HKMA David Li Kwok Po College
Annual School Plan 2009-2010

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 2009-10

Background:

The SSE exercise conducted by staff 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 last year's Major Concerns still need 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 will use the SSE exercise to develop a three-year plan, this provides 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:

Phase one: 2009-2010
Phase two: 2010-2011
Phase three: 2011-2012

The College's SEC met on June 1st 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.

Staff may continue to also see the four values as not being mutually exclusive. That is, staff can continue to develop the four values in other areas of school life and are not solely restricted to the foci of the phases above.

Teacher actions:

Firstly, all staff need to act as facilitators during each phase. The individual goals shown as part of each phase should not be seen as being the responsibility of individual teams but rather are opportunities for <u>all</u> staff to act as developers of values. Hence during each phase, each value has a particular focus attached to it which is specifically designed to be able to be developed on a daily basis via normal interactions with students. For example, being reinforced during lessons.
It is likely that the College via the Guidance and Counseling Team will develop an Individualized Student Development Portfolio (SDP) or similar as a way of helping students to formulate goals and to reflect upon them, with the aid of their teachers.

A further issue is that the goals associated with phase three may not be appropriate to the S1 cohort of that year. Their programme will thus need to be amended.

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.

Teachers should not misinterpret the specific skills above as only being 'student actions'. The role of all teachers is paramount if our students are to develop in these areas in that teacher led activities and actions that both motivate and encourage students are also important.

In essence, reading, writing, student time management, self-learning, problem solving and critical thinking will all require actions by individual Departments so as to actually help students to be able to practice such skills. Individual Teaching Departments should therefore develop policies and responses as to how such skills will be developed for all Forms. For example, it is suggested that it be compulsory to subscribe to a newspaper with students regularly being required to critique current events via written reports. Self-learning should not be misinterpreted as 'don't ask me, do it on your own'. Self-learning rather implies developing in our students a love of seeking further knowledge.

If teachers look at the skills contained within each phase, questioning skills remains from the previous year. The reason being is that this area still needs staff reflection and improvement. 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.

Teacher actions:

As mentioned above, this is a crucial component of developing the skills contained within this Major Concern. The management understands that skill development takes time, which is why the process is viewed over three years.

It needs to be clearly stated that the skills contained in this Major Concern should not be seen as being 'ideals' to be achieved in spirit though will require specific Departmental action as to how such skills will be developed. For example, how do students develop time management, reading and writing? The answer is that they must first be taught how to do so. Inherent within this is that teachers must be crystal clear across the College as to what their expectations are. Students need to be left in no doubt that this is a concerted and consistent effort across all subjects. Teachers must also realise that in the short-term, changing student habits is not easy, but worth it in the long-term.

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. Teachers at a staff meeting later confirmed this.

Goal setting and self-management featured prominently within the SSE exercise. 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 will be a compulsory part of the curriculum.

Teacher actions:

None of the skills above should be seen as being the responsibility of any one group or team. The skills shown are able to be applied and developed across all areas of the College ie, both Academic and non-Academic. A good example being participation in external competitions, which is not exclusive to any one area. In fact, the skills shown above can be easily connected to other initiatives aimed at achieving similar goals.

The aim therefore is not to have lots of small competing aims and objectives, though to focus effort towards key areas.

Part 3: Specific Strategies for the School Year 2009-2010

Major Concern 1

	Science Department					
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
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 09 – Jun 10	All Science teachers	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 09 – Jun 10	All Science teachers	Student Questionnaires
To train students to have 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 examination.	Evaluation form	Nov 09 – Jun 10	All Science teachers	Student Questionnaires

Senior Social Science Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
Students are able to recognize the influence of personal and social values in analyzing issues of human concern and to discern positive views, attitudes and values.	Incorporating key values/attitudes in students' work and lessons via assigning journals, and conducting debates and talks, particularly in LS lessons	Whole-school values infused in curriculum, as reflected in lesson observation and homework inspection	Lesson observation, homework inspection and meeting notes	Sep 09 – Jun 10	All SSS teachers	
	Designing some learning activities (e.g. excursions, 'City Forum', and visits) in collaboration with Functional Teams/ Departments to promote the four key values	At least once per year	Annual report	Sep 09 – Jul 10	S4 & S6 SSS teachers	Institutions in the community coach
	Organizing Department afternoon activities and other form-based activities on Fridays which are subject-wide extended learning activities (with value-education elements)	At least 50% of students joining department afternoon agree with the objectives achieved. At least one form-based activity held per year	Questionnaires Meeting notes	Sep 09 – Jun 10

Department afternoon in April 2010 | All SSS teachers | School hall |

English Department						
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 Teachers and DC Reports	Sep 09 – Jun 10	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 teachers and quality of work done and Homework submission rate	Sep 09 – Jun 10	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 teachers	Sep 09 – Jun 10	All English Teachers	

Chinese & Chinese History Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
檢視本校語文教學的不足，進而對症下藥；加強初、高中課程銜接	檢視初中及高中教學課程，審視閱讀及寫作教學範疇的不足	重新釐定初中各級在閱讀及寫作的要求	教師就現行教學課程填寫「課程檢視表」及審視各級教學進度表	Aug 2009	初中統籌	
	建立初中各級語文基礎知識教學系統	初中學生能辨析及掌握各種修辭手法及能通過語法測驗，並取得及格成績	評估工作紙及審視各級教學進度表	Sep 09 – Jun 10	初中統籌	
	確定新高中一年級學生掌握語文基礎知識	學生能通過評估，並取得及格成績	基礎知識考查（前測）	Sep 09 – Oct 09	高中統籌	
	在歷史與文化科的課程中，增加學生對先秦思想的認識	學生認識先秦思想的特色	口頭報告及紙筆測考	Sep 09 – Jun 10	中史統籌	

IH Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To enrich students with knowledge of NSS Senior Social Science subjects	Newspaper subscription - Non-Chinese students are required to order the SCMP. Chinese students are required to order the Liberal Studies section of the HKET. Each teacher will have a copy of the SCMP or/and the Liberal Studies of HKET depending on the class(es) they teach.	Subscription rate for newspaper: 100%. Students' survey. Over 60% of students agree / strongly agree that the newspaper subscription helps them to know more about the social issues.	Scrutiny of homework sample e.g. journal writing, form-level information sheet, students' survey and Scrutiny of Bi-monthly reports and teachers' feedback	Sep 09 – Jun 10	HoD and all IH dept members	$1,000 for newspaper subscription for form coordinators
	Modification of the IH curriculum in S2 & S3. IT part will taken out from S2 and S3 curriculum. Some topics related to NSS Economics and BAFS will be added to S2 and S3 curriculum.	Students' survey Over 60% of students agree / strongly agree that the curriculum and JA workshop can help them to better equip with the knowledge of NSS Senior Social Science subjects.		Sep 09 – Jun 10	HoD and all IH dept members	
	Relate the topics taught to relevant NSS Senior Social Science subjects or NSS Liberal Studies topics. One more column on Related NSS subjects / topics will be added on the form-level information sheet to be distributed to students at the beginning of each term.	The format of the form-level information sheet amended.		Sep 09	Form-level Coordinators	

	IH Department					
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Collaborate with the Careers Team and Co-organize JA's It's My Business with the Careers Team			Mar 10	HoD	Community Resources
	Journal writing: Based on the current issues related to the topics students have learnt. S1: 100-120 words S2: 150 – 170 words S3: 200 – 220 words	At least one journal writing per three weeks. At least two revision exercises per topic. At least one book report and film report. At least one quiz/test per topic. Students' survey Over 60% of students believe that the assigned tasks and activities can help them to enhance their awareness on the current issues and facilitate their writing skills.	Scrutiny of Bi-monthly reports and teachers' feedback, students' surveys, scrutiny of homework sample e.g. journal writing, revision exercises, book report, film report, quizzes and tests and mark sheets	Sep 09 – May 10	HoD and all IH dept members	Newspapers
	Revision exercises / quizzes and tests. The tasks set should consist of different types of questions. Maintain a balance between multiple-choice type questions and data-based questions			Sep 09 – May 10	HoD and all IH dept members	$1,400 for reference books or workbook
	Book report: Students select their own book related to any NSS topic/subject and write a report. To be conducted in the first term			Sep 09 – Dec 09	HoD and all IH dept members	Library Resources and $150 for gifts

IH Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Film report: Students select their own film / TV program related to any NSS topic/subject and write a report. To be conducted in the second term	Provide at least one program to the Campus TV Team for broadcast during lunch time		Feb 10 – May 10	HoD and all IH dept members	Community resources and $150 for gifts
	Collaborate with other teams: Provide TV programs on different issues to the Campus TV Team and provide writing/project samples to the Writing Team	Provide at least two resources/references for the Writing Team to assess students' writing ability		Sep 09 – May 10	HoD	Community Resources
To better equip students with generic skills	Project work: A project report on a social issue and Oral presentation, set questionnaire, peer assessment, self-evaluation, set a proposal, …etc and form-level project presentation	S1 & 2: One project per term S3: One project for the whole year Students' survey Over 60% of students agree/strongly agree that project can help them to develop different generic skills	Students' survey, informal discussions with teachers and scrutiny of project sample	Sep 09 – May 10	HoD and all IH dept members	

IH Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To organize more excursions / internal competitions and participate more public competitions	Excursions and participate in public competitions: S1: Visit to a media company and the Legislative Council S2:　Join the Consumer Culture Study Award and visit to the cultural heritage museum S3:　Museum visits	Participation rate over 90% At least one excursion / competition for each form. Students' survey: Over 60% agree / strongly agree that the excursions / competition help them to understand more about the social issue and consolidate their generic skills for the NSS curriculum	Participation rate, observation of students' performance, scrutiny of Bi-monthly reports and teachers' feedback and students' surveys	Sep 09 – May 10	HoD and all IH dept members	Transportation subsidy: For students $2000 and $300 for souvenirs

Library						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To educate students to appreciate and respect the environment and the service providers, i.e. staff & Library Prefects.	To establish a Library Prefect Team.	Students' application rate as Library Prefect and completion rate in all training.	Observation of students' performance and participation rate	Whole year (Recruit Library Prefects in Sept)	All team members	Library Prefect Badge
	To set up a recycling box for collecting used papers and outdated newspapers.	Students' usage the box for recycling papers.	Observation of students' performance	Whole year		A plastic box marked as recycling box
To educate students to be responsible users and to behave in the Library.	Team members to become role models through adhering to good recycling habits on a daily basis		Observation of students' performance	Whole year		
	Gentle reminders are posted in the Library to remind the users to observe appropriate behavior in the Library and its regulations.			Whole year	Sandy	Posters

French Department						
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	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 teachers and DC Reports	Sep 09 – Jun 10	All French Teachers	
	Students are responsible for their learning	Students are prepared for lessons with all necessary learning materials. Homework and Class work is done well and on time	Feedback from teachers. Quality of work done and Homework submission rate	Sep 09 – Jun 10	All French 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 and Material checks.	Sep 09 – Jun 10	All French Teachers	

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 promote moral and civic values For example : - 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 - ICAC drama - cultural activity - charity lunch - Red Packet with Love - "Thank You" note to teachers - bulletin board - civic 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 09 – Jun 10	Jenny Sit, Jeannie Lee, John Ko, Jojo Lee Dr. Lo Kenneth Lo	

G & C Team						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Collaborate with other groups(e.g Discipline Team and Friday Morning Assemblies and Drama Team, Campus TV, AA Team, LS Department and Reading 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 09 – Jun 10	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 09 – Jun 10	Jenny Sit Jeannie Lee	
	Use the class bulletin board to promote moral and civic values	At least 4 articles provided to classes for displaying on the board	Annual review	Sept 09 – Jun 10	Jenny Sit Dr. Lo	
	Establish radio broadcasting to promote moral and civic values	At least 2 broadcastings per each term	Annual review	Sept 09 – Jun 10	Jenny Sit Jojo Lee John Ko	

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	S1 students have to write a reflection letter about whole school values. The reflection letter will be sent back to students (& parents) at the end of the academic year for review.	More than 70% of students achieve the goal.	Parents & students questionnaires	Write reflection letter (Sept); Send back letter (after final exam)	Savan Fok	Stamps, & reflection letter. Parents & students questionnaires
	S1 students have to do a reflection presentation about the S1 Residential Training Camp to show what they have learnt about whole school values.			Sept 09	Regin Yeung & Chow Ching	
To reinforce the whole school values to some target misbehaved students.	Those targeted as being misbehaving students (serious) have to do volunteer community service work (for suspension adjustment)	More than 70% of targeted misbehaving students achieve the goal.	CSS hours	Whole school year	Angela Chan	Work with CSS Team
	The targeted misbehaving students (less serious) have to be mentored by Prefects.			Whole school year	Savan Fok & Younkus Cheung	
To reinforce the 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	Prefects training teachers	
	Prefects are trained to be mentors of targeted misbehaving students (less serious).			Whole school year	Savan Fok & Younkus Cheung	
To reinforce the whole school values to the Class Monitors	To train up Class Monitors (S2 - S3) to take up the responsibility as home class lunch helpers.	Participation of Class Monitors	Scrutinized by teachers	Whole school year	John Li & Chow Ching	Free lunch box (Wed)

Discipline Team						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To focus upon areas aimed at student development via parents	To work jointly with the PTA to conduct Parent seminars about student development	At least 1 seminar	Parents questionnaires	S1 Parent Night on Sept 4 after S1 Camp	Savan Fok	Seminar fee
To participate in external competitions / nominations	To encourage student leaders to participate in external competitions / nominations, & do presentation / reflections about goal setting.	At least 1 competitions / nominations. At least 1 presentation / nominations (e.g National education)	Scrutinized by teachers	Whole school year	Chow Ching & Regin Yeung	
To enhance the student development of Prefects.	Prefects training / camp with goal setting is held.	More than 70% students achieve the goal.	Students questionnaires Scrutinized by teachers	Whole school year	Prefects training teachers	
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 alert students drug / smoking affairs & promote the message 'Say NO to drugs & smoking' to students	To invite students to join a voluntary workshop, learning how to conduct school activities related to 'NO drugs and NO smoking'. To conduct a student seminar to promote the message 'Say NO to drugs & smoking' via the FA. To conduct school activities related to 'NO drugs and NO smoking' + 4 School Values in the Variety Show (with other	Participation rate of the students and a seminar is conducted.	Students questionnaire	Aug 25-28, Oct 2 (FA) and Variety Show during promotion period	Regin Yeung, Chow Ching Savan Fok	Seminar fee

Discipline Team						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Functional Team).To set up a bulletin board about 'Say NO to smoking'					
To enhance the communication with parents & enable parent to voice opinions about drugs affairs	Our School Counselor, School Liaison Officer (Police) & Head of Discipline will join the PTA tea gathering.	Participation	Feedback by parents	At least one PTA tea gathering	Sally Li Savan Fok	
To equip Parents with more knowledge about drug affairs	Join with the YTM PTA to host a seminar about drug affairs (Suggested venue: School Hall. Parents from YTM will also be invited)	A seminar is conducted.	Questionnaire	31 Oct 09	Sally Li	
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

Science Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To enhance students' ability in reading and writing through lessons, homework and activities	News reports, newspaper articles or documentaries are used during lessons and homework as a means of broadening students' perspective and general awareness and helping them to improve their reading and writing skills.	At least a passage/ 4 pieces of experimental procedures are given to students as homework.	Number of pieces of passages/ experiments given.	Sep 09 – Jun 10	S.4 and S.6 Biology, Chemistry and Physics teachers	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 60% or above students have improved their writing skills.	Students' good work and teachers' feedback on the assignment or journal concerened .	Sep 09 – Jun 10	All teachers	Nil
	Providing writing and reading activities for students, e.g. puzzle or reflective writing on a given topic as part of Science afternoon.	Activities are provided to students.	Worksheet and schedule of Science afternoon/week and board display.	Oct 09	S.3 and S.4 teachers	Nil
	Working with the English and French department to provide students with writing opportunities on environmental issues.	Inter-departmental cooperation is done.	Departmental and writing team meeting.	Oct 09	CH Li	Nil

Science Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Working with the Writing team to provide students with STS materials for reading and writing in line with the initiatives/focus given in different period.	STS materials are given to students.	Worksheet and schedule of Science afternoon/week.	Oct 09 – Jun 10	S.3 and S.4 science teachers	$200, provided by Writing team
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 09 – Jun 10	All science teachers	Student Questionnaires
To develop habits in self-learning.	Discussing with and training students in skills to prepare lessons.	Over 70% students have the habits of self-learning.	Evaluation form	Sep 09 – Jun 10	All science teachers	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: posing questions effectively leading students to think widely and deeply constructing questions in a logical sequence provoking students' thinking and	Peer-lesson observation forms	Nov 09 – Jun 10	All science teachers	Nil

Science Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
		facilitating discussions				
To enhance students' ability in reading and writing through lessons, homework and activities.	Helping students to improve their reading and writing skills through using news reports, newspaper articles or documentaries during lessons and in homework.	For S1 and S2, at least 4 passages are given as homework. For S3, at least 2 passages/ experimental procedures are given as homework in Phy, Chem and Bio respectively.	Number of pieces of passage/ experimental procedure given.	Sept 09 - Jun 10	All IS teachers	Nil
	Requiring students to write reflections on science current issues/newspaper articles.	For S1 and S2, at least 2 pieces of reflection are done each term. For S3, at least 2 pieces of reflection are done in either Phy, Chem or Bio each term.	Number of reflections done.	Sept 09 - Jun 10	All IS teachers	Nil
	Developing students' habits in time management by giving regular quizzes and tests.	Quizzes or tests are given to students at least once per chapter. Over 70% students have done revision for quizzes or tests regularly.	Number of quizzes or tests given and evaluation form.	Sep 09 – Jun 10	All IS teachers	Student questionnaires

Science Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To develop habits in time management through regular quizzes and tests.	Providing web search skills training to S2 students and requiring them to find some relevant information on science related topics.	Web search skills training is given and at least once web search assignment is done each term.	Biweekly meeting notes and Number of assignment done.	Sep 09 – Jun 10	S2 IS subject teachers	Nil

Senior Social Science Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
Students have improvement in their reading / writing skills, critical thinking, questioning and time management skills	Setting up LS resource bank (including books, newspapers, web-materials, etc.) with the Library for students' self-learning	Completion of LS resource bank	Stock check of LS resources in the Library	Sep 09 – Jul 10	Caroline Wong and S4 teachers	Library books, newspapers and web resources
	Designing SBA tasks (e.g. oral presentations, case studies, projects, field trip reports, news commentaries) in developing learning skills, including reading/writing skills	At least one SBA task per term for S4 subjects	Lesson observation and homework inspection	Sep 09 – Jun 10	ALL SSS teachers	Newspapers/ books and web resources (e.g. Wisenews)
	Organizing teachers' workshops to enrich knowledge in the subject curriculum, teaching strategies & school-based assessment	Each teacher in the department to attend at least one workshop per year	Number of workshops conducted	Aug 09 – Jul 10	Caroline Wong	Speakers

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colspan="7"	**Senior Social Science Department**
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Joining the EDB PDS scheme for teachers' development on teaching & learning and assessment in the subject of Liberal Studies	At least 3 times of joint-school collaboration activities. Each LS teacher to participate in at least one activity	Annual Review with EDB and the support school Teachers' feedback	Sep 09 – Jul 10	Caroline Wong and S4 LS teachers	Common free periods, lesson swap and transport
	Working with the Reading/Writing Team to organize integrated activities e.g. crossword puzzles and extended activities to improve students' writing skills.	At least one collaborative activity per year	Collaboration between department and team involved	Sep 09 – Jul 10	Caroline Wong and SSS teachers	
	Working with the language departments to teach students to write project reports and argumentative essays.	At least one collaborative activity per year	Collaboration between department and team involved	Sep 09 – Jul 10	Caroline Wong and SSS teachers	
	Display of students' good work on the school campus	At least twice a year	Number of board displays of students' good writing	Open Day / Parents' Day / Department Afternoon	All SSS teachers	Display boards
	Making compulsory the subscription of newspapers for S4 to enhance students' reading skills, critical thinking and discussion skills	Students use news for class discussions at least twice a year for certain subjects	Discussion activities set by teachers	Sep 09 – Jul 10	S4 teachers	Newspapers

English Department						
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	Staff development: encourage teachers to attend seminars and workshops	Each teacher in the dept. to attend at least 2 workshops	Number of seminars and workshops attended by teachers, number of workshops conducted by the department and for the department at school	Sep 09 – Jul 10	All English Teachers	EDB and other course providers like British Council, HKU, Poly U and CityU and independent course providers
	Workshops conducted for the department	At least 2 workshops conducted by the department	Teachers' survey results on workshops and seminars			
Reading Writing Critical thinking and Questioning Time management	Introduce a reading programme 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			Reading journals Interactive Whiteboards
	Process Writing to help develop writing skills and critical thinking	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			Resource Material for teaching writing Interactive Whiteboards

		English Department				
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Tasks and activities to develop time-management skills of the students.	Students complete all tasks (class work & homework) on time	Completion of all tasks homework submission rate, marks of homework, classwork, tests and exams			Seating arrangements Group and pair work Material geared for critical thinking and questioning Assessment criteria Materials for oral discussions & presentations
	Teachers to practice good time-management skills.	teachers use timed-activities to teach and test students – oral presentations & discussions & individual responses.	Marks for activities and number of activities			

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 use in S3 and 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 09 – Aug 10	Panel members	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.		Panel members	
	Designing mathematics activities such as crossword puzzles and word search for S3 and S4 students. Teachers deign some activities using mathematical terms for S3 and S4 students.	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.		Mathematics panel members	
	Incorporating HKEAA marking criteria in marking tests and examinations for S6 students. Teachers mark S6 tests and examination papers following the standard of the HKEAA.	A standard marking criteria note is prepared for S6 students in September.	Collection of examination scanned scripts. Feedback from teachers and students during the debriefing sessions.		Mathematics panel members	

Mathematics Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Installing a clock in each classroom. The school installs a clock in classrooms for students to keep track of the time.	A clock is installed in each classroom.	School asset record.	Sep 09 – Aug 10	School senior managers	
Help students in building up their reading, writing, time-management and self-learning skill in classroom.	Enforcing class work practice in lessons. Students work on class work in a given time period in each lesson for better time-management skill.	At least 75% completion rate of class work at the end of the first teaching month.	Collection of students' work and feedback from teachers.		Mathematics panel members	
	Administering major assignments within class time. Teachers ask students to do major assignments 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 major assignment at the end of the first school term.	Record the mark of major assignments and feedback from teachers.		S1-3 mathematics teachers	
	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.		S3 mathematics teachers	

Mathematics Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	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 09 – Aug 10	S6 mathematics 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 09 – Aug 10	S1-3 mathematics teachers	
Help students in building up their reading, writing, time-management and self-learning skill in classroom.	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 and record the marks of the test.	Sep 09	S1 mathematics teachers	

Mathematics Department						
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Generating a commonly-used word list for S1 students. A word list is to be generated for S1 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 and feedback from teachers.	Sep 09	S1 Mathematics teachers	
	Encouraging senior students to set their own open-end questions in class. Teachers encourage students to try to set open-end 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 09 – Aug 10	Senior form mathematics 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 and Parents' acknowledgement.		Mathematics panel members	

Chinese & Chinese History Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
提升學生閱讀質量與數量，建立閱讀習慣，擴濶閱讀面，培養批判思維	培養閱讀習慣，提升閱讀數量：要求學生完成網上每日一篇的閱讀練習及要求全校學生訂閱《校園中文》，以協助學生建立閱讀習慣	初中：五成或以上學生能達到校本要求的閱讀量 高中：四成或以上學生達標	學生個別表現成績滙報及各級整體表現	Sep 09 – Jun 10	初中及 高中統籌	
	加強閱讀教學，提升閱讀質量，培養批判思維：設定有系統的閱讀課，讓學生掌握報章的特色及通過比較，學生可批判地閱讀新聞	學生認識不同報章的特色，學生每日有讀報習慣及學生可就不同報導提出意見或反思	討論或滙報表現，寫讀報後感及問卷調查	Sep 09 – Jun 10	科任教師	
	激發學生的閱讀興趣，擴濶學生的閱讀面，配合科內指定或自選讀物，設計不同閱讀活動，帶動閱讀風氣	閱讀活動：每學期兩次及學生積極參與	學生撰寫活動感想及意見，教師觀察及滙報及問卷調查	Sep 09 – May 10	科任教師	

IH Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To further develop a moral and civic identity by the creation of whole school values	Journal writing, book report, film report and project work. Students are required to do reflection on either respect or appreciation in journal writings. There will be two parts for the book and film report as follows: Part 1: Summary Part 2: Reflection on respect or appreciation. Individual reflection on respect or appreciation of the issue will become a part of the project.	Reflection on respect or appreciation was done for all journal writings, book report, film report and project work	Scrutiny of Bi-monthly reports and teachers' feedback, students' surveys. Scrutiny of homework sample e.g. journal writing, revision exercises, book report, film report, quizzes and tests. Lesson observations	Sep 09 – May 10	HoD and all IH Dept members	
	Whole-school activities: Department Week/Day – Performances and Competitions, homework sample display during school events (e.g. parents; day) and on the department bulletin board and internal competition and talks	Students' survey Over 60% of students believe that the assigned tasks can further develop them to become a citizen who carries the characters of respect and appreciation.		Sep 09 – May 10	HoD and all IH Dept members	$3000 for expenses related to Department week, such as gifts, souvenirs, transport fee etc.

	IH Department					
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Newspaper subscription: Non-Chinese students are required to order the SCMP. Chinese students are required to order the Liberal Studies component of the HKET. Teachers should choose some articles for use in class discussion with the focus on respect and appreciation	Students' survey Over 60% of students believe that the department week/day and the inter-class cultural exchange activities can further develop them to become a citizen who carries the characters of respect and appreciation.		Sep 09 – May 10	HoD and all IH Dept members	
	Inter-class cultural exchange: Target: S1 (mainly non-Chinese classes). Students will visit spots of different cultures and learn to respect and appreciate the cultures of their fellow classmates through the activity.			20 Apr	HoD and all IH Dept members	Community resources and transportation subsidy: For students $1000.

Library Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To encourage students in forming good reading habits	To organize regular new book displays, special topics book displays and post the book lists on bulletin boards and Library homepage.		Participation rate and book reservation rate	Whole year	Library staff	
	To organize a number of book fairs.	Students' participation rate in this competition	Participation rate and evaluation of students' performance	Dec 09 & Apr 10	Library staff	
	Reading Top Ten: reward the top ten students at the end of academic year (Individual & Class basic).		Participation rate	Jan & Jun 10	Library staff	
	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	Library staff	
	External Reading program: Encourage students to take part in external reading program, such as Popular Reading Award Scheme organized by HK Professional Teachers' Union.	Students' participation in this competition	Participation rate	Whole year	Library staff	
	To organize a number of activities on World Book Day (April 23), such as a Bookmark Design Competition.	Students' participation in this competition	Participation rate	23 April 2010	Library staff	

Library Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To develop TLC as a branch Library.	To relocate books from the Library to TLC (The first choice is items for junior level) and to combine TLC and Library databases. Students are allowed to borrow or return items in both Libraries.	Students visit both libraries frequently.	Library usage.	Whole year	Library staff	
To encourage students to share reading experience.	Bookcrossing: Collect books from teachers and students. The donated items will be placed in bookcrossing boxes for everyone to share and exchange.	Donation from teachers & students, and exchanges between them.	Participation rate and evaluation of students' performance	Whole year	Library staff	

French Department						
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	Staff development: Encourage teachers to attend seminars and workshops. Workshops conducted for the department. Sharing session with other secondary school French teachers to share resources and data about the new examination	Each teacher in the dept. to attend at least 1 workshop/seminar. At least 1 workshop conducted by the department. Organize the session.	Number of seminars and workshops attended by teachers, number of workshops conducted by the department and for the department at school and teachers' survey results on workshops and seminars.	Sep 09 – July 10	All French Teachers	French Consulate and HK Association of French Teachers
Reading	Introduce a simple reading programme as part of the curriculum	All classes keep a record of their reading in their reading journal.	Number of material read, marks and the quality of work			Reading journals
Writing	Process Writing	Students get into the habit of process writing, editing and proofreading their own work– 2 essays per year, per class.	Marks and quality of work			Resource Material

French Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
Critical thinking and Questioning and Time management	Tasks and activities to develop time-management and critical thinking skills of the students. Teachers to practice good time-management skills and questioning skills.	Students complete tasks on time and are on task. All students have the opportunity to answer questions regularly and apply the knowledge and skill learnt.	Completion of all tasks, homework submission rate, marks of homework, classwork, tests and exams, marks for activities and number of activities	Sep 09 – Jul 10		Seating arrangements Group and pair work, Assessment criteria and materials for oral discussions & presentations
	Purchase of reference books and materials for the new exam	Purchase at least 2 books.	Number of books bought.	Sep 09 – Jan 10	French coordinator	Editors' catalogues

Writing Team						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To address students' writing needs by helping them improve their writing	Each department sets a focus for measures and activities for students to meet their general writing needs	Each subject department sets writing focus for general writing needs	Writing focus set by each subject department	Sep 09 – Jun 10	Subject Departments	
	Teaching of writing being incorporated into the syllabus of different subject areas	Language subjects (English, French and Chinese) set focus for genre-based writing. Other subjects (Maths, IH and IS) put emphasis on the language component of subject specific text types.	Writing activities / tasks covered as course work		Subject Departments	
	Meetings allocated by different departments to discuss the learning and teaching of subject specific text types	The writing issue is included in the agenda of subject department meetings	The writing issue included in the minutes of subject department meetings		Subject Departments	
	Display of students' good writing in different subject areas on the school campus	Students' good writing in each subject area is displayed at least twice a year	Number of board displays of students' good writing	Department Afternoons / Graduation Day / Open Day / Parents' Day	Subject Departments and School Librarian	Display boards

	Writing Team					
Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Writing-related activities incorporated in Department Afternoons	S3-S4 students participate in the pre-, while- or post writing-related activities	Pre-, while- or post department afternoon writing-related activities	Department Afternoons	Subject Departments	
	The quality of writing in daily work, tests and exams being emphasised through debriefing	Students' improved grades / marks in daily work, tests and exams (writing component)	Teachers' feedback on students' writing skills and records of students' grades/ marks in daily work, tests and exams	Sep 09 – Jun 10	Subject Departments	
	Board display of writing checklists for different subject areas	Board display	Board display	Sep 09 – Oct 09	Team and School Librarian	Display boards
	Teachers attend markers' meetings concerning the teaching and learning of writing and writing assessment	Subject teachers attend 2 markers' meetings per term (not applicable to the teacher who teaches the whole form)	Markers' meetings attended by subject teachers	UT1, Mid-term exam, UT2, Final-exam	Subject Departments	
To integrate reading and writing by engaging students in the process of writing to learn in different subject areas	Students read beyond textbooks (e.g. fiction such as story books, non-fiction such as newspapers, magazines, journals)	Reading and journal writing included in the teaching syllabus of each subject area	Reading and journal writing included in the teaching syllabus of each subject area	Sep 09 – Jun 10	Subject Departments and School Librarian	

Writing Team						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Reflective journal writing incorporated in the syllabus of each subject area. Students keep records of their reflective journals	Students' reflective journals	Students' records of their reflective journals	Sep 09 – Jun 10	Subject Departments	
	Display of good writing - students' reflective journals	Display of students' reflective journals in each subject area once per term	Display of good writing – reflective journals	Dec 09, May 10 and July 10	Subject Departments and School Librarian	Display boards
To enhance Inter-depart-mental collaboration in helping students improve their writing skills	Writing Team to comprise of teacher representatives from different subject departments. Team meetings serve as a platform for sharing information about issues related to the teaching and learning of writing in different subjects	Teacher representatives attend all the meetings	Meetings attended by teacher representatives	Sep 09 – Jun 10	Team	
	Common texts or text types are exploited or shared among different subject departments. Texts or writing-related activities under common topics or themes are adopted by different subject departments	Sharing of such materials / topics at least once a term among different subject departments	Sharing of such materials /topics among different subject departments		Team and Subject Departments	

Writing Team						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Joint department writing-related activities organized for students: LS/English/Chinese: writing argumentative essays and project reports. French/Chinese: Display of students' work with common themes (S1 and S2) French/Science: environmental issues (S4)	3 joint department writing-related activities organized for students. Meetings held for collaborative work	Number of joint department writing-related activities organized for students. Collaboration between subject departments involved	Sep 09 – Jun 10 November, March, April October	Subject Departments	
	Crossword Puzzle Competition organized by the Writing Team, involving different subject areas: English, Science, SSS, Maths.	S1-S6 students' participation in the competition	Students' participation in the competition	March (1-2 DEAR periods)	Team and Subject Departments	
	'Good practices' for reading and writing in different subject areas experimented and evaluated	Some 'Good practices' established	Records of class observation and subject department meetings and Team meetings	September-June	Team and Subject Departments	

Major Concern 3:

Science Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To participate external competitions.	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 09 – Jul 10	All science teachers	$6,000
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: analytical skills reading and writing time management	Evaluation form.	May 10	All science teachers	Student Questionnaires

Senior Social Science Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
Students are able to manage themselves and have clear goals for self-improvement. Their self-esteem is improved through participation in competitions	Encouraging students to participate in internal and external competitions and learning activities (e.g. S4 LS to join research project competition organized by Consumer Council as a pilot of IES; S6 BS to join JA Company Program, etc.)	At least once per term for S4 and S6	Number of competitions joined	Sep 09 – Jul 10	All SSS teachers	Teachers and students attend workshops before the competitions
	Requiring students to write reflections after lessons/ activities to reflect on their learning and strive for improvement	At least once per term for certain S4/S6 subjects	Homework inspection Activity report			Display Boards
	Incorporating positive attitudes (e.g. goal setting, self - management, self-esteem) in lessons	As evidenced in lesson observations and teachers' feedback	Lesson observation Teachers' feedback			

Chinese and Chinese History Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
加強寫作教與學，通過其他語文活動，提高學生文字表達的水平，發揮學生的創意	加強寫作教學:：各級教協作設計寫作課，強化寫作教與學(每學期一次)	學生寫作的初稿及定稿有明顯進步	學生寫作表現及教師觀察及檢討	Oct 09 and Apr 10	級任教師	
	組織寫作工作坊，讓學生發揮創意	學生從事不同體裁的創作	學生參與人數及學生工作坊表現	Oct 09 – Dec 09	待定	
	鼓勵學生積極參與校內及校外寫作比賽，建立自信	學生參與情況 學生獲得寫作獎項	學生參與人數	Aug 09 – Jul 10	科任教師	

English Department						
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 and performance in School and External Competitions	More than 300 participants, at least 25% of participants awarded the first 3 prizes and 100% awarded proficiency and merit certificates	Number of student Participants and results of participation – number of prizes won in each event	Oct 09– Dec 09	All English Teachers	Speech Festival Syllabus Appropriate material
	English Debate Team Training and participation in External Competitions	5 In-house debates and debate team to participate in at least 8 external competitions	Rate of active participation – record of participation and results of debates	Oct 09– May 10	Nalina Fernandes & Petunia Kingsley	Internet Library Venue
	External Competitions Short Stories and Budding Poets	At least 3 entries for short stories and submit maximum entries for poems.	Number of student participants, number of entries, number of student participants and number of entries		All English Teachers	Newspapers Magazines Internet Webs sites Competition Entry Forms
	Project work Discussion forum among students and projects on social and world issues	Get all students in S.6 involved in the discussion forum -one discussion forum per month. All S.6 & 7 students do projects on social and world issues - one project per year.	Students' participation rate and marks awarded per discussion, number of discussions and marks awarded to projects.	Oct 09– May 10	S.6 and S.7 Teachers	Discussion Forum – School Intranet, Internet, Interactive Whiteboard

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.	At least 80% attendance record	Record the date and the attendance of meetings.	Sep 09 – Aug 10	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.		Francis Lo	Competition Fees $7000 and Transportation Fees $1000
	Employ external tutors to hold enrichment programs and 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.		Francis Lo	Subsidy for students $6000

IH Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
To facilitate teaching via self-evaluation among teachers	Data collection for self-evaluation: Regular form-level meetings, bi-monthly reports, peer lesson observation, annual student survey and students' work	At least 3 times formal meeting. At least one form-level meeting per month. Bi-monthly report to be completed every two months. At least one peer lesson observation. Self-evaluation form designed and completed. 60% of teachers and students believe that teaching and learning effectiveness can be enhanced.	Mark sheets, test and Exam papers, meeting notes, Self-evaluation reports, department interim report and annual report, scrutiny of homework sample, teachers' survey and students' survey	Sep 09 – Jun 10	HoD and all members	
	Design and complete a self-evaluation form for the lesson observation. Panel members are required to complete the self-evaluation form for any one lesson being observed			Feb 10 – Jun 10	HoD and all members	
	Design and conduct a year-end teachers' survey. Teachers' survey will be designed with particular focus on teaching effectiveness and motivating students to learn. The survey to be conducted before the end of the academic year			May 10	HoD	
To facilitate learning effectiveness via fostering self-learning among students	Project work :Research and data collection, set proposal, data analysis, make conclusion from the data collected, oral presentation and peer assessment and self-evaluation	One project per term for S1 & 2 and one project per year for S3. At least one book report and film report. Students' survey. Over 60% of students	Scrutiny of Bi-monthly reports and teachers' feedback, students' surveys, scrutiny of homework sample e.g. journal writing,	Sep 09 – May 10 9/09 – 5/10	HoD and all members	

IH Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Book report and film report: Students select their own book/film related to any NSS topic/subject and write a report based on what they have learnt from the book/film.	agree/strongly agree that assigned tasks can help to facilitate learning effectiveness through self-learning among students.	revision exercises, book report, film report, quizzes and tests and scrutiny of project sample	Nov 09 and Apr 10	HoD and all members	
	Inter-class cultural exchange: Target: S1 (mainly non-Chinese classes). Students will get into groups comprising of Chinese and Non-Chinese students. For example, Chinese students of a group need to do research on Wong Tai Sin temple and act as a tour guide for the non-Chinese students of the same group. Through the activity, students' learning can be facilitated by doing their own research and learning from their fellow classmates.	Over 60% of students agree/strongly agree that inter-class cultural exchange activity can help them to learn and respect different cultures from their schoolmates.		Apr 10	HoD and all members	

French Department						
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 and student participation in external competitions	Whole-school activities: Department Day, performance in school, textes en Fete (Speech Festival)	50% student participation in preparation work for the French Day, 20% student participation on Department Day. Students participate in two assemblies and 15% 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 and number of student Participants	Sep 09 – Aug 10	All French Teachers	Appropriate material
	Workshops and cultural visits: Drama workshops and cultural visits	10% student participation and 50% student participation, depending on opportunities	Number of student Participants and number of student Participants	Sep 09 – July 10		HK Association of French Teachers French May programmes Venues
	External Competitions: Francophonie and Des Mots pour Voir	50% student participation and 100% of S4 students	Number of student Participants and Number of student Participants	Oct 09 – May 10		Competition Entry Forms

French Department						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Project work: Discussion forum among students and Projects on social and world issues	Get some students in S.3/ S4/ S6 involved in sharing. All S.4 students do projects on social and world issues	Students' survey results on their opinions and experience of doing projects and number of students and classes involved in project work	Oct 09 – May 10	All French Teachers	

			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: - 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-drug, internet addiction - etc.	Over 60% of the participants show positive feedback in questionnaire or reflection.	Questionnaire or reflection	Sep 09 – Jun 10	Jenny Sit, Jeannie Lee, John Ko, Jojo Lee and Kenneth Lo	

G & C Team						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	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. For example: - S1 orientation day in July and Aug - S6 orientation camp in Aug - S4 challenge camp in Nov - S1 personal growth camp (PATHS)	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	
	Establish peer counselor team	The team is formed during the year	Annual review	Oct 09 – Jun 10	Jenny Sit John Ko Dr. Lo	
S1 students	Continue S1 Personal Growth Program P.A.T.H.S	Over 70% of the participants show positive feedback in questionnaire	Questionnaire	Sep 09 – Jun 10	Jojo Lee Angela Chan	
	Update the team website	The website is updated frequently	Content on the website	Aug 08 – Jun 10	Dr. Lo 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 09 – Jun 10	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 09 – Jul 10	Jenny Sit Savan Fok Angela Chan	
	Provide training to members and other teachers	At least 1 training per each term	Annual review	Sep 09 – Jul 10	Jenny Sit Savan Fok Angela Chan	
All parents	Organize workshop/talk for parents	At least 1 per each term	Annual review	Sep 09 – Jul 10	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**
	Organizing class-based community service for all students to meet their CSS or OLE requirements - S1: Visiting elderly people's homes / Parent-child flag selling day - S2: PHAB Educational camps (learning how to serve physically handicapped people) / environmental protection activities - S3: Flag selling activities / Community Barrier-free check walk - S4: Organizing performance for elderly people - S6: Charity walkathon	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	Annual report and students' surveys	Sep 09 – Jun 10	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 form-based Community Service Afternoons - 2/10/09: S1&S6: Visiting elderly people's homes with mooncakes - 29/1/10: S2&S4: Performance for elderly people / Visiting and cleaning elderly people's homes / Environmental protection activities - S3: 4/6/10: Visiting elderly people's homes with rice-dumplings / Community Barrier-free check walk	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	2 Oct 09 / 29 Jan 10 / 4 Jun 10	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. - Flag selling activities - Visiting elderly / physically handicapped people's homes - Charity walkathons - Environmental protection activities - Others such as Adventure-Ship Program (serving mentally handicapped students) for S4 students, ORBIS Pin Day - 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 09 – Jun 10	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 community service programs for S5 & S7 students after their public exams e.g. - 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 10	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. - V.A. Dept: Designing Mid-Autumn Festival lanterns for elderly people - Chinese Dept: Letters to our service targets such as physically handicapped people / sponsored students in mainland China - Writing Team: Displaying reflective journal writing - 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 09 – Jun 10	Luke Wong	

CSS Team						
Target	**Strategies / Tasks**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in charge**	**Resources Required**
	Organizing a voluntary service tour in mainland China during summer vocation e.g. - Study tour co-organized with Hope Worldwide	At least once per year	Annual report	Aug 10	Luke Wong	
	Promoting in-school community service e.g. - 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 09 – Jun 10	Luke Wong	