### ANNUAL SCHOOL PLAN 2014/15

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

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<th>Strategies/Tasks</th>
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| 1.1 Provide structured teachers’ professional development to facilitate student learning. | Sep. 14 – Aug. 15 | - There is a relatively high rating as observed from teachers’ surveys after attending Staff Development Days with the focus 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 | |
| 1.3 | Execute enhanced implementation of Liberal Studies. | Sep. 14 – Jul. 15 | • There are collaborations and cooperation with at least one external party for further development of Liberal Studies.  
  • There is smooth transition from teachers teaching designated modules to teachers teaching all modules in the curriculum.  
  • 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., Lok W.K. & other Liberal Studies teachers | • 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. 14 – Jul. 15 | • 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 and different NGOs.  
  • 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  
  • Evaluation by surveys  
  • Students' sharing after activities | Fung W.H., Tam L.Y.Y., Chan Y., Fan H.Y., Ho W.Y., Chung S.Y. | • Integrated Arts lessons  
  • 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. 14 – Jul. 15 | • 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., Yiu K.W.  | Community Youth Club  
• Life Education Team  
• $10,000 (school and class grant)  
• Wong W.S.  
• F.3-4 form teachers |
| 2.2 | Adopt a whole-school approach to promoting a sense of solidarity. | Sep. 14 – Jul. 15 | Form Teachers of each form meet at least once each term and whenever necessary to maintain good discipline and facilitate Life Education. | • Feedback from teachers concerned | **Lam Y.W. & Lam C.K.**, case workers from Counselling and Discipline Teams | • Discipline teachers  
• Guidance teachers  
• Form teachers |
|---|---|---|---|---|---|---|
|   |   |   | There is growth in participation of parents in various school functions. | • Attendance records of various school functions  
• Observations of parents’ participation in school functions | **Lam S.M.** and members of Parent-Teacher Association |   |
|   |   |   | • There is a satisfactory rate of participation in activities involving alumni.  
• There is positive response from the alumni & student 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 advisors of the Alumni Association |   |
• Moral & National Education Ad Hoc Group |

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| 3.1 Implement integrated education. | Sep. 14 – Jul. 15 | • 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 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., Yiu K.W., Wong K.W., Lam C.K., Lee S.W., Ma W.L., Pun K.C., Tse P.Y., Tse S.O., Leung Yee W., Ng K.W., Chung S.Y. | Learning Support Grant  
Integrated Education Assistant |
| 3.2 Provide opportunities for gifted and more able students to develop their talent with the help of teachers, alumni and other parties. | Sep. 14 – Jul. 15 | • 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 Career Team | Alumni & other organisations  
Refined English Enhancement Scheme (CEG) |

- The English standard of high achievers is further polished.  
- Students’ confidence in learning English is further boosted.
- Questionnaires / surveys  
- Analysis of examination results  
- Tse P.Y., Wong W.S.
| 3.3 | Offer weaker students structured training on core skills. | Sep. 14 – Jul. 15 | • The majority of weaker students are able to make improvement academically.  
• Their initiative and confidence in learning English is boosted. | • Questionnaires / surveys  
• Analysis of examination results | Tse P.Y., Wong W.S. | Capacity Enhancement Grant (English) |
| --- | --- | --- | --- | --- | --- | --- |
| | | | • 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. | • Questionnaires / surveys  
• Analysis of examination results | Chan S.C.  
& Chinese teachers | Capacity Enhancement Grant (Chinese) |
| | | | • 70% or above of students make improvement.  
• 70% or above of students agree that the training programmes are useful to them. | • Comparison of participants’ academic results before and after training  
• Questionnaires | Tse S.O., Shek T. | Capacity Enhancement Grant (Mathematics) |