1. Major Concern: *Carry out enhanced implementation of the New Senior Secondary Curriculum.*

<table>
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<tr>
<th>Strategies/Tasks</th>
<th>Time Scale</th>
<th>Success Criteria</th>
<th>Evaluation Method</th>
<th>People Responsible</th>
<th>Resources</th>
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</table>
| 1.1 Provide structured teachers’ professional development to facilitate student learning. | Sep. 12 – Jul. 13 | • There is a relatively high rating as observed from teachers’ surveys after attending Staff Development Days (focused on experience sharing).   
• There is a relatively high attendance rate in courses offered by EDB or other educational organizations. | • Questionnaires (distributed after Staff Development Days)   
• CPD records                                                                 | Pun K.C. and members of Staff Development Committee         |                                                                                                         |
| 1.2 Incorporate drama and language arts elements in F.2 to provide more exposure to learning English and pave the way for the NSS curriculum. | Sep. 12 – Jul. 13 | • Students’ interest in learning English drama and language arts is enhanced.  
• Students’ confidence in learning English is boosted.  
• Students are better prepared for the NSS curriculum. | • Teachers’ observation on students’ participation in drama and language arts   
• Level of participation  
• Questionnaires / surveys                                                                 | Tse P.Y., Wong W.S., F.2 English teachers                   |                                                                                                         |
| 1.3 | Execute enhanced implementation of Liberal Studies. | Sep. 12 – Jul. 13 | - There are collaborations and cooperation with at least one external party for further development of Liberal Studies.  
- An online digital resource centre using the DSpace repository system is smoothly run.  
- Feedback and evaluation through subject panel meetings  
- Feedback of LS teachers on using DSpace system  
- Number of entries newly uploaded to DSpace system (300 or above per year) | Sung S.M., Yue C.F., & other Liberal Studies teachers | - A full-time associate teacher for Liberal Studies  
- A server to store the online digital resources |

| 1.4 | Provide students with a variety of experiences to foster their all-round development and enrich their Other Learning Experiences (OLE). | Sep. 12 – Jul. 13 | - A variety of OLE activities are provided by more external organizations and alumni for our students.  
- More opportunities are provided for our students to do social service through the co-operation with Special Olympics Hong Kong.  
- Students can experience the joy and benefit of participating in OLE.  
- Attendance record of students in various functions  
- Observations of students’ participation in various functions  
- PE lessons  
- Assemblies  
- ECA activities  
- School-based After-school Learning and Support Programme  
- The HK Jockey Club Life-wide Learning Fund |
2. Major Concern: *Enhance a caring school ethos to raise the moral & ethical standard of students.*

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| 2.1 Enhance students’ understanding and concern for people in need in society. | Sep. 12 – Jul. 13 | • Every F.3 / F.4 student participates in at least one community service outside school.  
• Students’ sharing on their experience displays an in-depth reflection. | • Students’ journals on community service  
• Teachers’ observation and feedback on students’ performance  
• Questionnaires on sustainability of students’ interest in voluntary service | Lam Y.W., Chung S.Y., Chan Y., Fung W.H., Wong K.W., Fan H.Y. | Community Youth Club  
Life Education Team  
$10,000 (school and class grant) |
<table>
<thead>
<tr>
<th>2.2</th>
<th>Adopt a whole-school approach to promoting a sense of solidarity.</th>
<th>Sep. 12 – Jul. 13</th>
<th>Form Teachers of each form meet at least once each term and whenever necessary to maintain good discipline and facilitate Life Education.</th>
<th>Feedback from teachers concerned</th>
<th>Lam Y.W. &amp; Lam C.K., case workers from Counselling and Discipline Teams</th>
<th>Discipline teachers, Guidance teachers, Form teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>There is growth in participation of parents in various school functions.</td>
<td>Attendance records of various school functions, Observations of parents’ participation in school functions</td>
<td>Lam S.M., and members of Parent-Teacher Association</td>
<td></td>
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<td></td>
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<td>• There is a satisfactory rate of participation in activities involving alumni.</td>
<td>Feedback collected by project leaders from staff and participants at regular intervals, Questionnaires and reflection journals from participants analyzed and evaluated by project leaders, Turnout rate of participants</td>
<td>Tam L.Y.Y., and advisors of the Alumni Association</td>
<td>SKHTST Alumni Association Ltd</td>
</tr>
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| 3.1 Implement integrated education. | Sep. 12 – Jul. 13 | • More integrated education activities are integrated into the formal curriculum and extra-curricular activities.  
• General guidelines for the implementation of integrated education are formulated.  
• A school-based seminar on Asperger’s Syndrome is provided for the staff on a Staff Development Day. | • Questionnaires  
• SEN students’ progress reports  
• Professional development records of staff  
• Questionnaires on the Staff Development Day | Lam Y.W., Wong K.W., Lam C.K., Lee S.W., Ma W.L., Pun K.C., Tse P.Y., Tse S.O., Chung S.Y. | • Learning Support Grant  
• Shatin Public School |
| 3.2 Provide opportunities for gifted and more able students to develop their talent with the help of teachers, alumni and other parties. | Sep. 12 – Jul. 13 | • There is a satisfactory rate of participation.  
• There is positive response from participants. | • Feedback collected by project leaders from staff and participants at regular intervals  
• Questionnaires and reflection journals from participants analyzed and evaluated by project leaders  
• Turnout rate of participants | Tam L.Y.Y. and the Careers Team | Alumni & other organisations |

- The English standard of high achievers is further polished.  
- Students’ confidence in learning English is further boosted.  
- The English standard of high achievers is further polished.  
- Students’ confidence in learning English is further boosted.
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<th>3.3</th>
<th>Offer weaker students structured training on core skills.</th>
<th>Sep. 12 – Jul. 13</th>
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<tbody>
<tr>
<td></td>
<td>• The majority of weaker students are able to make improvement academically.</td>
<td>Questionnaires / surveys</td>
</tr>
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<td></td>
<td>• Their initiative and confidence in learning English is boosted.</td>
<td>Analysis of examination results</td>
</tr>
<tr>
<td></td>
<td>• The majority of weaker students are able to make improvement academically after participating in remedial programmes such as speaking or writing workshops and group discussion training.</td>
<td>Questionnaires / surveys</td>
</tr>
<tr>
<td></td>
<td>• 70% or above of students make improvement.</td>
<td>Analysis of examination results</td>
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<td></td>
<td>• 70% or above of students agree that the training programmes are useful to them.</td>
<td>Comparison of participants’ academic results before and after training</td>
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<tr>
<td></td>
<td>• Questionnaires</td>
<td></td>
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