

School Programme Plan 2013-2014

A. Brief Review of the previous year:

Implementation of the major concerns	Evaluation and Suggestions
1. Developing students' disposition as life-long learners	1.1 The following are statistics based on a teachers' survey in May 2013 on developing students' disposition as life-long learners:
1.1 To increase the element of Self-Directed Learning (SDL) in teaching strategies.	94.8% of the teachers strongly agree or agree that they had adopted teaching strategies emphasizing the three important aspects entailed in SDL: <i>Participating, Creating Interest and Facilitating (PIF)</i> .
Teachers adopt teaching strategies emphasizing the three important aspects entailed in SDL: <i>Participating, Creating Interest and Facilitating (PIF)</i>	97.4% of the teachers strongly agree or agree that they had integrated enquiry learning into the curriculum.
1.2 To integrate enquiry learning into the curriculum	94.7% of the teachers strongly agree or agree that they had promoted the skills of Self-Directed Learning (SDL) among the students.
1.3 To promote the following students' skills for Self-Directed Learning	60.5% of the teachers strongly agree or agree that they observed that students showed improved engagement in SDL behavior.
Library skills (F1), Study Skills (F1), Dictionary Skills (F1), Problem Solving Skills (F2), Project Study Skills (F3)	31.6% of the teachers strongly agree or agree that students showed good library skills.
	31.6% of the teachers strongly agree or agree that students showed good dictionary skills.

	<p>39.5% of the teachers strongly agree or agree that students showed good study skills.</p> <p>26.3% of the teachers strongly agree or agree that students showed good time management skills.</p> <p>42.1% of the teachers strongly agree or agree that students showed good problem-solving skills.</p> <p>57.9% of the teachers strongly agree or agree that students showed good project study skills.</p> <p>1.2 In another survey, the ‘School Life Survey’ administered in April 2013, 84% of the students strongly agree or agree that they set their own learning target. However, the data showed the following weaknesses:</p> <p>Only 43% strongly agree or agree that they asked questions in class.</p> <p>Only 42% strongly agree or agree that they collected additional information after class to solve problems in learning.</p> <p>Only 51% strongly agree or agree that they worked out a list of steps to improve learning.</p> <p>Only 45% strongly agree or agree that they would study what the teachers did not teach in class.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>1.3 In the same survey, teachers are generally not satisfied with the SDL performance of students. Only 32% of the teachers strongly agree or agree that students showed ownership of their learning.</p> <p>Only 44% of the teachers strongly agree or agree that students showed the ability to manage their own learning.</p> <p>Only 38% of the teachers strongly agree or agree that students could apply their knowledge.</p> <p>1.4 The Interim Report in Jan 2013 shows that programmes to develop students' skills and habits in SDL have been carried out in all subjects. Please refer to the 2013-14 programme plans of separate subjects for their evaluation.</p> <p>Suggestions:</p> <p>1.5 Students' performance in SDL is only at a preliminary stage. Continuous efforts and enforcement are needed.</p> <p>1.6 Teachers should adjust their teaching strategies to promote SDL in their classrooms, give guidance and follow up on students' performance.</p> <p>1.7 In order to develop students' skills required for SDL, integration of the skills in different subjects is more effective than teaching the skills independently. Moreover, teachers' follow-up and feedback are crucial.</p> <p>1.8 Teachers should encourage investigative study so as to make students take up more responsibility for their own studies, participate and develop their independent learning ability.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>2. Developing Students' Potentials</p> <p>2.1 Promoting active participation in extra-curricular activities among students by running "1-person-1-competition" campaign among S1 and S2 students.</p> <p>2.2 Continuing a social service benchmark for S4 & S5, running a "15-hour Service Commitment" programme among the students.</p> <p>2.3 Centralizing information distribution: Easy centralized access to information at Siu Ching Gallery and the school web.</p>	<p>2.1 87% of the teachers agree that the "1-person-1-competition" campaign helps students in taking the initiative in participation in events and competitions outside school. Certain teachers organized a form-wide participation in some public competitions. Only 60% of S1 and S2 students agreed with and appreciated this scheme as the choice of activities is limited or the students are not well-informed of the objectives of the activities.</p> <p>Suggestions:</p> <ol style="list-style-type: none"> 1) To provide students with more options, offering various types of activities. 2) Explain and communicate better the benefits and rationale behind these activities to the students. <p>2.2 95% of S4 students and 91% of S5 students have achieved the "15-hour Service Commitment", well above the 80% standard benchmark.</p> <p>38 students in total (S4 and S5 each contributing half of it) have served more than 100 hours. The total service hours is approaching twenty thousand hours, that gives an average of 53.3 hours per student.</p> <p>The school has made contact with some public organizations, e.g. Arts in the Park Mardi Gras, Caritas Lok Kan School and Agency for Volunteer Service, to seek quality serving opportunities outside school.</p> <p>Suggestions:</p> <ol style="list-style-type: none"> 1) To maintain and continue developing external networks. 2) Explore the possibility of pushing through this programme in junior forms. <p>2.3 67% students think the extra-school activity information board in the Siu Ching Gallery helped the distribution of school activities information, while 52% students think the school web helped. This indicates that putting up posters in the campus is more direct and effective.</p> <p>Suggestion:</p> <ol style="list-style-type: none"> 1) Categorize the activities (according to their nature or theme) on the notice-board, e.g. leadership training, competitions, subject-related activities.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>2.4 Displaying students' / alumni's works and achievements. Praising and acknowledging their achievements.</p> <p>2.5 Training leaders by encouraging students with potential to take part in leadership training activities outside school. Through school-based leadership training programmes, involvement of student organizations, support of alumni, we provide students with various channels to shine and develop leadership.</p>	<p>2.4 Works and achievements of students were regularly shown in hallways, class boards, Siu Ching Gallery, the <i>Ringling Ten</i> and the school web. Teachers support the scheme and express more appreciation for students' achievements in the morning assembly.</p> <p>Suggestions:</p> <ol style="list-style-type: none"> 1) Renew the display of students' good works regularly. 2) Discuss the possibility of having an achievement corner for each class in the classroom. <p>2.5 The school encouraged student participation in leadership training activities outside school, and the students responded enthusiastically. Over twenty S4 students this year participated in a voluntary work programme (4C Youth Project) organized by Agency for Volunteer Service. A school-based leadership training programme was held in summer, graduated students were put in charge of the S1 orientation programme and the results were impressive. Most of these student organizers became leaders of various student bodies.</p> <p>Suggestions:</p> <ol style="list-style-type: none"> 1) Combine intra- and extra- school leadership training in the coming year. 2) Develop a continuity mechanism within our student organizations.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>3. Strengthening value education and nurturing good characters.</p> <p>3.1 Choosing ‘Commitment’ as the theme of this year’s value education. Value education has adopted the 6 dimensions of values and attitudes mentioned in EDB’s Moral and Civic Education curriculum framework. (Perseverance/respect for others/responsibility/commitment/care and concern/integrity) Each year, the above 6 dimensions will take turns to be the theme of the year, the cycle repeats roughly every 6 years.</p> <p>3.2 Hosting the Commitment Day Adding ‘My Pledge’ into student handbook. Students under the guidance of teachers and in the witness of fellow classmates set goals for the coming year. It was reviewed and reflected upon later in the year.</p> <p>3.3 Promoting ‘Service’ in the spirit of ‘commitment’</p>	<p>3.1 90% of students understood ‘commitment’ means playing one’s part responsibly, never evading one’s responsibility and even volunteering to take up responsibility outside one’s role when called upon for a worthy cause. 90% students knew the theme for this year, and they felt that they were able to take responsibility for what they have done. They admitted and rectified their mistakes. Various teachers and students shared the concept of ‘commitment’ from different perspectives in the morning assembly throughout the year. Value education this year has been quite successful.</p> <p>3.2.1 ‘My Pledge’ was added into the student handbook. All students filled in the column but only 45% of students thought it had significant impact on them. Some classes performed better, so students would have target for improvement.</p> <p>Suggestions:</p> <ol style="list-style-type: none"> 1) Let teachers know more clearly the mechanism and rationale behind the scheme, and run it again in the coming year. 2) Make use of the successful cases to promote this scheme. <p>3.3.1 The ‘services’ this year were very diverse, covering intra- and extra- school activities. Students from all forms were given the opportunities to participate in intra-school services. Over 95% of our senior students (S4 & S5) participated in various kinds of service.</p> <p>Suggestion:</p> <ol style="list-style-type: none"> 1) Continue to provide serving opportunities for our students.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>3.4 Taking part in the ‘Safe and Healthy School’ campaign organized by Tsuen Wan local committees to bring about a better neighbourhood. Students should have a commitment towards themselves and to the community.</p>	<p>3.4 17 S4 students participated in the ‘Safe and Healthy School’ campaign, which gave them a whole new understanding of the conditions of old buildings in Tsuen Wan. The campaign broadened their horizons and gave them insight into the reality of the lower class.</p> <p>Suggestion:</p> <p>1) There are abundant similar district services/programmes but with a lack of manpower. This is a good opportunity for our students. We should join more.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

B. Major Concerns of the year:

1. Review of the effectiveness of the implementation of the New Senior Secondary (NSS) Curriculum
2. Enhancement of the effectiveness of learning and teaching
3. Strengthen moral and value education, promote diverse student developments.

C. Implementation Plan to address the major concerns:

Targets	Strategies	Criteria of success	Means of evaluation	Time Scale	Person-in-charge	Resource/ Proposed Budget
1. To deepen understanding of and compliance with the NSS Curriculum and to improve our assessment strategies so as to enhance the quality of learning and teaching.	1.1 Review and revise the junior and senior secondary curricula to ensure their continuity and coherence.	● Active involvement of teachers in the curriculum and assessment review.	● Questionnaire surveys ● Panel meeting minutes and documents	Sept 2013 – June 2014	● Academic committees ● Panel Heads	Teachers' time
	1.2 Review and revise the internal assessment strategies of junior and senior forms, and examine their effectiveness, continuity and coherence.	● Completion of the revised curriculum and assessment plan.	● Panel meeting minutes and documents	Sept 2013 – June 2014		
	1.3 Review and revise the senior form elective subjects, their combination and class structure to meet the interest and requirements of our students.	● Over 70% of the students agreeing that the elective subjects, combinations and class structure can meet their interest and requirements.	● Questionnaire surveys	Sept 2013 – June 2014		

2. To enhance the effectiveness of learning and teaching.	2.1 Enforcement of uniform classroom rules and routines for better discipline and learning attitudes such as being proactive and responsible.	<ul style="list-style-type: none"> ● Over 70% of teachers and students agreeing that classroom discipline and learning attitudes have improved. 	<ul style="list-style-type: none"> ● Questionnaire surveys ● Interviews ● Observation 	Sept 2013 – June 2014	<ul style="list-style-type: none"> ● All teachers ● Discipline Unit
	2.2 Developing the generic skills of students (such as in study, communication, critical thinking, research, problem-solving, innovation & creativity, self-directed learning).	<ul style="list-style-type: none"> ● Over 70% of teachers and students agreeing that the skills are helpful for study. ● Improvements shown in students' academic performance. 	<ul style="list-style-type: none"> ● Questionnaire surveys ● Students' reports and records 	Sept 2013 – June 2014	<ul style="list-style-type: none"> ● Subject Heads and Form Teachers (Refer to the attached table)
	2.3 Provision of professional development programmes for the improvement of teaching strategies.	<ul style="list-style-type: none"> ● Over 70% of teachers agreeing that the teachers' professional development programmes are useful. 	<ul style="list-style-type: none"> ● Questionnaire survey 	Sept 2013 – June 2014	<ul style="list-style-type: none"> ● Staff Development Unit
	2.4 Encouragement of professional sharing, peer observation and lesson studies among teachers to improve teaching effectiveness.	<ul style="list-style-type: none"> ● Improvements shown in teaching and learning effectiveness. 	<ul style="list-style-type: none"> ● Questionnaire survey ● Panel meeting minutes and documents 	Sept 2013 – June 2014	<ul style="list-style-type: none"> ● Academic Committees ● Subject heads

		<ul style="list-style-type: none"> ● Over 70% of teachers agreeing that professional sharing, peer observation and lesson studies are useful to improve their teaching effectiveness. ● Each teacher should participate in at least one professional development session on teaching strategies by EDB or professional bodies. 	<ul style="list-style-type: none"> ● Teachers' Professional Development Records 			
3. Strengthen moral and value education.	3.1 Value education – promoting the theme of the year 'Perseverance' to enhance students' awareness of it.	<ul style="list-style-type: none"> ● More than 90% students know the theme of the year. 	<ul style="list-style-type: none"> ● Questionnaire ● Teacher's inspection ● Records checking 	Sept 2013 – June 2014	Student activities / OLE Coordination Unit, Related activity / subject groups	
	3.2 Incorporating the theme in class teaching of various subject classes.	<ul style="list-style-type: none"> ● At least one theme-related activity per subject. 	<ul style="list-style-type: none"> ● Teacher's inspection ● Records checking 	Sept 2013 – June 2014	Related subject groups	
	3.3 Promoting the theme in class-teacher periods in the form of seminars, workshops, film appreciation, etc.	<ul style="list-style-type: none"> ● At least one to two class-teacher periods in the year are related to the theme of the year. 	<ul style="list-style-type: none"> ● Questionnaire ● Teacher's inspection ● Records checking 	Sept 2013 – June 2014	Mr. Ho Chiu Chi., Form Coordinator, Class teacher, Student Counseling Unit, Civic and	

					Moral Education Unit	
	3.4 Promoting the theme through activities organized by the Moral and Civil Education Unit. Activities may include assembly talks, letters subscribed to <i>Ringing Ten</i> , writing and drawing competitions.	<ul style="list-style-type: none"> ● Over 80% of students accept and develop the spirit of 'perseverance' 	<ul style="list-style-type: none"> ● Questionnaire ● Teacher's inspection ● Records checking 	Sept 2013 – June 2014	Civic and Moral Education Unit	
	3.5 Through 'My Pledge' and 'My Personal Growth Record', students can set up goals and work to improve themselves persistently.	<ul style="list-style-type: none"> ● Over 70% of students finding 'My Pledge' and 'My Personal Growth Record' helpful to personal growth. 	<ul style="list-style-type: none"> ● Questionnaire ● Teacher's inspection ● Records checking ● Students' opinions 	Sept 2013 – June 2014	Mr. Ho Chiu Chi, Form Coordinator, Class teacher, Student Counseling Unit	
Promote diversity of students' development. ● Provide an array of activities for widening students' exposure, increasing activity participation to build	3.6 In conjunction with senior form OLE curriculum, various departments will provide a diverse range of quality extracurricular experiences.	<ul style="list-style-type: none"> ● The school can provide various types of cultural activities or services to students. 	<ul style="list-style-type: none"> ● Questionnaire ● Teacher's inspection 	Sept 2013 – June 2014	Student Counseling Unit, Civic and Moral Education Unit, Student Activities / OLE Coordination Unit	
	3.7 Training student leaders 3.7.1 Coordinating internal departments and external organizations in training student leaders and providing opportunities for students to	<ul style="list-style-type: none"> ● At least three school-based leadership training activities held in the school year. ● A manual on how to 	<ul style="list-style-type: none"> ● Questionnaire ● Teacher's inspection ● Records checking 	Sept 2013 – June 2014	Student Activities / OLE Coordination Unit, Class teacher Civic and Moral Education Unit	

self-confidence. ● Train up student leaders. ● Provide diverse career-related information.	learn through practice. 3.7.2 Compiling a school-based manual on how to run a club to enhance club continuity. 3.7.3 Optimizing the Mentorship Scheme. 3.7.4 Encouraging junior students to participate in extra-school leadership training.	run a club will be drafted. ● Record extra-school leadership training information.				
	3.8 Providing students with information about multiple pathways. 3.8.1 Through ‘Career Mapping’ to help senior form students to understand themselves and facilitate planning for their future. 3.8.2 Careers Prefects will organize activities for S1&2 students to widen their exposure to career-related knowledge. 3.8.3 Inviting guests or alumni to introduce further studying opportunities. Motivating students to attend related seminars and exhibitions.	● 60% of students finding ‘Career Mapping’ helpful in planning their future. ● At least one activity held in the school year by Careers Prefects.	● Questionnaire ● Teacher’s inspection ● Records checking ● Students’ opinions	Sept 2013 – June 2014	Careers Guidance Unit	
	3.9 Preparing for Inclusive Education. (Teacher training and	● 2 regular teachers participating in the	● Records checking	Sept 2013 – June 2014	Mr. Ho Chiu Chi Mr. Chiu Sin Ming	

	student support)	EDB's SEN courses. ● Formulate a school-based Inclusive Education Policy.				
	3.10 Integrating subject groups to promote healthy school activities (healthy diet and lifestyles, anti-drug abuse, anti-smoking, controlled video gaming...)	● 80% of students know what a healthy school life is. ● 60% of students finding themselves living healthily.	● Questionnaire ● Students' opinions ● Teacher's observation	Sept 2013 – June 2014	Student Counseling Unit	
	3.11 Promoting different uniform group activities among S1 students: CYC, JPC, St. John Cadet, Girl Guide and Boy Scout. 3.11.1 Utilizing extra-school resources to enrich students' extra-curricular activities. 3.11.2 Extending the "1 person 1 competition" campaign to "1 person 1 participation" campaign. Encouraging students to participate in extra-curricular activities or competitions to widen their exposure.	● 80% of S1 students achieving annual participation in at least one extra-school competition or service.	● Teacher's observation ● Records checking ● Students' opinions	Sept 2013 – June 2014	Student Activities / OLE Coordination Unit	

Developing students' generic skills

	Study skills	IT skills	Mind-mapping	Communication	Critical thinking	Research	Problem-solving	Innovation & creativity	SDL
S1	00	09		01,02,08,14,16	08	08	03,14	09,14,16	02,08,09
S2	00	09		01,02,08,11,14,16	08,14	08	03,09	09,16	02,08,11
S3			05	01,02,14	11,14	11	03,06,09,14	01,,05,09	02,05,06,11
S4				01,06,13,14	01,04,11,14	09	07,09,12,13,14	01,02	02,03,06,09,11
S5				01,06,13	01,04,14	02,04,11,14	04,,05,07,09,11,12,13	01,07,09,11	02,03,06,14
S6				01	01,02,04,09,13,14	04,11,14	04,07,09,11,12,13	07,11	02,14

Subject codes:

Code	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14
Subject	FM	Chi	Eng	Math	LS	Phy	Chm	Bio	Sc	ICT	Geo	His	Eco	BAFS	CH

Code	15	16
Subject	CL	DT