

**Po Leung Kuk  
Ngan Po Ling College  
Annual School Plan**

**2018-2019**

## 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 2018-2019

1. To diversify learning and teaching strategies through promoting reading culture, active learning ethos and refining assignment and assessment policy
2. To further develop STEM curriculum and IT in learning
3. To enhance the quality of staff professional development
4. To strengthen life-planning skills among students
5. To nurture caring culture and a sense of belonging and appreciation

Major Concern: To diversify learning and teaching strategies through promoting reading culture, active learning ethos and refining assignment and assessment policy

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> <li>• Students are equipped with subject-specific learning skills.</li> <li>• Various subject panels refine remedial and enhancement measures for further catering learners' diversity.</li> <li>• E-learning is more accepted by colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject panels are required to spell out subject skills in their scheme of work.</li> <li>• Adopt refined differentiated learning activities based on the subject-based teaching model.</li> <li>• Organize differentiated classroom activities in lessons (e.g. collaborative learning through careful task setting and grouping).</li> <li>• Review assignment and assessment policies to maximize the potentials of all students.</li> <li>• Adopt refined differentiated pre-lesson preparation tasks, remedial and enhancement programmes.</li> <li>• Encourage high achievers to conduct mini research as a means of self-directed learning.</li> <li>• Provide subject-based enhancement sessions to high achievers especially senior form for better DSE results.</li> </ul>	<ul style="list-style-type: none"> <li>• Refined differentiated strategies for quality pre-lesson preparation, active learning and effective teaching are applied by most teachers.</li> <li>• Effective subject-specific teaching models with refinement are adopted by most teachers.</li> <li>• Remedial and enhancement measures to cater for learners' diversity are adopted by most teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> <li>• Student survey</li> <li>• Internal test and examination results</li> <li>• Lesson observation</li> <li>• Exercise book inspection</li> <li>• CDC interim and year-end evaluation meetings</li> <li>• SSE data</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• Subject teachers</li> <li>• Subject panel heads</li> <li>• Prefects of Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Support from IT Committee</li> <li>• Relevant external courses and workshops</li> <li>• Relevant reference materials</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage students to participate in international examinations, competitions and seminars to widen their exposure.</li> <li>• Design collaborative lesson plans and conduct class demonstration using e-learning tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Spiral curriculum on thinking skills and question words is further strengthened in most subjects.</li> <li>• Higher participation rate of local and international competitions.</li> <li>• Lesson plan and class demonstration using e-learning tools are initiated in all subjects.</li> </ul>				
<ul style="list-style-type: none"> <li>• The school provides space to help students form a reading habit.</li> <li>• The school makes effort in encouraging the use of e-books (e.g. Kindle).</li> <li>• Students take initiatives to</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust the Chinese and English reading periods to spare time for students' reading.</li> <li>• Organise co-curricular reading activities.</li> <li>• Adjust the quantity and quality of extended articles selected from magazines, journals and university textbooks (e.g. one per topic) with a set of proper post reading tasks to consolidate and benefit students' learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The loan of books in the library increases by 10 %.</li> <li>• Systematic revision notes and lesson notes are made by most students.</li> <li>• Students are equipped with enquiry-based and active learning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> <li>• Student survey</li> <li>• Internal test and examination results</li> <li>• HKDSE results</li> <li>• Lesson observation</li> <li>• Exercise book inspection</li> <li>• CDC interim and year-end evaluation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Subject teachers</li> <li>• Subject panel heads</li> <li>• Prefects of Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant external courses and workshops</li> <li>• Subject meeting minutes</li> <li>• Curriculum and assessment guide</li> <li>• School fund</li> </ul>

<p>acquire knowledge.</p> <ul style="list-style-type: none"> <li>• Students can internalise active learning skills and apply them in their learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Make purchase of e-books and encourage students to borrow them for leisure reading and for reading periods.</li> <li>• Further advocate basic effective learning skills (e.g. legible handwriting, highlighting/underlining key points and good phrases, note-taking, proper filing etc.).</li> <li>• Require students to take notes during lessons and prepare their own lesson notes or revision notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Credit rate of all subjects are higher than that of the territory-wide in HKDSE 2019.</li> <li>• Extended and extensive readings are adjusted by all subject panels.</li> <li>• Extended and extensive reading materials are well used as shown in exercise book inspection and lesson observation.</li> <li>• Reading materials are well compiled in a folder by most students.</li> </ul>	<p>meetings</p> <ul style="list-style-type: none"> <li>• SSE data</li> </ul>			
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Major Concern: To further develop STEM curriculum and IT in learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> <li>• Teachers make attempts to use e-learning apps to facilitate learning and teaching.</li> <li>• The school upgrades hardware and software for IT in learning.</li> <li>• The school allocates resources for STEM development.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the use of e-learning apps in classroom by asking subject panels to initiate the use of suitable e-learning apps and explore the function of various apps.</li> <li>• Install frequently used e-learning apps in school iPads.</li> <li>• Upgrade classroom and staff room computers lubricating the change in learning and teaching mode.</li> <li>• Continue to explore the feasibility of “Bringing Your Own Device” to further facilitate e-learning.</li> <li>• Make collaborative effort in curriculum planning and mapping with subject panels concerned to facilitate STEM development.</li> <li>• Lengthen the curriculum time of relevant subjects for STEM development.</li> <li>• Liaise with tertiary institutions to solicit professional input on curriculum changes for STEM development.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum modification is done for STEM development.</li> <li>• Connection with tertiary institutions is established for sound STEM development.</li> <li>• More lessons are conducted by means of e-learning apps.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> <li>• Student survey</li> <li>• CDC interim and year-end evaluation meetings</li> <li>• SSE</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• Science, Maths and IT teachers</li> <li>• Prefects of Studies</li> <li>• Science, Maths and IT panel heads</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant external courses and workshops</li> <li>• Subject meeting minutes</li> <li>• Curriculum and assessment guide</li> <li>• School fund</li> <li>• Suitable service providers</li> </ul>

<ul style="list-style-type: none"> <li>• Further promote IT-aided learning among colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct workshops concerning the use of instant projection device and the setup of apps. Encourage teachers to select workshops to attend based on their own needs.</li> <li>• Further promote EDB seminars on IT-aided learning, which are subject-specific, among colleagues.</li> <li>• Further liaise with other schools for the implementation of the BYOD scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers feel satisfied with the content of the workshops.</li> <li>• Teachers feel comfortable in managing classrooms when IT aids are used.</li> <li>• At least one teacher from each panel attend workshops on IT-aided learning.</li> <li>• BYOD plans can be received from 3 schools and taken as reference.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback in teacher survey after workshops</li> <li>• SSE</li> </ul>	<p>First term (for preparation)</p>	<ul style="list-style-type: none"> <li>• Ho CT</li> </ul>	<p>Nil</p>
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Major Concern: To enhance the quality of staff professional development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> <li>The school is able to create space for staff professional exchange.</li> <li>The school can foster a sharing culture among colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Trim the frequency of exercise book inspection and lesson observation in order to create space for in-depth professional exchange and sharing.</li> <li>Promote the “Open Classroom” practice to enhance mutual learning among colleagues.</li> <li>Organise cross-curricular and KLAs sharing sessions to promote peer learning among teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Space for in-depth professional exchange and sharing is created.</li> <li>Two to three cross-curricular and KLAs sharing sessions are organised.</li> <li>“Open Classroom” practice is welcomed by more than 70% of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher survey</li> <li>Student survey</li> <li>CDC interim and year-end evaluation meetings</li> <li>SSE data</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Subject teachers</li> <li>Subject panel heads</li> <li>Prefects of Studies</li> </ul>	<ul style="list-style-type: none"> <li>Relevant external courses and workshops</li> <li>Subject meeting minutes</li> </ul>
<ul style="list-style-type: none"> <li>Teachers are equipped with basic ideas or concepts of positive education.</li> <li>Teachers are equipped with basic counselling and guidance techniques in the workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the concept of positive education to teachers.</li> <li>Provide counselling and guidance techniques workshop for all teachers and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of teachers agree that they are equipped with basic ideas or concepts of positive education through the</li> </ul>	<ul style="list-style-type: none"> <li>Teacher survey</li> </ul>	August 2018	<ul style="list-style-type: none"> <li>Cheung KK</li> <li>Cheung WN</li> </ul>	<ul style="list-style-type: none"> <li>Hall</li> </ul>



		<p>workshop.</p> <ul style="list-style-type: none"> <li>Over 70% of teachers agree that they are equipped with basic guidance techniques through the workshop.</li> </ul>				
<ul style="list-style-type: none"> <li>Teachers gain better understanding of the school expectations and higher efficacy in discipline control.</li> </ul>	<ul style="list-style-type: none"> <li>Involve new staff in student support work to help them better understand and adapt to the school culture and expectations on students.</li> <li>Collaborate with Guidance Committee to provide differentiated training on behavioural management and counselling skills in accordance with colleagues' teaching experience.</li> </ul>	<ul style="list-style-type: none"> <li>90% of new teachers are aware of the school expectations.</li> <li>90% of teachers find coordination meetings useful for better class management.</li> </ul>	<ul style="list-style-type: none"> <li>SSE (students and teachers)</li> <li>Class teacher survey</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Ha T</li> </ul>	Nil

Major Concern: To strengthen life-planning skills among students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> <li>Students are aware of self-management in life.</li> </ul>	<ul style="list-style-type: none"> <li>Launch a temptation-resistant campaign to promote a sense of judgement and prevent undesirable behaviours: Anti-I-gadget Campaign.</li> <li>Implement mobile phone policy strictly and carry out mobile phone surprise check each term to train students' self-discipline.</li> </ul>	<ul style="list-style-type: none"> <li>95% of students abide by the mobile phone policy.</li> <li>There is a decrease in the number of forfeited mobile phones.</li> </ul>	<ul style="list-style-type: none"> <li>Record of mobile phone check</li> <li>SSE (students and teachers)</li> <li>Class teacher survey</li> <li>Observation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Wong YT</li> </ul>	Nil
<ul style="list-style-type: none"> <li>Students are aware of the importance of honesty in their life.</li> </ul>	<ul style="list-style-type: none"> <li>Organise thematic programmes (Honesty Week) in collaboration with some subject panels. Booth games and comics competition will be conducted to raise students' awareness of morality.</li> </ul>	<ul style="list-style-type: none"> <li>80% of students participate in the programmes.</li> <li>There is a decrease in disciplinary record on disrespect and dishonesty.</li> </ul>	<ul style="list-style-type: none"> <li>Punishment record</li> <li>Class teacher survey</li> <li>Return rate of participating entries</li> </ul>	Second term	<ul style="list-style-type: none"> <li>Cheng PW</li> <li>Tsui LT</li> </ul>	<ul style="list-style-type: none"> <li>Display boards</li> <li>Slogan competition handouts</li> <li>Comics competition handouts</li> </ul>
<ul style="list-style-type: none"> <li>Students are aware of life-planning and self-expectation.</li> </ul>	<ul style="list-style-type: none"> <li>Organise self-management workshop, leadership training camp and boosting day camp.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from both teachers and students on training is positive.</li> </ul>	<ul style="list-style-type: none"> <li>SSE (students and teachers)</li> <li>Class teacher survey</li> </ul>	First Term	<ul style="list-style-type: none"> <li>Lee ST</li> </ul>	Nil

<ul style="list-style-type: none"> <li>• Students concerned have more self-reflection on their own life-planning and career-planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Form developmental groups for low achievers to enhance their life-planning and career-planning skills under social work programme.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 10 low achievers from each junior form are counselled and invited in the groups.</li> <li>• Over 70% of participants agree that their life-planning and career-planning skills are enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> </ul>	<p>Third and fourth quarter (January to May 2019)</p>	<ul style="list-style-type: none"> <li>• Cheung KK</li> <li>• Cheung WN</li> </ul>	<ul style="list-style-type: none"> <li>• Extra classrooms for the activities</li> </ul>
<ul style="list-style-type: none"> <li>• Students are equipped with basic life planning skills, according to their developmental needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a spiral curriculum of life education, which is categorised into five major domains i.e. individual, family, peer, school and society, from F.1 to F.6.</li> <li>• Include spiral content of life planning to promote career-planning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• School-based life education curriculum is revised before the new academic year begins.</li> <li>• Over 70% of students and teachers agree that the life education curriculum helps equip</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> <li>• Student survey</li> <li>• Observation</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• Cheung KK</li> </ul>	<ul style="list-style-type: none"> <li>• Gifts for every class in every lesson for all forms</li> </ul>

		students with basic life-planning skills.				
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Major Concern: To nurture caring culture and a sense of belonging and appreciation

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> <li>Students are courteous to all staff.</li> <li>Students are ready and willing to greet aloud to all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Continue the Greet Aloud programme: Green Slips and Greet Aloud Training for junior forms.</li> <li>Continue the Courtesy Redemption Scheme. Students will be awarded courtesy stickers from secret teachers, prefects, janitors, staff in the tuck shop and General Office. Snacks can be redeemed in the tuck shop when they have collected certain amount of stickers.</li> </ul>	<ul style="list-style-type: none"> <li>70% of students are courteous.</li> <li>Positive feedback on students' courtesy is received from teachers, prefects, janitors, staff in the tuck shop and General Office.</li> <li>Over 70% of teachers think that the Courtesy Redemption Scheme is effective in promoting courtesy and a sense of appreciation.</li> </ul>	<ul style="list-style-type: none"> <li>SSE (students and teachers)</li> <li>Class teacher survey</li> <li>Green Slips record</li> <li>Feedback from teacher-on-duty and staff of tuck shop</li> <li>Observation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Tse YF</li> <li>Student Affairs Committee</li> </ul>	
<ul style="list-style-type: none"> <li>Students are aware of classroom and campus</li> </ul>	<ul style="list-style-type: none"> <li>Reintroduce cleanliness competition to help students better manage their class and enhance their sense of</li> </ul>	<ul style="list-style-type: none"> <li>70% of students agree the campus is clean.</li> <li>70% of teachers agree that</li> </ul>	<ul style="list-style-type: none"> <li>SSE (students and teachers)</li> <li>Class teacher survey</li> <li>Report/scores on</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Ha T</li> </ul>	Nil

cleanliness as they are a member of the school.	belonging.	students play a part in keeping the environment clean. <ul style="list-style-type: none"> <li>• A decline in punishment for vandalism is recorded.</li> </ul>	cleanliness situation <ul style="list-style-type: none"> <li>• Punishment record on damages of school properties</li> <li>• Observation</li> </ul>			
<ul style="list-style-type: none"> <li>• Uniform expectations on class ethos are conveyed.</li> <li>• Students are aware of the requirements of proper respect and etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct discipline training and by-level briefing to instill respect into students and improve their etiquette on different occasions, such as morning assembly.</li> <li>• Conduct Litter Bug Campaign at canteen and basketball courts.</li> <li>• Conduct seminars on cultural integration to promote mutual understanding among students of different nationalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of good assembly discipline is showed.</li> <li>• 80% of students are aware of the expectations.</li> <li>• A decline in punishment for peer conflicts is recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• SSE (students and teachers)</li> <li>• Punishment record</li> <li>• Class teaches survey</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Ha T</li> </ul>	Nil
<ul style="list-style-type: none"> <li>• Student leaders develop greater sense of ownership and sense of belonging to the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange meetings between student leaders and school administrators.</li> <li>• Involve student leaders in planning, implementation and evaluation of rules and training sessions.</li> <li>• Strengthen the role of student leaders in routine duties and</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of teachers are satisfied with the performance of student leaders.</li> <li>• Positive comments on student leaders are received.</li> <li>• Improvement in</li> </ul>	<ul style="list-style-type: none"> <li>• SSE (students and teachers)</li> <li>• Class teacher survey</li> <li>• Meeting minutes</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Lee ST (Prefects)</li> <li>• Tsui LT (Monitors)</li> <li>• Ha T (Junior Pastoral Leaders)</li> <li>• Lam CW (Senior</li> </ul>	Nil

	special duties.	the quality of service provided by student leaders is shown. Their confidence is also boosted. • Student leaders work in harmony.			Pastoral Leaders) • Tsoi CF (IT Prefects)	
• Each student is taken care by one of the class teachers throughout the year.	• Each class teacher is the mentor of about 15 students (or half of class size).	• Over 70% of class teachers agree that they have provided their mentee students with counselling or guidance.	• Teacher survey • Student survey	September 2018	• Law ST • Poon TH	• Files in common drive
• Students concerned develop acceptable social skills with their schoolmates and teachers. They can also adapt to the school setting well.	• Cases of SEN students are followed up by social workers. Case meeting will be conducted if necessary.	• Over 70% of class teachers agree that the SEN students make improvement in school adaptation.	• Teacher survey	Whole year	• Cheung KK • Cheung WN	Nil

<ul style="list-style-type: none"> <li>• Students have chances to cooperate, promote caring and appreciation in their class through activities and competitions.</li> <li>• Students' sense of belonging is further developed.</li> </ul>	<ul style="list-style-type: none"> <li>• By-level competitions and activities will be held to enhance students' sense of belonging to their class.</li> <li>• Initiate Inter-class Art Jamming Competition and Appreciate Our Teachers Campaign.</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of class teachers and students agree that the caring culture can be developed in respective classes.</li> <li>• F.1-F.5 students get involved in the activities.</li> <li>• Outstanding designs by students will be selected for mass production as gifts to teachers.</li> <li>• Over 70% of teachers think that Appreciate Our Teachers Campaign is effective in promoting better sense of appreciation and gratitude to teachers among students.</li> <li>• Over 70% of</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Survey</li> <li>• Student Survey</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• December 2018 (F.1 competition)</li> <li>• Second term (F.2-3 competitions)</li> <li>• January 2019 (Art Jamming Competition)</li> <li>• September 2018 &amp; March 2019 (Appreciate Our Teachers Campaign)</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Committee</li> <li>• Discipline Committee</li> <li>• Visual Art Department</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Trees (Form 1)</li> <li>• Hall</li> <li>• Survey form</li> </ul>
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		students and class teachers think that the Art Jamming Competition is effective in enhancing their sense of belonging.				
<ul style="list-style-type: none"> <li>• Students are equipped with the knowledge and skills to serve the needy in our community.</li> <li>• Students' self-confidence in serving our community is boosted.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a spiral curriculum of community service training and experiences from F.1 to F.6.</li> <li>• Enrich students' skills in organising programmes, enhancing their interpersonal communication, and encouraging them to serve the community.</li> </ul>	<ul style="list-style-type: none"> <li>• The rate of participating in at least one service in each class is over 90%.</li> <li>• Over 70% of students agree that they are equipped with necessary knowledge and skills to serve the needy.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> <li>• Student survey</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• September 2018</li> <li>• May 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Cheung KK</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with NGOs</li> </ul>
<ul style="list-style-type: none"> <li>• F.1 students get more familiar with their schoolmates and school life.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise F.1 induction programmes to help F.1 students adapt to the new school environment.</li> <li>• Guidance Ambassadors are the mentors of selected F.1 students.</li> <li>• Arrange F.1 lunch gathering once per quarter. All F.1 students will have lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of F.1 students agree that the bonding among each other can be enhanced through the activities.</li> <li>• Over 70% of F.1 students and class</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> </ul>	<ul style="list-style-type: none"> <li>• September 2018</li> <li>• October 2018</li> <li>• November 2018</li> <li>• February 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Cheung WN</li> <li>• Student Affairs Committee</li> <li>• F.1 class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Hall</li> <li>• Survey form</li> </ul>

	<p>together in round tables. They need to serve each other, finish all their lunch and help clean up. Inter-class competitions will be held. For instance, dessert will be awarded to the class which can tidy up their tables in the shortest time.</p>	<p>teachers think that the F.1 lunch gathering is effective in developing the sense of belonging to the school.</p>				
<ul style="list-style-type: none"> <li>• Junior form students enjoy the by-level activities with their schoolmates and class teachers.</li> <li>• Communication skills of SEN students are enhanced through the developmental activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct by-level activities in spiral curriculum from F.1 to F.3.</li> <li>• Conduct developmental programmes for SEN students, so as to improve their communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of participants agree that their sense of belonging to the school is further developed. Their sense of appreciation is also enhanced through the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Observation</li> </ul>	<p>June to July 2019</p>	<ul style="list-style-type: none"> <li>• Cheung WN</li> </ul>	<ul style="list-style-type: none"> <li>• Campsite</li> </ul>

<ul style="list-style-type: none"> <li>• Guidance Ambassadors initiate activities to promote love and care in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Help F.1 students adapt to their school life by mentor-mentee activity for greater peer support.</li> <li>• Carry out a leadership training programme to promote love and care in school.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 20 F.1 students are the mentees who manage to adapt to the new school environment, and also develop a greater sense of belonging to the school.</li> <li>• 3 activities are held by the Guidance Ambassadors.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• October 2018</li> <li>• June 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Tai TL</li> <li>• Kan YH</li> </ul>	<p>Nil</p>
<ul style="list-style-type: none"> <li>• Students' awareness of mental well-being is raised.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up around 5 game booths for Guidance Week.</li> <li>• Introduce a thematic week "Appreciation and Gratitude" to enhance students' mental well-being.</li> <li>• Conduct talks, workshops and lunch booths through Healthy School Programme &amp; Joyful School Campaign for promoting "Appreciation and Gratitude".</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of students and teachers agree that their awareness of "Appreciation and Gratitude" is raised.</li> <li>• More than 100 students join the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Student survey</li> <li>• Teacher survey</li> </ul>	<p>November 2018 to June 2019</p>	<ul style="list-style-type: none"> <li>• Tai TL</li> <li>• Law WC</li> <li>• Sin KH</li> </ul>	<ul style="list-style-type: none"> <li>• New Era Hall</li> </ul>
<ul style="list-style-type: none"> <li>• School team members develop better</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage leaders of school teams to maintain good communication with their team</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of the members of ECA Committee agree</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• ECA Committee</li> </ul>	<p>Nil</p>

<p>team spirit and greater sense of belonging to their teams.</p>	<p>members in order to show care and love towards one another.</p> <ul style="list-style-type: none"> <li>Organise house cheering in mass programmes, e.g. Sports Day and Swimming Gala, to enhance students' sense of belonging and appreciation.</li> <li>Recognise the contribution of school teams and show members appreciation by means of celebration, compliment, award and scholarship, etc.</li> <li>Design school team jersey and organise gatherings for greater sense of belonging.</li> <li>Organise training camp for different sports teams to develop stronger sense of belonging.</li> </ul>	<p>that organising house cheering and training camp to recognise the contribution of school team members is effective in promoting stronger sense of belonging among team members.</p> <ul style="list-style-type: none"> <li>Over 70% of the members of ECA Committee observe and agree that team leaders show care and love towards one another.</li> </ul>				
<ul style="list-style-type: none"> <li>Students' awareness of green eating habits and environmental protection are raised.</li> </ul>	<ul style="list-style-type: none"> <li>Promote green lunch and reduction of food waste on the campus.</li> <li>Give a set of stainless steel reusable cutlery to each F.1 student at the beginning of the school term so as to promote</li> </ul>	<ul style="list-style-type: none"> <li>Students are having more environmentally friendly eating habits. Their awareness of environmental</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Feedback from teacher on duty and staff in tuck shop</li> <li>Feedback from F.1 class</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Committee</li> <li>Tuck shop</li> </ul>	<ul style="list-style-type: none"> <li>Survey form</li> </ul>

	<p>“Bring Your Own Cutlery”.</p> <ul style="list-style-type: none"> <li>• Schedule Monthly Fruit Day. A counter will be set up to distribute fruits to students for promoting healthy eating habits.</li> </ul>	<p>protection is raised.</p> <ul style="list-style-type: none"> <li>• Over 70% of F.1 students are able to practise “Bring Your Own Cutlery”.</li> <li>• Over 80% of fruits are distributed to students at all levels.</li> </ul>	<p>teachers</p> <ul style="list-style-type: none"> <li>• Number of fruits distributed on Monthly Fruit Day</li> </ul>			
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