once per S4 subject per year  | Lesson observations<br><br>Homework inspections                                  | Sep 11 – May 12 | S4 subject teachers         | N/A                                   |
|   | To require students to form study groups in class and make study plans in order to improve their time management and self-learning skills  | Study groups are formed in each class  | Teachers' feedback   | Sep 11          | Panel members               | N/A                                   |
|   | To introduce subject-based reference books to students and put them in the library for students to borrow in order to promote reading habits   | At least one book per panel member   | Record the dates of introduction<br><br>Recommended books are put in the library | Sep 11 – Jun 12 | Panel members               | Reference books for students (\$1600) |

| Social Science Department   |  |   |  |                 |   |  |
|---|--|---|--|-----------------|---|--|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation                          | Time Scale      | People in charge                        | Resources Required   |
| Reading<br>Writing<br>Critical thinking and Questioning<br>Time management  | To develop senior form subject SBA corners (providing learning materials) in the library for students' self learning   | Completion of the SBA corners in library  | Library stock check                            | Sep 11 – Aug 12 | HoDs                                    | Library  |
|   | To conduct students' peer marking in senior form subjects to improve their self-learning skills  | At least once per senior form subject per year  | Homework inspections<br>Teachers' feedback     | Sep 11 – May 12 | Senior form teachers                    | N/A  |
| To help students acquire knowledge and skills that will help them cope with and do well in the NSS curriculum and HKAL. | To better establish department resources for teachers' reference in order to enhance teaching and learning such as<br>Reference books<br>Newspapers (MingPao, SCMP, HKET)<br>DVDs / VCDs (movies & documentaries<br>Internet learning materials (Wiseneews, Wiseneews<br>Multimedia Research Database)<br>Organizing department server | Resources are well-organized and kept in the department bookshelves<br><br>Department server is well-organized and convenient for members to use<br><br>At least 70% of members agree with the objective achieved | Department stock check<br><br>Teachers' survey | Sep 11 – Aug 12 | Panel members<br><br>Teaching assistant | Teachers' reference nooks (\$2000)<br><br>Teaching materials e.g. newspapers (\$2400)<br><br>Wiseneews Multimedia Research Database (\$1500) |
|   | To better utilize the common free periods (IH & LS) in order to enhance teaching and learning  | At least 3 form-level meetings per subject per term   | Teachers feedback                              | Sep 11 – Jun 12 | Panel members                           | N/A  |

| Science & ICT Department  |   |  |  |                 |                   |     |      |     |     |   |
|---|---|--|--|-----------------|-------------------|-----|------|-----|-----|---|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation  | Time Scale      | Subject Concerned |     |      |     |     | Resources Required                                    |
|   |   |  |  |                 | IS                | Phy | Chem | Bio | ICT |   |
| To enhance students' ability in reading and writing through lessons, homework and activities. | Providing news reports, newspaper articles or documentaries during lessons and in homework to help students to improve their reading and writing skills.                      | For S1 and S2, at least 4 passages are given as homework.<br>For S3, at least 1 passages / experimental procedures are given as homework in Phy, Chem and Bio respectively.  | Number of pieces of passages / experimental procedure given. | Sep 11 – Jun 12 | ✓                 | ✓   | ✓    | ✓   |     | Collecting newspaper by TA                            |
|   | Requiring students to look for a science current issues / newspaper articles and to write reflections about the issues.   | For S1 and S2, at least 2 pieces of reflection are done each term.   | Number of reflection done.                                   | Sep 11 – Jun 12 | ✓                 |     |      |     |     | N/A   |
| To create platforms for students to develop their self-learning skills in science.            | Setting up Science Self-learning Zone for students to develop greater self-reliance in learning science through building models or doing simple experiments during lunchtime. | Over 70% students found the activities interesting and motivate them to learn science.   | Evaluation form  | Oct 11 – Jun 12 | ✓                 | ✓   | ✓    | ✓   | ✓   | Science Student Committee, TA, Student Questionnaires |
| To enhance teachers' skills in questioning through professional sharing.                      | Through bi-weekly meetings and peer-lesson observation, teachers are sharing their teaching skills and improving their teaching effectiveness and efficiency.                 | More than 80% peer-lessons observed have achieved the following goals:<br>posing questions effectively<br>leading students to think widely and deeply<br>constructing questions in a logical sequence<br>provoking students' thinking and facilitating discussions | Peer-lesson observation forms                                | Nov 11 – Jun 12 | ✓                 | ✓   | ✓    | ✓   | ✓   | Peer-lesson observation forms                         |



| Visual Arts Subject  |   |   |  |   |   |                       |
|--|---|---|--|---|---|-----------------------|
| Target   | Strategies / Tasks  | Success Criteria  | Methods of Evaluation  | Time Scale                                    | People in charge  | Resources Required    |
| <p>To emphasize on writing and creativity in making portfolio work</p> <p>To encourage self-learning through researching in different topics</p> | <p>Strengthen S1-S3 students in building up portfolios</p> <p>S1-S3: S1 &amp; S3 students need to make use of the new sketch books (portable size) and build up portfolios (doing research, sketch and idea development) in lessons and at home. S2 students make use of the old sketch books (as there are hundreds of old sketch books in the college). The requirement for S3 students should be higher.</p> <p>S4-S6: students have to do portfolios which can fit the requirements of the HKEAA as it consists of 20% of total marks</p> | <p>80% of S1-S3 students can pass in the VA portfolio component</p> <p>90% of S4-S6 students can pass in the VA portfolio component</p> <p>Teachers attend seminars and get updated information and samples for students</p> <p>Notes to students</p> | <p>Mark sheets</p> <p>Observation of students' performance</p> <p>Teachers attend at least 3 seminars related to Visual Arts</p> <p>Teachers make detailed notes to students</p> | <p>Sep 11 – Jun 12</p> <p>Sep 11 – Jun 12</p> | <p>Jenny Lai</p> <p>Hazel Ng</p> <p>Jenny Lai</p> <p>Hazel Ng</p> | <p>N/A</p> <p>N/A</p> |

| Home Economics & Life Education Subjects   |  |  |  |                 |                         |                    |
|--|--|--|--|-----------------|-------------------------|--------------------|
| Target   | Strategies / Tasks   | Success Criteria   | Methods of Evaluation                              | Time Scale      | People in charge        | Resources Required |
| To continue to introduce measures that encourages developments in teaching and learning. | To attend seminars or workshops to enrich their knowledge in the subject curriculum<br>E.g. EDB<br>Towngas   | At least once per year   | Record the dates of seminars or workshops attended | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |
|  | Help students to develop reading and writing skills<br>Students need to collect different sources of information e.g. newspapers, leaflets and websites to work on their project<br>Students need to write a reflection after they have finished their project   | At least one project or written report per year                      | Project or written report submitted                | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |
|  | Help students to develop time management skills<br>Students need to prepare a working schedule for their project<br>Students need to manage their progress and report to their teachers in lessons   | At least one article per term  | Project, written report or article submitted       | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |
|  | Help students to develop problem solving skills<br>When students have questions, teachers guide students to solve the problems themselves  | 80% students can solve the problems they face in their daily lessons | Lesson observation<br>Teachers observation         | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |
|  | Train students to elaborate and write more in answering questions in Life Education lessons in order to construct the basic answering skills in Liberal Studies.<br>In life education lessons, teacher and students have discussion on several questions. Then students need to answer the questions with elaboration and explanation, which are same as Liberal Studies answering skills. | At least one exercise per one topic                                  | Homework inspection                                | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |

| <b>Music Subject</b>                                    |  |   |   |                   |                         |  |
|---|--|---|---|-------------------|-------------------------|--|
| <b>Target</b>   | <b>Strategies / Tasks</b>  | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>            | <b>Time Scale</b> | <b>People in charge</b> | <b>Resources Required</b>  |
| To promote reading and writing concern music literature | Bonus Marks will be offered to students who attend any kinds of art performance and write a 150 word concert report.                           | At least 50 students attend concerts outside college and submit their concert report.                     | Record no. of student's concert report. | Sep 11 – Jul 12   | Music teacher           | Promotion of free concert/ performance. Arrange a workshop for them. |
|   | Student's will be assigned at least one music reading assignment to develop a reading habit. A report/ presentation should be made afterwards. | Students are expected to finish reading at least one item of music literature and write a reading report. | Reading report / presentation.          | Sep 11 – Jul 12   | Music Teacher           | A lot of music books and literature from the library.                |

| Guidance & Counselling Team                |   |  |                                |                  |  |   |
|--|---|--|--------------------------------|------------------|--|---|
| Target                                     | Strategies / Tasks  | Success Criteria   | Methods of Evaluation          | Time Scale       | People in charge   | Resources Required  |
| To help students enhance their self-esteem | 1. To improve students' relationships with others, namely peers, teachers, and family members which affects ones' self esteem via activities. For example<br>a. programs to enhances sense of belonging to the school and class such as S1 Orientation, S4 Orientation, S4 Camp, S1 & S2 interclass competition, Variety Show etc ( <i>to enhance sense of affiliation</i> ) (SEC response to SSE report) <ul style="list-style-type: none"> <li>- Through activities students learn to understand themselves, find out their strengths and accept and appreciate themselves (<i>to enhance general self</i>)</li> <li>- Through group activities to enhance students' peer relationship by improving their interpersonal communication relationship with others and awareness to appreciate others (<i>to enhance sense of affiliation</i>)</li> </ul> | 1. Over 60% of the participants show positive feedback in questionnaire or reflection. | 1. Questionnaire or reflection | Sept 11 – Jun 12 | Jenny Sit<br>Jeannie Lee<br>John Ko<br>Jojo Lee<br>Dr. Lo<br>Kenneth Lo<br>Margaret Chan<br>Kellie Lam | <b>To help students enhance their self-esteem</b><br><br>(School Major Concern 2) |
|  | b. Programs to enhance relationships with parents ( <i>to enhance sense of security</i> ) <ul style="list-style-type: none"> <li>- Through discussion on communication with parents, help students to build up stronger bonding with their family</li> <li>- Organize parent seminars to improve parents' parenting skill and understanding of their children's needs</li> </ul> c. Leadership program such as S4 Leadership In Action ( <i>to enhance sense of ability</i> )   |  | 2. Annual review               | Feb 12 – Jun 12  | Jenny Sit<br>Savan Fok   |   |

| Guidance & Counselling Team |   |  |                             |                 |                  |                    |
|-----------------------------|---|--|-----------------------------|-----------------|------------------|--------------------|
| Target                      | Strategies / Tasks  | Success Criteria                       | Methods of Evaluation       | Time Scale      | People in charge | Resources Required |
|                             | 2. Follow up the results from APASO with other teams. (SEC response to SSE report) <ul style="list-style-type: none"> <li>(a) After APASO, have a meeting with the DP and heads of relevant teams/departments to analyze the results.</li> <li>(b) Conduct an in-depth survey for items to which attention is drawn</li> <li>(c) Plan intervening or preventive actions</li> </ul> 3. Use the team's website to communicate with students to solve their problems | At lease one follow up action is taken | 1. Record of follow up work | Aug 11 – Jun 12 | Jenny Sit        | N/A                |

**Major Concern 3:**

To focus upon areas aimed at student development, namely;

Student self-management

Student self-esteem

Student goal setting and self improvement

Student communication

Student participation in external competitions

| English and French Department<br>(English)  |   |  |  |                 |                      |   |
|---|---|--|--|-----------------|----------------------|---|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation  | Time Scale      | People in charge     | Resources Required  |
| Student self-management<br>Student self-esteem<br>Student goal setting and self improvement<br>Student communication<br>Student participation in external competitions to help in students' whole-person development and for them to be better prepared for the HKDSE and HKAL. | Inter-Class Drama Competition for S3-S5 classes.<br><br>Students will be encouraged to take up leadership roles to help facilitate the smooth process of putting together drama productions.  | Aspects of drama like script, props, backstage, music, lighting and costumes.<br><br>Class cooperation<br><br>Students taking on responsibilities and carrying out their duties effectively<br><br>Quality of productions. | Results of competitions and feedback from teachers<br><br>Teachers' feedback<br><br>Feedback from teachers<br><br>Marks and results of the productions | Sep 11 – Jun 12 | All English Teachers | Internet, Library, materials provided by teachers, television studios, etc.   |
|   | Encourage student participation in Short Story Competitions, Poetry Competitions and Public Speaking Competitions.<br><br>Encourage the stronger students to take on the responsibility of helping the weaker or less confident students. | Number of entries.   | Rate of participation<br><br>Results of competitions   | Sep 11 – Jun 12 | All English Teachers | Standard Chartered Bank<br>British Council<br>Scholar EDB<br>HK Federation of Youth Groups, Schools and other Educational Organizations |

| English and French Department<br>(French)   |  |   |   |                                   |                          |  |
|---|--|---|---|-----------------------------------|--------------------------|--|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale                        | People in charge         | Resources Required   |
| Student reflection<br>Student goal setting and self-management<br>Student communication | Whole-school activities <ul style="list-style-type: none"> <li>Department Day</li> <li>French Speech Festival</li> </ul>   | 40% student participation in preparation work for the French Day<br>20% student participation on Department Day<br>10% of French students participate | Number of student Participants in preparation work and on the day<br>Number of student Participants | Feb 11 – Apr 12<br>Sep 11 – Nov12 | All Teachers             | Appropriate material<br><br>Speech Festival Syllabus and texts and poems |
| Student participation in external competitions  | Workshops and cultural activities <ul style="list-style-type: none"> <li>Workshops (drama, song or poetry)</li> <li>Cultural visits</li> <li>Pen-friend programme</li> </ul> | 10% student participation<br>30% student participation, depending on opportunities<br>50% student participation                                       | Number of student Participants<br>Number of student Participants<br>Number of student Participants  | Sep 11 – Jul 12                   | All Teachers             | HK Association of French Teachers<br><br>French May programmes Venues    |
|   | External Competitions <ul style="list-style-type: none"> <li>Competiton d'Ecriture</li> <li>Des Mots pour Voir</li> </ul>  | 100% student participation for S3 100% student participation for S4   | Number of student Participants<br>Number of student Participants                                    | Oct 11 – May 12                   | S3 Teacher<br>S4 Teacher | Competition Entry Forms<br>Competition Rules                             |
|   | Student Communication<br>Discussion forum among students   | Get some students in S4 and S5 involved in sharing to lower forms   | Students' feedback  | Oct 11 – May 12                   | All Teachers             | N/A  |
|   | Students are encouraged to make and review medium-term academic goals  | After the exams, students are encouraged to write 3 academic goals for the term and review them at the beginning of the next term.                    | Feedback from students  | Sep 11 – Jun 12                   | All Teachers             | N/A  |



| Chinese and Chinese History Department |  |                  |                       |            |                  |                    |
|--|--|------------------|-----------------------|------------|------------------|--------------------|
| Target                                 | Strategies / Tasks   | Success Criteria | Methods of Evaluation | Time Scale | People in charge | Resources Required |
| 鼓勵學生參加寫作及與說話能力相關的比賽                    | 鼓勵學生參加徵文比賽。<br>鼓勵學生參加校內外與說話能力相關的活動，如朗誦節、演講比賽、辯論比賽等。另鼓勵中六、中七同學參加「全港口語溝通大賽」，藉以提升同學的自信心和說話能力。 | 學生參加比賽的人數及獲獎情況   | 學生在活動中的表現。<br>教師觀察及檢討 | 9-6 月      | 科任教老師            | N/A                |

| Mathematics Department  |  |  |  |                 |                   |                    |
|---|--|--|--|-----------------|-------------------|--------------------|
| Target  | Strategies / Tasks   | Success Criteria   | Methods of Evaluation                                    | Time Scale      | People in charge  | Resources Required |
| More training is given to different level students to practise more HKDSE questions.                              | Introduce external seminars and workshops to students [SLM1-goal setting]<br><br>Encourage students to attend seminars and workshops held by the EDB, the publishers or tertiary institutes.   | Introduce at least two seminars or workshops in the year.  | Record the date of seminar or workshop.                  | Sep 11 – Aug 12 | Panel members     | N/A                |
|   | Hold lunchtime MTR for junior form students before UT's and examinations [SLM3-student leadership]<br><br>Ask senior students to help junior students during lunchtime MTR sessions before UT's and examinations.  | At least one lunch MTR held per term.  | Record the date of the lunch MTR held on the log book.   | Sep 11 – Jun 12 | Panel members     | N/A                |
|   | Ask capable senior students to give gifted education training to primary students at the Yau Ma Tei Catholic Primary School<br><br>Train primary students in problem solving skills for joining a problem solving competition.   | At least one sharing session.  | Record the date of the sharing session.                  | Sep 11 – Jun 12 | Dr. Lo and Salina | N/A                |
| Help students in building up their reading, writing, time-management, critical thinking and self-learning skills. | Ask pre-S1 students to finish an assignment before school starts and using the first teaching week of school to do foundation work with S1 students [SLM3-self-management]<br><br>Pre-S1 students will be asked to submit a summer bridging exercise to teachers when school starts. Teachers will use the first teaching week of school to refresh some fundamental knowledge with S1 students and a test on those fundamental knowledge will be administered afterwards. | Collection of bridging exercise from students in September.<br>At least 80% students pass the test after the refreshment week. | Feedback from teachers.<br>Record the marks of the test. | Sep 11          | S1 teachers       | N/A                |

| Mathematics Department  |  |   |  |                 |                               |                    |
|---|--|---|--|-----------------|-------------------------------|--------------------|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation  | Time Scale      | People in charge              | Resources Required |
| Help students in building up their reading, writing, time-management, critical thinking and self-learning skills. | Ask S4 students to finish any remaining TSA exercises before school starts [SLM3-self-management]<br><br>S4 students will be asked to submit TSA exercises to teachers when school starts.   | Collection of TSA exercise from students in September.<br>100% submission rate within the first two weeks of September. | Feedback from teachers.  | Sep 11          | S4 teachers                   | N/A                |
|   | Set long-term goals with S3 students [SLM1-goal setting]<br><br>To cooperate with the AA Team or the Career Team to invite alumni or professionals to give talks to students and let students know the math-related programmes offered by universities and their requirements. | At least one sharing session in the year.   | Record the date of the sharing session.                            | Sep 11 – Aug 12 | Panel members and other teams | N/A                |
|   | Recruit S4-S5 students to lead junior students in lunchtime sessions MTR before UT and examinations<br><br>Invite S4-5 students to help junior students during lunch MTR to train their leadership skills. [SLM3-student leadership]   | Recruit at least 5 senior students in the year.   | Feedback from teachers.<br>Record the OLE hours for those leaders. | Sep 11 – Jun 12 | Panel members                 | N/A                |

| Social Science Department   |   |  |  |                 |                  |                      |
|---|---|--|--|-----------------|------------------|----------------------|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation  | Time Scale      | People in charge | Resources Required   |
| Student self-management<br>Student self-esteem<br>Student goal setting and self improvement<br>Student communication<br>Student participation in external competitions to help in students' whole-person development and for them to be better prepared for the HKDSE and HKAL. | To require students to participate in more internal and external competitions to build their self-esteem and creativity such as<br>The Consumer Culture Study Award (S2 & 4)<br>An Investment competition by Citibank & HKET (S4 & 5 Econ)<br>Economics Cup by CUHK & HKET (S4 & 5 Econ)<br>Junior Achievement competitions (S5 BAFS)<br>Quiz competitions about the Chinese Revolution (S4 & 5) in cooperation with the Chi Hist Dept<br>Inter-class writing competitions (S1-3)<br>Subject-based quiz competitions (S4 & 5) | At least twice per year  | Record the details of the internal and external competitions<br><br>Teachers' feedback | Sep 11 – May 12 | Panel members    | N/A                  |
| To organize the Department Afternoon activities for students' development such as self-management and goal setting<br>A Drama performance<br>Visiting the Civic Education Resource Centre and Social Enterprise Centre<br>A talk by the Law Society of HK                       | To organize activities to develop students' leadership such as<br>Training subject leaders<br>Junior Achievement programs<br>Oxfam leadership program cooperated with the G & C Team and CSS Team   | At least twice per year<br><br>At least 70% of students agree with the objective achieved  | Record the activity dates and number of participants<br><br>Students' survey           | Sep 11 – May 12 | Panel members    | N/A                  |
|   | To require students to write self-reflections after different programs / competitions to reflect on their learning and personal development   | At least once per year<br><br>At least 70% of students agreed with the objectives achieved | Students' survey<br><br>Teachers' feedback   | 23 Mar 12       | Panel members    | Program fee (\$5000) |
|   |   | At least twice per activity per year   | Record students' reflections<br><br>Teachers' feedback                                 | Sep 11 – May 12 | Panel members    | N/A                  |

| Science & ICT Department   |   |  |  |                 |                   |     |      |     |     |                        |
|--|---|--|--|-----------------|-------------------|-----|------|-----|-----|------------------------|
| Target   | Strategies / Tasks  | Success Criteria   | Methods of Evaluation  | Time Scale      | Subject Concerned |     |      |     |     | Resources Required     |
|  |   |  |  |                 | IS                | Phy | Chem | Bio | ICT |                        |
| To facilitate students to reflect upon their academic results and to set achievable goals.                 | Requiring students to write a self-evaluation based on their performance after their uniform tests and the first term exam and their goals for the coming assessment.   | Reflection forms are completed with a parent's signature after uniform tests and the first term exam   | No. of reflection made   | Nov 11 – Jun 12 | ✓                 | ✓   | ✓    | ✓   | ✓   | Reflection forms       |
| To facilitate students to develop longer-term goals associated with further studies.                       | Organizing various career-related activities such as talks on science programmes or lab tours in tertiary institutes with the Careers Team to achieve the target and to display cross-curricular communication and cooperation. | Inter-departmental cooperation is done.<br><br>Over 70% of the students find the activities informative and can help them to develop longer term goals | Departmental meeting<br><br>Evaluation form  | Sep 11 – May 12 |                   | ✓   | ✓    | ✓   | ✓   | Student Questionnaires |
| To provide training for student to participate external competitions and to achieve excellent performance. | Providing opportunities to students to participate in external competitions.  | There are at least two external competitions participated within the year.   | Number of external competition participated in a year (Inter-school Learning Activities/ Competitions Form). | Sep 11 – Jul 12 | ✓                 | ✓   | ✓    | ✓   | ✓   | \$3,000                |
|  | Providing relevant training to the participants of the competitions   | There is at least two training sessions for the participants within the year.  | No. of training session and prizes in a year   | May 12 – Jul 12 | ✓                 | ✓   | ✓    | ✓   | ✓   | \$3,000                |

| Science & ICT Department  |  |   |                         |                   |                   |     |      |     |     |  |
|---|--|---|-------------------------|-------------------|-------------------|-----|------|-----|-----|--|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale        | Subject Concerned |     |      |     |     | Resources Required                           |
|   |  |   |                         |                   | IS                | Phy | Chem | Bio | ICT |  |
| To help students to reflect their learning in science.                          | Using student questionnaires at the end of the term to help students to reflect their learning in science.   | More than 70% of students have improved their learning in science in the following areas: <ul style="list-style-type: none"> <li>▪ critical thinking and questioning</li> <li>▪ reading and writing</li> <li>▪ time management</li> </ul> | Evaluation form.        | Dec 11 and May 12 | ✓                 | ✓   | ✓    | ✓   | ✓   | Student Questionnaires                       |
| To provide opportunities to students to develop and practice school leadership. | Training senior students to be leaders to run a series of science-related activities such as a Science Self-learning Zone, Science Club, Science forum and excursion for junior students | At least 2 training sessions are provided to the members of Science Student Committee – Science Pioneers  | No. of training session | Oct 11 – Jun 12   | ✓                 | ✓   | ✓    | ✓   | ✓   | Alumni are invited to share their experience |

| Visual Arts Subject   |  |   |  |                  |                       |   |
|---|--|---|--|------------------|-----------------------|---|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation  | Time Scale       | People in charge      | Resources Required                              |
| Students can develop creativity and self esteem through projects and activities | Installation project (from 1st to 3rd floor outside the hall)<br>Use acrylic boards to decorate the area<br>S.5 students to join the design progress       | Finish the tasks<br><br>Students' creativity and self esteem were developed | Observation of students' performances  | Sep 11 – Jul 12  | Jenny Lai             | \$15,000 for acrylic boards and other materials |
|   | Lobby project<br>Students paint and make crafts to decorate the lobby  |   | Observation of students' performances  | Sep 11 – Apr 12  | Hazel Ng<br>Jenny Lai | \$12,000 for materials                          |
|   | Photography Exhibition<br>Students take photos via the photography group and display them in the library. Other teachers and students are welcome to join. |   | Observation of students' performances  | May 12           | Jenny Lai             | \$1,000 for printing photos and materials       |
|   | Graduate Exhibition<br>Student's good artworks will be displayed in the covered playground   |   | Observation of students' performances  | Nov 11<br>Jun 12 | Jenny Lai<br>Hazel Ng | \$15,000 for frames (for A2 size paintings)     |
|   | Exhibitions in the School Library<br>Good photos and will be displayed in our school library   |   | Observation of students' performances  | Sep 11 – Jul 12  | Jenny Lai             |   |
| Students can build up self esteem through participate in external exhibition    | Competitions<br>will join 4 or more competitions   | Finish the tasks<br><br>Participation rate over 90%                         | OLE log book<br><br>Observation of students' performance<br><br>Participation rate | Sep 11 – Jun 12  | Jenny Lai<br>Hazel Ng | N/A   |

| Home Economics & Life Education Subjects          |   |  |   |                 |                         |                    |
|---|---|--|---|-----------------|-------------------------|--------------------|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation                           | Time Scale      | People in charge        | Resources Required |
| To focus upon areas aimed at student development. | To participate in external competitions<br>Cooking competitions organized by outside parties  | At least once per year                                       | Record the details of the external competitions | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |
|   | To participate in workshops organized outside school<br>Towngas Outreach school ambassador Exhibitions  | At least once per year                                       | Record the details of the workshops             | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |
|   | To train subject leader and group leader and have evaluations on them<br>Teachers will have a face-to-face evaluation with subject leaders and group leaders at the end of term<br>Students are able to show improvement in the second term | At least once per year                                       | Teachers' feedback                              | Sep 11 – Jun 12 | Irene Ng and Elaine Chu | N/A                |
|   | To organize department afternoon activities for students' learning such as self-management, goal setting.<br>Evaluation will be distributed after the activities  | At least 80% of students agreed with the objectives achieved | Students' survey<br>Teachers' feedback          | Sep 11          | Irene Ng and Elaine Chu | N/A                |



| Health and Physical Education Subject           |   |  |   |                 |                        |   |
|---|---|--|---|-----------------|------------------------|---|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation   | Time Scale      | People in charge       | Resources Required                                      |
| To enhance students' self confidence and esteem | <p>School Sports Teams</p> <p>Providing various school sport teams for developing students' interests in different sports</p> <ul style="list-style-type: none"> <li>▪ Boys and Girls Athletics</li> <li>▪ Boys and Girls Badminton</li> <li>▪ Boys and Girls Basketball</li> <li>▪ Girls Gymnastics</li> <li>▪ Boys Football</li> <li>▪ Girls Netball</li> <li>▪ Boys and Girls Table Tennis</li> <li>▪ Boys and Girls Volleyball</li> </ul> <p>Sport training is able to train up one's fitness, team spirit, leadership skills, confidence etc. It is certainly one important component of whole-person education.</p> | <p>More than 20% of students participated in the inter-school sports competitions.</p> <p>Providing regular training on at least 10 school teams</p> | <p>Student survey (more than 80% school team members agree that they are proud of being a school team member and are willing to keep on training)</p> | Sep 11 – Jun 12 | Ericson Ng<br>Y M Chan | PE teachers, John Ko, external coaches,                 |
|   | <p>Adventure Program for S1 and S2</p> <p>Holding an adventure day for S1 and S2 students, so as to build up students' confidence in a challenging and unfamiliar environment.</p> <p>Able to train up S1 students' fitness, leadership skills, confidence etc.</p>   | <p>All S1 and S2 students participate in the program</p>   | <p>Students survey (50% students agree that they gain confidence from the program)</p>  | Jul 12          | Ericson Ng<br>Y M Chan | PE Teachers, external coaches, S1 and S2 class teachers |

| <b>Music Subject</b>                  |   |  |  |                   |                          |  |
|---------------------------------------|---|--|--|-------------------|--------------------------|--|
| <b>Target</b>                         | <b>Strategies / Tasks</b>   | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>                     | <b>Time Scale</b> | <b>People in charge</b>  | <b>Resources Required</b>  |
| Participation in external competition | Encourage student's to participate in external competitions by giving them bonus marks for their music grades | At least 50 students participate (excluding the school band and school choir) in the HKSMF | Record of student's participation                | Sep 11 – Jul 12   | Music Teacher            | Expense to employ coach, scores and accessories for school choir/ band |
| Student leadership                    | Develop students' leadership, organizing music activities (lunch time performances) initiated by students     | Establish the School Band Committee, choir committee as well as a Music Society            | Reflections and reports by the committee members | Sep 11 – Jul 12   | Music Teacher<br>GA - TA | Department Fund/ music scores/ instruments                             |

| Discipline Team   |   |   |   |            |  |  |
|---|---|---|---|------------|--|--|
| Target  | Strategies / Tasks  | Success Criteria  | Methods of Evaluation                     | Time Scale | People in charge   | Resources Required   |
| 1. To continue to encourage students to participate in external award scheme/ competition | To continue to encourage more students to participate in external award schemes / competitions of different aspects (not only National Education Leadership Award Scheme & Gifted Education Scheme in Leadership area) in order to cultivate their leadership in a wider horizon.   | Participation in external award scheme / competition.   | Annual review                             | Whole year | DC teacher for Non academic awards   | Resources from external agents                               |
| 2. To encourage students to do student reflection   | To continue to encourage more students who participate in the S1 Camp / Prefects Team / external award scheme / competition to write student reflections on the school blog / or do presentations at morning assembly to reflect upon their own characteristics so as to make self improvement.   | At least 1 presentation and student reflection on the school blog per activity.   | Annual review                             | Whole year | Sean Chan (School Blog)<br>Ericson Ng,<br>Winnie Chan (Non academic award) | N/A  |
| 3. To enhance the image and self-esteem of Prefects Team                                  | To make Head Prefects' Wooden name plate (on which there are name of Head Prefects of each year) and it will be hung on the wall of the School Hall to appreciate student role models and to empower the Prefects Team.<br><br>(It is possible to make one more Wooden Name Plate (namely an Honor Roll suggested by the AA Team) to Appreciate those students who have Outstanding Academic Performance.   | Production of Head Prefects' Wooden name plate  | Annual review                             | Whole year | Sally Li<br><br>Ericson Ng   | Joe will help to make this wooden plate<br>Assistance of SDM |
| 4. To enhance student leadership  | 1. To cross fertilize with the ECA Team to joint organize a Leadership Training Program for student leaders.<br><br>2. More meetings will be held between the Head of Discipline and the Head / Deputy Head to empower the Prefects Team to demonstrate self-esteem and exercise leadership & convey DC messages to the whole school.<br><br>3. Meetings will be held between the Head of Discipline (DC members) with Class Monitors in order to develop their leadership in distributing DC related affairs to their fellow classmates. | 1. At least one joint program<br><br>2. At least one long meeting/term & short meeting before every Monday morning assembly<br><br>3. At least one meeting/term | Annual review'<br>Prefects question-naire | Whole year | Prefects Training Teachers<br><br>Ms Sally Li (monitors)                   | Assistance from ECA Team                                     |

| Guidance & Counselling Team                 |   |  |   |   |   |                    |
|---|---|--|---|---|---|--------------------|
| Target                                      | Strategies / Tasks  | Success Criteria   | Methods of Evaluation   | Time Scale  | People in charge  | Resources Required |
| <b>To enhance students' self management</b> | 1. Organize FA lessons related to <ul style="list-style-type: none"> <li>- Goal setting</li> <li>- time management</li> <li>- stress management especially for S6 and S7 students (SEC response to SSE report)</li> <li>- emotional management</li> <li>- financial management</li> <li>- healthy life style</li> </ul> | 1. Over 60% of the participants show positive feedback in questionnaire or reflection.     | 1. Questionnaire or reflection  | Sept 11 – Jun 12                                  | Jenny Sit<br>Jeannie Lee<br>John Ko<br>Jojo Lee<br>Dr. Lo<br>Kenneth Lo<br>Margare Chan<br>Kellie Lam | N/A                |
|   | 2. Equip teachers with knowledge of the above issues and the skills to handle students with such problem by providing them relevant information and organized training workshop   | Provide relevant information at least 3 times a year<br><br>At least one workshop per year | 1. Record of materials provided<br>2. Teachers find the materials useful<br><br>1. Record of workshop | Sept 11 – Jun 12                                  | Jenny Sit<br>Kellie Lam<br>Savan Fok  | N/A                |
|   | 3. Organize camps to help students experience the importance of goal setting, self discipline and self-management<br><br>For example: <ul style="list-style-type: none"> <li>- S4 orientation day in Aug</li> <li>- S4 challenge camp in Nov</li> <li>- S1 personal growth camp (Rainbow Leadership program)</li> </ul> | 1. Over 70% of the participants show positive feedback in questionnaire or reflection      | 2. Questionnaire and reflection   | S4 camp (Nov 11)<br><br>S1 camp (to be confirmed) | Jenny Sit<br>Jeanie Lee<br>Jojo Lee<br>John Ko<br>Margaret Chan<br>Dr. Lo                             | U Works            |
|   | 4. Continue S1 Personal Growth Program P.A.T.H.S  | 1. Over 70% of the participants show positive feedback in questionnaire                    | 1. Questionnaire  | Sept 11 – Jun 12                                  | Dr Lo<br>Eliza Chan   | N/A                |

| Guidance & Counselling Team                  |  |   |   |                  |  |                    |
|--|--|---|---|------------------|--|--------------------|
| Target                                       | Strategies / Tasks   | Success Criteria  | Methods of Evaluation                               | Time Scale       | People in charge   | Resources Required |
| <b>To enhance students' self management</b>  | 5. Strengthen the peer counselor scheme to help the weaker students develop higher self- esteem and better self-management   | 1. At least 50% of the peer counselors and participants have positive feedback in annual review   | 1. Questionnaire and reflection                     | Oct 11 – Jun 12  | John Ko<br>Jojo Lee<br>Kellie Lam  |                    |
|  | 6. Ask students to write reflections after activities and for class teachers to give feedback.   | 1. Students' feedback are positive and serious.   | 1. Annual Review                                    | Sept 11 – Jun 12 | Jenny Sit<br>Jeannie Lee   |                    |
| <b>To enhance students leadership skills</b> | 1. Continue the S4 Leadership In Action programme<br>2. Continue the Rainbow Leadership Scheme<br>3. Increase the number of students helping organizing different activities inside and outside school | 1. Over 70% of the participants agree in questionnaire that they have acquired leadership skill in respective activity<br>2. Students from all forms have been given chances to acquire leadership skills | 1. Questionnaire and reflection<br>2. Annual review | Sept 11 – Jun 12 | Jenny Sit<br>Jeannie Lee<br>John Ko<br>Jojo Lee<br>Kenneth Lo<br>Margaret Chan |                    |

| ECA Team  |   |  |   |            |  |   |
|---|---|--|---|------------|--|---|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation   | Time Scale | People in charge                                     | Resources Required  |
| To improve student's self esteem and confidence | To encourage all academic clubs and 80% of interest groups to set up committees<br>Committees must organize at least 1 internal activity for club members or whole school activity / competition in order to strengthen student's self confidence when organizing activities.   | All academic clubs and 80% of interest groups set up committees.   | Submit the committee lists and the proposal submitted by the students committees<br><br>Feedback from teacher in-charge | 11-12      | ECA team<br><br>Teacher-in-charge of different areas | Committee excel list<br><br>Communication with teacher –in-charge |
| To help students goal setting                   | To set 3 goals with students that they aim to achieve (or learn) in the year with ECA team members and teacher in-charge during the 1 <sup>st</sup> meeting.<br>- Why did you join this ECA?<br>- What you expect to learn through this ECA?<br>- What are the 3 achievements you aim to achieve through this ECA?  | All ECA need to submit an annual plan and submit 3 goals for the year  | Submit the annual plan before end of October.   | 11-12      | ECA team   | Annual Plan   |
| To nurture students' personal growth            | To cultivate students' positive values through attending ECA. Need students to mark the dates of every meeting in their handbook, to avoid being absent.(self-management).<br><br>A reward system will be set up to reward those with excellent attendance to appreciate their responsibility and good self-management.<br><br>All ECA are required to set a common objective of the year to encourage self management. | At least 70% students got good or above attendance grade<br><br>The no. of merit points given increased by 5%<br><br>Students show higher self-concept in the APASO survey | ECA register<br><br>Feedback from teachers and students<br><br>Students performance in the ECA                          | 11-12      | ECA teacher-in-charge<br><br>ECA team                | Attendance register   |

| ECA Team  |  |   |  |                       |   |                      |
|---|--|---|--|-----------------------|---|----------------------|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation  | Time Scale            | People in charge                              | Resources Required   |
| To help student to reflect their learning path  | Require participants to write a self-reflection as evaluation to reflect what they have learned and see whether they achieve what they expected. | At least 90% of ECA members fill in their self-reflection   | Self-reflection from the students<br><br>Self-reflections from teacher-in-charge<br><br>Evaluation of the year plans | <b>October – June</b> | ECA team<br><br>Teacher-in-charge             | Self-reflection form |
| To create opportunities for students to participate external competitions                               | To encourage students to participate in internal and external competitions   | Students participate actively in the competitions<br><br>The no. of participants is increased by 10%  | Feedback from teachers and students<br><br>Students performance in the competitions<br><br>Evaluation of year plan   | <b>October – June</b> | ECA team<br><br>Teacher-in-charge             | Self-reflection form |
| To nurture leader qualities and cultivate leadership skills through diversified training and activities | To develop leadership skills by encouraging students to take up various posts of responsibility at school  | Students build up confidence and show leadership qualities in organizing inter-house / ECA activities   | Feedback from teachers and students<br><br>Evaluation<br><br>Teachers and students questionnaires                    | <b>11-12</b>          | ECA teacher-in-charge                         |                      |
|   | To motivate and develop interest in taking up posts of responsibility by establishing the service hours system (CS)                              | Teachers and students show positive responses in the club / group / hose evaluation report<br><br>An increase in the score of APASO and stakeholders' surveys | APASO & stakeholders' surveys  |                       | ECA team                                      |                      |
|   | To facilitate student leaders to reflect on their leadership qualities by issuing a report   | All captain, vice-captain, chairperson, vice-person must have a report from the teacher-in-charge at the end of the term                                      | Templates of the report from Careers Team  | <b>September-June</b> | House / ECA teacher-in-charge<br><br>ECA team |                      |

| ECA Team  |  |  |   |            |  |   |
|---|--|--|---|------------|--|---|
| Target  | Strategies / Tasks   | Success Criteria   | Methods of Evaluation   | Time Scale | People in charge                             | Resources Required  |
| To create opportunities for students to build up their potential being a leader | <p>To develop leadership skills through the Leadership Training Programme co-organized with the YMCA (team building, leadership, critical thinking, collaboration, communication and management skills)</p> <p>The training consists for four sections:</p> <ul style="list-style-type: none"> <li>- Two in-school sections (each 1.5hours) on “How to be a leader” and “How to write a proposal” skills training</li> <li>- Overnight camp on 17th-18th December</li> <li>- Evaluation</li> </ul> <p>Require committees to practice school leadership by organizing an AGM, inter-house competition and lunch gatherings.</p> | <p>90% of the dominant leaders to join the leadership training.</p> <p>Requires 80% attendance to complete the program</p> <p>Student leaders show their leadership skills in organizing activities</p> <p>Teachers in-charge show positive responses</p> <p>Participate all the inter-house competitions and organized at least 2 lunch gatherings of house</p> | <p>Feedback from teachers and students</p> <p>Evaluation</p> <p>Teachers and students questionnaires</p> <p>APASO &amp; stakeholders’ surveys</p> <p>Observation of House Supervisors</p> | 11-12      | <p>ECA teacher-in-charge</p> <p>ECA team</p> | <p>YMCA ECA team</p> <p>House Supervisors<br/>ECA teacher-in-charge</p> |



| Careers Team  |   |   |  |            |                  |   |
|---|---|---|--|------------|------------------|---|
| Target  | Strategies / Tasks  | Success Criteria  | Methods of Evaluation  | Time Scale | People in charge | Resources Required  |
| To help students possess knowledge about their future paths | 1. To conduct a series of careers education programmes for senior students <i>in order to develop their perseverance in achieving longer term goals</i> <ul style="list-style-type: none"> <li>• Friday Afternoons               <ul style="list-style-type: none"> <li>- Careers Talk (S4-6)</li> <li>- Auction Game (S4)</li> <li>- Workshop on writing self-account (S5)</li> <li>- JUPAS Briefing,</li> <li>- Workshop on writing Additional Information for applying JUPAS (S6)</li> </ul> </li> </ul> | 2. At least 4 Friday Afternoons for career programmes for S4-6 students<br>3. At least 60% of students found the programmes useful and interesting<br>4. At least 60% of teachers found the programmes useful for students to develop knowledge in careers education  | 1. Students' survey<br>2. Teachers' survey   | Sep – May  | All members      | 1. Friday Afternoon resources<br>2. Assistance from S4-6 class teachers<br>3. Assistance from the Chinese Department & the English Department |
|   | 2. To provide opportunities for senior students to join various career-related activities <i>in order to cultivate their passion for their careers in the future and to show respects to different career sectors</i> <ul style="list-style-type: none"> <li>• Career Visits</li> <li>• Visit to Tertiary Institutes</li> </ul>   | 1. At least 70% of the S4 students and S5 students joined two career-related activities<br>2. At least 70% of students found the career-related activities interesting and useful<br>3. Information about external career activities passed to students through the representative from each class (from class committee) within one week | 1. Students' survey<br>2. Teachers' survey<br>3. Attendance rate for the career-related activities | Sep - Jul  | All members      | 1. Community resources<br>2. Assistance from S4-6 class teachers<br>3. Up-to-date career information from universities and other institutes   |

| Careers Team  |  |   |   |            |                                |  |
|---|--|---|---|------------|--------------------------------|--|
| Target  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale | People in charge               | Resources Required   |
| To help students possess knowledge about their future paths | 3. To organize careers talks on educational planning and educational choices for senior students <i>in order to developing longer term goals associated with further studies</i> <ul style="list-style-type: none"> <li>Overseas studies</li> <li>Non-degree courses</li> <li>IVE courses</li> </ul>   | 1. At least two careers talks<br>2. At least 70% of the students found the talks informative and can help them to develop longer term goals | 1. No. of careers talk about further studies<br>2. Students' survey | Nov – Jan  | Agnes Kwok<br><br>Michelle Wan | 1. Up-to-date career information from different institutes   |
|   | 4. To organize various career-related activities with other departments and teams <i>to display cross-curricular communication and cooperation</i> <ul style="list-style-type: none"> <li>G &amp; C Team: University Visits</li> <li>Science Department: Lab tour / Science Talk</li> <li>Social Science Department: JA workshops</li> </ul> | 1. At least three collaborations were done with other departments & teams   | 1. Students' survey   | Oct – May  | Agnes Kwok                     | 1. Up-to-date career information from universities and other institutes<br>2. Assistance from members of other departments and teams |
|   | 5. To hold meetings with the representatives from the class committee (S4-S7) <i>in order to develop their leadership in distributing the updated career-related news to their fellow classmates</i>   | 1. At least one meeting per month   | 1. No. of meetings  | Sept – Jun | Agnes Kwok<br><br>Gigi Sai     | 1. Up-to-date career information and resources   |

| Careers Team   |  |  |   |            |  |  |
|--|--|--|---|------------|--|--|
| Target   | Strategies / Tasks   | Success Criteria   | Methods of Evaluation                     | Time Scale | People in charge                               | Resources Required   |
| To help students with HKDSE results in applying for programmes of JUPAS (refer to the timeline for 2012 JUPAS (HKDSE) operation) | 1. To assist students with HKDSE results to be familiar with the connection between SLP and OEA in JUPAS <ul style="list-style-type: none"> <li>JUPAS Briefings (Friday Afternoon)</li> <li>Workshop on writing "Additional Information" in OEA</li> </ul>   | 1. At least 70% of the students found the JUPAS briefing informative and useful<br>2. At least 70% of the students found the workshops can help them to reflect themselves   | 1. Students' survey                       | Sept – May | Agnes Kwok<br><br>Helen Law<br><br>Estella Mok | 1. Assistance from the OLE Team, IT Team, the Chinese Department & the English Department      |
|  | 2. To initiate personality tests for S6 students <i>to understand themselves as a way of making informed choices</i> <ul style="list-style-type: none"> <li>Careers Interest Inventory</li> </ul>  | 1. At least 70% of the participants found the personality test can help them to make suitable choices for their further studies  | 1. Students' survey                       | Sept – Jul | Lee Bong Sil<br><br>Jelly Woo                  | 1. Resources from Hong Kong Association of Careers Masters and Guidance Masters / the Internet |
|  | 3. To provide careers consultation on JUPAS programme choices based on the result of the personality test <ul style="list-style-type: none"> <li>Individual / group counseling service provided to students in need</li> <li>Assistance provided to S6 class teachers in JUPAS consultation</li> </ul> | 1. At least 70% of the students in need found the counseling useful<br>2. At least one careers teacher allocated to each S6 class<br>3. At least 70% of the teachers found our assistance adequate<br>4. At least 70% of the teachers found the result of the personality test useful for careers consultation | 1. Students' survey<br>2. Teachers survey | Sept – Jul | All members                                    | 1. Up-to-date career information and resources<br>2. Assistance from S6 class teachers         |

| Careers Team   |   |  |   |            |                          |  |
|--|---|--|---|------------|--------------------------|--|
| Target   | Strategies / Tasks  | Success Criteria   | Methods of Evaluation                                 | Time Scale | People in charge         | Resources Required   |
| To facilitate senior students <i>to reflect on their own strengths and weaknesses so as to make improvements accordingly</i> | 1. To achieve the target and to develop the promotion of writing, <i>students will be motivated to do reflective writing</i> after certain career-related activities <ul style="list-style-type: none"> <li>• Friday Afternoon - Workshop on writing self-account (S5, S6)</li> <li>• Summer internship programme</li> <li>• Job Shadowing</li> <li>• Careers visits</li> </ul> | 1. At least 70% of the participants found the personality test can help them to understand and reflect themselves<br>2. At least one piece of reflective writing was done by student | 1. Students' survey<br>2. No. of reflective writing   | Sept - Jul | All members              | 1. Friday Afternoon resources<br>2. Assistance from class teachers to collect the reflective writing                 |
|  | 2. To achieve the target and for students <i>to build their self-esteem</i> , a workshop on writing 'self-account' about an interest or experience that has been particularly meaningful to them, or affected their personal growth and life goals will be organized (S5, S6)   | 1. At least one piece of self-reflection was done by students<br>2. Improvement was found in the APASO result on measuring self-esteem   | 1. No. of piece of self-reflection<br>2. APASO result | Sept - Feb | Helen Law<br>Estella Mok | 1. Assistance from the Chinese Department & the English Department   |
|  | 3. To initiate personality tests for S6 students <i>to understand themselves as a way of making informed choices</i> followed by careers consultation <ul style="list-style-type: none"> <li>• Careers Interest Inventory</li> </ul>  | 3. At least 70% of the participants found the personality test can help them to understand and reflect themselves  | 1. Students' survey                                   | Sept - Jul | All members              | 1. Resources from Hong Kong Association of Careers Masters and Guidance Masters<br>2. Assistance from class teachers |

| Careers Team  |   |  |   |            |                            |  |
|---|---|--|---|------------|----------------------------|--|
| Target  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation   | Time Scale | People in charge           | Resources Required   |
| To facilitate senior students to <i>reflect on their own strengths and weaknesses so as to make improvements accordingly</i>            | 4. To organize internship programmes for students in order to achieve the target and <i>to develop their self esteem via the working opportunities</i> <ul style="list-style-type: none"> <li>• Summer internship programme</li> <li>• JA Job Shadowing (to be confirmed by JA in late Sept)</li> </ul>                           | <ol style="list-style-type: none"> <li>1. At least one company to be provided for summer internship</li> <li>2. At least 10 students joined the summer internship and JA Job Shadowing</li> <li>3. At least 70% of participants found the internship useful and can help them to reflect themselves</li> </ol> | <ol style="list-style-type: none"> <li>1. Participation rate of the programme</li> <li>2. Informal discussion with the company</li> <li>3. Students' survey and reflection</li> </ol> | Jun – Jul  | Agnes Kwok                 | <ol style="list-style-type: none"> <li>1. Assistance from Ms Catherine Chan</li> <li>2. Resources from Junior Achievement t Hong Kong</li> <li>3. Community resources</li> </ol> |
|   | 5. <i>To facilitate student leaders to reflect on their leadership qualities</i> by issuing a report to them at the end of the school year  | <ol style="list-style-type: none"> <li>1. The template of the report showing leadership qualities was made</li> </ol>  | <ol style="list-style-type: none"> <li>1. Template of leadership report</li> </ol>  | Jun – Jul  | Agnes Kwok<br>Karen Chan   | <ol style="list-style-type: none"> <li>1. Assistance from teachers who make nomination on student leaders</li> </ol>   |
| To create opportunities for students <i>to focus upon the importance of self-management</i> via building Student Learning Profile (SLP) | <ol style="list-style-type: none"> <li>1. To place further development upon SLP in terms of the importance and procedures associated with effective recoding and retrieval of student information <ul style="list-style-type: none"> <li>• Functional Team briefing (S1-3)</li> <li>• Class-based briefing</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. At least one briefing about the SLP for all S1-3 students</li> <li>2. At least one class-based briefing about the SLP</li> </ol>   | <ol style="list-style-type: none"> <li>1. No. of briefing</li> <li>2. Teachers' report after inspection</li> </ol>  | Sept – Jun | Michelle Wan<br>Karen Chan | <ol style="list-style-type: none"> <li>1. SLP resources</li> <li>2. Assistance from S1-3 class teachers</li> </ol>   |

| Careers Team  |  |  |  |            |                            |  |
|---|--|--|--|------------|----------------------------|--|
| Target  | Strategies / Tasks   | Success Criteria   | Methods of Evaluation  | Time Scale | People in charge           | Resources Required   |
| To create opportunities for students <i>to focus upon the importance of self-management</i> via building Student Learning Profile (SLP) | 2. To continue <i>to empower class committees</i> and let them play a more important role by conducting the class-based inspection of SLP  | <ol style="list-style-type: none"> <li>1. At least two briefing session of SLP with the Chairperson of the class committee.</li> <li>2. At least two inspections for S1-3</li> <li>3. At least 70% of students have fulfilled the requirements of the SLP</li> </ol> | <ol style="list-style-type: none"> <li>1. No. of briefing</li> <li>2. No. of inspection</li> <li>1. Teachers' report after inspection</li> </ol> | Oct – Jun  | Michelle Wan<br>Karen Chan | <ol style="list-style-type: none"> <li>1. SLP resources</li> <li>2. Assistance from S1-3 class teachers</li> </ol> |
| To facilitate students to be familiar with the NSS curriculum by providing sufficient knowledge on subject selection                    | <ol style="list-style-type: none"> <li>1. To conduct a programme on subject selection (with the finalized curriculum framework) and <i>to initiate personality tests for S3 students to understand themselves as a way of making informed choices</i> <ul style="list-style-type: none"> <li>• Friday Afternoon</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. At least 1 Friday Afternoon for S3 subject selection</li> <li>2. At least 70% of the participants found the personality test can help them to understand and reflect themselves</li> </ol>                                 | <ol style="list-style-type: none"> <li>1. No. of Friday Afternoon</li> <li>2. Students' survey</li> </ol>  | May        | Gigi Sai<br>Jelly Woo      | N/A  |

| CSS Team   |   |   |  |                  |                       |                    |
|--|---|---|--|------------------|-----------------------|--------------------|
| Target   | Strategies / Tasks  | Success Criteria  | Methods of Evaluation                      | Time Scale       | People in charge      | Resources Required |
| To create opportunities to develop student's leadership. | 1. Launch a Leadership Training Campaign<br>1.1 Symposium On Service-Learning – Service-Learning Expo<br>1.2 Oxfam –Oxfam Hunger Banquet<br>1.1 Serve the Elderly--懷舊遊戲日  | <ul style="list-style-type: none"> <li>◇ At least once per Term</li> <li>◇ At least 50% of our students agree / strongly agree with the objectives achieved</li> </ul>  | Annual report<br><br>Students' reflections | Sept 11 – Jun 12 | Tse King<br>Luke Wong | N/A                |
|  | 2. Organizing different community service programs by the Sky Teen Volunteer Group.   | <ul style="list-style-type: none"> <li>◇ At least once per Year</li> <li>◇ At least 50% of our students agree / strongly agree with the objectives achieved</li> </ul>  | Annual report<br><br>Students' reflections | Sept 11 – Jun 12 | Savan Fok             | N/A                |
|  | 3. Providing opportunities for senior form students i.e. S5 & S6 students to be leaders in community service programs e.g.<br>3.1 As leader for S1 Cleaning Campaign<br>3.2 As leaders for S1 & S2 students during visiting to elderly people's homes<br>3.3 As leaders for S3 during Flag selling activities | <ul style="list-style-type: none"> <li>◇ S5 &amp; S6 students are provided at least one chance to be leaders in community service programs</li> <li>◇ At least 50% of our students agree / strongly agree with the objectives achieved</li> </ul> | Annual report<br><br>Students' surveys     | Sept 11 – Jun 12 | All members           | N/A                |

| CSS Team   |   |  |   |                  |                  |                    |
|--|---|--|---|------------------|------------------|--------------------|
| Target   | Strategies / Tasks  | Success Criteria   | Methods of Evaluation   | Time Scale       | People in charge | Resources Required |
| To create opportunities for students to focus upon importance of Goal Setting.<br><br>Students to be able to demonstrate perseverance in developing and achieving longer-term life goals.(Service the community) | 1. Designing goal-setting activities for students at the beginning of the school year. (Collaborating with G&C) | <ul style="list-style-type: none"> <li>◇ At least once per year</li> <li>◇ At least 50% of our students agree / strongly agree with the objectives achieved</li> </ul> | Annual report<br><br>Students' surveys                              | Sept 11          | Tse King         | N/A                |
| To develop self-reflection habit for further improvement.  | 1. Designing self-reflection activities for students after community service programs.                          | <ul style="list-style-type: none"> <li>◇ At least once per year</li> <li>◇ At least 50% of our students agree / strongly agree with the objectives achieved</li> </ul> | Annual report<br><br>Students' surveys<br><br>Students' reflections | Sept 11 – Jun 12 | Tse King         | CSS record forms   |



| CSS Team  |  |  |  |                  |                  |                    |
|---|--|--|--|------------------|------------------|--------------------|
| Target  | Strategies / Tasks   | Success Criteria   | Methods of Evaluation                  | Time Scale       | People in charge | Resources Required |
| Raise students awareness of the value of volunteering and able to demonstrate :<br><br>1. respect to wider society and different social classes | 1 Providing different talks / visits for students<br>1.1 Sharing by Hong Kong Volunteer Awardees<br>1.2 Service Talk by social workers<br>1.3 Oxfam International Educational Talk | 1. At least once per year<br><br>2. At least 50% of our students agree / strongly agree with the objectives achieved | Annual report<br><br>Students' surveys | Sept 11 – Jun 12 | Tse King         | N/A                |
|   | 2 Service Slogan Competition   | ✧ At least 50% of our students agree / strongly agree with the objectives achieved                                   | Annual report<br><br>Students' surveys | Dec 11           | TSE King         | N/A                |
|   | 1. Reflection activities after community services  | ✧ At least once per year<br><br>✧ At least 50% of our students agree / strongly agree with the objectives achieved   | Annual report<br><br>Students' surveys | Sept 11 – Jun 12 | Tse King         | N/A                |

| Friday Morning Assembly   |   |   |   |            |                               |                    |
|---|---|---|---|------------|-------------------------------|--------------------|
| Target  | Strategies / Tasks  | Success Criteria  | Methods of Evaluation   | Time Scale | People in charge              | Resources Required |
| To focus upon areas aimed at student development ,i.e. Student self-management, Student self-esteem, Student goal setting and self improvement, Student communication, Student participation in external competitions. <i>in order to develop their leadership skills and communication skills.</i> | <ol style="list-style-type: none"> <li>To provide more chances of onstage participation for the students from different grades, types and capability to develop self-esteem and self-improvement.</li> <li>To guide the students to organize a form-based committee to self-organize thematic program, to train their organization and leadership skill.</li> </ol> | <p>Positive comments from staff survey and comments.</p> <p>Positive comments from students</p> | <ol style="list-style-type: none"> <li>No. of good points awarded to students who act as MC or perform</li> <li>student participants' reflections and comments</li> </ol> | Whole-year | Jeannie Chiu and team members | N/A                |

**Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for 2009/10 to 2011/12 cohort of senior secondary students**

The following programmes are adopted with the support of the EDB’s Diversity Learning Grant (DLG):

| DLG Funded Programme(s) | Strategies & benefits anticipated<br><br>(e.g. in what way students’ Diverse learning needs are catered for)                                 | Name of programme (s) / course(s) and provider(s)  | Duration of the programme/ course | Target students                                | Estimated no. of students involved in each school year |       |       | Evaluation of student learning/ success indicators  | Teacher-in-charge               |
|-------------------------|--|--|-----------------------------------|--|--|-------|-------|---|---------------------------------|
|                         |  |  |                                   |  | 11/12  | 12/13 | 13/14 |   |                                 |
| Other Languages         | - To provide students with opportunity to learn one more language and thus enhance students’ competitiveness in the 21 <sup>st</sup> Century | - French (in-house course)                         | 3 years                           | Students who have taken French in junior forms | 10   | 10    | 10    | - Students will take the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA | French teacher                  |
| Other Programmes        | Gifted Education Programme<br>- To enhance students’ skills in Chinese and Mathematics   | - Enrichment programmes in Chinese and Mathematics | 3 years                           | Students talented in Chinese and Mathematics   | --   | 30    | 30    | - Students will complete the programmes and achieve the tasks assigned  | Tutors from other organisations |

**Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for 2011/12 to 2013/14 cohort of senior secondary students**

The following programmes are adopted with the support of the EDB’s Diversity Learning Grant (DLG):

| DLG Funded Programme(s) | Strategies & benefits anticipated<br><br>(e.g. in what way students? Diverse learning needs are catered for)   | Name of programme (s) / course(s) and provider(s) | Duration of the programme/ course | Target students                                | Estimated no. of students involved in each school year |       |       | Evaluation of student learning/ success indicators  | Teacher-in-charge                      |
|-------------------------|--|---|-----------------------------------|--|--|-------|-------|---|--|
|                         |  |   |                                   |  | 11/12  | 12/13 | 13/14 |   |  |
| Other Languages         | - To provide students with opportunity to learn one more language and thus enhance students’ competitiveness in the 21 <sup>st</sup> Century                                       | - French (in-house course)                        | 3 years                           | Students who have taken French in junior forms | 16   | 16    | 16    | - Students will take the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA | French teacher                         |
| Other Programmes        | Network Programme<br>- In view of the small number of students opting for Music, this network programme with Munsang College schools can help to cater for students’ diverse needs | - Music (network programme)                       | 3 years                           | S4-6 students of this cohort of students       | 4  | 4     | 4     | - Students will take HKDSE Examination  | Jointly organized with Munsang College |

**Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for 2010/11 to 2012/13 cohort of senior secondary students**

The following programmes are adopted with the support of the EDB’s Diversity Learning Grant (DLG):

| DLG Funded Programme(s) | Strategies & benefits anticipated<br><br>(e.g. in what way students? Diverse learning needs are catered for)                                 | Name of programme (s) / course(s) and provider(s) | Duration of the programme/ course | Target students                                | Estimated no. of students involved in each school year |       |       | Evaluation of student learning/ success indicators  | Teacher-in-charge |
|-------------------------|--|---|-----------------------------------|--|--|-------|-------|---|-------------------|
|                         |  |   |                                   |  | 11/12  | 12/13 | 13/14 |   |                   |
| Other Languages         | - To provide students with opportunity to learn one more language and thus enhance students’ competitiveness in the 21 <sup>st</sup> Century | - French (in-house course)                        | 3 years                           | Students who have taken French in junior forms | 27   | 27    | 27    | - Students will take the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA | French teacher    |