

# School Programme Plan 2017 – 2018

## A. Brief review of the previous year

| Implementation of the major concerns   | Evaluation and Suggestions   |
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| <p><b>1. To refine the curriculum and promote interdisciplinary learning</b></p> <p>1.1.1 Review of the school curriculum based on the framework of 8 Key Learning Areas (KLAs).</p> | <p>1.1.1 This year, KLA coordinators have been designated for the Key Learning Areas (KLA) of Technology Education as well as Personal Social and Humanities Education. Cross-subject collaboration has begun with Technology Education KLA. The inadequate learning contents as mentioned in the 2015 PSHE Focus Inspection have been enriched.</p> <p>EDB officials visited the school and reviewed the curriculum of Technology Education KLA this year. The curriculum on the whole met the EDB requirements, but the school was advised to increase the students' learning time through implementing more interdisciplinary learning strategies and making use of the time beyond the regular teaching hours.</p> <p>For the next year, it is suggested that discussion will be held on how to strengthen the role of KLA coordinators, to hold KLAs group meetings for experience sharing, and to explore strategies for enhancing the curriculum.</p> <p>Cross-subject collaboration activities, such as Aquaponics and Wheel Robots Competition were launched in F.2 this year. To be in line with the key elements as stated in the updated EDB curriculum guides, emphasis will be put on learning languages across different KLAs and STEM education next year.</p> |
| <p>1.1.2 Further review of the subject-based curricula especially on learning contents, skills development and assessment strategies to enhance</p>                                  | <p>1.1.2 To tie in with the revised EDB curriculum guides, the curricula of Chinese History and History were reviewed and the learning time for the subjects in F.1 and F.3 will be increased. Elements of Civic Education and Basic Law have been incorporated into Liberal Studies of the junior curriculum, for example, the principle of “one country, two systems” as delineated in the</p>   |

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| <p>coherence between junior and senior form curricular.</p>  | <p>Basic Law, was taught in F.3.</p> <p>After reviewing the junior form Extensive Reading Lesson, 0.5 period of English Extensive Reading lesson was given to Chinese Extensive Reading. One lesson of F.3 Chemistry will be allotted to Chinese History as so to increase the teaching time for the latter.</p> <p>Evaluation of study skills training will be elaborated in the next section.</p>  |
| <p><b>1.2. To encourage diversified teaching strategies.</b></p> <p>1.2.1 Provide materials and platform for Self-Directed Learning (SDL) strategies like using concept maps, tool books and on-line resources, etc. and for their applications in class or through workshops to strengthen the learning competency of students.</p> | <p>1.2.1. An external organization was hired to conduct study skills training workshops for F.1 this year. The feedback was positive. Over 70% of F.1 students replied that they would practise the study skills. Teachers also reflected that the students had applied the study skills in different subjects. As observed in assignment inspections, language teachers had utilized the mind map and concept map for students to formulate ideas in their writing exercises. It is suggested that study skills workshops with school-based teaching materials be held for the new F.1 students during the summer so that subject teachers can make use of the skills in the lessons.</p> <p>As reflected in the Student School Life Survey, 88% of F.1 students replied that the skills learnt in the study skills workshops had facilitated their learning and 56% of them strongly agreed or agreed.</p> <p>Over 70% of students agreed or strongly agreed that various study skills had been taught by different subject teachers. 89.6% of students agreed that reading skills such as skimming and scanning had been taught in Chinese Language lessons and had enhanced their reading speed.</p> |
| <p><b>1.3 To enhance the quality of assessment</b></p> <p><b>1.3.1.</b> Enhance the quality of test and examination papers in respect of mark distribution, levels of difficulty and question types.</p>   | <p>1.3.1 As reflected in the analysis of test and exam papers, teachers had modified their papers of various subjects in respect of weighting of marks and assessment criteria for the junior form in order to align with those for the senior form. For example, the number of long questions for Chinese History had increased, and for Chinese Language the mark weighting between text-dependent questions (讀本問題) and reading comprehension was adjusted to meet the DSE requirements.</p>   |

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|  | <p>As shown in the test and exam results, each form had classes that underperformed. One of the reasons might be that students were not familiar with the new assessment requirements. The other reason as suggested by the Academic Affairs Committee was the learning attitudes of the junior students. It is suggested that the classroom discipline of F.1 and F.2 be strengthened and teacher deployment be adjusted next year.</p>  |
| <b>1.3.2. Strengthen the F6 uniform tests system by adjusting the lessons of core subjects.</b>  | <p>1.3.2 Lessons of F.6 Chinese Language, English Language and Mathematics were reduced to free up the afternoon session on Day 6 for the Uniform Test of the four core subjects. The F.6 students reviewed this arrangement at the end of the school term were positive towards the Uniform Test except the test arrangement for each subject paper. They also proposed to launch the Uniform Test in F.5. But due to the heavy workload of the teachers, the proposal will not be considered for the time being. Although the effectiveness of the Uniform Test in boosting the public exam performance remains to be seen, both teachers and students agreed that it had strengthened the atmosphere of exam preparation.</p> <p>It is recommended to have the Uniform Test continued next year.</p> |
| <b>1.4 To promote professional development</b>   | <p>1.4.1 Development programmes for the middle managers had been launched. The Principal, middle managers and teachers paid visits to National Taiwan Ocean University and Fo Guang University during Easter.</p>   |
| 1.4.1 Arrange curriculum and instructional leadership training programmes for middle managers.   |   |
| 1.4.2 Promote cross-subject lesson observation and post-observation discussion and sharing with focus on developing students' learning competency / effective teaching strategies:<br>Junior Form: Study Skills & Strategies<br>Senior Form: High-order Thinking | <p>1.4.2 The Principal had observed the lessons of 22 teachers and 11 of them participated in cross-subject lesson observation. As commented by the Principal, the questioning strategy of some teachers could stimulate students' thinking, which fits in the focus of high-order thinking skills. However, teacher-centered and subject content-based instructions were still the dominant teaching models. It is suggested that a variety of teaching strategies should be employed with more Teacher-Student and Student-Student interactions to enhance the learning and teaching effectiveness.</p>   |

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| <p><b>1.5 To review lesson time allocation and timetabling</b></p> <p>1.5.1 Review of the current timetable by examining the teaching hour allocation for senior-form elective subjects, number of morning assemblies, duration of lunchtime, etc. in order to draw up and implement a more effective timetable.</p> | <p>1.5.1 After year-long discussions and consultations with different stakeholders, the new timetable will be launched next year. With the shortened lunchtime and the extra teaching time given to senior form elective subjects, it is expected that clashes of supplementary classes and extra-curricular activities will be minimized, and the morning assembly will be used more effectively. After the implementation of the new timetable, the school will observe and deal with the newly arisen issues in a timely manner.</p>   |
| <p><b>2. To strengthen students' learning efficacy – building a solid foundation in junior forms progressively.</b></p> <p>2.1 To cultivate good learning attitude among students.</p>   | <p>2.1 According to the Student School Life Survey, nearly 70% of students agreed or strongly agreed that they knew what they did not understand in the lesson, how to make improvement and to complete assignments on time. Over 70% of students reflected that they would take the initiative to learn knowledge that is beyond the teaching contents. However, the students' feedback on self-directed learning was less satisfactory. Only 50% of students replied that they would search for information on the subject matters they did not understand. It is suggested that subject panels should pay more attention to the promotion of self-directed learning by providing relevant learning tasks and activities.</p>   |
| <p>2.2 To consolidate knowledge and build a solid language foundation of students.</p>   | <p>2.2 An extra 0.5 period of Extensive Reading Lesson was allotted to Chinese Language this year. As reflected by the Chinese Language teachers, the reading attitude of students had improved and more books were read. An assigned reading list for junior form students had been jointly prepared by the panels of Chinese Language and Chinese History in order to broaden students' exposure to various types of topics. To enrich students' knowledge, similar collaboration between more subjects was suggested for next year. Moreover, the Extensive Reading Lesson was incorporated into the Reading Promotion and Award Scheme organized by the School Library. Activities such as World Book Day Reading Report and Alumni Reading Award Scheme were carried out and the feedback was positive. Next year, the school will continue to</p> |

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|   | <p>explore more different forms of collaboration.</p> <p>According to the Student School Life Survey, more than 80% of F.1 students, 60% of F.2 and 70% of F.3 agreed that the Extensive Reading Lesson encouraged them to read. As F.2 students were less motivated to read, more emphasis could be put on them next year.</p>   |
| 2.3 To strategically cultivate students' generic skills and information technology literacy.  | <p>2.3 A generic skills training structure had been established for the junior form.</p> <p>F.1: Study skills &amp; strategies training -- The evaluation of the training workshops is mentioned above. The theme will be deepened next year.</p> <p>F.2: Project learning skills training -- This is the Major Concern for 2017-18.</p> <p>F.3: High-order thinking skills training -- The coherence of training contents between junior and senior form will be the focus.</p>  |
| <p><b>3.1 To uphold core values</b></p> <p>3.1.1 Educate students through appropriate promotion of value education with: '<i>Care and Service</i>' as the theme of the year.</p> <p>3.1.2 Promote the culture of care and service through students' daily interactions with teachers and participation in teaching activities of various subjects.</p> <p>3.1.3 Promote the theme 'Care and Service' through a variety of activities during class-teacher periods, which include sharing, workshops, video viewing etc.</p> <p>3.1.4 Promote the theme by the Moral and</p> | <p>3.1.1 According to the students' school life survey, 91% of the students agreed to use "Care &amp; Service" as the theme for the yearly major concern. 89% of the students were familiar with and understood the topic, and they were willing to take the initiative to care for other people and provide services to them. Details of the implementation have been shown in the reports of the functional groups.</p> <p>3.1.2 In the same survey, 90% of the students agreed that they had the initiative to care for the people around them (e.g. parents, teachers &amp; fellow schoolmates). 77% of the students actively seized a chance to serve.</p> <p>3.1.3 Due to the abundant activities, there was a tight schedule of the class-teacher periods. Class-teachers therefore did not have very many opportunities to give their views and share their feelings on the theme of 'Care and Service'. Nevertheless, it could be observed that some class teachers even with the constraints still made good use of their lessons to achieve the goal.</p> <p>3.1.4 The activities were successfully implemented. Nearly all members of the Moral and Civic</p> |

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| <p>Civic Education Unit and Counselling Unit. Activities include sharing in morning assemblies (keynote speeches), and essays written for the <i>Ringing Ten</i>, and other competitions, etc.</p>   | <p>Education Unit and Counselling Unit (i.e. over 25 teachers) took turns to share their views during the morning assembly. Some scripts of their speeches were published in the <i>Ringing Ten</i>. Details can be seen in the reports of individual functional units.</p>   |
| <p><b>3.2 To promote whole-person development</b></p> <p>3.2.1 Restore Mid-year Prize Presentation Ceremony to show recognition for students' outstanding achievements, to encourage their active participation in diverse activities and to strengthen their sense of unity.</p> <p>3.2.2 Provide diverse activities for students to encourage interaction, participation and the building of self-confidence. Continue to use three post-exam days as OLE Days to hold different activities for each form.</p> <p>3.2.3 Train student leaders through:</p> <ul style="list-style-type: none"> <li>➤ Integrating various leadership training programmes organized by different functional units to fully utilize resources.</li> <li>➤ Providing training opportunities of</li> </ul> | <p>3.2.1 In response to last year's suggestion, the Mid-year Prize Presentation Ceremony was held on 23<sup>rd</sup> March, 2017. 24 items involving over 100 students were presented in the ceremony. A keynote speech by Principal Chung was delivered to congratulate the students on their outstanding achievements and to reiterate the school's mission to foster all round development among students. At the beginning of the ceremony, all participants sang the school song to strengthen the unity and sense of belonging to school.</p> <p>3.2.2 The whole-school 3-OLE-days approach proved to be successful in 3 pilot years. This practice will become a regular way to organize the Other Learning Experience activities in the future. Detailed evaluations of the activities launched in different forms were shown in the OLE &amp; ECA unit's report. For more sufficient time to arrange a Mainland trip for F.5 beyond the Guangdong province, as well as echoing the government policy of strengthening the National Education, we are considering a 5-day trip (instead of 3 days) to Xi'an next year. In response to some parents' opinions through the Parent-Teacher Association, a UK study tour for 3 teachers &amp; 20 students was organized after the final exam this year. Positive feedback was received from the parents and students participated.</p> <p>3.2.3 The Diversity Learning Grant from the EDB has provided abundance resources for organizing integrated programmes by different functional units. Next year, better coordination among functional units will be expected to create a whole-school approach in training student leaders. Training the monitors in each class &amp; on-the-job training for various club</p> |

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| <p>experiential learning for student leaders.</p> <ul style="list-style-type: none"> <li>➤ Making good use of Handbook for Student Clubs to ensure smooth operation of the clubs and societies.</li> <li>➤ Encouraging students to participate in leadership training programmes outside school.</li> </ul> <p>3.2.4 Provide diverse further studies and careers information and opportunities for students through means such as the employment of teaching assistants, sponsorship of overseas exchange tours, purchase of professional services and teaching resources in life planning.</p> | <p>chairpersons will be their new directions. Details can be found in various functional units' year plan.</p> <p>3.2.4 A teacher assistant was employed for the Careers &amp; Guidance Unit to support various life planning education programmes &amp; sharing some teaching load of the life planning programmes teacher-in-charge for the second year. The policy proved effective. For overseas learning trips, 3 tours were organized to Taiwan in different areas of learning. The Principal, the Vice-Principal (Student support) &amp; 10 students with excellent academic performances joined a "One Belt One Road" tour to Xiamen in May, 2017. As mentioned above, a UK study tour for 3 teachers &amp; 20 students was organized after the final exam this year. All these tours have broadened the horizons of our students.</p> |
| <p><b>3.3 To establish unique school traditions and strengthen support networks</b></p> <p>3.3.1 Build support networks for students through seminars and experience-sharing sessions conducted by various stakeholders (school sponsoring body, parents, alumni, etc.), to strengthen their sense of belonging.</p> <p>3.3.2 Prepare to set up the School History</p>  | <p>3.3.1 In February, 2017, Dr. Dominic S. C. Li, the former IMC manager of our school, came to share his working experiences with the F.5 &amp; F.6 students at the school assembly. An old boy of WSC whose name appeared in the press for taking a round-the-island trip in Taiwan came to share his experience during the Anniversary Run and became our guest of honour in the prize presentation session.</p> <p>3.3.2 As the relics &amp; documents have been collected, a working group will be established to design the layout of the School History Room in the coming year. It is considered that Rm. 111 (next</p>  |

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| Room by collecting documents, relics and exhibits | to the Education Research Room) will be used for the site. |
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## B. Major concerns of the year

1. To enhance the effectiveness of instructions.
2. To strengthen students' learning efficacy – building a solid foundation in junior form progressively.
3. To nurture whole-person development and to build unique school traditions.

## C. Implementation plan to address the major concerns:

| 1. To enhance the effectiveness of instructions.                                      |  |  |  |            |   |                           |
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| Targets   | Strategies   | Criteria of Success  | Means of Evaluation  | Time Scale | Person-in-charge                                      | Resource/ Proposed Budget |
| 1.1. To promote interdisciplinary learning and strengthen cross-curricular activities | 1.1.1. Organize KLAs group meetings for experience sharing and exploration of forms of collaborations.   | Holding 2 to 3 meetings for KLAs of science, technology and humanities during the year.  | Records of KLAs coordinators Programme plans of different subjects   | Whole year | Academic Committee, Panel Heads                       | Teachers' time            |
|   | 1.1.2. Strengthen the leadership role of Academic Affairs Committee.   | The Committee members having more time to brainstorm and discuss interdisciplinary learning and cross-curricular activities.   | Minutes of Academic Affairs meetings                                 | Whole year | Principal, Vice-Principal, Academic Affairs Committee | Teachers' time            |
| 1.2 To encourage diversified teaching strategies                                      | 1.2.1 Deepen self-directed learning (SDL). Conduct study skills workshops for F.1 students. Subject teachers make use of the skills in their teaching. | Over 70 % of students accessing the materials and finding the study skills beneficial to their learning.<br>Over 50% of the subject teachers encouraging the students to use the skills. | Questionnaire survey and feedback from students as well as teachers. | Whole year | Academic Affairs Committee, Panels Heads              | Teachers' time            |

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|  | <p>1.2.2 Make use of Information Technology for effective learning (E-learning, Campus TV)</p>  | <p>Over 60% of students agreeing the Campus TV programmes beneficial to their personal growth and learning.</p> <p>The KLAs teachers exploring effective ways of E-learning and launch the trails.</p>   | <p>Questionnaire survey and feedback from students as well as the teachers.</p> <p>Minutes of Academic Affair Committee and KLAs meetings.</p> | <p>Whole year</p>          | <p>Academic Committee, Panels Heads</p>                            | <p>Teachers' time</p> |
|  | <p>1.2.2 Promote subject-based or interdisciplinary project learning (Project-based Learning/STEM learning activities):</p> <ul style="list-style-type: none"> <li>➤ F.2 Project Learning Skills Workshop</li> <li>➤ F.2 Cross-subject reading and writing scheme (main theme: STEM)</li> </ul> | <p>Over 70% of F.2 students agreeing that their creative thinking skills and problem-solving skills have been enhanced through the workshops.</p> <p>Over 90% of F.2 students finishing the project proposal in Chinese and writing the project report in English.</p> <p>Over 70% of F.2 students agreeing that their knowledge</p> | <p>Questionnaire survey and feedback from students as well as teachers.</p>  | <p>1<sup>st</sup> term</p> | <p>Technology KLA subject panels, English panel, Chinese panel</p> |                       |

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|  |  | of science is broadened after the cross-curricular reading programme.  |  |                      |   |                |
| 1.3 To enhance the quality of assessment | 1.3.1 Enhance F.3 students' ability of essay writing and dealing with open-ended questions.                              | 80% of Humanities KLA subject teachers and Chinese teachers agreeing that they have taught the students essay writing skills.<br><br>Open-ended questions or high order thinking questions featured in half of the lessons and homework. | Minutes of KLA meeting.<br><br>Lesson observation.<br><br>Homework inspection.           | Whole year           | Academic Committee, Principal, Vice-Principal, Panels Heads | Teachers' time |
|  | 1.3.2 Strengthen F.6 Uniform Test System by adjusting the lessons of core subjects.                                      | Improvement in student's results and learning atmosphere.  | Teachers' observation<br><br>Students' results and feedback                              | 1 <sup>st</sup> term | Academic Committee, Panel Heads                             | Teachers' time |
| 1.4 To promote professional development  | 1.4.1 Promote lesson observation with key focuses on Study Skills (Junior Form) and High-order Thinking Skills (Senior). | Over 70% of subject panels having mentioned the main theme of promoting Study Skills (Junior Form) and High-order thinking skills (Senior) to  | Minutes of panel meetings and KLAs panels meetings.<br><br>Principal lesson observation. | Whole year           | Panel heads, Teachers                                       | Teachers' time |

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|  |  | <p>their members.</p> <p>High-order thinking questions seen in 50 % of lesson observation.</p> <p>Cross-subject lesson observations with the same theme conducted at least once.</p> |  |                      |   |
| 1.5 To review lesson time allocation and timetabling | 1.5.1 Implementation of the new timetable. | Over 70 % of the students agreeing that the new timetable is implemented smoothly and has solved some problems.  | Questionnaire surveys for students, parents and teachers | 1 <sup>st</sup> term | Principal, Vice-Principals, School Council, SAMS Unit |

## **2 To strengthen students' learning efficacy – building a solid foundation in junior forms progressively.**

| <b>Targets</b>  | <b>Strategies</b>  | <b>Criteria of Success</b>  | <b>Means of Evaluation</b>  | <b>Time</b> | <b>Person-in-charge</b>                    | <b>Resource/<br/>Proposed Budget</b> |
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| 2.1. To cultivate good learning attitudes among students                      | <p>2.1.1. Build good learning attitudes</p> <ul style="list-style-type: none"> <li>➤ Strict observance of classroom discipline and school rules</li> <li>➤ Careful completion of assignments</li> <li>➤ Deliberate pre-lesson preparation and daily revision</li> <li>➤ Setting learning goals</li> </ul>                    | <p>70% of F.1 and F.2 teachers and discipline teachers agreeing that the students' classroom discipline and learning habits have improved.</p> <p>50% of F.1 and F.2 student assigned pre-lesson preparation work</p> | <p>Questionnaire survey</p> <p>Questionnaire survey and feedback from students as well as teachers</p> <p>Homework inspection</p> | Whole year  | Principal, Academic Committee              | Teachers' time                       |
| 2.2. To consolidate knowledge and build solid language foundation of students | <p>2.2.1. Develop reading skills and encourage avid reading habit through</p> <ul style="list-style-type: none"> <li>➤ Junior-form Chinese and English Extensive Reading Lessons</li> <li>➤ Reading Awards Scheme</li> <li>➤ Internal &amp; External Reading Activities</li> <li>➤ Favourable reading environment</li> </ul> | <p>70% of students agreeing that they have read more books and mastered various reading skills through the reading lessons and other activities.</p>  | <p>Scheme of work of Chinese and English reading lessons</p> <p>Panel Heads Meeting</p> <p>Questionnaire survey</p>               | Whole year  | Academic Committee, Panels Heads, Teachers | Teachers' time                       |
| 2.3. To strategically cultivate   | 2.3.1.Promote self-directed  | 70% of F.1 and F.2 students agreeing  | Questionnaire survey  | Whole year  | Academic Committee,                        |                                      |

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| students' generic skills and information technology literacy | <ul style="list-style-type: none"> <li>➤ learning:</li> <li>➤ F.1 Learning Skill Workshop</li> <li>➤ F.2 Project Learning Skill Workshop</li> </ul> <p>2.3.2. Make use of information technology for effective learning (e-learning/STEM)</p> | <p>that the respective skills enhanced their learning.</p> <p>70% of F.2 students agreeing that they have learnt more from project learning with STEM.</p> <p>60% of subject teachers having promoted e-learning among students.</p> | <p>Minutes of panel meetings</p> <p>Lesson observation</p> <p>Homework inspection</p> | <p>Principal,<br/>Vice Principal,<br/>Teachers</p> |  |
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| <b>3. To nurture whole-person development and to build unique school traditions.</b> |   |  |  |                       |                                       |                          |
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| Targets  | Strategies  | Criteria of success  | Means of Evaluation                                | Time Scale            | Person-in-charge                      | Resource/Proposed Budget |
| <b>3.1. To uphold core values</b><br><br>Six school-based value education themes:    | 3.1.1 Educate students through appropriate promotion of the theme of value education of the year: ' <i>Gratitude &amp; sense of belonging</i> ' | Over 70% of students supporting the promotion of a "Gratitude & sense of belonging" culture inside and outside school. | Questionnaire / Observations by teachers / Records | Sept 2017 – June 2018 | Subject Panel & Functional Unit Heads | Teachers' manpower       |

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| 1. Habits and Self- discipline<br>2. Respect and Acceptance<br>3. Care and Service<br>4. <u>Gratitude and sense of belonging</u><br>5. Integrity and Perseverance<br>6. Responsibility and Commitment | 3.1.2 Promote the culture of gratitude & sense of belonging through students' daily interactions with teachers and participation in learning activities of various subjects.   | Throughout the year, students having become more ready to show gratitude to teachers & parents /to show the love of the school | Questionnaire/ Observations by teachers / Records | Sept 2017 – June 2018 | Teachers,<br>Class teachers,<br>Form Coordinators,<br>Subject Panel & Functional Unit Heads,<br>Mr. S. K. Ching (VP) | Teachers' manpower    |
|   | 3.1.3 Promote the theme 'Gratitude & sense of belonging' through a variety of activities during class-teacher periods, which will include sharing, workshops, video viewing, etc.  |  |   |                       |  |                       |
|   | 3.1.4 Promote the theme by the Moral and Civic Education Unit and Counselling Unit. Activities will include sharing in morning assemblies (keynote speeches), and essays for the <i>Ringing Ten</i> , and other competitions, etc. |  |   |                       | Questionnaire/ Observations by teachers/ Records   | Sept 2017 – June 2018 |
| <b>3.2 To promote</b>   | 3.2.1 Mid-year Prize   | Smooth running   | On-site   |                       | Mr. S. K. Ching  | Teachers' time        |

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| <b>whole-person development</b> | Presentation Ceremony to show recognition for students' outstanding achievements, to encourage their active participation in diverse activities and to strengthen their sense of unity.  | of the ceremony  | observation                              |                       | (VP) , Student Activities / OLE Coordination Unit & PE Unit   |   |
|                                 | <p>3.2.2 Provide diverse activities for students to encourage interaction, participation and the building of self-confidence. Continue to use three post-exam days as OLE Days to hold different activities for each form:</p> <p>S.1 Local self-discipline camp (3 days) / Picnic</p> <p>S.2 Visits / Picnic</p> <p>S.3 Local educational camp (Government-funded) (3 days)</p> <p>S.4 Careers and studies guidance</p> | <p>Students of each form giving positive feedback on the activities.</p> <p>Most of the teachers agreeing that the activities have positive effects on students.</p> | Questionnaire / Observations by teachers | Sept 2017 – June 2018 | <p>Student Activities / OLE Coordination Unit,</p> <p>Careers Guidance Unit ,</p> <p>Student Counselling Unit,</p> <p>Moral and Civic Education Unit,</p> <p>Class teachers</p> | Teachers' manpower, Coordination and cooperation with other related outside parties |

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|  | <p>programmes / art activities / visits</p> <p>S.5 Mainland tour (understanding the economic development, history and culture of our motherland) (4-5 days)</p>   |   |   |                              |   |                           |
|  | <p>3.2.3 Train student leaders through:</p> <ul style="list-style-type: none"> <li>➤ Integrating various leadership training programmes organized by different functional units to fully utilize resources.</li> <li>➤ Providing training opportunities of experiential learning for student leaders.</li> <li>➤ Making good use of Handbook for Student Clubs to ensure smooth operation of the clubs and societies.</li> <li>➤ Encouraging students to participate in leadership training programmes outside school.</li> </ul> | <p>Organizing a leadership training camp in school each year to train student leaders. / Nominating students to participate in leadership training programmes outside school.</p> | <p>Questionnaire/ Observations by teachers/ Records</p> | <p>Sept 2017 – June 2018</p> | <p>Mr. S. K. Ching (VP) / Discipline Unit / Student Counselling Unit / Student Activities / OLE Coordination Unit</p> | <p>Teachers' manpower</p> |

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|  | 3.2.4 Provide diverse information and opportunities for further studies and careers for students through means such as the employment of teaching assistants, sponsorship of overseas exchange tours, purchase of professional services and teaching resources in life planning. | 70% of senior form students agreeing that the school has provided diverse information and opportunities for further studies and careers to them.<br><br>70% of senior form students agreeing that the information on multiple pathways are beneficial to them. | Questionnaire/<br>Observations by<br>teachers/<br>Records                  | Sept 2017 –<br>June 2018 | Careers Guidance Unit /<br><br>Class teachers /<br><br>Student Activities / OLE Coordination Unit | Teachers' manpower |
| <b>3.3 To establish unique school traditions and strengthen support networks</b> | 3.3.1 Build support networks for students through seminars and experience-sharing conducted by various stakeholders (school sponsoring body, parents, alumni, etc.) and strengthen their   | 70% of students agreeing that the seminars and sharing sessions are beneficial to strengthening their ties with other stakeholders and their sense of  | Questionnaire/<br>Observations by<br>teachers/<br>Documents and<br>Records | Sept 2017 –<br>June 2018 | Mr. S. K. Ching (VP) /<br><br>Careers Guidance Unit /<br><br>Alumni Association /<br><br>Teachers | Teachers' manpower |

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|  | <p>sense of belonging.</p> <p>3.3.2 Prepare to set up the School History Room</p> | <p>belonging to school.</p> <p>Establishing a working team to begin with the work</p> |  |  |  |  |
|--|---|---|--|--|--|--|