## Annual School Plan (2015-2016)

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

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<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>Time Scale</th>
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| Students demonstrate the ability to apply different study skills in their learning | - Familiarize teachers and students with self-regulated learning skills  
- Workshops (S.1 & S.3)  
- Ethics lessons  
- Sharing among teachers | - Feedback from teachers and students is positive  
- Students demonstrate the ability to apply different study skills in their learning | - Evaluation meetings  
- Students’ performance in the learning processes  
- Students’ performance in tests and examinations  
- Students’ reflection on their learning | Whole School Year | Academic Enhancement Team  
Moral Education & Health Service Team  
Subject teachers | School funding |
| Provide academic support measures to strengthen students’ academic abilities | - Core subjects (S.1,S.2,S.3)  
- EMI content subjects (S.3)  
- Homework Guidance Class (S.1,S.2) | - 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 | - Evaluation meetings  
- Students’ performance in learning  
- Students’ performance in tests and examinations  
- Record of homework non-submission | First Term  
Second Term | Academic Enhancement Team  
Subject teachers of English Language, Chinese Language and Mathematics  
Assistant Teachers  
Teaching Assistant | |
| Incorporate self-learning skills in individual subjects (S.3-S.6)       | - 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 | | - Evaluation meetings  
- Students’ performance in the learning processes  
- Students’ performance in tests and examinations  
- Students’ reflection on their learning | Whole School Year | Subject teachers | |
| Disseminate good practices among students                                | - Peer sharing  
- Discussion | - Feedback from teachers and students is positive  
- Students make improvement in their learning | - Students’ performance in learning  
- Students’ performance in tests and examinations | Whole School Year | Subject teachers | |
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| Students develop an active learning attitude | • Diversify assessment practice to encourage self-learning  
- Incorporation of self-learning topics into coursework  
- More frequent use of formative assessment | • Students demonstrate efforts in self-learning  
• 60% or above of students obtain a pass in the self-learning topics in coursework | • Evaluation meetings  
• Students’ performance on the self-learning topics in coursework | • Whole School Year | • Subject teachers | |
| | • Provide opportunities to enhance students’ self-learning attitude  
- Programmes on self-learning of individual subjects  
- Project Learning (S.3)  
- Leadership training programme (S.4) | • Feedback from teachers and students on the learning activities is positive  
• Students become more positive in learning | • Evaluation meetings  
• Students’ performance in the activities  
• Students’ performance in learning | • Whole School Year | • Subject teachers  
• Project Learning Team  
• ECA Team | School funding |
| | • Foster the skills of self-management: time management and perseverance  
- Orientation programmes (S.1)  
- Careers planning programme (S.3)  
- Leadership training programmes (S.2, S.4)  
- Class teachers’ guidance | • Less than 10 demerits are given for homework non-submission at each level of S.1-S.5 | • Evaluation meetings  
• Record of homework non-submission | • Whole School Year | • ECA Team  
• Counselling Team  
• Discipline Team  
• Academic Enhancement Team  
• Careers Guidance Team  
• Class Teachers  
• Teaching Assistant  
• Class teachers | |
| | • Encourage students to become active and reflective learners  
- Learning portfolio (S.3)  
- Ethics lessons  
- Monthly diary | • Students are able to reflect on their learning processes | • Reflections students made on their learning process in the learning portfolio and monthly diary | • End of the First and Second Term | |

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

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| Implement LAC in the English medium | • Implement LAC programmes for I.H. and Science  
  - S.1 I.H.  
  - S.2 Science | • 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 | • Evaluation meetings  
  • Students’ performance in test and examinations  
  • Students’ performance in learning | • Whole School Year | • LAC Team  
  • English Language Panel  
  • Science Panel  
  • I.H. Panel | • Support measures from HKU  
  • Teaching Assistants |
| Encourage teachers to participate in LAC-related professional development activities  
  - Attending courses on MOI  
  - Sharing among teachers | • Feedback from teachers is positive | • Records of teachers’ participation in MOI training  
  • Feedback of teachers on the activities | • Whole School Year | • EMI content subject teachers |
| Help students adapt to the switch of medium of instruction | • Organize bridging programmes for MOI adaptation  
  - 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) | • Feedback from teachers and students is positive  
  • Students show improvement in learning | • Evaluation meetings  
  • Student performance in learning, tests and examinations | • July-August 2015  
  • First Term  
  • Whole School Year | • LAC Team  
  • English Language Panel & EMI content subject panels  
  • Mathematics Panel  
  • Technology & Living Panel  
  • Computer Literacy Panel | |
| Provide follow-up support for fine-tuned students switching to regular classes  
  - Adaptation to everyday learning  
  - Academic performance | • The students are well adapted to regular classes  
  • The academic performance of the students is satisfactory | • Meetings of those students with class teachers and subject teachers  
  • Evaluation meetings  
  • Students’ performance in learning, tests and examinations | • Whole School Year | • Class teachers  
  • Subject teachers | |

- MOI: Medium of Instruction
- EMI: English as a Medium of Instruction
- LAC: Language Assistance Centre
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| Strengthen cross-curricular collaboration    | • Implement cross-curricular reading activities to widen students’ exposure to English  
  - Use of the online teaching resource ‘Reading A – Z’  
  - Mini-book exhibitions / theme-based reading activities | • 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 | • Evaluation meetings                                             | • Whole School Year             | • LAC Team  
  • English Language Panel  
  • School Library  
  • EMI content subject panels | • School funding |
|                                             | • Organize cross-curricular English-medium activities  
  - English morning programme & extended activities  
  - English Speaking Day | • 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 | • Evaluation meetings                                             | • Whole School Year             | • LAC Team  
  • English Language Panel  
  • English Club  
  • The NET  
  • EMI content subject panels | • School funding  
  • Prizes  
  • Student helpers |
|                                             | • Provide language support for Liberal Studies  
  - Writing skills enhancement | • Feedback from both Chinese Language Panel and Liberal Studies Panel is positive  
  • Students show enhancement in their writing skills | • Evaluation meetings                                                                 | • Whole School Year             | • Chinese Language Panel  
  • Liberal Studies Panel | |
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| Enhance the English learning environment | • Provide a text-rich environment  
- in the classroom  
- around campus | • 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. | • Evaluation meetings | • Whole School Year | • English Language Panel  
• ECA Team  
• School Library | |
| | • Optimize the use of English in daily communication  
- Setting up the English Activity Room  
- Broadcasting English hymns and songs on English Speaking Days  
- Encouraging the use of English outside the classroom | • 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. | • Evaluation meetings  
• Feedback from teachers and students is positive | • Whole School Year | • English Language Panel  
• English Club  
• Religious Formation Team  
• EMI subject teachers | |
| | | | | | | |

- School funding  
- Prizes  
- Student helpers
3. Major Concern: Foster whole person development through enhancing students’ awareness of career planning

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| Students understand their interests, abilities and career aspirations  | • Through Ethics lessons and Religious Studies lessons, students understand their interests and attributes (S.1 & S.2)  
- abilities and career aspirations (S.3 & S.4) | • Students get a better understanding of their interests, abilities and career aspirations                  | • Students’ feedback  
• Evaluation meetings                                           | Whole School Year                          | Moral Education & Health Service Team  
Religious Studies Panel  
Careers Guidance Team | Health Department  
NGO                                                           |
| • Students participate in activities assigned to their respective forms | • Students participate in activities assigned to their respective forms  
- 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) | • The activities are held as scheduled  
• Students show interest in the activities  
• Feedback from teachers and students is positive | • Students’ performance in the activities  
• Evaluation meetings                                           | Whole School Year                          | ECA Team  
Counselling Team  
Discipline Team  
Careers Guidance Team  
Physical Education Panel  
Social Service Team                                           | School Funding  
NGO                                                           |
3. Major Concern: Foster whole person development through enhancing students’ awareness of career planning

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| Students develop their potentials and the spirit to serve              | Encourage students to participate in extra-curricular activities and take up posts of responsibility | 80% of students join clubs or teams  
At least 10% of the committee members come from junior forms | Records of ECA | Whole School Year | ECA Team |                   |
|                                                                       | Encourage students to participate in inter-school competitions            | 60% of students participate in inter-school competitions | Records of ECA  
Records of subject panels | Whole School Year | ECA Team  
Subject Panels |                   |
|                                                                       | Provide opportunities for students to organize activities  
- Activities of clubs and teams  
- Social Service (S.4)                                               | Teachers’ feedback on students’ performance is positive  
Students demonstrate their leadership in the activities | Students’ performance in the activities  
Evaluation meetings | Whole School Year | ECA Team  
Social service Team |                   |
|                                                                       | Organize leadership training programmes for  
- S.2 and S.4 students  
- School Prefects and Big Sisters                                      | Students’ leadership is enhanced  
Feedback from teachers and students is positive | Students’ performance in the activities  
Students’ feedback  
Evaluation meetings | Nov  
ECA Team  
Counselling Team  
Discipline Team |                   | School Funding |
| Students understand the importance of setting and reviewing their goals at different stages of their secondary school lives and realize their goals | Remind students of the importance of setting goals  
- Inspirational sayings in the Student Handbook  
- Alumnae’ sharing in the Morning Assembly  
- Ethics lessons | Feedback from teachers and students is positive | Teachers’ and students feedback  
Records of Morning Assembly Team  
Evaluation meetings | Whole School Year | Religious Studies Panel  
Morning Assembly Team  
Campus TV Team  
Moral Education & Health Service Team  
Class Teachers |                   |
|                                                                       | Guide students to set goals and carry out reflection in monthly diary (S.3 – S.6) | Feedback from teachers is positive | Class teachers’ feedback  
Evaluation meetings | Whole School Year | Careers Guidance Team  
Class Teachers  
Careers Guidance Team |                   |
|                                                                       | Enhance students’ skills on goal setting (S.5)                             | Students’ skills on goal setting are enhanced  
Feedback from teachers and students is positive | Students’ feedback  
Evaluation meetings | July 16  
Whole School Year |                   | NGO |
|                                                                       |                                                                               |                                                                               |                                                             |                  |                                   |                    |
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|         | Encourage students to share their successful experience in setting and actualizing goals during the Morning Assembly | Feedback from teachers and students is positive | 'Teachers’ and students’ feedback  
Record of Morning Assembly Team  
Evaluation meetings | Whole School Year  
Morning Assembly Team |                      |                                                            |
|         | Refine Student Self-Development Award Scheme (S.1–S.3)  
- goals addressing students’ abilities  
- regular evaluation  | 50% of students achieve the goals they set | Record of Student Self-Development Award Scheme | Whole School Year  
Counselling Team |                      |                                                            |
|         | Introduce multiple pathways and help students to plan their future in ‘Career Mapping’ Workshop (S.4) | Feedback from students is positive | Students’ performance in the workshop  
Evaluation meetings | Nov  
Careers Guidance Team |                      |                                                            |
|         | Guide students to build up a high-quality Student Learning Profile (S.4 – S.6) | Students know how to prepare themselves for the SLP | Students’ performance in the briefing sessions | S4 Nov  
S5 May 16  
S6 Dec & Jan 16  
Careers Guidance Team |                      |                                                            |
|         | Provide students with information on further studies and careers  
- Organizing career-related activities for senior students  
✓ Mentorship programme  
✓ Activities of subject panels and functional groups  
- Enhancing the career information and dissemination channels | 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 | Evaluation meetings  
Feedback of mentors and mentees  
‘Teachers’ and students’ feedback on the webpage and facebook | Whole School Year  
Careers Guidance Team  
Subject Panels and Functional Groups |                      | Alumnae  
Eclass System |
|         |                                                                                           |                                   |                                                             | Whole School Year  
Careers Guidance Team  
Subject Panels and Functional Groups |                      | Alumnae  
Eclass System |
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| Students understand their social responsibility and establish proper ethical values | • Foster students’ understanding of the meaning of career  
  - Career talks or Alumnae sharing  
  - Religious Studies lessons  
  - Guide students to make sensible choices and resist temptation  
  - Morning Assemblies  
  - Ethics lessons  
  - Religious Studies lessons | • Activities are held as scheduled  
  • Students understand the meaning of career  
  • Activities are held as scheduled  
  • Students know the way to make choices and resist temptation | • Records of Morning Assembly Team  
  • Evaluation meetings  
  • Records of Morning Assembly Team  
  • Students’ feedback  
  • Evaluation meetings | Whole School Year | Careers Guidance Team  
  Religious Studies Panel  
  Morning Assembly Team  
  Moral Education & Health Service Team  
  Morning Assembly Team  
  Religious Studies Panel | Alumnae            |