Annual School Plan (2017 – 2018)

1.   Major Concern: *Excel (Striving for Excellence)*

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Parties
(i) Stretching students' academic potential 1. Language consolidation - departments to adopt different subject-based strategies to enhance students' language abilities - subject departments to strengthen work in collaboration with the English department to prepare materials to enhance student learning in English through English Enrichment classes in the junior forms or in the respective subject lessons	Whole year	• Supportive evidence in internal assessments showing improvement in students' performance in specific area(s) in the acquisition and usage of the 2 languages in both language and non-language subjects • Learning materials for Language Across Curriculum (LAC) prepared and used in classes, with teacher and student evaluation supporting the materials being helpful to facilitate student learning in English	• Analysis of internal assessment results with reference to performance of the specific area(s) chosen • Teacher feedback • Student work performance • Student survey	• All subject departments • Subject Departments involved in the LAC collaboration in the junior form: e.g. Liberal Studies, Geography, Integrated Science, Visual Arts, etc. • Curriculum Development Committee
2. Logical thinking and communication skills consolidation - subject departments to continue to identify and prioritise specific critical thinking skills which require enhancement and work out strategies to enhance such skills	Whole year	• Learning materials for enhancement of critical thinking skills specific of the subjects prepared and used in classes, with teacher and student evaluation supporting effectiveness of the learning materials • Supportive evidence in internal assessments showing improvement in students' performance in specific critical thinking skills	• Teacher feedback • Student work / CA performance • Analysis of internal assessment results with reference to performance to the specific skill(s) chosen	• All subject departments • All subject departments

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Parties
3. General and subject content knowledge consolidation - Schemes and projects devised in Project Learning, Reading to Learn and Reading Across the Curriculum to enhance an enquiring mind and a sound knowledge base of junior secondary students	Whole year	• More than 60% of the junior secondary students considered the reading to have facilitated their enquiry in the subject / project work • More than 60% of the junior secondary students considered the reading to have enriched their exposure and scope of understanding	• Student work and reflection • Student survey	• Reading to Learn Committee • All subject departments
(ii) Continual lesson study to enhance student learning 1. Departments offering subjects examined in the HKDSE to continue choosing different concepts / skills that students are commonly weak in (1 from each of the junior and senior curricula) and design and try out new teaching strategies to enhance student understanding and application	Whole year	• Supportive evidence showing enhancement in learning through the lesson design under the lesson study	• Evaluation at collaboration meetings after the lesson • Evaluation at Department meetings • Students' learning outcome compared to previous cohorts / based on pretest posttest results	• All departments with HKDSE examination subjects

2. Major Concern: *Engage (Life building through engagement)*

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Parties
(i) Developing students' leadership potential 1. Continue strategic engagement of students in different levels of participation in various ECAs / teams / groups to gradually build them up from a participant to helper to organizer and ultimately a trainer	Whole year	• All students achieve the level of being a participant in at least 2 activities • At least 40% of the students achieve the level of being a helper in at least 1 activity • At least 20% of the students achieve the level of being an organizer in at least 1 activity • At least 5 % of the students achieve the level of being a trainer in at least 1 activity	• Evaluation of ECA Committee members • APASO results	• ECA Committee • Various ECA clubs / teams / groups t-i-c s • Research & Development Committee
2. Continue strategic engagement of students to participate in specially chosen programmes organized by external organization to build them up as knowledgeable, skillful and motivated leaders	Whole year	• More than 60% of the students who joined the programmes expressed that they had acquired knowledge / skills / leadership qualities through the programme • At least 30% of the students who joined the programmes expressed that they had been motivated to seek and engage themselves in similar programmes in future	• Evaluation of ECA Committee members • Student Reflection • APASO results	• ECA Committee • Various ECA clubs / teams / groups t-i-c s • All subject departments

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Parties
(ii) Continual inter-disciplinary cooperation in enhancing students' development of various generic skills and moral values 1. Subject departments to work in collaboration to stretch student reasoning and critical thinking skills e.g. in Project Learning, STEM education and LAC projects 2. Engage students in learning activities organised by cooperation across disciplines to help students build up their values and attitudes / understand the connectedness between things	Whole year	• Student survey revealing the Project Learning, STEM education work tasks / LAC projects encouraging and enhancing their critical thinking • Students engaged in at least 1 learning activity that enhanced a particular generic skill / value through inter-disciplinary cooperation with supportive evidence that students expressing that they had acquired / applied the skill / value	• Student survey • Student survey	• Liberal Studies Department • Chemistry Department • Computer Department • Visual Arts Department • Curriculum Development Committee • Various departments and committees

3. Major Concern: *Enlighten (Life broadening through enlightenment)*

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Parties
(i) Widening students' horizon and inspiring students in the search of their purpose and goal in life 1. School based curriculum (formal and informal) in life planning and career education to guide students know more about themselves and to identify their goals and ways to achieve their goals	Whole year	• More than 60% of the students considered the programmes helpful in directing them to ways which may help them achieve their goals • APASO data revealing development needs of student in the area of life goals catered across the year	• Evaluation of Career Education Committee members • Student feedback regarding the programmes • APASO results	• Research & Development Committee • Career Education Committee
2. Strategic arrangement of students for local and overseas exchanges and study tour to widen their horizon	Whole year	• Student feedback revealing positive impact on them • More than 60% of the students considered the exchanges / study tour to have widen their horizon (e.g. in knowing more about different cultures / in interacting with people of a different culture or different language / in seeing a different living environment, etc.)	• Student evaluation and reflection after the exchange / study tour	• Study Tour and Student Exchange Committee
3. Strategic planning of teacher sharing in assemblies to enhance life and goal inspirations	Whole year	• Students to be above the median among all Hong Kong students in their life goals	• Student reflection • APASO results	• Values Education Committee • Assembly Committee

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Parties
4. Spiritual awakening of students through morning prayers and other religious & gospel activities / church-school cooperation activities to help them understand more about life and aspirations	Whole year	• More than 60% of the participants in the activities express a positive impact on their life	• Student survey in Gospel week / RE lessons • RE teacher feedback • Student reflection	• School Chaplain & Assistant Chaplain • RE department • Fellowship • Assembly Committee
(ii) Continual inspiration for teachers in educating 21st century learners 1. Teachers to devise an annual professional development plan with reference to the teacher competencies framework and in response to the specific learning needs of our students	Whole year	• All staff to have at least 15 hours of self-chosen continuous professional development mode in relation to the latest development in their subject areas / functional roles / student learning / education trend etc. on a personal level / departmental level / school level which they find helpful in educating 21st century learners	• Evaluation by teachers (personal level professional development) • Evaluation by departments (departmental level professional development) • Evaluation by Staff Development Committee (school level professional development)	• All teachers • All subject departments • Staff Development Committee