

HKMA David Li Kwok Po College

Annual School Plan 2010-2011

Part 1: Our Vision and Mission

Our Vision

Our vision is to operate a high performance school which provides effective schooling for educating and developing students with the life skills to become responsible, caring, self-disciplined and adaptable young people in a changing society and eventually to be employable and productive members of the community and international citizens of an increasingly globalized world. The school will nurture wholly developed, well-balanced and life-long learners who are moral, literate and cultured, intellectually, physically and emotionally strong, and ready and willing to serve society.

Our Mission

Our mission is to provide an all-round education for the total development of our students, encompassing moral, intellectual, physical, social and aesthetic aspects. The school believes that each student has worth, and is endowed with potential and that the school can and should, develop its students to the fullest. We also believe that every child has different abilities and can become an effective and independent learner by learning to accept responsibility for his or her learning.

The school exists to educate and develop every pupil to his or her full potential so that he or she will grow up to become a well-rounded person with the following attributes:

International in outlook, culturally aware and proud of their own heritage;

Bi-literate and tri-lingual, with the requisite confidence and competence to communicate effectively in a global community;

Well-versed in the use of information technology both inside and outside of the classroom;

Logical, independent and creative thinkers with the resourcefulness to make informed decisions;

Well-prepared for continued and active life-long learning;

Knowledgeable about humanities as well as basic scientific and mathematical concepts;

Civic-conscious, patriotic and willing to contribute to the community;

Morally aware and appreciative of traditional Chinese values (such as loyalty, reliability, responsibility, self-discipline, punctuality, obedience, filial piety and family values);

Cultured and able to appreciate and enjoy the visual and performing arts;

Physically fit and knowledgeable of healthy living

Part 2: The Overall Direction for the School Year 2010-11

Background:

The SSE exercise conducted by staff in 2008-2009 as part of the development process to create the College's Major Concerns was a successful one as it highlighted two things:

That elements of the previous year's Major Concerns still needed more time, and;

That student development is a clear area of concern by staff and other stakeholders.

This should be seen in a positive light as it truly focuses on the nature of SSE, that is, self-improvement.

Another factor to transpire from the process was that staff had a number of suggestions as to what elements could be included within each individual Major Concern. However, the result of including all such elements into our Major Concerns would create a situation whereby there were too many 'concerns' to implement.

As the College used the SSE exercise to develop a three-year plan, this provided a good opportunity to be able to:

Break-up core tasks within each concern so that staff are able to focus on core areas each year as opposed to being distracted by a myriad of confusing objectives. Such individual tasks are therefore more specific in nature, helping to guide staff as to where the focus should lie;
Create more inter-connections between Major Concerns, for example, student self-management is a theme examined across concerns;
Provide a pathway whereby staff are able to build achievements over the medium term. An important reason being is that none of the Major Concerns suggested are essentially able to be 'solved' within a twelve month period, ie, they require time.
Illustrate to staff the College's direction for the next three years, thus reducing uncertainty.

Therefore, on the next page each Major Concern is viewed as having three phases, with each phase referring to the following years:

<u>Phase one:</u>	2009-2010
<u>Phase two:</u>	2010-2011
<u>Phase three:</u>	2011-2012

The College's SEC met on June 1st 2009 to discuss and refine the plan suggested by the Principal.

Major Concern 1:

To continue to develop a Moral and Civic identity by the reinforcement of whole school values;

Respect

Responsibility

Perseverance

Appreciation

Phase one: (09-10)	Phase two: (10-11)	Phase three (11-12)
Respect to teachers and family members	Respect to ones own self, classmates and friends	Respect for ones country, school, home and civic property
Responsibility as an individual student and a son/daughter	Responsibility as a classmate of others	Responsibility as a citizen of Hong Kong
Perseverance towards academic goals and habits	Perseverance in achieving short to medium-term goals	Perseverance in developing and achieving longer-term life goals
Appreciation for teachers and family members	Appreciation for classmates, friends and the outstanding performance of others	Appreciation of the benefits of living in Hong Kong, appreciation of nature, etc

Interpretation:

The three phases shown above should be viewed as developing the four core values over three years, from a micro perspective to a more macro one. Phase one deals with a student's more immediate environment, focusing upon themselves, teachers and family. Phase two focuses more on a student reflecting upon their responsibilities as a colleague and classmate. The third phase asks students to widen their perspectives and to contemplate their place and responsibilities as part of a wider community. Each stage also requires a student to set goals, consistent with the aims of other Major Concerns.

Major Concern 2:

To continue to introduce measures that encourage developments in Teaching and Learning, namely;

Reading
 Writing
 Critical thinking and Questioning
 Time management

Phase one: (09-10)	Phase two: (10-11)	Phase three (11-12)
Reading and Writing	Reading and Writing	Reading and Writing
Student time management	Student time management	Student time management
Self-learning	Problem solving	Critical thinking
Questioning skills	Questioning skills	Questioning skills

Interpretation:

Firstly, the elements contained within the three phases correlate to other, similar, elements found within the third Major Concern pertaining to student development. The reason for this is that the various goals as expressed by our Major Concerns not only need to be cohesive, but should also be seen from the perspective that they are interrelated. For example, time management (concern number two) and self-management (concern number three) are not separate or exclusive from each other. As the development of such skills directly relates to teaching and learning, the classroom is thus an appropriate place in which to also place effort.

Major Concern 3:

To focus upon areas aimed at student development, namely;

Student self-management
 Student self-esteem
 Student goal setting and self improvement
 Student communication
 Student participation in external competitions

Phase one: (09-10)	Phase two: (10-11)	Phase three (11-12)
Goal setting and self-management	Goal setting and self-management	Goal setting and self-management
Self-esteem	Student communication	Student leadership

Student participation in external competitions	Student participation in external competitions	Student participation in external competitions
Student reflection	Student reflection	Student reflection

Interpretation:

The SSE process was fairly clear that student development is an area that requires some focus. This was later confirmed by teachers at a staff meeting and was further confirmed as part of last years SSE.

Goal setting and self-management featured prominently within previous SSE exercises. As a result, such a skill has been incorporated into more than one Major Concern so as to ensure that development is not left to any one individual group or team, though benefits from a whole-school approach, particularly as it applies to all aspects of a student’s life both inside and outside a classroom.

Self-esteem stems from the APASO report that showed that student’s view of their ‘General self’, a subscale relating to self-esteem has been slightly below the Hong Kong norm for some time. It would appear the reason is that students who possess positive attitudes do not feel that such attitudes are ‘special’ or add to their self-esteem. Participation by students in external competitions is listed as it helps build self-esteem, goal setting and self-management.

Student reflection was seen as being an integral component and directly relates to the skills of reading and writing as contained in concern number two.

Student communication stemmed directly from both APASO and student stakeholder survey results. It refers to student desire to be able to communicate more about how they feel the College should operate. It was felt that leadership should come last, after some preparation. As to what forms communication and leadership should take needs further discussion.

Again, other elements raised by staff at during our planning process were discussed by the College’s SEC but may not have been included for a variety of reasons such as the similarity of the points raised to existing skills suggested by the SSE process. Participation in OLE was removed as an area of concern as it is a compulsory part of the curriculum.

Part 3: Specific Strategies for the School Year 2010-2011

Major Concern 1:

To continue to develop a Moral and Civic identity by the reinforcement of whole school values;

Respect

Responsibility

Perseverance

Appreciation

English and French Department (English)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To incorporate all the four major values in all English Lessons and inculcate these values in our students	Ensure that discipline in lessons is maintained at all times and students are actively engaged in lessons	Participation rate in all activities in class. No disciplinary issues or there is no need for disciplinary action to be taken.	Feedback from all English teachers and DC Reports	Sept 10 – Jun 11	All English Teachers	
	Students are responsible for their learning	Students are prepared for lessons with all the necessary learning material. Homework and Class work is done well and on time.	Feedback from all English teachers Quality of work done and Homework submission rate	Sept 10 – Jun 11	All English Teachers	
	Students respect their belongings and books and keep them in good order	All books and learning materials are kept in good condition – clean and tidy work. Work is presented in a neat and tidy manner – handwriting is neat, information is presented clearly and all work is dated and titled.	Quality of work Feedback from all English teachers	Sept 10 – Jun 11	All English Teachers	

English and French Department (French)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To incorporate all the four major values in all French Lessons and inculcate these values in our students	Students are responsible for their learning (especially Senior Forms)	Students are prepared for lessons with all the necessary learning material. Homework and Class work is done well and on time.	Feedback from teachers Quality of work done and Homework submission rate	Sept 10 – Jun 11	All Teachers	
	Students respect their belongings and books and keep them in good order	All books and learning materials are kept in good condition – clean and tidy work. Work is presented in a neat and tidy manner – handwriting is neat, information is presented clearly and all work is dated and titled.	Quality of work Feedback from teachers	Sept 10 – Jun 11	All Teachers	
	Students are encouraged to make and review medium-term academic goals	After the exams, students are encouraged to write 3 academic goals for the term and review them at the beginning of the next term.	Feedback from students	Sept 10 – Jun 11	All Teachers	

Social Science Department									
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned				Resources Required
					LS / IH	Econ	BAFS	Geog	
Students are able to show respect to themselves, classmates and friends; responsibility as classmates of others;	To incorporate the whole school values in daily lessons and students' classwork / homework e.g. <ul style="list-style-type: none"> Current affairs discussions Journal writing, news commentaries and documentary / book reports Conducting debates (mainly in LS) and web-based forum discussions 	As reflected in lesson observations and homework inspections	Lesson observations Homework inspections Teachers' feedback Annual Report	Sept 10 – Jun 11	✓	✓	✓	✓	Newspapers, reference books, internet resources (e.g. WiseNews), DVDs / VCDs (movies & documentaries)
perseverance in achieving short to medium-term goals; and appreciation of classmates, friends and the outstanding performance of others.	To arrange some out-of-classroom learning activities in collaboration with other departments / teams (e.g. CSS Team, G&C Team) to promote the whole school values e.g. <ul style="list-style-type: none"> Excursions to Wetland Park, Mai Po Marshes Visiting museums, libraries, Legislative Councils, government departments, NGOs Joining programs such as "City Forum", workshops by Oxfam HK and Ho Koon Nature Education cum Astronomical Centre Cultural activities co-organized with the G&C Team 	At least once for each subject per year	Teachers' feedback Annual report	Sept 10 – May 11	✓	✓	✓	✓	Institutions in the community Transportation

Social Science Department									
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned				Resources Required
					LS / IH	Econ	BAFS	Geog	
Students are able to show respect to themselves, classmates and friends; responsibility as classmates of others; perseverance in achieving short to medium-term goals; and appreciation of classmates, friends and the outstanding performance of others.	To organize Department afternoon activities which are subject-wide extended to promote the whole school values e.g. <ul style="list-style-type: none"> Excursions (e.g. Kowloon Walled City) Competitions (e.g. crossword puzzles about current affairs, photo-taking) Drama performance Educational firms 	At least 60% of students and teachers joining the department afternoon agree with the objectives achieved	Student and teacher survey Annual Report	15 Oct 10					Institutions in the community Guest speakers School Hall Transportation Prizes & souvenirs
	To encourage students to show respect and appreciate others' work via e.g. <ul style="list-style-type: none"> Regular display of good student work on bulletin board in classrooms / on playground, G&C newsletters and school website Students are required to give constructive feedback to other students' presentation Providing post-activity sharing sessions 	As reflected in lesson observations and display of students' good work At least one post-activity sharing session per year	Students' good work samples Lesson observations Annual Report	Sep 10 – Jun 11					Bulletin boards G&C newsletter School website

Science Department										
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned					Resources Required
					IS	Phy	Chem	Bio	ICT	
To guide students to work persistently to achieve their academic goals through teaching and learning.	Helping students to set their goals at the start of the term, and to monitor their progress through informal discussion.	More than 70% of students achieve the goals.	Evaluation form	Sep 10 – Jun 11	✓	✓	✓	✓	✓	Student Questionnaires
To train students to have a good study habits through learning in lessons and doing homework.	Requiring students to make notes, journal writing, homework, etc. and giving them clear guidelines of producing good work.	More than 70% of students achieve the goals.	Evaluation form	Sep 10 – Jun 11	✓	✓	✓	✓	✓	Student Questionnaires
	Displaying students' excellent work.	At least three pieces of excellent work are posted on the board in the classroom each term.	Number of pieces of excellent work displayed.	Sep 10 – Jun 11	✓	✓	✓	✓	✓	
To train students to have a good habits in preparing for examinations.	Requiring students to make notes, journal writing, homework, etc. and helping them to use them to prepare for tests and examinations.	More than 70% of students are confident in facing examinations. More than 70% of students agree that their notes and homework can help them to prepare for tests and examinations.	Evaluation form	Nov 10 – Jun 11	✓	✓	✓	✓	✓	Student Questionnaires

Visual Arts Subject						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To strengthen the 4 whole school values through VA projects and cross department learning activities	Tuck shop project by S.3 & S.4 students <ul style="list-style-type: none"> students can appreciate the staffs in tuck shop 	Finish the tasks	Mark sheets Observation of students' performance	Sep 10 – Dec 10	Jenny Lai	\$20,000 for materials
	Pavilion project <ul style="list-style-type: none"> students can respect our environment 	Finish the tasks	Mark sheets Observation of students' performance	Sep 10 – Mar 11	John Li	\$20,000 for materials
	Mural painting related to different subjects <ul style="list-style-type: none"> students can persevere in learning different subjects 	Finish the tasks	Mark sheets Observation of students' performance	On or before Jul 11	Jenny Lai	\$3,000 for paints and tools
	Inter-class mascot design <ul style="list-style-type: none"> S.1 students will create 4 value mascots in the S.1 camp, then the picture will be displayed on the bulletin board 	Finish the tasks	Mark sheets Observation of students' performance	Sep 10 – Oct 10	John Li	Money paid by Discipline team

G & C Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
All students	<p>Arrange talks / workshops, design classroom discussions and organize activities to promote moral and civic values</p> <p>For example :</p> <ul style="list-style-type: none"> - Perseverance towards goals - Respect in interpersonal relationships (e.g. peer relationships, relationships with teachers, relationships with siblings and parents etc) - Responsibility as a student and member of a class and the school - discussion on current issues - cultural activity - charity lunch - Red Packet with Love - "Thank You" note to teachers - knowledge competition - etc 	At least two activities (including talks, Classroom discussion or other type of activity) are organized to promote each of the four school core values. Over 60% of the participants show positive feedback in questionnaire or reflection.	summary of activity at year end and questionnaire or reflection	Sept 10 – Jun 11	Jenny Sit, Jeannie Lee, John Ko, Jojo Lee Dr. Lo Kenneth Lo	
	Collaborate with other groups (e.g Friday Morning Assemblies and Drama Team, Campus TV, Social Science Department and CSS Team etc) to plan and organize activities to promote moral and civic values	Collaborate with at least 4 teams in the school year	Annual review	Aug 10 – Jun 11	Jenny Sit	
	Continue to publish G&C newsletters to promote moral and civic values	At least 4 issues in the school year	Annual review	Sept 10 – Jun 11	Jenny Sit Jeannie Lee	

G & C Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Use the school website to promote moral and civic values	Update the website regularly	Annual review	Sept 10 – Jun 11	Jenny Sit MC Chung	
	Organize competition/debate to promote moral and civic value	At least one competition/debate	Annual review	Sept 10 – Jun 11	Jenny Sit Jojo Lee Margaret Chan	

Discipline Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To reinforce the whole school values to the new S1 students	To introduce the 4 major Values to S1 new students, by doing the art work which should reflect the meaning of the 4 values. The painting will be posted on the classroom bulletin board.	More than 70% of students achieve the goal.	students questionnaires	Sept 10	John Li	
To reinforce the whole school values to all students	To work jointly with Library and Art Department to launch the 4 Major Values quotation bookmark competition	Participation of students		Whole school year	Younkus Cheung & Sally Li	
To reinforce our whole school values to target misbehaving students.	Those targeted as being misbehaving students (lateness) have to attend a lunch detention class	5% reduction of no. of lateness	DC statistics	Whole school year	John Li	
	Good Conduct Award, Punctuality Award, Monthly Class Punctuality Rate Display					Bulletin board
To reinforce whole school values to the Prefects	Prefects training / camp with school values is held.	More than 70% of students achieve the goal.	Students questionnaires and scrutinized by teachers	Whole school year	Younkus Cheung & Arthur Yip	
	Prefects are trained to be mentors of targeted misbehaving students (less serious).			Whole school year	Savan Fok & Younkus Cheung	
To focus upon areas aimed at student development via parents	To work with the parent volunteer to conduct Parent seminars about student development	At least 1 seminar	Parents questionnaires	S1 Parent Night on Sept 10 after S1 Camp	Younkus Cheung	Seminar fee
To participate in external competitions /	To encourage student leaders to participate in external competitions / nominations/ training project to promote	At least 1 competitions / nominations. (e.g National education,	Scrutinized by teachers	Whole school year	Ericson Ng	

Discipline Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
nominations	self –confidence and self-esteem	Smart Teen project)				
To equip DC teachers with more knowledge about drugs / handling students with drugs abuse	Provision of materials about drug affairs. DC teachers participate in at least one seminar/talk about drugs affairs which is organized by the Police/EDB/other organizations.	DC teachers participate in at least one seminar/talk about drugs affairs	Participation rate of DC teachers	Whole year	Every DC teachers	Seminar fee
To plan the procedure in handling drugs cases (for school use)	Provision of materials about drug affairs. To hold meetings to discuss the procedure for handling drugs cases.	The procedure in handling drugs cases is implemented.	Scrutinized by teachers	At the end of the academic year	Sally Li, John Leung and Savan Fok	

Friday Assembly and Drama Team						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To educate students on the proper morals and values of good students	To design and organize the year's assembly programs in order to cultivate the morals and values of students	Positive comments from staff survey.	Teachers' surveys and comments	Whole-year	Jeannie Chiu and FA team members	

Major Concern 2:

To continue to introduce measures that encourage developments in Teaching and Learning, namely;

Reading

Writing

Critical thinking and Questioning

Time management

English and French Department (English)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Staff to attend workshops that will help them improve their teaching skills Reading Writing Critical thinking and Questioning Time management	Staff development <ul style="list-style-type: none"> Encourage teachers to attend seminars and workshops Workshops conducted for the department 	Each teacher in the dept. to attend at least 2 workshops One workshop conducted by the department and dissemination of information gleaned at workshops by department members.	Number of seminars and workshops attended by teachers Number of workshops conducted by the department and for the department at school Teachers' survey results on workshops and seminars	Sep 10 – Jul 11	All English Teachers	EDB and other course providers like British Council, HKU, Poly U and CityU and independent course providers
To help students acquire knowledge and skills that will help them cope with and do well in the NSS curriculum and HKAL.	Continue to work on and strengthen the reading programme that was introduced last year as part of the curriculum to teach reading and develop critical thinking	All classes have reading lessons and keep a record of their reading in a reading journal	Number of books read, marks and the quality of work	Sep 10 – Jul 11	All English Teachers	Journal reading Interactive Whiteboards
	Continue to work on Process Writing to help develop writing skills and critical thinking skills. We want students to get into the habit of editing their work. Some writing tasks like survey reports and projects will be done to help students with IH and Liberal Studies.	Students get into the habit of process writing, editing and proofreading their own work – 2 essays per year, per class	Marks and the quality of work	Sep 10 – Jul 11	All English Teachers	Resource Material for teaching writing Interactive Whiteboards
	HKAL <ul style="list-style-type: none"> Teaching strategies, Feedback, Extensive Reading, Critical Thinking, Exam Practice, Application of Skills 	100% pass rate 30% - Grade C and above 10%- Grade A	HKAL Results	Sep 10 – Jul 11	S6 & 7 English Teachers	

English and French Department (English)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Reading Writing Critical thinking and Questioning Time management	Project Work for S6 students – one per year.	All S6 students do projects on social/world issues.	Marks awarded for projects.	Sep 10 – Jul 11	S6 English Teachers	Internet/Library
	Inter-Departmental Collaboration: The English Department will work in collaboration with the Discipline Team and the Chinese Department for the Bookmark Competition for the Showers of Praise Scheme.	Activities are organized	Student participation	Sep 10 – Jul 11	All English Teachers	Journal reading Interactive Whiteboards
Staff to attend workshops and sharing sessions that will help them improve their teaching skills	Staff development Encourage teachers to attend seminars and workshops Sharing session with other secondary school French teachers to share resources and data about new examination	Each teacher in the dept. to attend at least 2 workshops Organize the session	Number of seminars and workshops attended by teachers Teachers' survey results on workshops and seminars	Sep 10 – Jul 11 Aug 10 – Jul 11	All Teachers All teachers	HK Association of French Teachers, French Consulate, EDB, HKEAA or others

English and French Department (French)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Reading and Writing Problem solving Questioning skills Time management	Continue to work on the reading programme that was introduced last year to teach reading and develop critical thinking	All classes keep a record of their reading in their reading journal.	Number of material read and the quality of work	Sep 10 – Jul 11	All Teachers	Reading journals Story books and reading materials
	Continue to work on Process Writing to help develop writing skills and critical thinking skills. We want students to get into the habit of editing their work.	Students get into the habit of process writing, editing and proofreading their own work– 2 essays per year, per class.	* Marks and the quality of work	Sep 10 – Jul 11	All Teachers	Resource Material for teaching writing
	Tasks and activities to develop time-management skills of the students.	Students complete tasks on time and are on task	Completion of all tasks Homework submission rate Marks of homework, classwork, tests and exams	Sep 10 – Jul 11	All Teachers	Seating arrangements Group and pair work Assessment criteria Materials for oral discussions & presentations
	Purchase of reference books and material for the new exam	Purchase at least 2 books.	Number of books bought.	Sep 10 – Jan 11	Coordinator	Editors' catalogues

Chinese and Chinese History Department (Chinese)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
閱讀能力	<p>重新釐定各級在閱讀的要求:</p> <ul style="list-style-type: none"> 為中一至中五級按能力差異編定各單元精讀及略讀教材及練習。 維持在初中各級的單元測驗。另在統測及考試適量地加入與課內文章有關的題目，分數比例為10% 至20%不等。 	<ul style="list-style-type: none"> 同學能掌握各種閱讀技巧及策略。 學生閱讀、理解語體文及文言文的能力有所提高 	每級在各單元教學後進行小測，讓學生及老師及早發現能力稍遜的地方並作出補救工作。	九月至六月	科任教師	
	<p>各級在每一單元內設計校本文化積累篇，旨在提升同學的古文閱讀量及文化素質:</p> <ul style="list-style-type: none"> 中一、中二詩歌及成語; 中三詞曲、論語及時事評論; 中四、中五詩、詞、曲、時事評論; 中六及中七文化知識。 <p>中四、中五陸續展開一及二個選修單元，詳細安排見各級教學流程。</p>	<ul style="list-style-type: none"> 學生對學習本科的興趣濃厚。 學生多作課外閱讀，不只為考試而溫習。 學生欣賞中國文化，增加詞彙量，並且減少寫錯別字。 學生養成翻查工具書的習慣。 	以平日的默書作考核。	九月至六月	科任教師	
	<p>通過課外閱讀計劃，培養學生閱讀習慣，提升閱讀質量與數量：</p> <ul style="list-style-type: none"> 指定閱讀書目：學生每一學期必須按老師指示完成與指定閱讀書目有關的閱讀活動 中文科閱讀紀錄冊：各級同學必須完成一本，並可推薦參加教協的普及閱讀獎勵計劃 《校園中文》：全校學生訂閱《校園中文》。 	<ul style="list-style-type: none"> 學生在指定閱讀書目方面能達到校本要求。 學生基本完成十本或以上的自選讀物。十四本以上的同學會獲發書券作獎勵。 高中學生三年內完成一次口頭閱讀滙報作校本評核分數(SBA)。 	<ul style="list-style-type: none"> 學生個別表現成績滙報。 各級整體表現。 問卷調查。 	九月至六月	初中,高中級統籌及林老師	書券中一至中六每級 500, 共 3000

Chinese and Chinese History Department (Chinese)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
寫作能力	重新釐定各級在寫作的要求: <ul style="list-style-type: none"> ▪ 各級老師擬寫每次寫作練習的指導大綱，利用多媒體教材或工作紙等，加強寫作前指導，著力培訓學生審題及扣題的能力。 ▪ 各級老師定期為平日作文及作文考試卷召開評分會議(全年兩次)，旨在加強老師之間的交流，謀取共識，提高教學效能。 ▪ 各級實用文寫作練習須附評分參考，並著重內容鋪陳及格式訓練，批改時要就錯誤格式及內容扣分。 ▪ 推動學生互評寫作練習，互相砥礪，互相欣賞。 ▪ 針對文化科的要求，盡量配合學校活動、社會時事，安排相關的實用文類寫作，以收實踐之效。 	<ul style="list-style-type: none"> ▪ 學生樂意創作，享受創作的過程。 ▪ 學生能小心審題，作品內容充實、結構嚴謹。 ▪ 學生能掌握各類應用文的格式。 	<ul style="list-style-type: none"> ▪ 學生寫作表現 ▪ 教師觀察及檢討 	九月至六月	級聯絡人統籌及科任教師	
	<ul style="list-style-type: none"> ▪ 邀請作家舉辦「寫作班」。 ▪ 鼓勵學生參加寫作講座及徵文比賽。 	<ul style="list-style-type: none"> ▪ 學生踴躍參加「寫作班」。 ▪ 學生主動投稿。 	<ul style="list-style-type: none"> ▪ 學生參與人數 ▪ 學生工作坊表現 ▪ 學生獲獎情況 	九月至六月	級聯絡人統籌及科任教師	

Chinese and Chinese History Department (Chinese)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
聽說能力	<p>中一至中五級定期安排聆聽練習。</p> <p>中一至中五級定期安排說話訓練及製評估表。</p> <p>重點說話訓練項目：</p> <ul style="list-style-type: none"> ▪ 中一朗讀； ▪ 中二朗讀及個人短講； ▪ 中三個人短講及小組討論； ▪ 中四小組討論； ▪ 中五、中六個人朗讀及小組討論。 <p>鼓勵學生參加校內外與說話能力相關的活動，如朗誦、演講比賽、辯論比賽等。另鼓勵中六、中七同學參加「全港口語溝通大賽」，藉以提升同學的自信心和說話能力。</p>	<ul style="list-style-type: none"> ▪ 學生能準確掌握講者說話的要點，領會講者的用意，對談話內容作出正確的分析 and 判斷。 ▪ 學生有信心在人前表達自己的思想感情。 ▪ 學生清楚而有條理地表達自己的思想感情。 	<ul style="list-style-type: none"> ▪ 學生說話表現 ▪ 教師觀察及檢討 	九月至六月	科任教師	
思維能力	<p>各級重點培訓同學從多角度思考、分析問題以及批判思維能力。</p> <ul style="list-style-type: none"> ▪ 中一、中二及中三：調複述、解釋、重整(分析、綜合) ▪ 中四、中五、中六：調伸展(推論、拓展)、評鑑(批判性思考)、創造性(高階思維) 	<ul style="list-style-type: none"> ▪ 學生能細心觀察事物，分析問題時，能提供充份理據，並養成獨立思考的習慣。 ▪ 學生主動搜尋與本科學習相關的網上資料。 	<ul style="list-style-type: none"> ▪ 學生在平日測驗、統測及考試題目的表現。 ▪ 教師觀察及檢討。 	九月至六月	科任教師	

Chinese and Chinese History Department (CSL & Chinese History)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
CSL	<p>中文為第二語言的課程(CSL) 培養學以中文為第二語言的課程生的語言交際能力為目的，配合公開考試的需要，全面提高學生的聽說讀寫能力。</p> <ul style="list-style-type: none"> 中一：強調學生對漢語基本知識的認識（語音、漢字），進行簡單漢語的對話和寫作。多採用語音漢字的互動遊戲和簡單的聽說讀唱。 中二：在原有語言知識的基礎上，進行拓展性的語言結構訓練。多採用角色扮演，看圖說話和短文寫作。 中三：以考試為導向，圍繞六大語言主題，進行聽說讀寫練習。在教科書的基礎上，設計相關的工作紙，加入中國文化元素。 <p>配合課程需要，從內地訂購合適課本，並加以剪裁，配合趣味及生活經驗施教。</p>	<ul style="list-style-type: none"> 學生享受課堂。 學生能以中文創作，作品內容充實、條理清晰。 學生能運用相關的語言知識回答問題並提出自己的見解。 學生通過漢語學習，增進對中國文化人情的了解 	<ul style="list-style-type: none"> 學生在平日測驗、統測及考試题目的表現。 教師觀察及檢討。 	九月至六月	韓老師及嚴老師	
中國歷史	<ul style="list-style-type: none"> 中一至中三新增了一本指定閱讀，全年指定閱讀兩本。 為了讓學生將課外閱讀結合跨學科學習，中一及中二之漫遊中國歷史可與中文科的文化常識結合，設計閱讀工作紙，加入成語或文學詩歌的元素。 中三下學期指定讀物之圖解中華人民共和國史可設計思考工作紙或閱讀報告，重點銜接中四至中五之新高中通識科的現代中國單元及新高中中國歷史乙部課程。 	<ul style="list-style-type: none"> 學生積極投入參與中文跨科語文活動。 學生在指定閱讀書目方面能達到要求。 同學能從多角度思考、分析問題，培訓批判思維能力。 	<ul style="list-style-type: none"> 學生在活動中的表現。 教師觀察及檢討 	九月至六月	科任教師	

Mathematics Department						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Department members share teaching experiences of the NSS curriculum.	Collecting textbooks and reference materials Teachers collect and place the books in the panel collection.	Collect reference books of different levels and place on shelves in the department library.	Department library collection	Sep 10 – Aug 11	Panel head	\$1000
	Holding professional workshops Senior teacher holds workshops for panel members to attend.	At least one workshop in the year.	Record the date of the workshop.	Sep 10 – Aug 11	Panel members	
	Attending external seminars and workshops Teachers attend seminars and workshops held by the EDB or the publishers.	Each member attends at least one seminar or workshop in the year.	Record the date of seminar or workshop.	Sep 10 – Aug 11	Panel members	
	Extraction of useful materials from old curriculum to the new curriculum Senior teachers extract questions from the old syllabus for use in the new syllabus.	Set up a question bank.	Store the files into the server.	Sep 10 – Aug 11	Senior teachers	
	Holding cross-form meetings Meetings are to be held to discuss about the difference in syllabus and teaching strategies between the old and the new syllabus.	Senior form teachers hold at least one meeting in each term.	Record the date of the form meeting. Feedback from teachers.	Sep 10 – Aug 11	Senior teachers	

Mathematics Department						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
More able students are given chances to participate more in competitions and to further develop their mathematics knowledge.	Holding enrichment program for S1-S4 and S6 high-achievers Students attend regular meetings to learn enrichment topics at a regular basis, separated into junior and senior groups.	At least 80% attendance record	Record the date and the attendance of meetings.	Sep 10 – Aug 11	Mr. Francis Lo and Dr. Lo	Reference books \$1000
	Participation in Mathematics Contests Students participate in various external competitions.	Participate in at least 3 competitions as a school base in the year.	Record the date of the competitions. Record the names of the participants and the results.	Sep 10 – Aug 11	Mr. Francis Lo	Competition Fees \$7000 Transportation Fees \$1000
	Employ external tutors to hold enrichment programs Students attend regular meetings to learn enrichment topics at a regular basis.	At least 80% attendance record	Record the date and the attendance of meetings.	Sep 10 – Aug 11	Mr. Francis Lo	Subsidy for students \$10000
	Distribute the monthly bulletin "Excalibur" to capable students Students post the "Excalibur" on the bulletin board to arouse their interests	Post the bulletin onto the board at least twice a year.	Record the number of times per year.	Sep 10 – Jun 11	Mr Francis Lo	

Mathematics Department						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Help students in building up their reading, writing, time-management and self-learning skill in classroom.	Articles/newspaper cutting in S4 S3 and S4 Students present a mathematics-related articles or newspaper cutting and pose a question to their classmates.	At least one presentation in the year. At least 80% student completion rate.	Record the date of presentation. Save the record in the corresponding file in the administration folder.	Sep 10 – Aug 11	S4 teachers	Library leisure reading books \$5000
	Introducing books to students Teachers introduce recreational mathematics books to students in class.	At least one book in the year.	Record the date of introduction. Save the record in the corresponding file in the administration folder.	Sep 10 – Aug 11	Panel members	
	Designing mathematics activities focused on problem solving skills for students Teachers design some problem solving activities.	At least once in the year. At least 80% participation rate.	Record the date of activity. Save the record in the corresponding file in the administration folder.	Sep 10 – Aug 11	Panel members	
	Incorporating HKEAA marking criteria in marking tests and examinations for students Teachers mark tests and examination papers following the standard of the HKEAA.	A standard marking is compromised through marker's meeting of the same form.	Collection of examination scanned scripts. Feedback from teachers and students during the debriefing sessions.	Sep 10 – Aug 11	Panel members	
	Establish a buddy system in class Encourage a buddy system and group work in class.	Group work is done in some lessons whenever appropriate.	Lesson observation record.	Sep 10 – Aug 11	Panel members	
	Self-learning project work for S3 students Students work on a project on a self-studied topic.	At least 80% student completion rate.	Record the date and the mark of the project.	Sep 10 – Aug 11	S3 teachers	

Mathematics Department						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Help students in building up their reading, writing, time-management and self-learning skill in classroom.	Administering chapter review within class time. Teachers ask students to do chapter reviews in a double lesson while adjusting the level of difficulty to encourage self-learning and to train their time-management skills.	At least 75% completion rate of chapter review at the end of the first school term.	Record the mark of major assignments. Feedback from teachers.	Sep 10 – Aug 11	S1-3 teachers	
	S6 student presentation in class S6 students are asked to prepare a question and do presentation in class.	At least once in the year.	Feedback from teachers.	Sep 10 – Aug 11	S6 teachers	
	Setting open-end questions in junior form examinations and in class Teachers hold meetings to set open-end questions to be used in class and in examinations to train students' critical thinking skills.	Junior form teachers hold at least one form meeting in each term.	Record the date of the form meeting.	Sep 10 – Aug 11	S1-3 teachers	
	Asking pre-S1 students to finish an assignment before school starts and using the first teaching week of school to do foundation work with S1 students Pre-S1 students will be asked to submit a summer bridging exercise to teachers when school starts. Teachers will use the first teaching week of school to refresh some fundamental knowledge with S1 students and a test on those fundamental knowledge will be administered afterwards.	Collection of bridging exercise from students in September. At least 80% students pass the test after the refreshment week.	Feedback from teachers. Record the marks of the test.	Sep 10	S1 teachers	

Mathematics Department						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Help students in building up their reading, writing, time-management and self-learning skill in classroom.	Asking S4 students to finish an assignment before school starts S4 students will be asked to submit 2 summer exercises to teachers when school starts.	Collection of summer exercise from students in September. 100% submission rate within the first two weeks of September.	Feedback from teachers.	Sep 10	S5 teachers	
	Generating a commonly-used word list for S1-S3 students A word list is to be generated for S1 to S3 students to know the common mathematics language at the beginning of September for a better bridging from Chinese medium to English medium learning.	A list is generated in September.	Save the list in the administrative folder. Feedback from teachers.	Sep 10	S1-3 teachers	
	Encouraging S5 students to set their own challenging questions in class Teachers encourage students to try to set challenging questions similar to the publish examination type questions in class to train their critical thinking skills.	At least once in the year.	Feedback from teachers. Save the scanned sample questions into the department drive.	Sep 10 – Aug 11	S5 teachers	
	Setting goals with students Teachers try to set short-term goals with students throughout the school year.	A goal setting template is prepared.	Students' reflection. Parents' acknowledgement.	Sep 10 – Aug 11	Panel members	
	Holding cross-departmental workshop/seminar Teachers try to arrange a workshop/seminar across departments	A workshop/seminar is held.	Students' reflection. Record the date	Sep 10 – Aug 11	Panel members	

Social Science Department									
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned				Resources Required
					LS / IH	Econ	BAFS	Geog	
Students have improvement in their reading and writing, time management, problem solving and questioning skills.	To further develop and organize department resources bank for teachers' reference e.g. <ul style="list-style-type: none"> Reference books Newspapers (MingPao, HKET, SCMP) Internet materials (Wiseneews) DVDs / VCDs (movies & documentaries) Organizing department server 	More resources are bought and kept in the department for each subject Department server is well-organized and convenient for members	Department stock check Teachers' feedback Annual Report	Sep 10 – Jun 11	✓	✓	✓	✓	Newspapers, reference books, internet resources (e.g. WiseNews), DVDs / VCDs (movies & documentaries) Department server
	To design different SBA tasks in developing students' learning skills e.g. <ul style="list-style-type: none"> Reading and writing skill such as journal writings, news commentaries, field trip reports and documentary / book reports Time management skill such as project work Problem-solving skill such as case studies and project work Questioning skill such as Q&A sessions after oral presentations 	For senior form subjects: At least one SBA task per term For IH: At least one journal writing per month, one news commentary per two weeks and two documentary / book report per year	Lesson observation Homework inspection Annual Report	Sep 10 – Jun 11	✓	✓	✓	✓	Newspapers, reference books, internet resources (e.g. WiseNews), DVDs / VCDs (movies & documentaries)
	To require members to attend seminars / workshops to enrich knowledge in relevant subject curriculum, teaching strategies and school-based assessment	Each member to attend at least two seminars / workshops per year	Record of the workshops attended by members Annual Report	Sept 10 – Jun 11	✓	✓	✓	✓	Institutions in the community EDB

Social Science Department									
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned				Resources Required
					LS / IH	Econ	BAFS	Geog	
Students have improvement in their reading and writing, time management, problem solving and questioning skills.	To collaborate with other institutions (e.g. HKMA KS Lo College) for teachers' development in teaching, learning and assessment especially in the subjects of IH & LS	At least one joint-school collaboration activity per year	Teachers' feedback Annual Report	Sep 10 – Jun 11	✓				Institutions in the community EDB
	To work with other departments / teams (e.g. Chi / Eng Dept, Sci Dept, Library, G&C Team) to co-organize integrated activities to improve students' reading, writing and problem solving skills e.g. Current affairs forum Inter-class debate Study skills workshop for S5 students Current affairs presentation in the Monday Morning Assemblies	At least one collaborative activity per year	Annual Report	Sep 10 – Jun 11	✓	✓	✓	✓	
	To display students' good work for them to learn from others e.g. Bulletin boards in classrooms / on playground G&C newsletters School website	At least once for each type of display per year	Students' good work samples Annual Report	Sep 10 – Jun 11	✓	✓	✓	✓	Bulletin boards G&C newsletter School website
	To make better use of newspapers to enhance students' reading skills, critical thinking and discussion skills on current affairs	At least two current affairs discussions with newspapers for each subject per year	Teachers' feedback Annual Report	Sep 10 – Jun 11	✓	✓	✓	✓	Newspapers
	To help S5 students to achieve good results in the HKDSE through implementation of appropriate enrichment / remedial programmes	At least one enrichment / remedial program for each S5 subject (Econ / BAFS / Geog)	Teachers' feedback Annual Report	Sep 10 – Jun 11		✓	✓	✓	

Science Department										
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned					Resources Required
					IS	Phy	Chem	Bio	ICT	
To enhance students' creativity and ability in reading and writing through lessons, homework and activities.	Providing news reports, newspaper articles or documentaries during lessons and in homework to help students to improve their reading and writing skills.	For S1 and S2, at least 4 passages are given as homework. For S3, at least 1 passages / experimental procedures are given as homework in Phy, Chem and Bio respectively.	Number of pieces of passages / experimental procedure given.	Sep 10 – Jun 11	✓	✓	✓	✓		Collecting newspaper by lab. technician
	Requiring students to look for a science current issues / newspaper articles and to write reflections about the issues.	For S1 and S2, at least 2 pieces of reflection are done each term.	Number of reflection done.	Sep 10 – Jun 11	✓					Nil
	Providing skills and training to students in lessons for them to be able to demonstrate good language use in a conscious manner.	Over 80% teachers agree that there are 60% or above students have improved their writing skills.	Students' good work and teachers' feedback on the assignment or journal.	Sep 10 – Jun 11	✓	✓	✓	✓	✓	Nil
	Working with Arts department to enhance student creativity through ceramic flower pot making.	Inter-departmental cooperation is done.	Departmental meeting.	Dec 10	✓			✓		Nil
	Working with HE department enhances student creativity through cooking competition with the application of science knowledge.	Inter-departmental cooperation is done.	Departmental meeting.	Nov 10 (Science Afternoon)	✓	✓	✓	✓	✓	Nil

Science Department										
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned					Resources Required
					IS	Phy	Chem	Bio	ICT	
To develop habits in time management through regular quizzes and tests.	Giving quizzes or tests to students at least once per chapter.	Over 70% students have done revision for quizzes/tests regularly.	Evaluation form	Oct 10 – Jun 11	✓	✓	✓	✓	✓	Student Questionnaires
To develop skills in problem solving.	Providing opportunities for students to join projects / activities / laboratory sessions.	Projects / activities / laboratory sessions are provided.	No. of activities Students' reflection Evaluation form	Oct 10 – Jun 11	✓	✓	✓	✓	✓	Student Questionnaires
To enhance teachers' skills in questioning through professional sharing.	Through bi-weekly meetings and peer-lesson observation, teachers are sharing their teaching skills and improving their teaching effectiveness and efficiency.	More than 80% peer-lessons observed have achieved the following goals: <ul style="list-style-type: none"> ▪ posing questions effectively ▪ leading students to think widely and deeply ▪ constructing questions in a logical sequence ▪ provoking students' thinking and facilitating discussions 	Peer-lesson observation forms	Nov 10 – Jun 11	✓	✓	✓	✓	✓	Nil

Science Department										
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned					Resources Required
					IS	Phy	Chem	Bio	ICT	
To enhance students' skills in questioning through lesson preparation.	Requiring students to set a question related to the topic that they're going to learn and write it down in their science journal. Examples of good questions will be chosen by teachers and shown in the lesson.	At least two questions are set for each chapter and written in students' science journal.	Students' science journal	Sep 09 – Jun 11	✓					Nil

Library Department

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>To encourage students to form good reading habits</p> <p>To make the reading achievement of our students a school-wide priority.</p> <p>To establish a reading culture in school.</p>	<p>DEAR has been launched for 8 years. It can enhance our student's overall language skills and critical thinking through these regular reading sessions. An award scheme "DEAR Readers" will be established to encourage our students.</p>		Observation of students' performance	Whole year	Sandy Chau	
	<p>To provide library lessons for S1 students in understanding the Library's services, resources and reading programs.</p>		Observation of students' performance		Sandy Chau May	
	<p>To post newspaper articles on the Library bulletin boards (Chinese & English) each day</p>		Participation rate and book reservation rate	Whole year	All team members	
	<p>To organize regular new book displays, special topic based book displays (such as displaying the works of authors who will visit our school), the book lists will be posted at the bulletin board and Library homepage.</p>		Participation rate and book reservation rate	Whole year	All team members	
	<p>To establish a Liberal Studies counter to display relevant learning materials. (to change every month)</p>		Participation rate and book reservation rate	Whole year	Emilio	

Library Department

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to form good reading habits.	To help purchase selected or designated items for the departments			Whole year	May	
	To train a Library Prefect Team in organizing popular reading activities.		Observation of students' performance	Whole year	All team members	
To make the reading achievement of our students a school-wide priority.	Reading Top Ten: reward the top ten students at the end of the academic year (Individual & Class basic).		Participation rate	The end of 1 st & 2 nd term.	May & Sandy	
	To establish a reading culture within the school.	To organize book fairs relevant to subjects. Subject teachers can lead other teachers to visit the fairs during lessons.	Observation of students' performance	December 2010 April 2011 (World Book Day)	May Emilio	
	To organize a House basic Reading Competition: The competitors will be asked for a simple book report after reading a book.	Students' participation in this competition	Participation rate	Whole year	All team members	

Library Department

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to form good reading habits. To make the reading achievement of our students a school-wide priority.	To develop an External Reading program: to encourage students to take part in external reading programs, such as the Popular Reading Award Scheme organized by the HK Professional Teachers' Union (PTU). This activity is related to OLE as well. To promote this event via both S1 library lessons and assemblies.	Students' participation in this competition	Participation rate	Whole year	All team members	
	To establish a reading culture at the school.	To organize a number of activities on World Book Day (April 18-21)	Students' participation in this competition	Participation rate	April 18-21, 2011	All team members
	To establish a "Take a break" counter to display the books which are highly recommended by Library Prefects.		Participation rate and book reservation rate	Whole year	All team members	
	To provide a number of hyper links of interesting and popular e-books via the Library homepage.			Whole year	Sandy	
	Bookcrossing: All the books are placed in bookcrossing shelves which are located at each floor and the tuckshop. Students are welcome to donate their books for everyone to share and exchange.		Participation rate and evaluation of students' performance	Whole year	All team members	Book shelves

Library Department

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To establish a reading culture at the school. To collaborate with subject panels and functional team in enlarging students' reading habit.	To organize a Bookmark Competition which collaborates with the DC Team, ECA Team & Visual Arts Department. (Students need to find a quotation from books which should meet the four values of our school. The chosen quotations are printed on the winning artworks.)	Students' participation in this competition	Participation rate	1 st term	DC Team ECA Team Visual arts Department Library	
	S5 students share their reading experience (summer project) to S1 to S3 students.			12 October 2010	Chinese Department	
To encourage students to share reading experiences.	Teachers visit different classes to share their reading experience.			18-22 April	Chinese & English Department	
	To film some videos to promote reading and play at Friday Morning Assemblies or lunchtime. Teachers and students share their favorite books, authors and their experience via the videos.			Whole year	Friday Morning Assembly Team Campus TV Library	

Major Concern 3:

To focus upon areas aimed at student development, namely;

- Student self-management
- Student self-esteem
- Student goal setting and self improvement
- Student communication
- Student participation in external competitions

English and French Department (English)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Student self-management Student self-esteem Student goal setting and self improvement Student communication Student participation in external competitions	Speech Festival Training Performance in School and External Competitions Speech Festival to be compulsory for S4-S-7 students. * The above are done to help students have whole-person development and to be better prepared for the HKDSE and HKAL.	More than 500 participants At least 25% of participants awarded the first 3 prizes 100% awarded proficiency and merit certificates	Number of student Participants Results of participation – number of prizes won in each event	Oct 10 – Dec 10	All English & Chinese Teachers	Speech Festival Syllabus Appropriate material

English and French Department (French)						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Student self-management Student self-esteem Student goal setting and self improvement Student communication Student participation in external competitions	Whole-school activities <ul style="list-style-type: none"> Department Day Performance in School French Speech Festival In 2010, the French Speech Festival will be a paying competition, not a showcase.	40% student participation in preparation work for the French Day 20% student participation on Department Day Students participate in two assemblies 10% of French students participate	Number of student Participants in preparation work Number of student Participants on the day Number of assemblies and number of student participants Number of student Participants	Feb 10 – Apr 11 Sep 10 – Jul 11 Sep 10 – Nov10	All Teachers	Appropriate material Speech Festival Syllabus
	Workshops and cultural activities <ul style="list-style-type: none"> Workshops (drama, song or poetry) Cultural visits Pen-friend programme 	10% student participation 30% student participation, depending on opportunities 50% student participation	Number of student Participants Number of student Participants Number of student Participants	Sep 10 – Jul 11	All Teachers	HK Association of French Teachers French May programmes Venues
	External Competitions <ul style="list-style-type: none"> Competiton d'Ecriture Des Mots pour Voir 	100% student participation for S3 100% student participation for S4	Number of student Participants Number of student Participants	Oct 10 – May 11	S3 Teacher S4Teacher	Competition Entry Forms Competition Rules
	Project work <ul style="list-style-type: none"> Discussion forum among students 	Get some students in S.3 and S5 involved in sharing	Students' feedback	Oct 10 – May 11	All Teachers	

Chinese and Chinese History Department						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
培育自學能力及協作能力	<p>鼓勵初中同學多參與校內或校外語文活動，累積學習經驗，以便銜接日後高中校本評核的要求；</p> <ul style="list-style-type: none"> ▪ 中一語文活動: 成語故事 ▪ 中二語文活動詩畫相融 ▪ 中三語文活動:辯論比賽 <p>2. 新高中同學則必須參與校內或校外語文活動，並填寫報告表，作為校本評核項目之一。</p> <ul style="list-style-type: none"> ▪ 中四語文活動:青年高峰會 	<ul style="list-style-type: none"> ▪ 學生投入參與與中國歷史科合作的中一語文活動。 ▪ 學生投入參與與美術科合作的中二語文活動。 ▪ 學生投入參與與通識科合作的中四語文活動。 	<ul style="list-style-type: none"> ▪ 學生在活動中的表現。 ▪ 教師觀察及檢討。 	<p>中一: 十一月</p> <p>中二: 十一至一月</p> <p>中四: 三至四月</p>	級聯絡人	<p>教學活動每級500</p> <p>中一至中四共2000</p>
中國歷史	<p>與中文科合辦初中成語活動及閱讀分享活動。</p> <p>與通識科合作，讓中三至中五同學以小組形式匯報及探討現代中國的問題: 如環保、城市化、三農問題等, 可於星期五早會或下午時進行，同時可加強國情教育，培養學生對祖國、民族的關心和認同。</p>	<ul style="list-style-type: none"> ▪ 學生投入參與與中文科合作的語文活動。 ▪ 學生投入參與通識科合作的活動。 	<ul style="list-style-type: none"> ▪ 學生在活動中的表現。 ▪ 教師觀察及檢討。 	九月至六月	科任教師	

Social Science Department									
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned				Resources Required
					LS / IH	Econ	BAFS	Geog	
Students are able to manage themselves, communicate with others and set clear goals for self-improvement through reflection and participation in external competitions.	<p>To encourage students to participate in external competitions and other learning activities e.g.</p> <ul style="list-style-type: none"> ▪ Excursions to Wetland Park, Mai Po Marshes (IH, Geog) ▪ Visiting museums, Legislative Councils, NGOs (IH, LS) ▪ Joining programs such as “City Forum”, workshops by Oxfam HK and Ho Koon Nature Education cum Astronomical Centre (IH, LS) ▪ Consumer Cultural Study Award (IH, LS) ▪ Visiting HKMA Info Centre and HK Exchanges and Clearing Ltd (Econ) ▪ Investment competition by Citibank & HKET (Econ) ▪ Economics Cup by CUHK & HKET (Econ) ▪ External debate competitions (LS) ▪ Inter-class debate (IH, LS) ▪ JA programs such as “It’s My Business”, Personal Finance, Company Program and Financial Management (BAFS) ▪ A talk by a famous entrepreneur (BAFS) 	At least once for each subject per year	Teachers’ feedback Annual Report	Sep 10 – May 11					<p>Institutions in the community</p> <p>Guest speakers</p> <p>School Hall</p> <p>Transportation</p> <p>Prizes & souvenirs</p>
					✓	✓	✓	✓	

Social Science Department									
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned				Resources Required
					LS / IH	Econ	BAFS	Geog	
Students are able to manage themselves, communicate with others and set clear goals for self-improvement through reflection and participation in external competitions.	To incorporate positive values / attitudes such as goal setting, self-management and communication in lessons e.g. Ask students to communicate and set reasonable goals before activities and reward those who can achieve their goals	As evidenced in lesson observations and teachers' feedback	Lesson observations Teachers' feedback Annual Report	Sep 10 – Jun 11	✓	✓	✓	✓	
	To require students to write reflections after activities to reflect on their learning and strive for self-improvement	At least once for each subject per year	Reflection samples Teachers' feedback Annual Report	Sep 10 – Jun 11	✓	✓	✓	✓	
	To equip students with generic skills (e.g. self-management, goal setting and communication skills) through project work especially in IH and LS subjects	S1: twice per year S2: once per year S3: once per year S4: once per year S5: IES (Stage 1) to be submitted to HKEAA	Project samples Teachers' feedback Annual Report	Sep 10 – Jun 11	✓				Newspapers, reference books, internet resources (e.g. WiseNews), DVDs / VCDs (movies & documentaries)

Science Department										
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Subject Concerned					Resources Required
					IS	Phy	Chem	Bio	ICT	
To provide training for student to participate external competitions and to achieve excellent performance.	Providing opportunities to students to participate external competitions.	There is at least two external competitions participated within the year.	Number of external competition participated in a year (Inter-school Learning Activities/ Competitions Form)	Sep 10 – Jul 11	✓	✓	✓	✓		\$4,000
	Providing relevant training to the participants of the competitions	There is at least two training sessions for the participants within the year.	No. of training session and prizes in a year	Jun 11 – Jul 11			✓			\$2,000
To help students to reflect their learning in Science.	Using student questionnaires at the end of the term to help students to reflect their learning in Science.	More than 70% of students have improved their learning in Science in the following areas: <ul style="list-style-type: none"> critical thinking and questioning reading and writing time management 	Evaluation form.	May 11	✓	✓	✓	✓	✓	Student Questionnaires
To increase students' awareness on current science news.	To provide chances to the students to express their ideas on the current science news, and present them during the morning assembly.	At least 5 presentations	Year End review	Sep 10 – Jul 11	✓	✓	✓	✓	✓	Newspaper

G & C Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
All students	Arrange talks / workshops, design classroom discussions and organize activities to enhance students' personal growth. For example discussions on: <ul style="list-style-type: none"> - sense of belonging to the school - self understanding - peer relationship - family - relationship and sex - time management - stress management - emotional management - financial management - healthy life style - e.g. anti-drugs, internet addiction - etc. 	Over 60% of the participants show positive feedback in questionnaire or reflection.	Questionnaire or reflection	Sep 10 – Jun 11	Jenny Sit, Jeannie Lee, John Ko, Jojo Lee Margaret Chan Dr Lo MC Chung	

G & C Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>Organize programs / camps to help students cope with various personal growth issues such as adaptation to the new environment, self confidence or discipline, and goal setting for the future.</p> <p>For example:</p> <ul style="list-style-type: none"> - S1 orientation day in July and Aug - S6 orientation camp in Aug - S4 challenge camp in Nov - S1 personal growth camp (Rainbow) 	Over 70% of the participants show positive feedback in questionnaire or reflection	Questionnaire and reflection	S1 O Days (July & Aug), S6 O Camp, S4 Camp and S1 personal growth camp	Jenny Sit Jojo Lee Jeannie Lee Angela Chan Dr Lo	
	Strengthen the peer counselor scheme	At least 50% of the peer counselors and participants have positive feedback in annual review	Annual review	Oct 10 – Jun 11	Jenny Sit John Ko Dr. Lo MC Chung	
S1 students	Continue S1 Personal Growth Program	Over 70% of the participants show positive feedback in questionnaire	Questionnaire	Sep 10– Jun 11	MC Chung Dr Lo Jojo Lee Angela Chan	
All students	Use the team website to communicate with students and enhance their personal growth	The website is updated frequently	Questionnaire	Aug 10- Jun 11	MC Chung Jenny Sit	

G & C Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
All teachers	Provide teachers with materials about learning and behaviour problems which enhance teachers knowledge and skills on guidance and counselling	Teachers find the materials useful	Annual questionnaire to teachers.	Sep 10- Jun 11	Jenny Sit Savan Fok	
	Strengthen the referral system by providing more feedback to referrers	Teachers find the referral system useful and there is enough feedback from the Team.	Annual questionnaire to teachers	Sep 10 -Jun11	Jenny Sit Savan Fok Angela Chan	
	Provide training to members and other teachers	At least 1 training per each term	Annual review	Sep 10- Jun11	Jenny Sit Savan Fok Angela Chan	
All parents	Organize workshop/talk for parents	At least 1 per the school year	Annual review	Aug10- Jun11	Jenny Sit Savan Fok Angela Chan	

CSS Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
All Students	Providing opportunities for senior form students i.e. S4 & 6 students to be leaders in community service programs e.g. as leaders for S1 & S2 students during visiting to elderly people's homes	S4 & S6 students are provided at least one chance to be leaders in community service programs. At least 50% of our students agree / strongly agree with the objectives achieved	Annual report and students' surveys	Sep 09 – Jun 10	All members	
	Designing self-reflection activities for students after community service programs. Working with Writing Team / Chi Dept / Eng Dept to organize reflective journal writings for students after community service programs	At least once per year and at least 50% of our students agree / strongly agree with the objectives achieved	Annual report, students' surveys and students' reflections	Sep 09 – Jun 10	Luke Wong	CSS record forms

CSS Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>Organizing class-based community service for all students to meet their CSS or OLE requirements</p> <ul style="list-style-type: none"> - S1: Visiting elderly people's homes / Parent-child flag selling day - S2: PHAB Educational camps (learning how to serve physically handicapped people) / visiting single elderly people's homes - S4 & S5 Wetland park volunteer work (Environmental protection activities)/ Oxfam International Educational Talk - S6: Charity walkathon / Cleaning the single elderly homes - 	<p>At least once per each class. At least 50% of our students achieve their CSS or OLE requirements (i.e. 15 service hours for S1-4 students; 10 service hours for S6 students). At least 50% of our students agree / strongly agree with the objectives achieved</p>	<p>Annual report and students' surveys</p>	<p>Sep 09 – Jun 10</p>	<p>All members</p>	<p>School hall, transportation and program materials</p>

CSS Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Organizing form-based Community Service Afternoons <ul style="list-style-type: none"> - 3rd June 2011(Friday Afternoon Activity): S1&S6, Visiting elderly people's homes with rice dumpling - 17th Sept 2010(Friday Afternoon Activity): S2, Visiting elderly people's homes with mooncakes / Environmental protection activities - 17th Sept 2010(Friday Afternoon Activity): S3, Visiting elderly people's homes with mooncakes / Educational Talks - 22nd Jan 2011: S4, Cleaning the single elderly homes - Environmental protection activities 	At least once per each form. At least 50% of our students achieve their CSS or OLE requirements (i.e. 15 service hours for S1-4 students; 10 service hours for S6 students). At least 50% of our students agree / strongly agree with the objectives achieved	Annual report and students' surveys	10 th Sept 2010 22 nd Jan 2011 March 2011 3 rd June 2011	All members	School hall, transportation and program materials

CSS Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Organizing various types of community service for all students to join e.g. <ul style="list-style-type: none"> - Flag selling activities - Visiting elderly / physically handicapped people's homes - Charity walkathons - Adventure-Ship Program for senior form students (serving mentally handicapped students) - ORBIS Pin Day - Dressed causal day - Visit to Ronald McDonald House - Community service programs organized by YMCA 	At least once per term. At least 50% of our students achieve their CSS or OLE requirements (i.e. 15 service hours for S1-4 students; 10 service hours for S6 students). At least 50% of our students agree / strongly agree with the objectives achieved	Annual report and Students' surveys	Sep 10 Jun 11	All members	School Hall, transportation and program materials
	Organizing community service programs for S7 students after their public exams e.g. <ul style="list-style-type: none"> - Student Health Care Experience Scheme co-organized with Our Lady of Maryknoll Hospital - Big Brothers Big Sisters Scheme (helping junior form students prepare for their final exams) 	At least once per year	Annual report	May 10 – Jul 11	Luke Wong	

CSS Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Collaborating with other Departments / Functional teams to organize community service programs e.g. <ul style="list-style-type: none"> - Chinese Dept: Letters to our service targets such as physically handicapped people / sponsored students in mainland China - LS Dept: Educational Talks - H.E. Dept: Making rice-dumplings for elderly people - Science Dept: Planting daffodils for elderly people - G&C Team: Posting students' reflections on the G&C newsletter Campus TV Team & Fri Morning Assembly Team: Promoting CSS activities	At least once per term. At least 50% of our teachers agree / strongly agree with the objectives achieved	Annual report and teachers' surveys	Sep 10-Jun 11	All members	
	Organizing a voluntary service tour in mainland China during summer vocation e.g. <ul style="list-style-type: none"> - Study tour co-organized with Hope Worldwide 	At least once per year	Annual report	Aug 11	Tse King	

CSS Team

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Promoting in-school community service e.g. <ul style="list-style-type: none"> - Being subject leaders, class monitors, prefects, librarians, etc - Helping on Sports Days, Parents' Day, S1 Admission Days, etc 	At least 50% of our teachers agree / strongly agree with the objectives achieved	Students' surveys	Sept 10-Jun 11	All members	

Whole School Initiatives						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students in Forms 1 to 3	<p>To create three formal school study tours, one in S1, S2 and S3.</p> <p>It will be compulsory for students to go on at least one of these study tours (China or Singapore)</p> <p>The rationale is that students can better relate to classroom taught content and be able to practice language skills.</p> <p>The study tours aim to increase student self-reliance and help to achieve our Major concerns</p>	<p>Participation rate of all study tours</p> <p>Student satisfaction levels</p>	<p>Statistics</p> <p>Student and parent evaluation of the tours</p>	Sept 10 – Jun 11	DA (SA) School Development Manager	The creation of a new task force within the College's administration and the allocation of secretarial support
Students in Forms 1 to 3	<p>To create a sports programme whereby students can meet fitness targets. This is a way of improving students' overall well being and ability to withstand pressure as well as develop better health and fitness</p> <p>Progress and participation will be printed on student report cards.</p>	80 percent of S1 students participate and make progress in setting and achieving fitness targets	PE Department records and statistics	Sept 10 – Jun 11	The PDHPE Department	Secretarial support
All students	<p>To involve students more in communicating with the College via:</p> <ol style="list-style-type: none"> i. The expansion of the role of class committees ii. The creation of a student elected forum via class committees iii. The creation of a letter to the Principal scheme as a way of opening up communication. 	For there to be at least one forum held each year	Via surveys issued to class teachers	Sept 10 – Jun 11	DP (SA)	

