

# Po Leung Kuk Ngan Po Ling College

School Development Plan  
2011 – 2012

1 September 2011

## **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 21<sup>st</sup> century.
5. We promote all round education in students' moral, intellectual, physical, social and aesthetic development.

## **Major Concerns 2011-12**

1. To well implement NSS curriculum and get good achievements in double cohort year.
2. To further cultivate effective teaching and active learning in curriculum development.
3. To promote sunshine and caring school ethos, and instill positive, energetic and dynamic school atmosphere.
4. To further enrich EMI school environment.

### 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 well implement NSS, to further cultivate effective teaching and active learning, to promote sunshine school ethos and instill positive, energetic and dynamic school atmosphere, as well as to further enrich EMI school environment.</p>	<p>(a) Elevate professional knowledge among teachers in effective teaching and learning for better academic outcomes, language environment and quality school ethos.</p>	<ul style="list-style-type: none"> <li>➤ Strengthen upper administration personnel for quality teamwork and school development.</li> <li>➤ Better quality assurance and subject management for teaching &amp; learning in all KLAs and all subjects.</li> <li>➤ Better quality control at frontline, practice and classroom teaching               <ul style="list-style-type: none"> <li>- exercised by individual teacher, class teachers and subjects.</li> <li>- more on micro perspective</li> </ul> </li> <li>➤ Conduct perpetual on-site and on-the-job training or staff development programmes for middle managers and teachers in different specialties.</li> <li>➤ Fully utilize external/EDB staff development opportunities.</li> <li>➤ Further procurement of above standard assets and improvement of school environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least three staff development functions related to effective teaching skills and pastoral care are organized in the school year.</li> <li>➤ 70% of staff considers the staff development sessions are useful and beneficial to their professional development.</li> <li>➤ 70% of staff participates in external/EDB staff development programmes every year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Survey</li> <li>➤ Scrutiny of records</li> </ul>	<ul style="list-style-type: none"> <li>➤ School Principal</li> <li>➤ Executive Committee members</li> <li>➤ Panel heads</li> <li>➤ All staff</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(b) Quality appraisal system to promote 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>	<ul style="list-style-type: none"> <li>➤ Develop a fair, just and open appraisal system which includes a wide range of assessment items and is well received by the staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A well organized staff appraisal system with participation of school administrators, middle management team, peers teachers and staff is in place.</li> <li>➤ 60% of staff considers the appraisal system enables them to understand their strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Survey</li> <li>➤ Scrutiny of records</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ Executive Committee Members</li> <li>➤ Panel heads</li> </ul>
	<p>(d) Devise a self-evaluation mechanism for school improvements</p>	<ul style="list-style-type: none"> <li>➤ Committees, subject panels and individuals get used to following the self-evaluation cycle at least twice a year.</li> <li>➤ Work out and polish school-based indicators, evaluation criteria and working procedures for self-evaluation.</li> <li>➤ Further polish up planning, implementation and evaluation cycles (more target-oriented especially tasks/ plans operated at frontline)</li> </ul>	<ul style="list-style-type: none"> <li>➤ The management teams are held responsible for coordinating the self evaluation procedures and devising a feedback system for school improvement.</li> <li>➤ Staff sharing sessions are organized for better self-evaluation and school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Scrutiny of records</li> <li>➤ Scrutiny of documents</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ Executive Committee members</li> </ul>

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To nurture sunshine and caring school ethos.	<p>(a) Members are better aware of the quality on sunshine school ethos.</p> <p>(b) Create positive, pleasant, enthusiastic and vibrant school atmosphere.</p> <p>(c) Teachers are good role models for students.</p>	<ul style="list-style-type: none"> <li>➤ Team building sessions (formal &amp; informal) to enhance cohesiveness and sense of belonging</li> <li>➤ Create formal and informal channels for better communication about the expected outcomes of sunshine school ethos.</li> <li>➤ Workshops, meetings and collaboration in school functions to build up desirable outcomes.</li> <li>➤ Social activities will be periodically organized by staff welfare club.</li> <li>➤ Middle managers act as lubricant and models among all staff.</li> <li>➤ All teachers are expected to act as role models to students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of staff considers the targeted outcomes have mostly been achieved. Relationship among school members, management parties and staff is harmonious.</li> <li>➤ 70% staff members consider they are good models for students in personal management and social manners.</li> <li>➤ Demonstration of strong sense of belonging and team work among staff.</li> <li>➤ Low turnover rate.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Survey</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ Executive Committee members</li> <li>➤ Panel heads</li> <li>➤ All staff</li> </ul>

## Curriculum

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To cultivate effective teaching and active learning habits	<p>(a) Effective teaching methods to be used by teachers to enhance students' learning</p> <p>(b) Active learning strategies adopted widely by students</p> <p>(c) Active learning culture enhanced</p> <p>(d) Basic learning habits internalized among students</p>	<ul style="list-style-type: none"> <li>➤ Less teacher talk</li> <li>➤ Make students participate actively in class.</li> <li>➤ Have activities for students to enhance their class participation</li> <li>➤ Pre-lesson preparation (underline focal points, jot notes, raise questions, make summaries, give comments, etc)</li> <li>➤ Active reading (highlight or underline key words or good phrases)</li> <li>➤ Note taking/ vocabulary book keeping.</li> <li>➤ E-learning platform for enhancement and remedial work</li> <li>➤ News corner or good work display on class notice board</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students consider that the strategies adopted help them learn in a more effective way</li> <li>➤ 70% of teachers consider that students' learning progress is enhanced</li> <li>➤ 70% of exercise book inspection records show that strategies are adopted in different subjects</li> <li>➤ 85% of teachers score grade 3 or above in classroom management when lesson observations are conducted</li> </ul>	<ul style="list-style-type: none"> <li>➤ Daily observation from class teachers and subject teachers</li> <li>➤ Verbal feedback from teachers and students</li> <li>➤ Inspection on assignment packages</li> <li>➤ Lesson observation</li> <li>➤ SSE questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class teachers</li> <li>➤ Subject teachers</li> <li>➤ School evaluation committee</li> <li>➤ CDC</li> <li>➤ Subject panel heads</li> </ul>

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li>➤ Proper filing with good categories</li> <li>➤ Reading aloud (for language subjects) and self-presentation</li> <li>➤ Legible handwriting (tidy and clear)</li> <li>➤ Proofreading</li> <li>➤ No chatting while the teacher is teaching</li> </ul>			

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To well implement the NSS curriculum and get good achievements in double cohort year	<p>(a) Strategic plans for the development of NSS curriculum in different Key Learning Areas (KLAs) and Other Learning Experience (OLE) to be in place.</p> <p>(b) A polished and complete NSS curriculum in different KLAs is compiled.</p> <p>(c) Resources are properly allocated to different KLAs and OLE committees.</p> <p>(d) Methodologies on assignment and assessment are tailor-made to prepare students for HKDSE.</p> <p>(e) The needs of low and high achievers, and learner diversities are catered for.</p>	<p>➤ Subject panels compile and further polish up a 4-6 year spiral curriculum, including the core curriculum and the extended modules.</p> <p>➤ Subject panels conduct curriculum mapping between NSS and junior form curriculum. Appropriate proportions of NSS curriculum are downward shifted to junior form curriculum.</p> <p>➤ Curriculum contents are properly placed in school calendar in well-designed teaching schedule templates.</p> <p>➤ Allocate appropriate amount of remedial and enhancement lessons of all NSS subjects to students.</p> <p>➤ Subject panels organize more class activities and project work to develop students' active learning skills.</p>	<p>➤ A 4-6 year spiral curriculum is worked out and compiled by NSS Working Committee.</p> <p>➤ All subjects prepare curriculum mapping. Around 20% of the NSS curriculum has been gone through or is scheduled to be taught in junior forms.</p> <p>➤ Remedial and enhancement lessons are well organized.</p> <p>➤ 70% of teachers feel that students' active learning skills can improve through various class activities and project work provided by subject departments.</p>	<p>➤ Observation</p> <p>➤ Questionnaires</p> <p>Minutes of NSS working committees</p> <p>➤ Teacher surveys</p> <p>➤ Student surveys</p> <p>➤ Subject plans and curriculum</p> <p>➤ E-service records</p> <p>➤ Record of time-tabling section</p> <p>➤ Teacher duty records and human resources allocation plans</p> <p>➤ School and EDB websites</p> <p>➤ Internal and external examination results</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> <p>➤ All subject teachers</p> <p>➤ SSE committee</p> <p>➤ Exam section members</p> <p>➤ Scholarship and Award Committee</p>

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(f) Active learning ethos is cultivated in school.</p> <p>(g) Satisfactory academic results in external examinations are achieved.</p>	<ul style="list-style-type: none"> <li>➤ Conduct school-based and subject-based staff development workshops, and disseminate information of seminars organized by the EDB and other institutions.</li> <li>➤ Time-tabling team evaluates the running of the timetable for 2011-12 and works on the timetable for 2012-13.</li> <li>➤ 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.</li> <li>➤ Encourage subject panels to provide IT learning platform for students' self-learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of staff is satisfied with the school-based staff development workshops.</li> <li>➤ 90% of staff has attended the EDB NSS seminars.</li> <li>➤ Timetable for NSS in 2011-12 are worked out</li> <li>➤ Deployment of human resources for cohort year (2011-12) is worked out.</li> <li>➤ Latest NSS information is disseminated via the school and EDB websites.</li> <li>➤ 90% of subjects can attain a passing rate of more than 80% from F1 to F7.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaires</li> <li>➤ Panel paper inspection</li> <li>➤ Attendance record of post-exam remedial lesson</li> <li>➤ Reading records</li> </ul>	

Major Concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li>➤ Adopt remedial and enhancement policies of different subjects in everyday classroom teaching.</li> <li>➤ Conduct extra remedial and enhancement lessons after school, during weekends and holidays.</li> <li>➤ CDC core group collaborates the additional lessons to let students have more time for self-study.</li> <li>➤ Arrange core subject post-exam remedial lessons and re-tests for F.3 and F.4.</li> <li>➤ Extend library opening hour to 8:00pm for self-study purpose.</li> <li>➤ Arrange self-study room for F.6 and F.7 students during their study leave period.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of subjects provide IT learning platform.</li> <li>➤ 80% of teachers consider that most students have made satisfactory improvement in academic performance.</li> <li>➤ The setting and content of test and examination papers is compatible to external examination papers.</li> <li>➤ Post F3 TSA examination shows value-added in Chinese, English and Mathematics.</li> <li>➤ 80% attendance in post-exam lessons, and 90% passing rate in re-tests can be achieved.</li> </ul>		

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		<ul style="list-style-type: none"> <li data-bbox="716 231 1111 343">➤ Encourage high achievers with bonus marks in assessments.</li> <li data-bbox="716 375 1111 566">➤ Motivate high achievers to excel by providing scholarships for outstanding external examination results.</li> <li data-bbox="716 598 1111 710">➤ Achieve a better cross-curriculum collaboration</li> </ul>			

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To enrich EMI environment	(a) Enhance students' ability in writing, reading and speaking good English  (b) Help students speak English inside and outside class.	<ul style="list-style-type: none"> <li>➤ Implement the class library reading scheme</li> <li>➤ Provide scholarships for students with good reading habits.</li> <li>➤ Better implement and control of lunch time presentation, lunch time forum, reading aloud and morning assembly presentations.</li> <li>➤ Organise co-curricular writing competitions for students</li> <li>➤ Organise interclass competitions to enhance students' presentation and speaking skills in English</li> <li>➤ Teachers always converse with students in English inside as well as outside class</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students meet the reading requirement.</li> <li>➤ 85% of students can pass their oral exam.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Results of online quiz after reading.</li> <li>➤ Questionnaire</li> <li>➤ Observation by English panel and CDC members</li> <li>➤ Exam results</li> </ul>	<ul style="list-style-type: none"> <li>➤ English teachers</li> <li>➤ All subject teachers</li> <li>➤ CDC committee</li> <li>➤ IT personnel</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
		<ul style="list-style-type: none"> <li>➤ Secret teachers scheme to motivate students to speak in English</li>   <li>➤ Awards for students who have improved in their speaking skills and who try hard to speak in English even outside class</li> </ul>			

## Discipline

<b>Major concerns</b>	<b>Intended Outcomes/ Targets</b>	<b>Strategies/ Tasks</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Responsible Personnel</b>
<p>1. To promote sunshine and caring school ethos and create a positive, energetic and dynamic school atmosphere.</p>	<p>(a) To enhance the cleanliness of our campus</p>	<p>(a) Monitors should be trained to encourage and supervise their own classes to do clean up every day.</p> <p>(b) Interclass cleanliness competition motivates students to enhance their classroom cleanliness.</p> <p>(c) Regular check by staff and prefects. Results are displayed or announced.</p>	<ul style="list-style-type: none"> <li>➤ Class monitors and prefects meetings are arranged quarterly to review class ethos.</li> <li>➤ More than 70% of staff is satisfied with the classroom and campus cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' questionnaires</li> <li>➤ Scrutiny of documents</li> <li>➤ By observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discipline Team</li> <li>➤ Level coordinators</li> <li>➤ Class teachers</li> <li>➤ Prefects</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(b) To enhance students' sense of decent personal appearance	<ul style="list-style-type: none"> <li>➤ Regular and sudden check by prefects and discipline teachers after morning assemblies or before lessons.</li> <li>➤ Class teachers and parents are involved in follow-up actions.</li> <li>➤ Areas of emphasis: Hair style/length, Dress length, PE uniform and Winter School Jacket</li> </ul>	<ul style="list-style-type: none"> <li>➤ More than 70% of staff is satisfied with the general appearance of students.</li> <li>➤ 30% reduction of discipline record in the related area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' questionnaires</li> <li>➤ Scrutiny of documents</li> <li>➤ By observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discipline Team</li> <li>➤ Class teachers</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(c) To enhance students' courtesy and respect towards other people	<ul style="list-style-type: none"> <li>➤ Prefects are trained to be role models to greet aloud.</li> <li>➤ Practice of etiquette in entering classrooms and school hall is cultivated.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Courtesy is included in discipline training for all levels and prefect training.</li> <li>➤ Basic requirements are stated and explained and practiced in first few class periods and assemblies.</li> <li>➤ More than 80% of staff agrees that students' courtesy is satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Scrutiny of documents</li> <li>➤ By observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discipline Team</li> <li>➤ Level coordinators</li> </ul>

## Guidance

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To promote sunshine and caring school ethos, and instill positive, energetic and dynamic school atmosphere	(a) <u>Sunshine Program – Guidance Ambassadors</u>  ➤ 2 Guidance Ambassadors will be recruited from each class  ➤ 6 class-based activities, which aim at boosting students’ sunshine elements, will be organized by the Guidance Ambassadors.	➤ Our students are expected to have reflection on themselves and be able to influence peers to be caring, positive and energetic (sunshine ethos).	➤ 80% of students agree that the guidance sunshine program help them be a caring and positive (sunshine) student.  ➤ 80% of Guidance Ambassadors agreed that they act as role models in cultivating virtues, moral values and good learning habits.	➤ Year end questionnaires to students and teachers	➤ Wong CT  ➤ Yeung TS
	(b) <u>Sunshine Program – Wooden notice</u>  ➤ Good quotes will be made into wooden notice and placed in different corners of the school. ➤ Activities will be held to encourage students to pay more attention to the quotes.	➤ Our students can be reminded of some important moral values and sunshine elements in school.  ➤ A caring (sunshine) and positive learning environment can be developed.	➤ 20 wooden notices will be placed in the tuck shop area.  ➤ 80% of students notice the wooden notice and feel encouraged	➤ Year end questionnaires to students and teachers	➤ Wong CT  ➤ Yeung TS

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(c) Sunshine Program – <u>SMS</u></p> <ul style="list-style-type: none"> <li>➤ SMS will be sent to parents to appreciate students’ performance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Our students’ good performance can be recognized and appreciated by parents.</li> <li>➤ More encouragement from parents can be given.</li> <li>➤ Positive atmosphere can be built among teachers, parents and students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students agree that SMS appreciation messages can show a recognition of their positive attitude and be encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Year end questionnaires to students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wong CT</li> <li>➤ Cheung KK</li> </ul>
	<p>(d) Guidance Week (Theme: Sunshine to You and Me)</p> <ul style="list-style-type: none"> <li>➤ Collaborations among subjects: <ul style="list-style-type: none"> <li>- students’ work display on sunshine concept</li> <li>- booth games</li> <li>- collective work from different subjects</li> <li>- song dedication</li> <li>- lunchtime forum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Our students can <ul style="list-style-type: none"> <li>- understand the importance of sunshine concept, especially on physical and mental health.</li> <li>- have regular reflection on their positive attitude towards others, including parents, teachers and friends.</li> <li>- learn how to be a good child, good student and good citizen</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 8 subject panels/ committees participate in and organize the Guidance Week.</li> <li>➤ 20% of students participate in booth games</li> </ul>	<ul style="list-style-type: none"> <li>➤ Number of participants</li> <li>➤ Observation of students’ work</li> <li>➤ Questionnaire for teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ho CT</li> <li>➤ Fung MH</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(e) Life education</p> <ul style="list-style-type: none"> <li>➤ 10 self-reflection questions will be selected and placed in LE booklets to facilitate students' reflection. They have to reflect on themselves quarterly.</li> <li>➤ Class teachers will help students reflect on themselves, and help them to be a sunshine student</li> <li>➤ The double spiral curricula on personal and social education for junior and senior students are prepared, aiming at meeting developmental needs of different levels.</li> <li>➤ School-based teacher manual and student workbook will be prepared</li> </ul>	<ul style="list-style-type: none"> <li>➤ Our students can <ul style="list-style-type: none"> <li>- reflect upon themselves with reference to standardized criteria and make improvements accordingly.</li> <li>- share their life experience and problems with class teachers through lessons and workbook</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of students agree that life education lessons help reflect themselves to be a sunshine student</li> <li>➤ 80% of students agree that life education lessons help their personal growth</li> </ul>	<ul style="list-style-type: none"> <li>➤ Year end questionnaires to students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cheung KK</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(f) Hall Assembly Seminars for students  ➤ Seminars on “positive thinking” for F.1-F.3 and F.4-F.6 students will be held.	➤ Student participants can understand the importance of being optimistic and maintaining good relationship with peers and teachers.	➤ Over 80% of students are satisfied with the program design and the arrangement  ➤ Students attend hall assembly and participate in activities actively	➤ By observation  ➤ Questionnaire to teachers and students  ➤ Feedback from the guest speakers or instructors	➤ Cheung KK

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
<p>2. To nurture virtues and moral values</p>	<p>(a) Preparation of ethics-related reading materials for morning reading sessions</p> <ul style="list-style-type: none"> <li>➤ Two articles (one Chinese and one English) related to sunshine elements, ethics or core values will be selected monthly for morning reading sessions.</li> <li>➤ Inspiring questions will be designed to facilitate students to have self-reflection and discussion.</li> <li>➤ Teachers can make use of the questions and suggested answers to generate follow-up discussion in class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can <ul style="list-style-type: none"> <li>- pay more attention to ethics / moral-related issues around them.</li> <li>- have more self-reflection.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Over 80% of students and teachers agree that the articles help them to reflect on themselves.</li> <li>➤ Over 80% of students read the articles actively.</li> </ul>	<ul style="list-style-type: none"> <li>➤ By observation</li> <li>➤ Year-end questionnaires to students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Law ST</li> <li>➤ Chan CK</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<p>(b) Morning assembly</p> <ul style="list-style-type: none"> <li>➤ Teachers are required to share topics related to sunshine elements, ethical issues and core values. Topics will be assigned to teachers in advance.</li> <li>➤ Each month, there will be 4 teacher sharings (2 for junior, 2 for senior).</li> <li>➤ Guidance Ambassadors will share once a month, focusing on the assigned core values or sunshine elements</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students have more awareness of and interest in ethical issues and core values.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Over 80% of students and teachers are satisfied with the teacher sharing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ By observation</li> <li>➤ Year-end questionnaires to students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Law ST</li> <li>➤ Chan CK</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(c) Collaborative work of different subjects in value education  ➤ Value education and sunshine elements will be included in different subjects and levels.  ➤ Collaborative work of different subjects will be done in a table format.	➤ Students can raise their awareness of ethical issues and core values in different aspects.	➤ More than 5 departments will include value education in their lessons.	➤ Statistics	➤ Chu HM
	(d) Orientation  ➤ Social workers will have F1 class visit to introduce school social work service.	➤ Students notice the provision of school social work service	➤ Over 80% of students know about the school social work service	➤ Questionnaire for students	➤ Cheung KK
	(e) Casework  ➤ Liaison with teachers concerned and parents  ➤ Case follow-up and attendance of form meetings	➤ Students' problems can be relieved.  ➤ Students' emotions can be handled.	➤ Over 80% of students and teachers know how to approach and use the school social work service	➤ Service statistics  ➤ Year-end evaluation questionnaires for students and teachers	➤ Cheung KK

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	(f) F.1-F.3 2-day-1-night by level camps ➤ F.1: Problem-solving skills and team building ➤ F.2: Communication skills ➤ F.3: Adversity Quotient	➤ Students can develop different skills at the camp ➤ Students can improve the relationship with class teachers and classmates	➤ Over 80% of students feel the acquired skills are useful to their personal development ➤ Over 80% of students agree that their relationship with classmates and class teachers have improved	➤ Questionnaire ➤ Feedback from the class teachers	➤ Yau CY
	(g) F.1-F.3 Developmental Groups (P.A.T.H.s) ➤ F.1 “Hope” teens’ developmental project, which focuses on the enhancement of self-esteem for F.1 students ➤ F.2 “Positive” teens’ developmental project, which focuses on the enhancement of students’ emotional quotient	➤ Students can be more familiar with the vocabulary of Liberal Study, especially on the personal growth aspect.	➤ All F.1-F.5 student workbook is amended to English version.	➤ Statistics	➤ Cheung KK

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
	<ul style="list-style-type: none"> <li>➤ F.3 “Life lighter” teens’ developmental project, which focuses on the enhancement of students’ adversity quotient</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are expected to acquire different developmental skills from the project. Colleagues develop good relationship with new teachers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Over 80% of students feel the acquired skills are useful to their personal development</li> <li>➤ Over 80% of students agree that their relationship with classmates and class teachers have improved.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Year-end questionnaires to students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Yau CY</li> </ul>
	<ul style="list-style-type: none"> <li>(h) Sex education programs</li> <li>➤ Talks for F.1,4 and 6 students will be held.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students establish the correct values and attitudes towards dating, intimacy and premarital sex.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Over 80% of students claim the acquired knowledge is helpful in their development stage (especially on aspect of respecting the opposite sex).</li> </ul>	<ul style="list-style-type: none"> <li>➤ By observation</li> <li>➤ Questionnaire to teachers and students</li> <li>➤ Feedback from the guest speakers or instructors</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cheung KK</li> </ul>
	<ul style="list-style-type: none"> <li>(i) Award Scheme</li> <li>➤ To encourage students to have all-round development, award scheme is employed.</li> <li>➤ “Active learning” sessions are added to encourage students to learn actively.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students’ good performance in the school and family are expected to be recognized, especially in the moral aspect.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Over 80% of students claim the acquired knowledge is helpful in their development stage.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Year-end questionnaires to students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ho CT</li> <li>➤ Lin CF</li> </ul>

### Extra-Curricular Activities

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. Further enhance the non-academic performance so as to promote the school image.	(a) 40 different kinds of extra- curricular activities are provided in the ECA sessions.	<ul style="list-style-type: none"> <li>➤ Employ professional coaches to conduct ECA training</li> </ul>	<ul style="list-style-type: none"> <li>➤ The attendance of students reaches 80 % or above</li> </ul>	<ul style="list-style-type: none"> <li>➤ Scrutiny of document records</li> </ul>	<ul style="list-style-type: none"> <li>➤ ECA committee</li> </ul>
	(b) A number of school sports and music teams obtain encouraging results in external competitions.	<ul style="list-style-type: none"> <li>➤ Scheme of “An athletic/aesthetic skill” will be introduced to have better seeding for accomplishing school team.</li> <li>➤ Scholarship will be awarded to students who have outstanding performance in external competitions.</li> <li>➤ Overseas training program will be organized for potential athletes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of teachers and students are satisfied with students’ effort, performance and awards received in external competitions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaire to teachers and students</li> <li>➤ Evaluation of students’ participation in trainings or competitions</li> </ul>	<ul style="list-style-type: none"> <li>➤ ECA committee</li> </ul>

<b>Major concerns</b>	<b>Intended Outcomes/ Targets</b>	<b>Strategies/ Tasks</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Responsible Personnel</b>
2. Better implementation of Other Learning Experience (OLE)	(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"> <li>➤ Operate OLE in module system</li> <li>➤ Organize an OLE committee</li> <li>➤ Work out informative and presentable SLP documents for students.</li> <li>➤ A comprehensive curriculum for Other Learning Experience will be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students actively participate in OLE lessons</li> <li>➤ A detailed SLP can be issued to students</li> <li>➤ The time allocation of OLE can meet the requirement of the EDB.</li> </ul>	<ul style="list-style-type: none"> <li>➤ By observation</li> <li>➤ Questionnaire to teachers and students</li> </ul>	➤ ECA committee
3. Promote core value of students (sense of responsibility)	(a) Students can organize different kinds of activities independently.	<ul style="list-style-type: none"> <li>➤ Operation of Students' Union</li> <li>➤ House committee members can organize inter-house competitions independently.</li> </ul>	➤ 80% of ECA committee members consider the number of activities and participation rate of students and teachers satisfactory.	<ul style="list-style-type: none"> <li>➤ By observation</li> <li>➤ Students' participation in competitions</li> </ul>	➤ ECA committee

### Student Affairs

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
<p>1. To promote sunshine and caring school ethos and instill positive, energetic and dynamic school atmosphere</p>	<p>(a) Our students should learn how to protect the environment and realize that every single action counts.</p>	<ul style="list-style-type: none"> <li>➤ Green lunch arrangement (Meal allotting) will continue in the coming year to reduce food wastage and promote environmentally friendly eating habits.</li> <li>➤ Student Affairs Committee and Geography Club will collaborate and organize seminars about environmental protection. Topics like “How teenagers can help protect the environment in their daily lives” will be chosen.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Awareness of protecting the environment among students will be raised.</li> <li>➤ Food wastage problem will be lessened.</li> <li>➤ Students are able to get their meals orderly at the corridor during lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ By observation</li> <li>➤ Scrutiny of records</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Affairs Committee</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
2. To further cultivate effective teaching and active learning in curriculum development	(a) Students should build up a good learning habits by jotting down useful phrases and vocabularies in vocabulary books	➤ Student Affairs Committee will help every student to order one English and one Chinese vocabulary book. Students are encouraged to jot down useful vocabularies in this notebook.	➤ Every student should at least write down 50-100 useful vocabularies or phrases in an academic year.	➤ Observation and feedback from language teachers	➤ Student Affairs Committee ➤ Chinese and English Panels

### Information Technology

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To enhance students' active learning via different IT tools	(a) Students can use e-Learning tools for self-learning and drilling  (b) Students get familiar with e-Learning tools	<ul style="list-style-type: none"> <li>➤ To develop a reading scheme system</li> <li>➤ To purchase different e-Learning tools</li> </ul>	<ul style="list-style-type: none"> <li>➤ More than 80% of junior students are able to use the IT tools</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inspection by technicians</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lee WS</li> </ul>
2. To better implement the NSS curriculum	(a) Students are able to use the IES platform for their LS SBA  (b) The SLP data can be transferred from eClass to WebSAMS	<ul style="list-style-type: none"> <li>➤ To purchase the IES platform</li> <li>➤ To participate in the SLP workshop</li> </ul>	<ul style="list-style-type: none"> <li>➤ The IES platform can be installed successfully</li> <li>➤ Students are able to use the IES platform</li> <li>➤ The transmission of data from eClass to WebSAMS can be processed successfully</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inspection by technicians</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lee WS</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
3. To provide a better teaching and learning platform	(a) The switches will be replaced. (b) One more check-in system will be installed at the main entrance. (c) Visualizers will be installed in all classrooms in the main building. (d) Two LCD TVs will be installed in the school hall.	<ul style="list-style-type: none"> <li>➤ To replace the switches during summer vacation.</li> <li>➤ To install an eClass attendance recording kiosk at the main entrance.</li> <li>➤ To install visualizers and visualizer cabinets, and relocate the screen in all classrooms in the main building</li> <li>➤ To purchase two 70” LCD TVs and install in the school hall</li> </ul>	<ul style="list-style-type: none"> <li>➤ All the IT/AV equipment can be purchased and installed successfully</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inspection by technicians</li> <li>➤ All the devices can function properly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lee WS</li> </ul>

### Careers Guidance

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
1. To promote sunshine and caring school ethos and instill positive, energetic and dynamic school atmosphere	(a) Students will be encouraged to make our school more energetic and caring.	<ul style="list-style-type: none"> <li>➤ Students will be informed that the scholarships and assistance schemes also place emphasis on their conduct.</li> <li>➤ Principal's nomination would consider all-rounded achievements and school services which students involved.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of committee members agree that the intended outcomes have been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation by committee members</li> </ul>	<ul style="list-style-type: none"> <li>➤ Koo CH</li> <li>➤ Ho YK</li> </ul>
2. To further cultivate effective teaching and active learning in curriculum development	(a) Students having excellent academic performance are further motivated to achieve better results.	<ul style="list-style-type: none"> <li>➤ The internal scholarship schemes (e.g. HKDSE and internal exam scholarship) aim at encouraging students to nurture better learning habits.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of committee members agree that the scholarship schemes are useful.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation by committee members</li> </ul>	<ul style="list-style-type: none"> <li>➤ Koo CH</li> </ul>

<b>Major concerns</b>	<b>Intended Outcomes/ Targets</b>	<b>Strategies/ Tasks</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Responsible Personnel</b>
3. To well implement NSS curriculum and get good achievements in double cohort year	(a) Students having excellent academic and non-academic performance are further motivated to achieve better results	<ul style="list-style-type: none"> <li>➤ Mock JUPAS will be organized again for F5 students to let them become more aware of the importance of their HKDSE results.</li> <li>➤ Attractive scholarships will be provided for HKDSE high achievements.</li> <li>➤ More types of scholarship will be provided. Students, especially those in senior forms, will be encouraged to take part in more external examinations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students agree with the outcome.</li> <li>➤ 70% of teachers agree that the scholarship schemes are useful.</li> <li>➤ Students can apply for more external scholarship schemes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ By conducting survey</li> <li>➤ By comparing with the past records</li> </ul>	<ul style="list-style-type: none"> <li>➤ Koo CH</li> </ul>
4. To enrich an EMI environment	(a) Students will be more confident to use English to communicate	<ul style="list-style-type: none"> <li>➤ The IELTS preparatory course will be organized again to further sharpen students' English Language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students agree with the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>➤ By conducting survey</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chan CK</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
5. To launch programs for students in different target groups on their careers and further study planning	<p>(a) Junior form students will have a better understanding of themselves and a general idea of different kinds of jobs. Senior form students' career and further study planning is facilitated.</p> <p>(b) Students' planning on career and further study overseas is facilitated.</p>	<ul style="list-style-type: none"> <li>➤ LE lessons will be further polished up to ensure that students' needs at all levels are well catered.</li> <li>➤ More talks, visits and workshops will be organized for different target groups.</li> <li>➤ Provide guidance on F4 subject selection, aptitude understanding and careers planning through PATH in Life education.</li> <li>➤ IELTS and other overseas study talks will be organized.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of committee members agree that the intended outcomes have been achieved.</li> <li>➤ 70% of students agree with the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation by committee members</li> <li>➤ By conducting survey</li> </ul>	<ul style="list-style-type: none"> <li>➤ Yeung TS</li> <li>➤ Chan CK</li> </ul>
6. To further polish up the platform to deliver information on career and further studies.	<p>(a) Students' career and further study planning is facilitated</p>	<ul style="list-style-type: none"> <li>➤ Besides the careers corner in library, an online platform will be developed to promote different activities/ programs held by our school and other external organizations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of committee members agree that sufficient platforms and information have been provided.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation by committee members</li> </ul>	<ul style="list-style-type: none"> <li>➤ Koo CH</li> </ul>

Major concerns	Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Method of Evaluation	Responsible Personnel
7. To well implement fee remission/ scholarship schemes	(a) The most suitable students will be recognized and granted with fee remission / assistance scheme in time.	<ul style="list-style-type: none"> <li>➤ Procedure of application of both external and internal fee remission / scholarship schemes will be evaluated and further streamlined.</li> <li>➤ Criteria to attain scholarships will be reviewed after release of results of HKDSE, IELTS, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluation of the scheduled timeframe</li> <li>➤ Students can apply for more external fee remission / assistance schemes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comparison with the schedule</li> <li>➤ Comparison with the past records</li> </ul>	<ul style="list-style-type: none"> <li>➤ Koo CH</li> <li>➤ Ho KY</li> </ul>