

Annual School Plan (2015-2016)

1. Major Concern : Develop students' learning capacity through self-regulated learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Students demonstrate the ability to apply different study skills in their learning	<ul style="list-style-type: none"> Familiarize teachers and students with self-regulated learning skills <ul style="list-style-type: none"> Workshops (S.1 & S.3) Ethics lessons Sharing among teachers 	<ul style="list-style-type: none"> Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in the learning processes Students' performance in tests and examinations Students' reflection on their learning 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Academic Enhancement Team Moral Education & Health Service Team Subject teachers 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Provide academic support measures to strengthen students' academic abilities <ul style="list-style-type: none"> Core subjects (S.1,S.2,S.3) EMI content subjects (S.3) Homework Guidance Class (S.1,S.2) 	<ul style="list-style-type: none"> 30% or above obtain a pass in examinations for the lower ability students 70% or above obtain a pass in examinations for the average ability students Students show improvement in tests and examinations 90% or above of students do not receive demerit on homework non-submission 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in learning Students' performance in tests and examinations Record of homework non-submission 	<ul style="list-style-type: none"> First Term Second Term 	<ul style="list-style-type: none"> Academic Enhancement Team Subject teachers of English Language, Chinese Language and Mathematics Assistant Teachers Teaching Assistant 	
	<ul style="list-style-type: none"> Incorporate self-learning skills in individual subjects (S.3-S.6) 	<ul style="list-style-type: none"> Students are able to apply different skills in their learning Students show improvement in their learning Teachers serve as facilitators in helping students build up their plans 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in the learning processes Students' performance in tests and examinations Students' reflection on their learning 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Subject teachers 	
	<ul style="list-style-type: none"> Disseminate good practices among students <ul style="list-style-type: none"> Peer sharing Discussion 	<ul style="list-style-type: none"> Feedback from teachers and students is positive Students make improvement in their learning 	<ul style="list-style-type: none"> Students' performance in learning Students' performance in tests and examinations 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Subject teachers 	

1. Major Concern : Develop students' learning capacity through self-regulated learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Students develop an active learning attitude	<ul style="list-style-type: none"> Diversify assessment practice to encourage self-learning <ul style="list-style-type: none"> Incorporation of self-learning topics into coursework More frequent use of formative assessment 	<ul style="list-style-type: none"> Students demonstrate efforts in self-learning 60% or above of students obtain a pass in the self-learning topics in coursework 	<ul style="list-style-type: none"> Evaluation meetings Students' performance on the self-learning topics in coursework 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Subject teachers 	
	<ul style="list-style-type: none"> Provide opportunities to enhance students' self-learning attitude <ul style="list-style-type: none"> Programmes on self-learning of individual subjects Project Learning (S.3) Leadership training programme (S.4) 	<ul style="list-style-type: none"> Feedback from teachers and students on the learning activities is positive Students become more positive in learning 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in the activities Students' performance in learning 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Subject teachers Project Learning Team ECA Team 	School funding
	<ul style="list-style-type: none"> Foster the skills of self-management: time management and perseverance <ul style="list-style-type: none"> Orientation programmes (S.1) Careers planning programme (S.3) Leadership training programmes (S.2, S.4) Class teachers' guidance 	<ul style="list-style-type: none"> Less than 10 demerits are given for homework non-submission at each level of S.1-S.5 	<ul style="list-style-type: none"> Evaluation meetings Record of homework non-submission 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> ECA Team Counselling Team Discipline Team Academic Enhancement Team Careers Guidance Team Class Teachers Teaching Assistant 	
	<ul style="list-style-type: none"> Encourage students to become active and reflective learners <ul style="list-style-type: none"> Learning portfolio (S.3) Ethics lessons Monthly diary 	<ul style="list-style-type: none"> Students are able to reflect on their learning processes 	<ul style="list-style-type: none"> Reflections students made on their learning process in the learning portfolio and monthly diary 	<ul style="list-style-type: none"> End of the First and Second Term 	<ul style="list-style-type: none"> Class teachers 	

2. Major Concern : Enhance students' learning effectiveness through language support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Implement LAC in the English medium	<ul style="list-style-type: none"> Implement LAC programmes for I.H. and Science <ul style="list-style-type: none"> S.1 I.H. S.2 Science 	<ul style="list-style-type: none"> Measures implemented as scheduled Students show improvement in learning in those subjects Feedback from I.H., Science and English Language Panels is positive. Feedback from students is positive 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in test and examinations Students' performance in learning 	Whole School Year	<ul style="list-style-type: none"> LAC Team English Language Panel Science Panel I.H. Panel 	<ul style="list-style-type: none"> Support measures from HKU Teaching Assistants
	<ul style="list-style-type: none"> Encourage teachers to participate in LAC-related professional development activities <ul style="list-style-type: none"> Attending courses on MOI Sharing among teachers 	<ul style="list-style-type: none"> Feedback from teachers is positive 	<ul style="list-style-type: none"> Records of teachers' participation in MOI training Feedback of teachers on the activities 	Whole School Year	<ul style="list-style-type: none"> EMI content subject teachers 	
Help students adapt to the switch of medium of instruction	<ul style="list-style-type: none"> Organize bridging programmes for MOI adaptation <ul style="list-style-type: none"> Pre-S.1 Bridging Course Mathematics (S.2, S.3 & S.4) Technology & Living (S.2 & S.3) Computer Literacy (S.1, S.2 & S.3) 	<ul style="list-style-type: none"> Feedback from teachers and students is positive Students show improvement in learning 	<ul style="list-style-type: none"> Evaluation meetings Student performance in learning, tests and examinations 	<ul style="list-style-type: none"> July-August 2015 First Term Whole School Year 	<ul style="list-style-type: none"> LAC Team English Language Panel & EMI content subject panels Mathematics Panel Technology & Living Panel Computer Literacy Panel 	<ul style="list-style-type: none"> Teaching Assistants
	<ul style="list-style-type: none"> Provide follow-up support for fine-tuned students switching to regular classes <ul style="list-style-type: none"> Adaptation to everyday learning Academic performance 	<ul style="list-style-type: none"> The students are well adapted to regular classes The academic performance of the students is satisfactory 	<ul style="list-style-type: none"> Meetings of those students with class teachers and subject teachers Evaluation meetings Students' performance in learning, tests and examinations 	Whole School Year	<ul style="list-style-type: none"> Class teachers Subject teachers 	

2. Major Concern : Enhance students' learning effectiveness through language support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Strengthen cross-curricular collaboration	<ul style="list-style-type: none"> Implement cross-curricular reading activities to widen students' exposure to English <ul style="list-style-type: none"> Use of the online teaching resource 'Reading A – Z' Mini-book exhibitions / theme-based reading activities 	<ul style="list-style-type: none"> Feedback from teachers and students is positive Relevant content subject-related English reading materials are recommended to S.1-3 LAC readers are incorporated into the extensive reading scheme for S.1-3 Activities are held as scheduled 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> LAC Team English Language Panel School Library EMI content subject panels 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Organize cross-curricular English-medium activities <ul style="list-style-type: none"> English morning programme & extended activities English Speaking Day 	<ul style="list-style-type: none"> Feedback from teachers is positive Content subject-related topics are covered in the English activities Relevant extended activities are held for the English morning programme 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> LAC Team English Language Panel English Club The NET EMI content subject panels 	<ul style="list-style-type: none"> School funding Prizes Student helpers
	<ul style="list-style-type: none"> Provide language support for Liberal Studies <ul style="list-style-type: none"> Writing skills enhancement 	<ul style="list-style-type: none"> Feedback from both Chinese Language Panel and Liberal Studies Panel is positive Students show enhancement in their writing skills 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in coursework, tests and examinations 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Chinese Language Panel Liberal Studies Panel 	

2. Major Concern : Enhance students' learning effectiveness through language support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Enhance the English learning environment	<ul style="list-style-type: none"> • Provide a text-rich environment <ul style="list-style-type: none"> - in the classroom - around campus 	<ul style="list-style-type: none"> • All classrooms have set up an English Corner for displaying learning materials and students' work in English. • Majority of the ECA boards and display boards around the campus are in English. • All signs and notices posted on school premises are in English. 	<ul style="list-style-type: none"> • Evaluation meetings 	<ul style="list-style-type: none"> • Whole School Year 	<ul style="list-style-type: none"> • English Language Panel • ECA Team • School Library 	
	<ul style="list-style-type: none"> • Optimize the use of English in daily communication <ul style="list-style-type: none"> - Setting up the English Activity Room - Broadcasting English hymns and songs on English Speaking Days - Encouraging the use of English outside the classroom 	<ul style="list-style-type: none"> • The English Activity Room has been set up and activities are held to promote the use of English. • English hymns and songs are broadcast as scheduled. • Students are able to communicate with their peers and teachers in English on English Speaking Days. • 90% of S.1-5 students are awarded points for the English Award Scheme for joining English learning activities held outside class. • Students are able to communicate with teachers in English in everyday interactions. 	<ul style="list-style-type: none"> • Evaluation meetings • Feedback from teachers and students is positive 	<ul style="list-style-type: none"> • Whole School Year 	<ul style="list-style-type: none"> • English Language Panel • English Club • Religious Formation Team • EMI subject teachers 	<ul style="list-style-type: none"> • School funding • Prizes • Student helpers

3. Major Concern : Foster whole person development through enhancing students' awareness of career planning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Students understand their interests, abilities and career aspirations	<ul style="list-style-type: none"> Through Ethics lessons and Religious Studies lessons, students understand their <ul style="list-style-type: none"> interests and attributes (S.1 & S.2) abilities and career aspirations (S.3 & S.4) 	<ul style="list-style-type: none"> Students get a better understanding of their interests, abilities and career aspirations 	<ul style="list-style-type: none"> Students' feedback Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Moral Education & Health Service Team Religious Studies Panel Careers Guidance Team 	<ul style="list-style-type: none"> Health Department NGO
	<ul style="list-style-type: none"> Students participate in activities assigned to their respective forms <ul style="list-style-type: none"> Orientation Day Camp, Clubs or Teams, Sports Day (S.1) Self-exploration game, Leadership Training Programme, Sports Day (S.2) Talk on “ How to start your career planning?”, Workshop on “Finding your dream”, Career day camp, Career visits (S.3) Social Service (S.4) University visits, MBTI workshops, Career exploration game (S.5) Talk on JUPAS choice selection strategies cum workshop on personality tests (S.6) 	<ul style="list-style-type: none"> The activities are held as scheduled Students show interest in the activities Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Students' performance in the activities Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> ECA Team Counselling Team Discipline Team Careers Guidance Team Physical Education Panel Social Service Team 	<ul style="list-style-type: none"> School Funding NGO

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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Students develop their potentials and the spirit to serve	<ul style="list-style-type: none"> Encourage students to participate in extra-curricular activities and take up posts of responsibility 	<ul style="list-style-type: none"> 80% of students join clubs or teams At least 10% of the committee members come from junior forms 	<ul style="list-style-type: none"> Records of ECA 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> ECA Team 	
	<ul style="list-style-type: none"> Encourage students to participate in inter-school competitions 	<ul style="list-style-type: none"> 60% of students participate in inter-school competitions 	<ul style="list-style-type: none"> Records of ECA Records of subject panels 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> ECA Team Subject Panels 	
	<ul style="list-style-type: none"> Provide opportunities for students to organize activities <ul style="list-style-type: none"> Activities of clubs and teams Social Service (S.4) 	<ul style="list-style-type: none"> Teachers' feedback on students' performance is positive Students demonstrate their leadership in the activities 	<ul style="list-style-type: none"> Students' performance in the activities Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> ECA Team Social service Team 	<ul style="list-style-type: none"> School Funding
	<ul style="list-style-type: none"> Organize leadership training programmes for <ul style="list-style-type: none"> S.2 and S.4 students School Prefects and Big Sisters 	<ul style="list-style-type: none"> Students' leadership is enhanced Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Students' performance in the activities Students' feedback Evaluation meetings 	<ul style="list-style-type: none"> Nov 	<ul style="list-style-type: none"> ECA Team Counselling Team Discipline Team 	<ul style="list-style-type: none"> School Funding
Students understand the importance of setting and reviewing their goals at different stages of their secondary school lives and realize their goals	<ul style="list-style-type: none"> Remind students of the importance of setting goals <ul style="list-style-type: none"> Inspirational sayings in the Student Handbook Alumnae' sharing in the Morning Assembly Ethics lessons 	<ul style="list-style-type: none"> Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Teachers' and students' feedback Records of Morning Assembly Team Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Religious Studies Panel Morning Assembly Team Campus TV Team Moral Education & Health Service Team Class Teachers 	<ul style="list-style-type: none"> Alumnae Health Department NGO
	<ul style="list-style-type: none"> Guide students to set goals and carry out reflection in monthly diary (S.3 – S.6) 	<ul style="list-style-type: none"> Feedback from teachers is positive 	<ul style="list-style-type: none"> Class teachers' feedback Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Careers Guidance Team Class Teachers 	
	<ul style="list-style-type: none"> Enhance students' skills on goal setting (S.5) 	<ul style="list-style-type: none"> Students' skills on goal setting are enhanced Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Students' feedback Evaluation meetings 	<ul style="list-style-type: none"> July 16 	<ul style="list-style-type: none"> Careers Guidance Team 	<ul style="list-style-type: none"> NGO

3. Major Concern : Foster whole person development through enhancing students' awareness of career planning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<ul style="list-style-type: none"> Encourage students to share their successful experience in setting and actualizing goals during the Morning Assembly 	<ul style="list-style-type: none"> Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Teachers' and students' feedback Records of Morning Assembly Team Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Morning Assembly Team 	
	<ul style="list-style-type: none"> Refine Student Self-Development Award Scheme (S.1–S.3) <ul style="list-style-type: none"> goals addressing students' abilities regular evaluation 	<ul style="list-style-type: none"> 50% of students achieve the goals they set 	<ul style="list-style-type: none"> Record of Student Self-Development Award Scheme 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Counselling Team 	
	<ul style="list-style-type: none"> Introduce multiple pathways and help students to plan their future in 'Career Mapping' Workshop (S.4) 	<ul style="list-style-type: none"> Feedback from students is positive 	<ul style="list-style-type: none"> Students' performance in the workshop Evaluation meetings 	<ul style="list-style-type: none"> Nov 	<ul style="list-style-type: none"> Careers Guidance Team 	
	<ul style="list-style-type: none"> Guide students to build up a high-quality Student Learning Profile (S.4 – S.6) 	<ul style="list-style-type: none"> Students know how to prepare themselves for the SLP 	<ul style="list-style-type: none"> Students' performance in the briefing sessions 	<ul style="list-style-type: none"> S4 Nov S5 May 16 S6 Dec & Jan 16 	<ul style="list-style-type: none"> Careers Guidance Team 	<ul style="list-style-type: none"> my-IT System
	<ul style="list-style-type: none"> Provide students with information on further studies and careers <ul style="list-style-type: none"> Organizing career-related activities for senior students <ul style="list-style-type: none"> ✓ Mentorship programme ✓ Activities of subject panels and functional groups Enhancing the career information and dissemination channels 	<ul style="list-style-type: none"> Activities are held as scheduled Feedback from teachers and students is positive The information on the webpage and facebook of Careers Guidance Team is updated timely The Careers Room is open during lunch time 	<ul style="list-style-type: none"> Evaluation meetings Feedback of mentors and mentees Teachers' and students' feedback on the webpage and facebook 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Careers Guidance Team Subject Panels and Functional Groups 	<ul style="list-style-type: none"> Alumnae Eclass System

3. Major Concern : Foster whole person development through enhancing students' awareness of career planning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Students understand their social responsibility and establish proper ethical values	<ul style="list-style-type: none"> Foster students' understanding of the meaning of career <ul style="list-style-type: none"> Career talks or Alumnae sharing Religious Studies lessons 	<ul style="list-style-type: none"> Activities are held as scheduled Students understand the meaning of career 	<ul style="list-style-type: none"> Records of Morning Assembly Team Evaluation meetings 	Whole School Year	<ul style="list-style-type: none"> Careers Guidance Team Religious Studies Panel Morning Assembly Team 	Alumnae
	<ul style="list-style-type: none"> Guide students to make sensible choices and resist temptation <ul style="list-style-type: none"> Morning Assemblies Ethics lessons Religious Studies lessons 	<ul style="list-style-type: none"> Activities are held as scheduled Students know the way to make choices and resist temptation 	<ul style="list-style-type: none"> Records of Morning Assembly Team Students' feedback Evaluation meetings 	Whole School Year	<ul style="list-style-type: none"> Moral Education & Health Service Team Morning Assembly Team Religious Studies Panel 	