

## School Programme Plan 2014 - 2015

### A. Brief Review of the previous year:

Implementation of the major concerns	Evaluation and Suggestions
<p><b>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.</b></p> <p>1.1 Review and revise the junior and senior secondary curricula to ensure their continuity and coherence.</p> <p>1.2 Review and revise the internal assessment strategies of junior and senior forms, and examine their effectiveness, continuity and coherence.</p> <p>1.3 Review and revise the senior form elective subjects, their combination and class structure to meet the interest and requirements of our students.</p> <p>1.4 Review the timetable to meet the learning needs and enhance of effectiveness</p>	<p>1.1 and 1.2</p> <p>The following are statistics based on a teachers' survey in May 2014:</p> <p>71% of the teachers agreed or strongly agreed that their subject panels had finished reviewing and revising their curricula.</p> <p>74% of the teachers agreed or strongly agreed that their subject panels had finished reviewing and revising their internal assessment strategies.</p> <p>From the panel head reports, all the fifteen subjects have started reviewing and revising their curricula and internal assessment strategies. (For details, please refer to their programme plans.)</p> <p>1.3 The combination of elective subjects and class structure of senior form were reviewed and revised to cope with the reduction of classes from five to four.</p> <p>In another survey, the 'School Life Survey' administered in May 2014,</p> <p>74% of the students agreed or strongly agreed that they were satisfied with the class structure arrangement for the core and elective subjects.</p> <p>61% of the students agreed or strongly agreed that they had chosen a combination of elective subjects that could meet their needs and interests.</p> <p>1.4 The School Council started the review of the timetable one year ahead of schedule. The Council targeted at finding solutions to the two problems derived from the NSS curriculum.</p> <p>(1) To provide sufficient teaching time for NSS elective subjects which are about 10 hours less than that suggested by EDB.</p> <p>(2) To have a better arrangement of 9<sup>th</sup> period for the 3X classes.</p>

The Council proposed the following solutions which would be implemented in the academic year 2014-15 as follows:

- (1) Providing sufficient teaching time by arranging optional lunch time periods for the elective subjects.
- (2) Reducing the number of English periods of 3X classes from 11 to 10.
- (3) Replacing two 9<sup>th</sup> periods with two half periods in the morning session.

All the above measures were supported by the majority of teachers in the consultation process.

Suggestions:

1. As seen from the panel head reports, some of the reviews and revisions have only started in junior forms or just covered a part of the curricula. It is suggested that those subjects should carry on next year to complete their reviews and revisions of the whole curriculum.
2. Based on the principles of Planning-Implementation-Monitoring-Evaluation (PIME) of the EDB Accountability Framework, it is expected that some degree of fine tuning and closer monitoring on the revised curricular are needed next year
3. It may be necessary to begin an investigation on the possibility of offering more elective subjects to meet the interests, needs and abilities of our senior form students early next year.
4. The review of timetable has been finished and the revised timetable will be carried out next year. Closer monitoring and some minor degree of fine tuning are expected after its implementation.

<p><b>2. To enhance the effectiveness of learning and teaching.</b></p> <p>2.1 Enforcement of uniform classroom rules and routines for better discipline and learning attitudes such as being proactive and responsible.</p> <p>2.2 Developing the generic skills of students (such as in study, communication, critical thinking, research, problem-solving, innovation &amp; creativity, self-directed learning).</p> <p>2.3 Provision of professional development programmes for the improvement of teaching strategies.</p> <p>2.4 Encouragement of professional sharing, peer observation and lesson studies among teachers to improve teaching effectiveness.</p>	<p>The following are statistics based on a teachers' survey and the 'School Life Survey' administered in May 2014.</p> <p>2.1 90% of the teachers agreed or strongly agreed that their classes had good discipline. 70% of the teachers agreed or strongly agreed that their students were proactive and responsible in class. 88% of the students agreed or strongly agreed that their classes had good discipline. 80% of the students agreed or strongly agreed that they were proactive and responsible in class.</p> <p>2.2 The percentage of teachers and students agreed or strongly agreed with the development of generic skills in the two surveys are listed below: Study skills: 53% (teachers), 83% (students) Communication skills: 79% (teachers), 83% (students) Critical thinking: 65% (teachers), 85% (students) Research skills: 79% (teachers), 83% (students) Problem-solving: 74% (teachers), 85% (students) Creativity: 49% (teachers), 67% (students) Self-directed learning: 49% (teachers), 78% (students)</p> <p>2.3 75% of the teachers agreed or strongly agreed that this year's professional development programmes were helpful in improving their teaching strategies.</p> <p>2.4 79% of the teachers agreed or strongly agreed that they had participated in peer class observation. 79% of the teachers agreed or strongly agreed that they frequently had professional sharing with their colleagues. 73% of the teachers agreed or strongly agreed that they had participated in lesson study activities, such as designing and implementation of a lesson as well as experience sharing with their colleagues. 82% of the teachers agreed or strongly agreed that the above activities were helpful in improving the quality of teaching.</p>
---	---

<p><b>3. To strengthen moral and value education and promote diversity of students' development.</b></p> <p>3.1 Value education – promoting the theme of the year 'Perseverance' to enhance students awareness of it.</p> <p>3.2 Incorporating the theme in class teaching of various subject classes.</p> <p>3.3 Promoting the theme in class-teacher periods in the form of seminars, workshops, film appreciation, etc.</p> <p>3.4 Promoting the theme through activities organized by the Moral and Civil Education Unit.</p> <p>3.5 Through 'My Pledge' and 'Personal Growth Record', students can set up goals and work to improve themselves persistently.</p>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. The four areas of the generic skills, namely study skills, critical thinking, creativity and self-directed learning needed to be attended and improvement of strategies are required.</li> <li>2. Good practices of professional sharing, peer observations and lesson studies should be continued year after year. There should be more focus on the development of generic skills among our students especially in the above four named areas.</li> </ol> <p>3.1 89% of students understood the meaning of 'Perseverance' as continued effort to do or achieve something despite difficulties, failure or opposition. 84% students were willing to build 'Perseverance' in their attitude. 90% of teachers had used 'Perseverance' as the theme to encourage or advise students. Generally, students this year had a deep understanding of the theme and were willing to practice the virtue.</p> <p>3.2 Apart from enhancing students' awareness about the practising of perseverance in daily life, individual subjects had incorporated the theme in teaching. For example, Chinese History introduced persevering historical figures from various periods; PE used long-distance running as training for perseverance; Visual Arts required students to complete 12 sessions of after-school art classes.</p> <p>3.3 1 to 2 Class Teacher Periods related to perseverance were arranged for all forms, with topics developed by the class teachers of each form. The results were on the whole promising.</p> <p>3.4 Different activities were organised to promote the message of perseverance: Marathon 101 Education Programme, Moral Week, various voluntary services, assembly sharing and more. Suggestion: Apart from lecturing, using varied forms of activities and allowing students to learn by doing may be a more effective approach.</p> <p>i</p>
---	---

<p>3.6 In conjunction with senior form OLE curriculum, various departments will provide a diverse range of quality extracurricular experiences.</p> <p>3.7 Training student leaders</p> <p>3.8 Providing students with information about multiple pathways.</p> <p>3.9 Preparing for Integrated Education.</p> <p>3.10 Integrating subjects groups to promote healthy school activities.</p> <p>3.11 Diverse team activities: CYC, JPC, St. John Ambulance, Girl Scouts</p>	<p>3.5 The record forms showed that the activity had provided opportunities of reflection for students with a positive effect. It also helped class teachers understand more about their students. However, the effectiveness of the activity was largely dependent upon the class teachers' guidance, feedback and students' commitment.</p> <p>Suggestion: For the coming F.1 and F.3 students, the 'My Pledge' and 'Personal Growth Record' can be merged because of related contents. For F.4 and F.6 students, 'My Pledge' can be incorporated into the 'Career Mapping' of the Careers Guidance Unit.</p> <p>3.6 87% of teachers felt that the school already provided enough diverse extracurricular experiences. In recent years, the school has gradually formed a unique OLE curriculum, consisting of F.3 Educational Camp, F.5 Mainland Study Tour, senior form further studies and career events, voluntary services and more.</p> <p>Suggestion: OLE activities can be arranged for all forms in the same period; the preliminary idea is to use three days after the first term examination as OLE Days.</p> <p>3.7 Student leaders had been trained under the cooperation of various departments. Three leadership training events had been held in school throughout the year. The first draft of student clubs handbook was compiled to ensure the smooth transition of responsibilities and expereinces. Students were encouraged to participate in leadership training outside school and keep record of their experiences.</p> <p>3.8 All senior form students made use of 'Career Mapping' for self understanding and future planning to good effect. Three class teacher periods were used for all F.5 students to explain three future paths they had chosen for themselves and answer questions raised by their classmates. The results were successful, and most students sought for future possibilities seriously. Further studies and careers information had been provided to junior form students through activities such as alumni sharing, card games, career quizzes and book exhibitions. This year, a field trip for further studies in Taiwan was organized and Taiwanese universities were visited. Students' responses were positive, and it would be beneficial to have the tour organized again.</p>
---	---

	<p>3.9 Throughout the year, six teachers had been assigned to participate in the Special Education course held by the Education Bureau. (Three attended the basic course for one week, and the other three attended the advanced or themed course for three weeks.) The school had also established a student support group to take care of students with special needs. 85% of F.1 students agreed that the class teacher period ‘共融你與我’ helped them understand different needs and mutual acceptance.</p> <p>3.10 A Healthy Lifestyle Week was organized by the School Library, the Home Economics Department, and the Student Counseling Unit. 86% of F.1 students agreed that the Healthy Lifestyle Week helped them understand healthy living and eating habits which enabled them to build a healthy life.</p> <p>3.11 More than half of F.1 students were involved in team activities. Girl Scouts and St. John Ambulance had active performance and with a high level of student commitment. Some teams had organized fewer activities throughout the year. Suggestion: In the coming year, all F.1 students are encouraged to join a team. Each team has to organize at least 4 activities in a year and to encourage active participation of students.</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 development.

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

<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>
<b>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.</b>	1.1 Implement and fine-tune the revised junior and senior secondary curricula.	Over 70% positive feedback.	Questionnaire surveys	Sept 2014 – June 2015	Academic committee and Panel Heads	Teachers' time
	1.2 Implement the revised internal assessment strategies of junior and senior forms.	Over 70% positive feedback.	Questionnaire surveys	Sept 2014 – June 2015	Academic committee and Panel Heads	Teachers' time
	1.3 Implement the revised senior form elective subjects combination and class structure.	Over 70% positive feedback.	Questionnaire surveys	Sept 2014 – June 2015	Academic committee and Panel Heads	Teachers' time
<b>2. To enhance the effectiveness of learning and teaching.</b>	2.1 Developing the generic skills of students (such as in study, communication, critical thinking, research, problem-solving, innovation & creativity, self-directed learning).	Over 70% of teachers and students agreeing that the skills are helpful for study. Improvements shown in students' performance.	Questionnaire surveys Students' reports and records	Sept 2014 – June 2015	Subject Heads and Form Teachers	Teachers' time
	2.2 Provision of professional development programmes for the improvement of teaching strategies.	Over 70% of teachers agreeing that the teachers' professional development	Questionnaire survey	Sept 2014 – June 2015	Staff Development Unit	Teachers' time

		programmes are useful.				
	2.3 Encouragement of professional sharing, peer observation and lesson studies among teachers to improve teaching effectiveness.	<p>Improvements shown in teaching and learning effectiveness.</p> <p>Over 70% of teachers agreeing that professional sharing, peer observation and lesson studies are useful to improve their teaching effectiveness</p> <p>Each teacher should participate in at least one professional development session on teaching strategies by EDB or professional bodies.</p>	<p>Questionnaire survey</p> <p>Panel meeting minutes and documents</p> <p>Teachers' Professional Development Records</p>	Sept 2014 – June 2015	Academic Committee and Panel Heads	Teachers' time
<b>3. Reinforce moral and value education; build positive values.</b>	3.1 Value education: Theme of the year ' <i>Habits and self-discipline</i> '. With appropriate promotion, students will be notified of the theme.	Over 80% agree with having built good habits and practised self-discipline.	Questionnaire / Observations by teachers / Records	Sept 2014 – June 2015	Student Activities / OLE Coordination Unit / Subject groups PICs	

<p>Six school-based value education themes:</p> <ul style="list-style-type: none"> <li>● Habits and self discipline</li> <li>● Respect and acceptance</li> <li>● Kindness and service</li> <li>● Simplicity and gratitude</li> <li>● Integrity and perseverance</li> <li>● Responsibilities and commitment</li> </ul>						
	3.2 Promotion of good habits and the spirit of self discipline through daily interaction with teachers and teaching activities by various subjects.	<p>Apart from general classroom rules, each class establishes three class rules after discussion.</p> <p>Each student builds three positive learning habits.</p>	Questionnaire/ Observations by teachers/ Records	Sept 2014 – June 2015	Teachers/ Subject groups PICs/ VP Ho/ Form Coordinators/ Class teachers	
	3.3 Promotion through a variety of class teacher periods which will include sharing, workshops, video appreciation, etc.		Questionnaire/ Observations by teachers/ Records	Sept 2014 – June 2015	Teachers/ Subject groups PICs/ VP Ho/ Form Coordinators/ Class teachers	
	3.4 Promotion by the Moral and Civil Education Unit. Activities will include morning assembly talks, The Ringing Ten, writing and drawing competitions, etc.		Questionnaire/ Observations by teachers/ Records	Sept 2014 – June 2015	Moral and Civil Education Unit	

<p><b>`Promoting diverse development</b></p> <p>;</p>	<p>3.5 Provision of diverse activities for students to encourage contact, participation and the building of self-confidence.</p> <p>Attempts will be made to use three post-exam days as OLE Days to hold different activities for each form:</p> <p>S.1 Mainland self discipline camp (3 days)</p> <p>S.2 (Visit/drama/Picnic)</p> <p>S.3 Local educational camp (Government-funded) (3 days)</p> <p>S.4 (Further studies counseling/art activities/visits)</p> <p>S.5 Mainland study tour (3-4 days)</p>	<p>Students of each form give positive feedback on the activities.</p> <p>Most of the teachers agree that the activities have positive effects on students.</p>	<p>Questionnaire/ Observations by teachers</p>	<p>Sept 2014 – June 2015</p>	<p>Student Activities / OLE Coordination Unit / Careers Guidance Unit / Moral and Civil Education Unit / Class teachers</p>	
	<p>3.6 Training of student leaders in school.</p> <p>Provision of training for student leaders through the cooperation of various departments both inside and outside school, as well as provide students with opportunities to learn through practice. Make good use of student clubs handbook to ensure smooth operation of clubs. Encourage students to</p>	<p>Organize a leadership training camp in school each year so as to train student leaders.</p> <p>Assist 40 students to participate in leadership training outside school.</p>	<p>Questionnaire/ Observations by teachers/ Records</p>	<p>Sept 2014 – June 2015</p>	<p>Student Counseling Unit / Student Activities / OLE Coordination Unit</p>	

	participate in leadership training outside school.					
	<p>3.7 Provision of diverse further studies and careers information and opportunities for students.</p> <p>Through means such as the employment of teaching assistants, sponsorship of overseas exchange tours, purchasing professional services and teaching resources for life planning, students will be provided with diverse further studies and career information and opportunities.</p>	<p>70% of senior form students agree that the school has provided diverse further studies and career information and opportunities to them.</p> <p>70% of senior form students agree that the information and opportunities provided are beneficial to them.</p>	Questionnaire/ Observations by teachers/ Records	Sept 2014 – June 2015	Careers Guidance Unit / Class teachers / Student Activities / OLE Coordination Unit	