

Annual School Plan

2011-2012

1. Major Concern : Enhancement of students' academic performance

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Enhance students' reading habit and writing abilities	<p>Reading</p> <ul style="list-style-type: none"> • Promote cross-curriculum reading <ul style="list-style-type: none"> – Reading programmes of English and Chinese Language – Subject-based reading policy – School-based cross-curriculum multi-media reading & listening programme – Popular Reading Award Scheme (S1 & S3) – Activities promoted by the School Library • Reinforce students' reading skills <ul style="list-style-type: none"> – Lunchtime reading workshops for S1 – Author talk on critical reading skills (S3 to S7) 	<ul style="list-style-type: none"> • 85% or above of the students meet the prescribed minimum requirements of the various reading programmes • Students' feedback on the reading activities is positive • The platform of the multimedia reading & listening programme is set up • Students show enhancement in their reading habit and reading abilities by the end of the school year • The activities are held as scheduled • 80% or above of S1-S7 students obtain a pass in internal examinations in English Language and Chinese Language (reading) • 70% or above of S6 students attain Level 3 in English Language & Chinese Language (reading) in HKDSE • 90% or above of S7 students obtain a pass in Use of English and Chinese Language (reading) in HKAL 	<ul style="list-style-type: none"> • Students' performance in the Popular Reading Award Scheme • Student's performance in reading activities • Students' performance in internal examinations • Students' performance in public examinations (HKDSE & HKAL) • Evaluation meetings • Records of students' participation and performance in the e-learning programme 	<ul style="list-style-type: none"> • Whole School Year • Whole School Year • First Term 	<ul style="list-style-type: none"> • All Subject Teachers • English Language Panel • Chinese Language Panel • Teacher Librarian • Subject Panels • LAC Team 	<ul style="list-style-type: none"> • Prizes • Funding from REES

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	<p>Writing</p> <ul style="list-style-type: none"> • Set strategic plans to enhance students' writing abilities S1-2 Expressing ideas and vocabulary building S3 Expressing ideas and opinions S4-7 Writing skills <ul style="list-style-type: none"> – Subject-based language policy • Disseminate student work <ul style="list-style-type: none"> – Display of student work • Writing activities promoted by the School Library <ul style="list-style-type: none"> – Commentary writing competitions : feedback to teachers' morning talks on current issues – Organizing S1-S5 students to take part in the writing components of the Ten Best Books Voting Competition of the HKPTU 	<ul style="list-style-type: none"> • Students meet the language requirements of individual subjects • Students show enhancement of their writing skills at the end of the school year • 95% or above of S1-S7 students obtain a pass in internal examinations in English Language and Chinese Language (writing) • 70% or above of S6 students attain Level 3 in English Language and Chinese Language (writing) in HKDSE • 90% or above of S7 students obtain a pass in Use of English and Chinese Language (writing) in HKAL • Students' writing is displayed regularly • Students' performance in the writing activities is satisfactory 	<ul style="list-style-type: none"> • Students' performance in course work • Students' performance in the activities • Evaluation meetings • Students' performance in internal examination • Students' performance in public examinations (HKDSE & HKAL) 	<ul style="list-style-type: none"> • Whole School Year 	<ul style="list-style-type: none"> • All English and Chinese Language Teachers • All Subject Teachers • Teacher Librarian 	

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Enhance students' problem solving and critical thinking abilities	<ul style="list-style-type: none"> Reinforce elements of problem solving and critical thinking in individual curricula <ul style="list-style-type: none"> subject-based planning Project Learning (S3) Integrated Humanities Project (S1) 	<ul style="list-style-type: none"> Students show improvement in problem solving and critical thinking skills at the end of the school year 80% of students meet the prescribed minimum requirements of individual subjects Teachers' evaluation on students' performance in Project Learning (S3) and Integrated Humanities project (S1) is positive 	<ul style="list-style-type: none"> Evaluation meetings Teachers' assessment on students' performance in Project Learning (S3) and Integrated Humanities project (S1) Students' performance in the learning activities APASO 	<ul style="list-style-type: none"> Whole School Year Second Term 	<ul style="list-style-type: none"> Subject Panels Project Learning Team Integrated Humanities Panel 	
	<ul style="list-style-type: none"> Integrate current affairs into the informal curriculum <ul style="list-style-type: none"> Morning talks on current issues by teachers and students News commentary corner Current issues broadcast : OLC News Roundup News clippings display : News Corner 	<ul style="list-style-type: none"> Students' response to and feedback on the activities is positive Teachers' evaluation on the activities is positive 	<ul style="list-style-type: none"> Evaluation meetings Students' participation in the activities Students' feedback on the activities 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Students and Teachers Liberal Studies Panel Teacher Librarian Campus TV Team Civic & Environmental Education Team 	

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Improve students' learning attitude	<ul style="list-style-type: none"> Enhance students' learning motivation <ul style="list-style-type: none"> Experience sharing of past student followed by students' self-reflection Use of feedback and questioning to encourage student learning Fostering peer learning among students 	<ul style="list-style-type: none"> Students' reflection in the monthly diary is positive Teachers make effective use of feedback and questioning techniques Students become more positive towards learning by the end of the school year 	<ul style="list-style-type: none"> Students' feedback in the monthly diary Students' performance in learning attitude Subject evaluation meetings Peer observation and lesson observation APASO 	<ul style="list-style-type: none"> Second Term Whole School Year 	<ul style="list-style-type: none"> Campus TV Team Class Teachers Careers Guidance Team Past Pupils Association Subject Teachers Panel Heads Principal Subject Teachers 	
Cater for student diversity	<ul style="list-style-type: none"> Support student learning in S1 <ul style="list-style-type: none"> Language Across Curriculum Programme (I.H.) Small class teaching and after-school tutorial classes 	<ul style="list-style-type: none"> Feedback from both Integrated Humanities and English Panels is positive 	<ul style="list-style-type: none"> Evaluation meeting Students' performance in learning and examination 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Panel Integrated Humanities Panel 	
	<ul style="list-style-type: none"> Reinforce measures catering for higher-ability and lower-ability students <ul style="list-style-type: none"> Setting up a system for early identification of SEN students and implementing support and follow-up measures Subject-based programmes 	<ul style="list-style-type: none"> Students' performance meets the requirements of individual subjects 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in learning and examination 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Panel Heads, Subject Teachers 	

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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<ul style="list-style-type: none"> • Enhance support for gifted and SEN students <ul style="list-style-type: none"> – Workshops on creativity (S1 & S2) – Pull-out programmes on gifted education – Reinforce efforts to identify SEN students and strengthen support measures 	<ul style="list-style-type: none"> • Students' feedback on the activities is positive • 75% or above of the nominated students are admitted to the pull-out programmes • SEN students are identified and transferred to professional evaluation • Support measures for SEN students are implemented • Exam. adaptation for SEN students are arranged • Appropriate services are provided for the SEN students through EDB and NGOs 	<ul style="list-style-type: none"> • Students' performance in the activities • Evaluation meetings • No. of students admitted to the pull-out programmes • Feedback of SEN students, teachers and social worker • Meetings with EDB officials • Reports of the NGOs on the SEN students 	<ul style="list-style-type: none"> • First Term • Second Term • Whole School Year 	<ul style="list-style-type: none"> • Learning Support Team 	<ul style="list-style-type: none"> • Diversity Learning Grant
	<ul style="list-style-type: none"> • Organize teacher professional development programmes <ul style="list-style-type: none"> – Arrange teacher training on SEN 	<ul style="list-style-type: none"> • Teachers' feedback on the programmes is positive • The school meets the basic requirement of SEN training 	<ul style="list-style-type: none"> • No. of teachers receiving SEN training • Feedback of teachers receiving SEN training 	<ul style="list-style-type: none"> • Whole School Year 	<ul style="list-style-type: none"> • Learning Support Team 	

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2. Major Concern : Enhancement of moral nurturing

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Enhance students' personal and social responsibility	<ul style="list-style-type: none"> • Raise students' sense of responsibility through morning assemblies and ethics lessons <ul style="list-style-type: none"> – Morning assemblies on the theme of responsibility – P.A.T.H.S. (S1 –S3) – Ethics lessons (S4 – S7) 	<ul style="list-style-type: none"> • Teachers' evaluation on students' sense of responsibility is positive 	<ul style="list-style-type: none"> • Evaluation meetings 	<ul style="list-style-type: none"> • Whole School Year 	<ul style="list-style-type: none"> • Morning Assembly Team • Moral and Health Education Team • Ethics Panel • Class Teachers 	<ul style="list-style-type: none"> • Teaching Assistants
	<ul style="list-style-type: none"> • Enhance students' sense of responsibility through organizing and participating in activities <ul style="list-style-type: none"> – Voluntary services – Peer Reading Programme – Environmental conservation activities <ul style="list-style-type: none"> ♦ Collection of paper for recycling ♦ Environmental Conservation Corner 	<ul style="list-style-type: none"> • 80% of the students involved are satisfied with their performance in the project • Feedback of teacher advisors and social workers on students' performance is positive • 75% of the students attend all sessions of the programme • 80% of S1-S4 classes participate in this activity • News and reflections on environmental conservation are displayed regularly 	<ul style="list-style-type: none"> • Questionnaire • Evaluation meetings • Record of students' attendance • Record of collection • Frequency of display 	<ul style="list-style-type: none"> • Oct - Dec • Whole School Year • Dec • Oct - May 	<ul style="list-style-type: none"> • Social Services Team • Social Services Team • English Panel • Civic and Environmental Team 	<ul style="list-style-type: none"> • School funding • Teaching Assistants • Story books • Record books

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2. Major Concern : Enhancement of moral nurturing

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<ul style="list-style-type: none"> • Enhance leadership training <ul style="list-style-type: none"> – Big Sister Scheme – School Prefects – Students’ Association, Houses and Clubs 	<ul style="list-style-type: none"> • 80% of the students involved are satisfied with the leadership training activities • Teachers are satisfied with leaders’ performance in their corresponding team 	<ul style="list-style-type: none"> • Questionnaire • Evaluation meetings 	<ul style="list-style-type: none"> • Aug, Apr • July • Oct 	<ul style="list-style-type: none"> • Counseling Team • Discipline Team • Social Worker • ECA & Service Groups Coordinating Committee 	<ul style="list-style-type: none"> • Teaching Assistants
	<ul style="list-style-type: none"> • Encourage students to be responsible for their personal growth <ul style="list-style-type: none"> – Self-Development Award Scheme (S1 –S3) – Student Learning Profile (S4 – S6) 	<ul style="list-style-type: none"> • 30% of the students achieve the bronze badge or above • S1 and S2 students show improvement in time management by the end of the school year • 90% of S4 and S5 students participate in ECA or school services which will be shown in the Student Learning Profile • 50% of S6 students have a record of the activities they have joined outside school in their Student Learning Profiles 	<ul style="list-style-type: none"> • Record of the Self-Development Award Scheme • APASO • Students’ Non-academic Records 	<ul style="list-style-type: none"> • Whole School Year • Whole School Year 	<ul style="list-style-type: none"> • Counseling Team • Student Learning Record Team 	<ul style="list-style-type: none"> • Teaching Assistants • Handbooks of the Scheme • Teaching Assistants
	<ul style="list-style-type: none"> • Optimize the Reward-Punishment System to raise students’ sense of responsibility <ul style="list-style-type: none"> – Refine the ‘Atonement of Demerits by Merits’ Scheme 	<ul style="list-style-type: none"> • 50% of the students involved achieve the prescribed targets 	<ul style="list-style-type: none"> • Teachers’ evaluation • Record of students’ performance 	<ul style="list-style-type: none"> • Whole School Year 	<ul style="list-style-type: none"> • Counseling Team • Discipline Team 	

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2. Major Concern : Enhancement of moral nurturing

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<ul style="list-style-type: none"> - Refine the 'On The Day Detention' measure - Make good use of the Awards and Achievements Board 	<ul style="list-style-type: none"> • Students' absence from detention decreases by 5% • All external awards are timely posted on the Awards and Achievement Board 	<ul style="list-style-type: none"> • Record of students' attendance • Evaluation meetings • Evaluation meetings 		<ul style="list-style-type: none"> • Academic Enhancement Team • ECA & Services Groups Coordinating Committee • Morning Assembly Team • Teachers-in-charge of clubs/teams • All subject panels 	<ul style="list-style-type: none"> • Teaching Assistants • eclass System
	<ul style="list-style-type: none"> • Implement "Healthy Campus" Programme 	<ul style="list-style-type: none"> • A mechanism of identifying students with behavioural problems is in place • Subject curriculum related to healthy life is reinforced • Activities of promoting healthy life are held and coordinated 	<ul style="list-style-type: none"> • Teachers' feedback • Subject panel meetings • Evaluation meetings of activity organizers 	<ul style="list-style-type: none"> • Whole School Year 	<ul style="list-style-type: none"> • Student Development Committee • Panel Heads 	<ul style="list-style-type: none"> • School funding • Teaching Assistants

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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Enhance students' caring spirit	<ul style="list-style-type: none"> • 'Nurture students' caring spirit through morning assemblies and Ethic Lessons <ul style="list-style-type: none"> – Morning assemblies on the theme of 'Caring Culture' – P.A.T.H.S. (S1 – S3) – Ethics lessons (S4 – S5) 	<ul style="list-style-type: none"> • Teachers' evaluation on students' caring spirit is positive 	<ul style="list-style-type: none"> • Evaluation meetings • APASO 	<ul style="list-style-type: none"> • Whole School Year 	<ul style="list-style-type: none"> • Morning Assembly Team • Moral and Health Education Team • Ethics Panel • Class Teachers 	<ul style="list-style-type: none"> • Teaching Assistants
	<ul style="list-style-type: none"> • Incorporate the element of 'caring culture' into subject curriculum 	<ul style="list-style-type: none"> • At least 50% of the subjects include topics related to caring spirit in the curriculum 	<ul style="list-style-type: none"> • Subject panel meetings 	<ul style="list-style-type: none"> • Whole School Year 	<ul style="list-style-type: none"> • Subject Panels 	
	<ul style="list-style-type: none"> • Enhance students' caring spirit through activities <ul style="list-style-type: none"> – Fund raising activities – Voluntary services – Environmental conservation activities <ul style="list-style-type: none"> ♦ 'No light for 5 minutes Campaign' ♦ No Air Conditioning Day 	<ul style="list-style-type: none"> • Students actively participate in fund raising activities • 500 self-made gifts are collected • Students' performance in voluntary services is satisfactory • 95% of classes participate in this activity • 95% of classes participate in this activity 	<ul style="list-style-type: none"> • Evaluation meetings • Number of gifts collected • Evaluation meetings • Evaluation meetings 	<ul style="list-style-type: none"> • Sept - July • Oct - May • Oct • June 	<ul style="list-style-type: none"> • Teachers-in-charge of the fund raising activities • Social Services Team • Community Youth Club • Religious Formation Team • Civic and Environmental Education Team 	<ul style="list-style-type: none"> • School funding

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	<ul style="list-style-type: none"> • Peer coaching <ul style="list-style-type: none"> – Big Sister Scheme – Peer Reading Programme – Peer coaching on subject selection for S3 students 	<ul style="list-style-type: none"> • Students' response is positive • 80% of lower form students are satisfied with the programme • Students have thorough and comprehensive understanding of subject selection 	<ul style="list-style-type: none"> • Evaluation meetings • Feedback from lower form students • Feedback from S3 students and careers prefects • Evaluation meetings 	<ul style="list-style-type: none"> • Whole School Year • Whole School Year • Dec 2011 and May 2012 	<ul style="list-style-type: none"> • Counseling Team • Social Services Team • English Panel • Careers Guidance Team 	<ul style="list-style-type: none"> • School funding • Story books • Record books
Nuture students' sense of thanksgiving	<ul style="list-style-type: none"> • Morning assembly on the theme of 'Thanksgiving' • Organizing the Thanksgiving Day 	<ul style="list-style-type: none"> • The value of thanksgiving is conveyed to students through different activities • Students are able to express thanks in different ways • Feedback from students and teachers on the Thanksgiving Day is positive 	<ul style="list-style-type: none"> • Evaluation meetings 	<ul style="list-style-type: none"> • First Term 	<ul style="list-style-type: none"> • Students' Association • Morning Assembly Team 	
	<ul style="list-style-type: none"> • Religious education <ul style="list-style-type: none"> – Religious Studies lessons – Religious activities 	<ul style="list-style-type: none"> • Teachers' evaluation on students' performance in the related learning activities is satisfactory • Students' performance in religious activities is satisfactory 	<ul style="list-style-type: none"> • Teachers' evaluation 	<ul style="list-style-type: none"> • Whole School Year 	<ul style="list-style-type: none"> • R.S. Teachers • Catholic Society • Religious Formation Team 	

Plan for Diversity Learning Grant for the NSS Students 2010/11–2012/13

➤ Education programmes for gifted students

Grant provision : 10/11 \$ 35,000 (S4 & 5)
 11/12 \$ 70,000 (S4,5 & 6)
 12/13 \$105,000 (S4,5 & 6)

Strategies	Name of programme	Target students	Evaluation of student learning/success indicators	People-in-charge	Budget
<ul style="list-style-type: none"> To offer a range of opportunities for students with special needs to develop organization ability 	<ul style="list-style-type: none"> Amazing Race Creativity workshop 	S4 - S6 students	At least 80% of the students give positive feedback to the activities	GIF Team	\$ 4,000 (10/11) \$ 2,500 (11/12) \$ 8,000 (12/13)
<ul style="list-style-type: none"> To offer a range of creativity development activities for students with different needs 	<ul style="list-style-type: none"> Learning through Engineering, Art and Design Program (LEAD program) 	S4-S6 students	At least 20 students join the LEAD program	GIF Team	\$ 7,000 (10/11) \$ 4,000 (11/12) \$ 8,000 (12/13)
<ul style="list-style-type: none"> To offer a range of leadership development activities for students with different needs 	<ul style="list-style-type: none"> Leadership training Programmes 	S4-S5 students	At least 85% of the students give positive feedback to the activities.	GIF Team	\$ 0 (10/11) \$15,000 (11/12) \$25,000 (12/13)
<ul style="list-style-type: none"> To offer critical thinking development course for students with different needs 	<ul style="list-style-type: none"> Critical thinking and debate course 	S4-S6 students	At least 80% of the students show positive feedback to the activities	GIF Team	\$ 0 (10/11) \$ 3,000 (11/12) \$ 6,000 (12/13)
<ul style="list-style-type: none"> To enable students to acquire diversified learning experiences and develop career aspirations 	<ul style="list-style-type: none"> Gifted courses offered by universities Hong Kong International Model United Nations 	S4-S6 students	At least 15 students join the Gifted courses offered by universities At least 10 students join the Hong Kong International Model United Nations	GIF Team	\$24,000 (10/11) \$30,000 (11/12) \$50,000 (12/13)

\$35,000 (10/11)
 \$54,500 (11/12)
 \$97,000 (12/13)

Total : \$186,500

➤ Applied Learning courses

Strategies & benefits anticipated	Name of program(s)	Target students	Evaluation of student learning/success indicators	Teacher-in-charge	Budget
<ul style="list-style-type: none"> • To offer a range of Applied Learning courses for students with different learning needs and interests • Students acquire diversified learning experiences and develop career aspirations 	Courses in the following areas of studies: <ul style="list-style-type: none"> – Creative Studies – Media & Communication – Business, Management & Law – Services – Applied Science – Engineering & Production 	S5 & S6 students of each cohort	<ul style="list-style-type: none"> • Successful completion of Applied Learning courses by students with good attendance records • Positive feedback from students in regular meetings with the teacher-in-charge 	Careers and Guidance Team	\$1,500 per student (about 20 students each year) 10/11 \$1,500 x 10=\$15,000 11/12 \$1,500 x 20=\$30,000 12/13 \$1,500 x 24=\$36,000

Total : \$81,000