

## School Programme Plan 2016 - 2017

### A. Brief review of the previous year

Implementation of the major concerns	Evaluation and Suggestions
<p><b>1. To review of the effectiveness of the implementation of the New Senior Secondary (NSS) Curriculum.</b></p> <p>1.1. To deepen understanding of and compliance with the NSS Curriculum by continuing to implement and fine-tune the junior and senior form teaching syllabuses and schedules so as to make them align with the CDC and the newly revised NSS curricula.</p>	<p>1.1.As reflected in subject panel meetings, most of the subject departments had developed the habit of continuous adjustment of the junior form curricula according to their needs. They actively explored opportunities for cross-subject collaboration and fine-tuned their curricula so as to make them align with the latest curriculum or MOI policy. For instance, considerations were given to launching STEM in the junior forms and integrating more English language elements into content subjects. Efforts had been also made to review the Chinese History and Geography curricula according to the suggestions of the PSHE Focus Inspection report.</p>
<p><b>1.2. To improve our assessment strategies so as to enhance the quality of learning and teaching.</b></p> <p>1.2.1. Implement and fine-tune the internal assessment strategies for junior and senior forms. Subjects with SBA being cancelled or exam syllabus being modified can adjust their curriculum for better allocation of lesson time or for development of school-based materials.</p> <p>1.2.2. Use internal and public examination assessment data as feedback on the quality of learning and teaching.</p>	<p>1.2.1. The senior form curricula and assessment methods of History, Chinese History, Economics and Geography, with School-based Assessment (SBA) being cancelled or examination syllabus being modified, had been revised to align them with the requirements of the public exam syllabuses and the CDC curriculum guides. Junior form curricula and assessment methods were also fine-tuned to ensure continuity and coherence with the senior form as well as to allow more time for teaching.</p> <p>1.2.2. In the second term, all subject panels were requested to conduct data analysis of DSE results and to suggest improvement plans on academic performance. As discussed in the Academic Affairs Committee meeting and Panel Heads meeting at the end of the year, it was concluded</p>

	<p>that it was mandatory to carry out DSE data analysis and evaluation for all subjects at the second subject panel meetings each year so as to refine teaching strategies and to enhance learning and teaching effectiveness. The reports had to be submitted together with the meeting minutes to the Academic Affairs Committee for review and drafting plans for the following year.</p>
<p><b>2. To enhance the effectiveness of learning and teaching.</b></p> <p><b>2.1. Students take the initiative in learning with learning effectiveness being enhanced.</b></p> <p>2.1.1. Consolidate students' self-directed learning behaviour and attitude through establishing the habits of pre-lesson preparation and daily revision.</p> <p>2.1.2. Strengthen students' competence in learning including employing different learning tools and strategies.</p> <p>2.1.3. Develop senior form students' critical and creative thinking skills.</p>	<p>2.1.1 The Academic Affairs Committee had organized panel heads and subject teachers to participate in the external education symposium 'Self-Regulated Learning -- Open Class Activities', and their experiences had been shared with other colleagues in school afterwards. As reflected in the lesson observations by the principal, panel heads and peers, pre-lesson preparation and daily revision had been incorporated in many lessons. For example, Flipped Classroom had been practised in Physics where students were asked to do pre-lesson preparation on-line and in-depth discussions were carried out during lessons. Flipped Classroom will be continued next year.</p> <p>2.1.2. It could be observed that some subjects still focused much on the adjustment of teaching contents rather than the cultivation of various learning skills. As mentioned in the PSHE Focus Inspection, a lot of effort had been put in teaching the contents of the examination syllabus as well as training students how to tackle examination questions. It was suggested that after fine-tuning the curriculum, subject panels should focus more on developing different learning skills of students.</p> <p>2.1.3. As shown in the student survey, the training for the development of critical thinking was insufficient. Since it was time-consuming to conduct critical thinking exercises during class, teachers often asked students to do preparation before lessons. Yet, some students failed to do pre-lesson</p>

	<p>preparation which made the follow-up class learning activities rather ineffective. It is necessary to further promote pre-lesson preparation, to start carrying out critical thinking training in F.3 and to explore opportunities for cross-subject activities to enhance students' thinking skills.</p>
<p><b>2.2. Teachers adopt various teaching strategies to cater for the needs of students.</b></p> <p>2.2.1. Provide professional development programmes to enhance teachers' ability to apply effective teaching strategies.</p>	<p>2.2.1. Due to numerous student suicide cases at the beginning of the year, professional development activities for teachers turned to focus on crisis management and mental health of students, and since the current 3-year school development plan is approaching the end, discussions for the next development plan were held. Professional development activities regarding teaching and learning included teachers' participation in the external education symposium 'Self-Regulated Learning -- Open Class Activities', introduction of competency-based training by external institutions and discussions among junior-form teachers on competency-based training. In a survey administered after the Staff Development Day, over 70% of teachers agreed that the professional development programmes were useful to enhance their ability to facilitate students' learning and personal development.</p> <p>As many experienced subject panel heads have retired with young successors taking up their responsibilities, the leadership roles of the new subject panel heads in curriculum and instruction needed to be strengthened.</p>
<p><b>2.3. Teachers are willing to share their experience and learn from one another to enhance teaching effectiveness</b></p> <p>2.3.1. Promote lesson observation with themes</p>	

<p>corresponding with the teaching and learning strategies.</p> <p>2.3.2. Strengthen the culture of professional sharing and teaching research.</p>	<p>2.3.1. The Principal and subject panel heads had conducted lesson observations of half of the teaching force. Many teachers were willing to participate in cross-subject lesson observations this year, and more post-lesson observation sharing had been conducted.</p> <p>2.3.2. It was observed that in the open lessons on raising integrated language ability of male students organized by the Chinese Department as well as the other professional sharing activities like “Self-Regulated Learning Open Class Activities”, teachers were willing to share their experiences and learn from each other in the post-lesson observation session to enhance teaching effectiveness.</p> <p>As the culture of lesson observation as well as professional sharing had started to develop, it was suggested that more cross-subject lesson observations with the focus on students’ competency should be launched and the culture of teaching research should be further strengthened to align with the major concerns of the new 3-year School Development Plan.</p>
<p><b>3a To strengthen moral and value education; build positive values.</b></p> <p>3.1 Notify students with appropriate promotion of the theme of value education of the year: “Respect and Acceptance”.</p> <p>3.2 Promote the culture of respect and acceptance through students’ daily interactions with teachers and teaching activities in various subjects.</p>	<p><b>To strengthen moral and value education:</b></p> <p>3.1. The Moral &amp; Civic Education Unit and Counselling Unit &amp; Discipline Unit had arranged teachers of their units to deliver speeches in the morning assemblies to strategically instil the values of “Respect and Acceptance” in students. Students had a deeper understanding of the theme and learnt a lot through the sharing of the teachers.</p> <p>3.2. According to the record of Discipline Unit, the cases of disputes especially in junior forms have dropped significantly. Teachers as a whole felt that our students were generally caring, respectful and self-disciplined.</p>

<p>3.3 Promote the theme ‘Respect and Acceptance’ through a variety of activities during class teacher periods which will include sharing, workshops, video appreciation, etc.</p> <p>3.4 Promotion by the Moral &amp; Civic Education Unit and Counselling Unit.</p>	<p>3.3. The ‘Virtue Commendation Scheme’ organized by the Moral &amp; Civic Education Unit had provided precious materials for sharing in Class Teachers Periods (Assembly). Nevertheless, the effectiveness depends highly on Class teachers’ management and commitment.</p> <p>3.4. Various activities including morning assembly talks, keynote speeches, etc. were organized. (Please refer to 3.1.) Moreover, some of the manuscripts of speeches by the teachers were published on “Ringing Ten” right after the sharing to reinforce the memory of the students.</p>
<p><b>3b. To promote diverse development</b></p> <p>3.5 Restore Mid-year Prize Presentation Ceremony to recognize students’ outstanding achievements, to encourage their active participation in diverse activities and to strengthen their sense of unity.</p> <p>3.6 Provide diverse activities for students to encourage interaction, participation and the building of self-confidence.</p> <p>3.7 Set priorities for activities through coordinating</p>	<p><b>To promote diverse development:</b></p> <p>3.5. Most of the inter-school competitions had not yet been finished in the middle of the school year. Some of the trophies were not collected either. After consulting the teachers concerned, it was decided to cancel the event. It was suggested that even if the presentation items are not rich enough, the ceremony could still be held by adding some key-note speeches by the Principal or other teachers in order to strengthen the sense of unity next year.</p> <p>3.6. The whole-school 3-OLE-days approach had proven to be successful after two years of trial run. The self-discipline camp for S1 will be shortened to two days next year and held in local places to relieve the tension of manpower mobilization when travelling outside Hong Kong. As shown in the students’ reports presented by the teacher-in-charge of S2 during staff meeting, the interaction, participation and the building of self-confidence of the students had been greatly strengthened. The S5 students who acted as voluntary teachers in a remote hilly village school in mainland China highly commended the project for giving them an invaluable opportunity to understand the lives of the underprivileged and serve them.</p> <p>3.7. Measures to promote diverse development were implemented. With the assistance of teachers,</p>

<p>various departments inside and outside school. Provide training opportunities of experiential learning for student leaders. Make good use of the handbook for student clubs to ensure smooth operation of the clubs and societies. Encourage students to participate in leadership training outside school.</p> <p>3.8 Provide diverse information and opportunities in 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 on life planning.</p>	<p>the guidelines showing the priorities of students' participations in academic and non-academic activities had been created and put in the teachers' handbook. Both the Counselling Unit &amp; Discipline Unit had launched various training courses to develop students' leadership skills. For details, please refer to the reports of individual units. Next year, a Diversity Learning Grant programme of leadership training will be launched to better coordinate respective activities.</p> <p>3.8. A teacher assistant had been employed for the Careers Guidance Unit to support various life planning education programmes. In addition, the teaching load of some teachers of this Unit had been reduced to make room for their planning and implementation work. The details of the programmes can be found in the Unit's report. As for the overseas learning trips, 3 tours had been organized to Taiwan this year on different areas of learning respectively Chinese Literature, Robots Design and Mathematics &amp; Engineering. Some parents suggested that longer trips to countries like Singapore or the UK can be made to broaden the students' horizons. The possibility of organising such tours will be discussed next year.</p>
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**B. Major concerns of the year**

1. To enhance the effectiveness of instruction.
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:**

<b>1. To enhance the effectiveness of instruction.</b>						
<b>Targets</b>	<b>Strategies</b>	<b>Criteria of success</b>	<b>Means of evaluation</b>	<b>Time Scale</b>	<b>Person-in-charge</b>	<b>Resource/ Proposed Budget</b>
1.1. To refine the curriculum and promote interdisciplinary learning	1.1.1. Review the school curriculum based on the framework of 8 Key Learning Areas.	Designating coordinators for the 8 KLA including Science Education, Technology Education and Personal, Social and Humanities Education etc. The subject programme plans under different KLAs being drafted, implemented and reviewed according to the CDC curriculum guides.	Records of Subject Panel Meetings  Programme plans & curriculum documents of different KLA	Sept 2016 – Jun 2017	Academic Committee and Panel Heads	Teachers' time
	1.1.2. Further review the subject-based curricula especially on learning contents, skills development and assessment strategies to enhance coherence between junior and senior form curricular.	Subject panel heads agreeing that they have effectively incorporated NSS elements into the junior form curricula and adjusted learning contents, skills development and assessment strategies to	Panel Heads Meeting  Test and exam evaluation reports of all subjects  Exam paper inspection by the Principal and	Sept 2016 – Jun 2017	Principal Vice-Principal  Academic committee  Panel Heads	Teachers' time

		bridge the gap between the junior and senior levels.	Vice-Principal			
1.2. To encourage diversified teaching strategies	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 their applications in class or through workshops to strengthen the learning competency of students.	Over 70 % of students accessing the materials and finding the strategies beneficial to their learning.	Questionnaire survey and feedback from students	Sept 2016 – Jun 2017	Academic Committee  Panels Heads	Teachers' time

1.3.To enhance the quality of assessment	1.3.1. Enhance the quality of test and examination papers in respect of mark distribution, level of difficulties and question types.	Improvement in the quality of the test and examination papers in respect of the mark distribution, level of difficulties and question types.  Over 70% of F.3 test and exam papers set in line with the NSS format.	Analysis of test and exam papers by the Principal, Vice-Principal and Panel Heads.	Sept 2016 – Jun 2017	Academic Committee, Principal, Vice-Principal & Panels Heads	Teachers' time
	1.3.2. Strengthen the F6 uniform tests system by adjusting the lessons of core subjects.	Improvement in students results and learning atmosphere	Teachers' observation  Students' results and feedback	Sept 2016 – Jun 2017	Academic Committee,  Panel Heads	Teachers' time
1.4.To promote professional development	1.4.1. Arrange curriculum and instructional leadership training programmes for middle managers.	Middle managers being empowered to be effective curriculum and instructional leaders.	Questionnaire Survey Middle-managers' feedback	Dec 2016 – Mar 2017	Staff Development Team	External support like Quality School Improvement Project run /offered by universities or EDB.

	1.4.2. Build a culture of team spirit through the formation of Staff Well-being Team and organization of engagement activities	Stronger engagement and bonding of staff members	Observation, Feedback from staff	Sept 2016 – Jun 2017	Principal, Teachers' Representatives and Staff Well-being Team	Fund for setting up the Team and organizing activities.
	1.4.3 Promote cross-subject lesson observation and post-observation discussion and sharing with focuses on developing students' learning competency / effective teaching strategies: <b>Junior Form – Learning Skills &amp; Strategies</b> <b>Senior Form - High-order thinking</b>	Over 50% of lessons for observation being open to other subject teachers.  50% of the lesson observation being focused on students' competency-based training.	Teachers' lesson observation schedules and records	Sept 2016 – Jun 2017	Principal, Vice-Principals and Panels Heads	Teachers' Time

1.5.To review lesson time allocation and timetabling	1.5.1. Review 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.	Completion of the review with a new timetable drawn up and having a trial launch in 2017-18.  Teaching hours for senior-form elective subjects having been increased under the new timetable.	Survey Questionnaire for Students, Parents and Teachers	Sept 2016 – Jun 2017	Principal, Vice-Principals and School Council SAMS Unit	Teachers' Time
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<b>2. To strengthen students' learning efficacy – building a solid foundation in junior forms progressively.</b>						
<b>Targets</b>	<b>Strategies</b>	<b>Criteria of success</b>	<b>Means of evaluation</b>	<b>Time Scale</b>	<b>Person-in-charge</b>	<b>Resource/ Proposed Budget</b>

<p>2.1. To cultivate good learning attitudes among students</p>	<p>2.1.1. Helping students, with more focus on Form 1 as a foundation for developing good learning attitudes and habits through</p> <ul style="list-style-type: none"> <li>➤ Providing key learning focuses for each form.</li> <li>➤ Maintaining good discipline and learning atmosphere in class.</li> <li>➤ Asking students to set specific learning goals, complete assignments with care and strictly practise pre-lesson preparation and daily revision.</li> </ul>	<p>70% of F.1 teachers and discipline teachers agreeing that classroom discipline and learning habits of F.1 students have been improved.</p> <p>Over 70% of students agreeing that teachers have given guidance on learning habits and students are able to fulfil the requirements.</p>	<p>Questionnaire survey</p>	<p>Sept 2016 – Jun 2017</p>	<p>Academic Committee</p>	<p>Teachers' time</p>
<p>2.2. To consolidate knowledge and build solid language foundation of students</p>	<p>2.2.1. Develop reading skills and encourage avid reading habit through</p>	<p>Chinese and English departments having comprehensive strategies for training the junior form in</p>	<p>Scheme of work of Chinese and English reading lessons</p>	<p>Sept 2016 – Jun 2017</p>	<p>Academic Committee  Panels Heads</p>	<p>Teachers' time</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>reading skills, and conducting evaluation regularly for improvement.</p> <p>70% of students agree that they have read more books and mastered various reading skills through the reading lessons and other activities.</p>	<p>Panel Heads Meeting</p> <p>Questionnaire survey</p>		Teachers	
2.3. To strategically cultivate students' generic skills and information technology literacy	2.3.1. To deepen students' self-learning, pre-lesson preparation skills and ability by inviting external institutions to teach F.1 students the various study skills and to consolidate the skills through classroom teaching and assignments by subject teachers	<p>70% of teachers and students agree that the respective skills have helped students in their learning.</p> <p>Various learning strategies have been incorporated in classroom teaching and assignments, and learning effectiveness of students has been enhanced.</p>	<p>Questionnaire survey</p> <p>Lesson observation, assignment inspection and professional sharing of teachers</p>	Sept 2016 – Jun 2017	<p>Academic Committee</p> <p>Vice Principal</p> <p>Teachers</p>	

### 3. To nurture whole-person development and to build unique school traditions.

Targets	Strategies	Criteria of success	Means of evaluation	Time Scale	Person-in-charge	Resource/ Proposed Budget
<b>3.1.To uphold core values</b>  Six school-based value education themes:	3.1.1. Educate students through appropriate promotion of the theme of value education of the year: ' <i>Care and Service</i> '.	Over 80% of students agreeing with the establishment of "Care and Service" culture inside and outside school.	Questionnaire / Observations by teachers / Records	Sept 2016 – June 2017	Subject Panel & Functional Unit Heads	Teachers' manpower
	3.1.2. Promote the culture of care and service through students' daily interactions with teachers and teaching activities in various subjects.	Throughout the year, students having become more ready to show care and take initiative to serve others.	Questionnaire/ Observations by teachers / Records	Sept 2016 – June 2017	Teachers, Class teachers, Form Coordinators, Subject Panel & Functional Unit Heads, Mr. S. K. Ching (VP)	Teachers' manpower
	3.1.3. Promote the theme 'Care and Service' through a variety of activities during class-teacher periods which will include sharing, workshops, video viewing, etc.					
1. Habits and Self-discipline 2. Respect and Acceptance 3. <u>Care and Service</u> 4. Simplicity and Gratitude 5. Integrity and Perseverance 6. Responsibilities and Commitment						

	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 through the <i>Ringin Ten</i> , and other competitions, etc.		Questionnaire/ Observations by teachers/ Records	Sept 2016 – June 2017	Moral and Civic Education Unit, Counselling Unit Discipline Unit	Teachers’ manpower
<b>3.2. To promote whole-person development</b>	3.2.1. Restore Mid-year Prize Presentation Ceremony to recognize students’ outstanding achievements, to encourage their active participation in diverse activities and to strengthen their sense of unity.	Successfully held and smooth running of the ceremony	On-site observation		Mr. S. K. Ching (VP) , Student Activities / OLE Coordination Unit & PE Unit	Teachers’ time
	3.2.2. Provide diverse activities for students to encourage	Students of each form giving positive feedback on the	Questionnaire / Observations by teachers	Sept 2016 – June 2017	Student Activities / OLE Coordination	Teachers’ manpower, Coordination and

	<p>interaction, participation and the building of self-confidence.</p> <p>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 (2 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 programmes / art activities / visits</p> <p>S.5 Mainland tour (mainly on voluntary teaching) (3 days)</p>	<p>activities.</p> <p>Most of the teachers agreeing that the activities have positive effects on students.</p>			<p>Unit, Careers Guidance Unit, Student Counselling Unit, Moral and Civil Education Unit, Class teachers</p>	<p>cooperation with other related outside parties</p>
	<p>3.2.3. Train student leaders through:</p> <p>➤ Integrating various leadership training</p>	<p>Organize a leadership training camp in school each year so as to train student</p>	<p>Questionnaire/ Observations by teachers/ Records</p>	<p>Sept 2016 – June 2017</p>	<p>Mr. S. K. Ching (VP) / Discipline Unit / Student</p>	<p>Teachers' manpower</p>

	<p>programmes organized by different functional units to fully utilize resources.</p> <ul style="list-style-type: none"> <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>leaders. / Nominate students to participate in leadership training programmes outside school.</p>			<p>Counselling Unit / Student Activities / OLE Coordination Unit</p>	
	<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</p>	<p>70% of senior form students agreeing that the school has provided diverse further studies and career information and opportunities to them.</p> <p>70% of senior form students agreeing that</p>	<p>Questionnaire/ Observations by teachers/ Records</p>	<p>Sept 2016 – June 2017</p>	<p>Careers Guidance Unit / Class teachers / Student Activities / OLE Coordination Unit</p>	<p>Teachers' manpower</p>

	tours, purchase of professional services and teaching resources in life planning.	the information on multiple pathways are beneficial to them.				
<b>3.3. To establish unique school traditions and strengthen support networks</b>	<p>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 sense of belonging.</p> <p>3.3.2. Prepare to set up the School History Room by collecting documents, relics and exhibits</p>	<p>70% of students agreeing that the seminars and sharing sessions are beneficial to strengthening their ties with other stakeholders and their sense of belonging to school.</p> <p>Relevant documents and relics on school history being collected.</p>	Questionnaire/ Observations by teachers/ Documents and Records	Sept 2016 – June 2017	Mr. S. K. Ching (VP) / Careers Guidance Unit / Alumni Association Teachers	Teachers' manpower