

Po Leung Kuk Ngan Po Ling College

School Development Plan
2009 – 2010

1 September 2009

School Mission

1. We aim at providing students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development.
2. We nurture students with solid foundation for further studies and better career development.
3. We promote students' language proficiency in English, Chinese, Putonghua and other prevalent languages and skills in Information Technology.
4. We help students build up confidence, thinking skills, analytical skills and perpetual learning ability in order to better prepare them for the challenges in the 21st century.
5. We promote all round education in students' moral, intellectual, physical, social and aesthetic development.

Major Concerns 2009-10

1. To well implement the NSS.
2. To enhance courtesy, social etiquette and sense of responsibility among students.
3. To further elevate the academic and non-academic achievements of students.
4. To further enhance a good EMI environment.
5. To further promote school accomplishments for better student intakes.

Administration

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
<p>1. To polish up school organization structure and management of daily operation to enhance teaching and learning effectiveness, to well implement NSS as well as to better implement the whole school EMI policy.</p>	<p>(a) Effective staff development to promote professional knowledge in personal development, instructional & motivational skills, management skills, education reform and global perspectives</p>	<ul style="list-style-type: none"> ➤ Perpetual on-site and on-the-job training or staff development programme for middle managers and teachers in different specialties. ➤ Fully utilize external/EDB staff development opportunities. 	<ul style="list-style-type: none"> ➤ At least three staff development functions related to education development, teaching skills and personal growth are organized in the school year. ➤ 70% of staff considers the Staff Development sessions are useful and beneficial to their professional development. ➤ 70% of staff participates in external/EDB staff development programmes every year. 	<ul style="list-style-type: none"> ➤ Observation ➤ Survey ➤ Scrutiny of records 	<ul style="list-style-type: none"> ➤ School Principal ➤ Executive Committee members ➤ Panel heads ➤ All staff

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(b) Quality appraisal system to promote the professional development and accountability among teachers and staff.</p> <p>(c) Enable staff to have a better understanding of their strengths and weaknesses as well as their training needs.</p>	<p>➤ Develop a fair, just and open appraisal system which includes a wide range of assessment items and is well received by the staff.</p>	<p>➤ A well organized staff appraisal system with participation of school administrators, middle management team and peers teachers and staff is in place.</p> <p>➤ 60% of staff consider the appraisal system enable them to understand their strengths and weaknesses.</p>	<p>➤ Survey</p> <p>➤ Records</p>	<p>➤ Principal</p> <p>➤ Executive Committee Members</p> <p>➤ Panel heads</p>

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(d) Devise a self-evaluation mechanism for school improvements	<ul style="list-style-type: none"> ➤ Committees, subject panels and individuals get used to following the self-evaluation cycle at least twice a year. ➤ Work out and polish school-based indicators, evaluation criteria and working procedures for self-evaluation. 	<ul style="list-style-type: none"> ➤ The management teams are held responsible for coordinating the self evaluation procedures and devising a feedback system for school improvement. ➤ Staff sharing sessions are organized for better self-evaluation and school improvement. 	<ul style="list-style-type: none"> ➤ Scrutiny of records ➤ Scrutiny of documents ➤ Observation 	<ul style="list-style-type: none"> ➤ Principal ➤ Executive Committee members

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To further nurture school ethos and to foster better social manners among students.	(a) To cultivate better sense of belonging among all school members. (b) To create positive and pleasant work atmosphere. (c) Teachers are good role models for students.	<ul style="list-style-type: none"> ➤ Create formal and informal channels for better communication. ➤ Workshop, meetings and collaboration in school functions to build up team spirits and staff ethos. ➤ Social activities will be periodically organized by staff welfare club. ➤ Middle managers act as lubricant and models among all staff. ➤ All teachers are expected to act as role models to students. 	<ul style="list-style-type: none"> ➤ 70% of staff considers the relationship among school members, management parties and staff is harmonious. ➤ 70% staff consider they are good models to students in personal management and social manners. ➤ Demonstration of strong sense of belonging and team work among staff. ➤ Low turnover rate. 	<ul style="list-style-type: none"> ➤ Observation ➤ Survey 	<ul style="list-style-type: none"> ➤ Principal ➤ Executive Committee members ➤ Panel heads ➤ All staff

Curriculum

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To further elevate the academic achievements of students	<p>(a) The needs of low and high achievers, and learner diversities are catered for.</p> <p>(b) Active learning ethos can be cultivated in school.</p> <p>(c) Satisfactory academic results in external examinations are achieved.</p>	<ul style="list-style-type: none"> ➤ Work out and prepare core curriculum, enhancement materials and reference books for high achievers and remedial materials for low achievers across all subjects in different learning areas. ➤ Encouraging subject panels to provide IT learning platform for students' self-learning ➤ Implement appropriate split class policy. ➤ Adopt remedial and enhancement policies of different subjects in everyday classroom teaching. ➤ Conduct extra remedial and enhancement lessons after school, during weekends and holidays. 	<ul style="list-style-type: none"> ➤ 90% of subjects can attain a passing rate of more than 80% from F1 to F4. ➤ 70% of subjects provide IT learning platform. ➤ 70% of teachers consider that most students from F5 to F7 have made satisfactory improvement in academic performance. ➤ The setting and content of test and examination papers is compatible to external examination paper. ➤ Post F3 TSA examination shows value-added in Chinese, English and Mathematics. 	<ul style="list-style-type: none"> ➤ Examination results ➤ Questionnaires ➤ Panel paper inspection ➤ Scrutiny of attendance record of post-exam remedial lesson ➤ Scrutiny of reading records 	<ul style="list-style-type: none"> ➤ CDC committee ➤ All subject teachers ➤ SSE committee ➤ Exam section members ➤ Scholarship and Award Committee

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> ➤ CDC core group collaborates the additional lessons to let students have more time for self-study. ➤ Arrange core subject post-exam remedial lessons and re-tests for F.3 and F.4. ➤ Extend library opening hour to 8:00pm for self-study purpose. ➤ Arrange self-study room for F.5 and F.7 students during their study leave period. ➤ Encourage high achievers with bonus marks in assessments. ➤ Motivate high achievers to excel by providing scholarships for outstanding external examinations results. ➤ Achieve a better collaboration of Cross-Curriculum Reading Scheme. 	<ul style="list-style-type: none"> ➤ 80% attendance in post-exam lessons, and 90% passing rate in re-tests can be achieved. ➤ Reading records are properly compiled. 		

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	<p>(d) Assignments are of good quality and right quantity.</p> <p>(e) Students' work is properly monitored.</p>	<ul style="list-style-type: none"> ➤ Work out stringent promotion policy. ➤ Execute proper assignment submission control to ensure that students hand in assignment on time. ➤ The Principal and panels in charge carry out exercise book inspection twice a year. 	<ul style="list-style-type: none"> ➤ 70% of teachers consider that their assignments are of good quantity and quality. ➤ Exercise book inspection records are properly filed. ➤ A drop in the number of students attending homework detention class. ➤ 80% of students hand in 80% of assignment on time. 	<ul style="list-style-type: none"> ➤ Questionnaires ➤ Attendance records of homework detention class ➤ Exercise book inspection records 	<ul style="list-style-type: none"> ➤ CDC committee ➤ All subject teachers ➤ SSE committee
	<p>(f) Assessment of students' work is timely and students' learning progress is properly monitored.</p>	<ul style="list-style-type: none"> ➤ Ensure that assessment policies of different subjects are clearly stated in subject plans. ➤ Administer two mid-term tests and two term examinations in the school year. ➤ Include quizzes and unit tests as inspection items in exercise book check. 	<ul style="list-style-type: none"> ➤ 70% of teachers consider that students' learning progress is properly monitored in their assessment policies of their subjects. ➤ Students do not have to deal with more than three quizzes or tests in a cycle. 	<ul style="list-style-type: none"> ➤ Questionnaires ➤ Exercise book Inspection ➤ Examine the academic performance of students ➤ Test records 	<ul style="list-style-type: none"> ➤ CDC committee ➤ All subject teachers ➤ SSE committee

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	<p>(g) Classroom teaching effectiveness is enhanced.</p> <p>(h) Atmosphere of peer class observation is cultivated.</p>	<ul style="list-style-type: none"> ➤ The Principal, CDC members, panels in-charge and panel members conduct class observations twice a year. ➤ Achieve better collaboration of peer class observation. Vice Principals would observe lessons of one-man panels. ➤ Ensure that peer class observations are conducted in individual subject panels and good practices are shared by teachers across KLAs. ➤ Arrange common preparatory lessons and have them set clearly in teacher time-tables to facilitate by-level collaboration. ➤ Conduct student evaluation and peer appraisal to reflect the strengths and weaknesses of individual teacher for further improvement. 	<ul style="list-style-type: none"> ➤ 70% of teachers consider that the feedback of observation serves professional developmental purposes. ➤ 70% of teachers consider peer class observations are developmental. ➤ Peer class observation records are properly compiled and filed. ➤ 70% of teachers consider the common preparatory lessons helpful. ➤ 70% of beginner teachers consider the mentor system and induction programs helpful. ➤ All subjects provide a spiral curriculum. 	<ul style="list-style-type: none"> ➤ Observation ➤ Questionnaires ➤ Class observation records 	<ul style="list-style-type: none"> ➤ The principal ➤ CDC committee ➤ Subject panels in Charge ➤ SSE committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> ➤ Launch the mentor system and induction programs to provide support to beginner teachers in a school-specific context. ➤ Remind teachers to place emphasis on the “focus/ effectiveness of the lesson”, “questioning techniques” and “interactions among students” when teaching and issue-enquiry approach is recommended. ➤ Subject panel heads compile a spiral curriculum. 			

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	(i) Co-curricular activities are promoted and collaborated well.	<ul style="list-style-type: none"> ➤ Ensure that spiral co-curricular activities are planned by individual subjects in all key learning areas. CDC focus group coordinates these activities with proper time mapping. ➤ Encourage inter-disciplinary activities. ➤ Encourage subject panels to provide chances for students to take part in external competitions. 	<ul style="list-style-type: none"> ➤ Spiral co-curricular activities are clearly stated in subject year plan and 80% of them are implemented in the school year. ➤ Inter-disciplinary activities are arranged. ➤ 70% of teachers agree that their panels provide sufficient chances for students to take part in external competitions. 	<ul style="list-style-type: none"> ➤ Questionnaires ➤ Evaluation meeting Minutes ➤ Observation ➤ Subject year plans 	<ul style="list-style-type: none"> ➤ All subject teachers

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<p>2. To well implement NSS by integrating 4Cs.</p>	<p>(a) Student can handle proper language instruments when commenting on current issues. Their critical thinking skills and creativity can be enhanced.</p> <p>(b) Students demonstrate 4Cs generic skills in assignments, project works, tests and exams and in everyday conversation, co-curricular and school-based activities.</p> <p>(c) Projects and students' work related to 4Cs can be exhibited to the public on open day.</p>	<ul style="list-style-type: none"> ➤ 4C committee of the CDC works out and collaborates 4Cs curriculum across all subjects in various key learning areas. ➤ Subject panel heads immerse 4C elements into their spiral curriculum. ➤ Subject panels evaluate the implementation of 4Cs curriculum and share good examples at interim evaluation meeting, and amend the subject plans for the second term accordingly. ➤ Subject panels hold a second evaluation at final evaluation meeting, and propose adjustments for the year plan of 2010-2011. ➤ Ensure that 4C generic skill elements are incorporated into assessments of different KLAs. 	<ul style="list-style-type: none"> ➤ 90% of the subjects can implement the 4Cs curriculum as planned. ➤ Good examples can be cited in different learning areas for reference and exhibited on Open Day. ➤ 70% of teaching staff think that students can apply what they have learnt in 4C curriculum. ➤ 70% of the subjects incorporated 4C elements into assessments. ➤ Good examples of students' work with proper use of language instrument are compiled. ➤ 80% of subjects set essay type questions in their test and examination papers. 	<ul style="list-style-type: none"> ➤ Evaluation meeting minutes ➤ Book inspection records ➤ Observation ➤ Model essays ➤ Examination papers 	<ul style="list-style-type: none"> ➤ All subjects in charge ➤ The principal ➤ CDC committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> ➤ CDC core group collaborates and supervises 4Cs related activities such as lunchtime forum and project work on 4Cs across subjects. ➤ Encourage students to use proper language instruments in their essay writing. ➤ Set essay type questions in examination papers. Credit students with bonus marks for good use of language instruments. 			

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3. To well-implement the NSS	<p>(a) NSS Working committee implements a strategic plan for the development of NSS curriculum in different Key Learning Areas (KLAs) and Other Learning Experience (OLE).</p> <p>(b) NSS curriculum are being compiled and further polished up.</p> <p>(c) Resources are being allocated for the upcoming changes in NSS.</p> <p>(d) Teachers are well prepared for the changes incurred in the NSS.</p> <p>(e) Updated information of the preparation and planning work are disseminated to different stakeholders.</p>	<p>➤ Subject panels compile and further polish up a 3-year tentative curriculum, including the core curriculum and the extended modules.</p> <p>➤ Curriculum contents are properly placed in well designed teaching schedule template.</p> <p>➤ Appropriate proportions of NSS curriculum is downward shifted in junior form curriculum.</p> <p>➤ Junior curriculum helps lay good foundation for NSS curriculum.</p> <p>➤ Subject panels conduct curriculum mapping for NSS and junior form curriculum.</p> <p>➤ Additional lessons are allocated to all NSS subjects.</p>	<p>➤ 3-year subject curriculum are worked out and compiled by NSS Working Committee.</p> <p>➤ All subjects prepare curriculum mapping.</p> <p>➤ Mapping of additional lessons is well organized.</p> <p>➤ 70% of teachers feel that students can learn through outings provided by subject departments.</p> <p>➤ 80% of staff are satisfied with the school-based staff development workshops.</p> <p>➤ 90% of staff have attended the EDB NSS seminars.</p> <p>➤ Time tables for 2010-11 are worked out</p> <p>➤ Deployment of human resources for NSS 5 is worked out.</p>	<p>➤ Observation</p> <p>➤ Questionnaires</p> <p>➤ Scrutiny of minutes of NSS working committees</p> <p>➤ Teacher surveys</p> <p>➤ Student surveys</p> <p>➤ Subject plans and Curriculum</p> <p>➤ Scrutiny of E-service records</p> <p>➤ Scrutiny of record of Time-tabling Section</p> <p>➤ Scrutiny of teacher duty records and human resources allocation plans</p> <p>➤ School and EDB websites</p>	<p>➤ CDC members</p> <p>➤ Subject panel members</p> <p>➤ NSS working Committee Members</p> <p>➤ Staff development committee members</p> <p>➤ Time-tabling section Members</p> <p>➤ IT committee members</p>

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		<ul style="list-style-type: none"> ➤ Subject panels organize more outings to develop students' learning skills. ➤ School-based and subject-based staff development workshops are conducted and information of seminars organized by EDB and other institutions are disseminated. ➤ Time-tabling team evaluates the running of the time tables for 2009-10 and works on the time table for 2010-11. ➤ Work out tentative deployment of human resources for NSS. ➤ Upload information concerning the NSS to the school and EDB websites. 	<ul style="list-style-type: none"> ➤ Latest NSS information is disseminated via the school and EDB websites. 		

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4. To enrich the English speaking environment of Ngan Po Ling College	<p>(a) Students get more opportunities to read aloud and practise their oral English.</p> <p>(b) Students will be more confident to speak up in English.</p>	<ul style="list-style-type: none"> ➤ Reading Aloud Program (F1 to F7) - Teachers specify which text students should read (preferably news articles) - Teachers practice reading aloud with students in class. - Students approach teachers at their free time to read aloud in front of teacher at a reasonable distance for at least 2 times a month. - Teachers sign in students' Reading Aloud Booklet and also keep their own record. Students will be sent to detention class if they fail to complete <u>7 out of 9</u> of their reading tasks. - All the record should be checked every month. 	<ul style="list-style-type: none"> ➤ Students' speaking and presentation skills should have been improved. Therefore, a passing rate of 90% for the Oral paper is expected. ➤ 70% of students meet the reading aloud requirement 	<ul style="list-style-type: none"> ➤ Daily observation of students' work ➤ Score and Passing Rate of internal e examinations ➤ SSE Survey 	<ul style="list-style-type: none"> ➤ Yuen WK

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> - Students should also do reading aloud to English Language Ambassadors, their parents as well as peers. - F4-7 teachers, may, however, choose to substitute reading aloud with oral exam practice (individual response for F4 and 5 or individual presentation for F6 and 7). - Students, as part of the reading aloud program, should be encouraged to take part in <u>prose reading events organized by the Schools Speech and Music Association.</u> - Reading Aloud counters will be set up during lunch time. 			

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(c) Communication skills of students can be improved.</p> <p>(d) Students will be more confident to speak up in English.</p>	<ul style="list-style-type: none"> ➤ Lunch Time Presentation Session (F1 to F7) - Classes will take turns to do 2-minute presentations in front of ELAs during lunch time. - The ELAs on duty will sign on students' reading aloud booklet. - Students can also approach ELAs at their free time to have practices. 	<ul style="list-style-type: none"> ➤ As doing a two-minute presentation is part of the oral exam, it is expected that 80% of our junior form students can pass the oral exam. ➤ 80% of our students take part in this activity during lunch time. 	<ul style="list-style-type: none"> ➤ Daily observation of students' presentation ➤ Score and Passing Rate of internal examinations ➤ SSE Survey 	<ul style="list-style-type: none"> ➤ Lai YW ➤ Chiu LN

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	<p>(e) Students get more opportunities to practise their oral English.</p> <p>(f) Students will be more confident to speak up in English..</p> <p>(g) Senior Form students can be the role models of junior form students</p>	<p>➤ Morning Assembly Presentations (F1 to F7)</p> <p>- <u>Selected students of all levels</u> will take turns to do presentations in morning assemblies on Mondays, Tuesdays, Wednesdays and Thursdays.</p> <p>- Students will be asked to choose preferably a news article and seek for the approval of their subject teachers in advance.</p> <p>- They will then be asked to prepare for a 2-minute presentation commenting on the news.</p> <p>- Practice sessions should be conducted with subject teachers if necessary.</p> <p>- Students should be recommended by level coordinators of each level.</p>	<p>➤ Students' speaking and presentation skills should have been improved. Therefore, a passing rate of 90% for the Oral paper is expected.</p> <p>➤ Selected students will be able to act as role models and boost the modeling effect</p>	<p>➤ Daily observation of students' presentations</p> <p>➤ Score and Passing Rate of internal examinations</p> <p>➤ SSE Survey</p>	<p>➤ Chiu LN</p>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(h) Students will be more confident to speak up in English.</p> <p>(i) Students will be able to express their critical ideas and be more aware of controversial issues</p>	<p>➤ Lunch Time Forum (F1 to F7)</p> <p>- <u>F1 to F7</u> English Groups will take turns to take part in ‘mini debates’ or story telling (for F1 ad 2 students only) at lunch break on Thursdays</p> <p>- Each team will have 3 members and 1 floor speaker.</p> <p>- English teachers and teachers coaching the debate team will be the adjudicators.</p>	<p>➤ All F1-7 English groups will at least have 1 chance to take part in this activity throughout the year.</p> <p>➤ 70% of students find that their confidence to speak English can be boosted.</p> <p>➤ 70% of students find that they are more aware of current issues</p>	<p>➤ Daily observation of students’ performance in the forum</p> <p>➤ SSE Survey</p>	<p>➤ Lee YS</p> <p>➤ Lai YW</p>
	<p>(j) F1 to 3 students will be more confident in speaking in English.</p> <p>(k) F1 to 3 students will be more interested in speaking in English</p>	<p>➤ English Corner Activities</p> <p>- <u>F1 to F3</u> English Groups will take turns to join lunch time activities or games organized by our NET, Miss Anu, at the English Corner.</p>	<p>➤ 80% of F1 to 3 students take part in the activities held at the English corner.</p> <p>➤ 70% of students participants find the activities interesting and enjoyable.</p>	<p>➤ Daily observation of students’ performance</p> <p>➤ SSE survey</p>	<p>➤ Anu</p>

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	<p>(l) Selected F1 to 4 students will be able to polish up their writing skills</p> <p>(m) Selected F1 to 4 students will be able to further develop their interest and talent in writing</p>	<p>➤ Creative Writing Workshop</p> <p>- Elite students (F1 to 4) will be invited to join this workshop aiming at improving their writing skills. Interactive and interesting lessons will be provided for high achievers.</p> <p>- All workshops will be conducted in the second term (preferably during weekdays after school)</p> <p>- A part-time NET teacher will be employed to teach students how to write creatively.</p>	<p>➤ 80% of participants find that they can polish up their writing skills.</p> <p>➤ 80% of participants find the lessons interesting and interactive</p> <p>➤ Good pieces will be selected for compilation at the year end</p>	<p>➤ Daily observation of students' written work</p> <p>➤ Questionnaire to students at the end of the course</p> <p>➤ Oral feedback from students</p>	<p>➤ Cheung CK</p>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(n) Selected students will be more confident in acting as receptionists in school functions</p> <p>(o) Students will be more confident in speaking in English.</p> <p>(p) Students' sense of belonging to the school can be enhanced.</p>	<p>➤ ELA Coordination</p> <p>- A group of students will be selected from different levels to serve the school as ELAs.</p> <p>- They will act as receptionists to accompany guests or as escorts to help the operation of school functions.</p>	<p>➤ More than 80% of selected students are proud to be ELAs</p> <p>➤ 80% of the selected students find their ELA duties meaningful and rewarding</p> <p>➤ Positive verbal feedback from new students and parents</p>	<p>➤ Year-end questionnaire to ELAs</p> <p>➤ Feedback from teachers and students</p>	<p>➤ Junior Forms: Yuen WK</p> <p>➤ Senior Forms: Lai YW</p>

Discipline

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
<p>1. To enhance courtesy, social etiquette and sense of responsibility among students.</p>	<p>(a) To improve the sense of identity and cohesiveness at class level</p> <p>(b) To establish good class ethos that is cohesive, supportive and participating</p>	<p><u>Class teacher works</u></p> <ul style="list-style-type: none"> ➤ Strengthening the role and collaboration among class teachers at the same level so as to cultivate good class ethos and sense of belonging through class-based activities and daily routines. ➤ Working out core values, desirable behaviours and codes of conduct ➤ Organizing class-based activities to emphasize the importance of courtesy and social etiquette. 	<ul style="list-style-type: none"> ➤ Over 80% of class teachers understand their role in cultivating class ethos ➤ Core values, desirable behaviours and codes of conduct are worked out according to the current situation at each level. 	<ul style="list-style-type: none"> ➤ Teacher Questionnaires ➤ Scrutiny of documents ➤ Student Questionnaires ➤ Observations 	<ul style="list-style-type: none"> ➤ Discipline Team ➤ Class coordinators ➤ Class teachers

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	(c) To cultivate good personal habits: politeness, respect, responsibility, punctuality and personal appearance.	<p><u>By-level discipline training and experiential camp</u></p> <ul style="list-style-type: none"> ➤ Discipline training is provided to enhance self discipline, respect, perseverance, cohesiveness and goal setting. Specific training goals are to be worked out according to characteristics of different levels. ➤ F.1-3 : Foot drill practice and ABC day camp F.4 & 6: Intensive ABC training camp and follow-up day camp. 	<ul style="list-style-type: none"> ➤ Training goals are set up according to characteristics of different levels. ➤ Over 90% participation rate in discipline training ➤ Over 80% of participants demonstrate positive learning outcome after training ➤ Over 80% of teachers are satisfied with the positive training outcome. 	<ul style="list-style-type: none"> ➤ Teacher Questionnaires ➤ Scrutiny of documents ➤ Student Questionnaires 	<ul style="list-style-type: none"> ➤ Discipline Team ➤ Class coordinators
		<p><u>P.A.T.H. & Life Education Period</u></p> <ul style="list-style-type: none"> ➤ P.A.T.H. programmes are selectively incorporated with school-based discipline training programmes to enhance resource allocation. ➤ Life Education curriculum in F.4 and F.5 are reviewed. The collaboration with Liberal Studies panel is included at F.4. 	<ul style="list-style-type: none"> ➤ Collaborated programmes are organized ➤ New curriculum is set for F.4 and F.5 ➤ New programmes are reviewed for modification at year end. 	<ul style="list-style-type: none"> ➤ Teacher Questionnaires ➤ Student Questionnaires ➤ Scrutiny of documents 	<ul style="list-style-type: none"> ➤ Discipline Team ➤ School Social Workers ➤ Life education coordinators

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<p><u>School-wide guidance programmes</u></p> <ul style="list-style-type: none"> ➤ Annual thematic programmes which include cross-curricular collaboration are organized to enhance the awareness and participation of the annual theme <p><u>Community Service</u></p> <ul style="list-style-type: none"> ➤ Class-based community service programmes are organized according to the school-based spiral curriculum to enhance students' sense of responsibility and their awareness of volunteer works. 	<ul style="list-style-type: none"> ➤ Collaborated programmes are organized ➤ New curriculum is set for F.4 and F.5 ➤ New programmes are reviewed for modification at year end. 	<ul style="list-style-type: none"> ➤ Teacher Questionnaires ➤ Student Questionnaires ➤ Scrutiny of documents 	<ul style="list-style-type: none"> ➤ Discipline Team ➤ School Social Workers ➤ Life education coordinators

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(d) To instill the sense of responsibility	<ul style="list-style-type: none"> ➤ The importance of security of personal belongings is highlighted by class teachers and assemblies ➤ Leadership training is provided for all prefects. Additional training is provided for leaders. 	<ul style="list-style-type: none"> ➤ Over 90% of teachers and students show improvement in security of personal belongings ➤ 90% of prefects participate in leadership training. 	<ul style="list-style-type: none"> ➤ Teacher Questionnaires ➤ Documents ➤ Student Questionnaires 	<ul style="list-style-type: none"> ➤ Discipline Team

Extra-Curricular Activities

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To further enhance the non-academic performance of students so as to promote the school image.	(a) 40 different kinds of extra- curricular activities are to be provided as the ECA sessions.	➤ Professional coaches will be employed to conduct the ECA training.	➤ The attendance of students reaches 70 % or above	➤ Scrutiny of document records	➤ ECA committee
	(b) A number of school sports and music teams get encouraging results in external competitions.	➤ Potential students in sports and music education will be trained. ➤ Scholarship will be awarded to students who have outstanding performance in external competition. ➤ Overseas training program will be organized for potential athletes.	➤ 70% of staff is satisfied with students' effort, performance or awards received in external competitions.	➤ Questionnaire ➤ Evaluate students' participation in training or competition.	➤ ECA committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To nurture a sense of responsibility among students.	(a) Students can organize different kinds of activities independently.	<ul style="list-style-type: none"> ➤ Inter-house competitions, such as ball games and music competitions, will be organized. ➤ Different kinds of academic clubs will be established. 	<ul style="list-style-type: none"> ➤ 80% of ECA committee members consider the number of activities and the participation rate of students and teachers as satisfactory. 	<ul style="list-style-type: none"> ➤ By Observation ➤ Evaluate students' participation in competitions 	<ul style="list-style-type: none"> ➤ ECA committee
3. Implementation of Other Learning Experience.	(a) A balanced development on the aspects of physical and aesthetic experience, moral and civic education, community service and career-related experience will be instilled.	<ul style="list-style-type: none"> ➤ A comprehensive curriculum for Other Learning Experience will be implemented. 	<ul style="list-style-type: none"> ➤ The time allocation of Other Learning Experience can meet the requirement of the EDB. 	<ul style="list-style-type: none"> ➤ By observation and questionnaire 	<ul style="list-style-type: none"> ➤ ECA committee

Student Affairs

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To well implement the NSS	(a) Adjustments have been made to the uniform - Two sets of uniform (instead of three) will be remained for the junior and senior forms in order to be in line with the NSS system.	<ul style="list-style-type: none"> ➤ Students at F.4 level (SS1) including repeaters in 2009 – 2010 are required to dress in the uniform of the current Sixth Form as their new dress code at school. <p>SS1: <i>Summer:</i> White short sleeves shirt with GREEN checkers <i>Winter: CHECKED</i> Long sleeves shirt</p> <ul style="list-style-type: none"> ➤ The styles of uniform at all other levels (F.1-F.3, F.5 and F.6-F.7) are remained unchanged. 	<ul style="list-style-type: none"> ➤ All uniform suppliers were informed by phone call one year in advance. ➤ Written notices were sent to all uniform suppliers in January 2009 for confirmation. ➤ Parents were informed of the change of summer uniform through parent letter in April 2009. 	<ul style="list-style-type: none"> ➤ Documents ➤ Scrutiny of records ➤ Observation 	<ul style="list-style-type: none"> ➤ Chau YM ➤ Yau KM

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To enhance courtesy/ social etiquette/ sense of responsibility among students.	(a) To raise students' sense of responsibility and enhance their social etiquette	<ul style="list-style-type: none"> ➤ Students are required to clean and tidy up their desks after lunch. They should put the lunch boxes in the boxes provided by the lunch box supplier for recycling. ➤ Students should be responsible to clear up the tuck shop area after recess and lunch break. Prefects and teachers on duty will help remind students of the responsibility. 	<ul style="list-style-type: none"> ➤ Students show increasing sense of responsibility in daily context (well-behaved and show sense of responsibility in tuck shop area during recess or lunch break) 	<ul style="list-style-type: none"> ➤ Teachers' observation and feedback ➤ Feedback from prefect team 	<ul style="list-style-type: none"> ➤ Student Affairs Committee ➤ Discipline and Guidance Committee

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To further elevate the academic and non-academic achievement of students	(a) More students with high caliber are attracted (b) Students show improvement in internal tests & examinations (c) Students who are good at sports or music are attracted.	<ul style="list-style-type: none"> ➤ Scholarship for High Achievers in Internal Examination 2009-2010 will be introduced in 2009 which aims at attracting students with high caliber. ➤ Eligibility Criteria for new Form 1 students: <ol style="list-style-type: none"> (1) Grade A in English, Chinese and Mathematics at P4 - P6; (2) Top 20 in the overall position at P6 in 2008-2009; (3) Grade A in conduct in 2008-2009; (4) Selected students have to be approved by both the Principal and the F1 Admission Team. ➤ Total amount of scholarship for students with excellent non-academic performance will be further increased to attract well-performed sportsmen 	<ul style="list-style-type: none"> ➤ More students with excellent academic or non-academic results will be awarded the scholarships ➤ All scholarships will be successfully given to the awardees. 	<ul style="list-style-type: none"> ➤ By monitoring records of scholarships given out in different aspects ➤ By summarizing the amount of scholarship given out and the number of awarded students to evaluate the effectiveness of the scholarship system 	<ul style="list-style-type: none"> ➤ Koo CH

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
4. To further enhance a good EMI environment	(a) To boost students' interest in learning English. (b) To create an interactive English environment	➤ English workshops or educational programmes may be offered and organized by the Sunshine Kiosks-Swire Beverages Ltd.	➤ Quality educational programmes can be successfully held. ➤ Students show more interest in learning English.	➤ Observation ➤ Teachers' feedback	➤ Student Affairs Committee

Information Technology

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To well implement the NSS	(a) Installation of Student Learning Profile System ➤ To record students' other learning experience (OLE) ➤ To record the reflection of students ➤ To generate SLP report	➤ SLP system will be installed in August 09 ➤ SLP will be compiled after the 1st term test	➤ ECA members are able to use SLP system - All SS1 students' data can be entered successfully - SLP report can be generated successfully	➤ The report can be displayed / generated successfully	➤ Lee WS
2. To further elevate academic achievements by enhancing a good teaching / working environment	(a) Replacement of S50 desktop computers ➤ S50 desktop computers have been used for more than 5 years. The computation power is not acceptable. ➤ To provide better desktop computer for staff and teachers	➤ All S50 computers (which are located at General Office, staff room and classrooms) will be replaced as they have been used for more than 5 years ➤ Tender to be issued in July 2009 ➤ All S50 computers will be replaced before the 1 st term exam	➤ The efficiency of computer such as computation power and storage capacity will be improved ➤ Non - teaching staff (General Office) and teachers are happy with the efficiency of new computers.	➤ Questionnaire	➤ Lee WS

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To enhance IT in education	(a) To upgrade the server of Eclass System ➤ To improve the execution speed and storage capacity	➤ The server for Eclass has been bought already ➤ Eclass system migration will be compiled in July 09	➤ The operation of Eclass such as execution speed and storage capacity can be improved	➤ Inspected by technician	➤ Lee WS
	(b) Upgrade the version of Eclass ➤ More functions such as drag and drop can be used ➤ Eclass can be more user-friendly	➤ The version of Eclass system will be upgraded to 2.0	➤ The user interface of Eclass will be improved	➤ Inspected by technician	➤ Ho CT
4. To elevate the effectiveness in teaching and learning	(a) Smartboard ➤ To provide interactive lessons ➤ Complex concept such as 3D molecule model can be demonstrated effectively Notes on the board can be downloaded after lessons	➤ Smartboard will be installed in Science Lab, Computer Rooms (Main Building) and Chinese, English and Liberal Studies Rooms (New Annex) ➤ Smartboard will be installed before the 1 st term exam	➤ Teachers are able to use the Smartboard to conduct interactive lessons	➤ Questionnaire	➤ Lee WS

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
5. To improve IT equipment for teaching and learning effectiveness and better school image	(a) Adobe Software Kit ➤ Teachers and students are able to use different applications of Adobe in the school, such as creating pdf file and editing movies	<ul style="list-style-type: none"> ➤ The site license of Adobe Software Kit will be installed in the whole school. ➤ Tender to be issued in July 2009 ➤ Adobe Software Kit will be installed before the 1st term exam 	➤ Staff, Teachers and students are able to use the Adobe applications in the school	➤ Questionnaire	➤ Lee WS

Public Relations, School Image & Promotion

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To further promote school accomplishments for better student intakes	(a) More applicants for admission in different forms.	➤ Making advertisements according to admission schedule.	➤ Increase in the number of applications at different levels ➤ Better quality of student intakes	➤ Survey ➤ Statistics ➤ Observations by and opinions from teachers	➤ Hong Lo CC ➤ Ma WC ➤ Ip NC ➤ Ip PM ➤ Ho YN ➤ Kwok KF ➤ Lam CY ➤ Chau YM ➤ Leung PF ➤ Lau KY, Andrea ➤ Ha YM ➤ Lai MF
	(b) Increase in the number of attendance in admission talk and on open day	➤ Emphasizing unique strengths of the school such as well-facilitated school campus, outstanding examination results and achievements in external competitions	➤ 70% of promotion team members feel satisfied with the results of promotion strategies ➤ 70% of team members agree that the school image has been enhanced		
	(c) Enhancement of school image in the community	➤ Writing press release for significant awards received by the students.			