

School Programme Plan 2018 – 2019

A. Brief review of the previous year

Implementation of the major concerns	Evaluation and Suggestions
1. To enhance effectiveness of instructions.	
<p>1.1. To promote interdisciplinary learning and strengthen cross-curricular activities.</p> <p>1.1.1 Organise KLA meetings for experience sharing and exploration of forms of collaboration.</p> <p>1.1.2 Strengthen the leadership role of Academic Affair Committee.</p>	<p>1.1.1 More meetings of panel head and key learning areas (KLAs) including Science, Technology and Humanity had been held according to the needs.</p> <p>1.1.2 With the coordination of the Academic Affairs Committee, collaborations across KLAs have become more mature, e.g. F.1 and F.2 STEM Projects and F.3 Chinese and Chinese History radio drama were conducted. An integrated thematic curriculum was employed this year among History, Chinese History and Geography.</p>
<p>1.2 To encourage diversified teaching strategies.</p> <p>1.2.1 Deepen self-directed learning (SDL).</p> <p>1.2.2 Make use of Information Technology for effective learning (E-learning, Campus TV).</p> <p>1.2.3 Promote subject-based or interdisciplinary project learning (Project-based Learning/STEM learning activities).</p>	<p>1.2.1. As reflected in various KLA meetings, most F.1 and F.2 students took initiatives in note taking which demonstrated the effectiveness of the study skills workshop organized at F.1</p> <p>1.2.2. Campus TV has been operated for one year. Subject departments have made use of the Campus TV as a media to conduct different types of teaching and learning activities. Moreover, increasing number of teachers shared their experiences of teaching through electronic means at the Staff Development Day, which indicated that more teachers are adopting e-learning. Besides, as reflected in the Students' School Life Survey, 70% of students agreed that the Campus TV helped enhance their learning effectiveness.</p> <p>1.2.3. F.2 cross-subject project learning on STEM has been completed successfully. It has been proven to be effective as the teaching plan was being awarded and the teacher-in-charge was selected by EDB to participate in an overseas study programme in Finland. The second phase of the STEM project learning will be launched next year.</p>

<p>1.3. To enhance the quality of assessment.</p> <p>1.3.1. Enhance F.3 students' ability of essay writing and dealing with open-ended questions.</p> <p>1.3.2. Strengthen F.6 Uniform Test System by adjusting the lessons of core subjects.</p>	<p>1.3.1. Subject teachers of Personal, Social and Humanities Education (PSHE) KLA reported that the DSE four-mark short answer questions type had been integrated into F.3 test and examination papers so as to train the essay writing skills of the students and to enhance the smooth transition from junior form to senior form.</p> <p>1.3.2. F.6 uniform test has been run for the second year. With positive feedback from the students, the uniform test will be continued next year.</p>
<p>1.4. To promote professional development.</p> <p>1.4.1. Promote lesson observation and collaboration with key focuses on Study Skills and Strategies (Junior Form) and High-order thinking (Senior).</p>	<p>1.4.1. Fewer open class cross-subject lesson observations were organized this year. Instead, cross-subject peer lesson observation had been held, e.g. Economics and BAFS teachers observed each other's lesson while LS and Chinese departments explored interdisciplinary collaboration opportunities to train the high order thinking skills of F.3 and F.4 students. The Chinese department also conducted peer lesson observation with key focus on high order thinking skills within the subject.</p>
<p>1.5. To review lesson time allocation and timetabling.</p>	<p>1.5. The new timetable has been implemented for a year. According to the student survey, more than 70% of the students agreed with the change. The teachers' feedback on the new timetable is also positive as it has provided them with more room for teaching and organizing learning activities.</p>
<p>2. To strengthen students' learning efficacy – building a solid foundation in junior forms progressively.</p>	
<p>2.1 To cultivate good learning attitudes among students.</p>	<p>2.1. As reflected in the Students' School Life Survey, over 70% of students reflected that they would learn knowledge beyond the teaching contents and they would apply the knowledge learnt in their daily life. Over 60% of students reflected that they would ask questions and search for information on the subject matters they did not understand. Among the senior form students, more than 60% of them viewed that they would make effort to learn from the mistakes in their assignments. And about 50% of students replied that they would try various methods to solve their problems in learning.</p>

<p>2.2 To consolidate knowledge and build solid language foundation of students.</p>	<p>2.2. All KLAs completed reviewing their curriculum and adjustments have been made accordingly. For example, Basic Law education has been embedded in the PSHE KLA; More collaborations have been organized across the subjects, such as STEM learning activities in F.2 and collaborations across the PSHE subjects in curriculum and learning activities (Attachment 1), so as to arouse students' learning interest through the junior form curriculum and to help them establish a solid knowledge foundation at the junior form.</p>
<p>2.3 To strategically cultivate students' generic skills and information technology literacy.</p>	<p>2.3. Generic skills training of junior form students are conducted according to the established training structure.</p> <p>F.1: Study skills & strategies training. According to the student survey, more than 50% of students reflected that the teachers had requested them to make notes during lessons, but only 40%-50% of the students viewed that they would often or sometimes use the study skills. Moreover, F.1 students applied the study skills more often than F.2 students.</p> <p>To further consolidate students' study skills, junior form teachers will be advised to explore more strategies to incorporate the study skills into students' daily learning and assignments which will be inspected by the Principal and to conduct professional sharing sessions on the Staff Development Day next year.</p> <p>F.2: Project learning skills training F.2 Project-based learning on STEM was carried out. As reflected in the student survey, 80% of students agreed that they had learnt how to do a project, and 70% of them had the basic understanding of creative thinking. The training course will be modified by the teacher who had participated in the EDB I-Journey programme to Finland and will continue next year.</p> <p>F.3: High-order thinking skills training This is the focus for next year. F.3 and F.4 students will receive high-order thinking skills training.</p>

3. To nurture whole-person development and to build unique school traditions.	
Implementation of the major concerns	Evaluation and Suggestions
<p>3.1 To uphold core values</p> <p>3.1.1 Educate students through appropriate promotion of the theme of value education of the year: ‘<i>Gratitude & sense of belonging</i>’</p> <p>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.</p> <p>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.</p> <p>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>Ring Ten</i>, and other competitions, etc.</p>	<p>3.1.1 According to the Students’ School Life Survey, nearly 90% of the students agreed that they had the sense of belonging to their school, while about 87% of the students agreed that the related activities launched this year had highly stimulated their sense of belonging. Details of the implementation of the activities have been shown in the reports of related Subject panels and functional groups.</p> <p>3.1.2 The creation of “Gratitude Walk”(感謝里) and the renovation of “Banyan Lodge”(融軒) have cultivated the whole school atmosphere of appreciation and gratitude. Other platforms such as the notice boards in the classrooms can also serve the similar functions. Stickers filling with warm wishes to teachers and fellow students can easily be found around the school campus. “Banyan Lodge” is a place where teachers and students can chat freely and take a break from their tight school schedules.</p> <p>3.1.3. As mentioned above, all the classrooms were full of related decorations this year. The hard work of the class and subject teachers should be commended. It is also evident that students expressed their gratitude to others and sense of belonging in their homework and projects. On the whole, the goal of promoting “Gratitude and Sense of Belonging” has been fully achieved through the concerted efforts, knowledge and creativity of teachers.</p> <p>3.1.4 Due to the new development of the Campus TV, the morning assembly time had been cut short this year. Teachers from the two functional groups were not familiar with the broadcasting system which resulted in the decreasing number sharing sessions. Through a better communication channel organized by the VP, this can surely be improved next year.</p>

<p>3.2 To promote whole-person development</p> <p>3.2.1 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: S.1 Local self-discipline camp (3 days) / Picnic S.2 Visits / Picnic S.3 Local educational camp (Government- funded) (3 days) S.4 Careers and studies guidance programmes / art activities / visits 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>	<p>3.2.1 In the previous years, there were times when the students won a grand prize in public competitions but the trophy was not delivered in time to school. This year, the same situation occurred again. In addition, due to the tight booking schedule of the school hall, we have once again cancelled the Mid-year Prize Presentation Ceremony. Next year, we shall examine carefully whether the ceremony can be held or not.</p> <p>3.2.2 In view of the smooth running of activities at different form levels on the OLE Days in the past few years, the whole-school 3-OLE-days approach proved to be successful. This practice had 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 & ECA unit's report. This year we had arranged a 4-day Mainland trip for F.5 students beyond the Guangdong province to Shanghai, to broaden their horizons as well as to echo the government policy of strengthening the National Education. The feedback from the teachers and the students is all positive. Our students are especially amazed at the electronic payment system used in Mainland China nowadays. We are considering a maximum of a 5-day trip to Xi'an and Beijing next year. In response to some parents' opinions through the Parent-Teacher Association, an Australian study tour for 2 teachers & 14 students was organized during the summer vacation 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</p>
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<ul style="list-style-type: none"> ➤ Integrating various leadership training programmes organized by different functional units to fully utilize resources. ➤ Providing training opportunities of experiential learning for student leaders. ➤ Making good use of Handbook for Student Clubs to ensure smooth operation of the clubs and societies. ➤ Encouraging students to participate in leadership training programmes outside school. <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>organizing integrated programmes by different functional units. This year, better coordination among functional units has enable the school to adopt a whole-school approach to the training of student leaders. The training of the monitors in each class and the junior form students were the duties of the Counseling Unit while the on-the-job training for various club chairpersons were organised by the ECA Unit. The details of respective training can be found in their units' reports.</p> <p>3.2.4 A teacher assistant was employed for the Careers & Guidance Unit to support various life planning education programmes and to share some teaching load of the life planning programmes teacher-in-charge. The policy proved effective. This year the mathematics department have once again organized a visiting tour to Taiwan South-eastern Technology University for the whole M2 class, exposing them to overseas further studies opportunities.</p>
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<p>3.3 To establish unique school traditions and strengthen support networks</p> <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</p>	<p>3.3.1 A group of over 30 graduates invited by the Careers Guidance Unit had come back to share the university school life with the F5 and F6 students during an assembly. They also shared their experiences in selecting universities and programmes which they had chosen. It was the 25th Anniversary of our two St. John Cadet Divisions in our school, a parade was held in December. We had cordially invited our School Supervisor Mr. Chiu Chi Kin as Reviewing Officer. Our Alumni had held an annual gathering on the first Saturday of January for several years. This year, more than 100 graduates and their families come back to have a joyful BBQ night.</p> <p>3.3.2 More relics & documents had been collected this year. A working group had been set up to design the layout of the School History Room. The site Room. 111 (next to the Education Research Room) had been chosen to be the venue of the new School History Room.</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.

1. To enhance the effectiveness of instruction.						
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 collaboration formats.	Closer cooperation among Science, Technology and PSHE KLAs. All KLAs conducting at least one interdisciplinary educational research or learning activity throughout the year. Over 60% of students giving positive comments towards the learning activities.	Student questionnaire/ KLA Meetings	Whole year	Vice Principal	Teachers' time
	1.1.2. Strengthen the leadership role of Academic Affair Committee.	Each member of Academic Affair Committee taking up a specific administrative role. Vice Principal has more room to lead cross-curriculum collaborations and conduct educational researches.	Academic Affairs Committee Meetings	Whole year	Principal/ Vice Principal	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 and the subject teachers make use of the skills in their teaching.	More than half of F.1-F.3 subject teachers requesting the students to use the learnt study skills in classroom learning and assignments. Conducting professional sharing session at the 3 rd Staff Development Day.	Assignment inspection by Principal/ Staff Development Day	Whole year	Principal/ Vice Principal	Teachers' time
	1.2.2 Make use of Information Technology for	Teachers of various KLAs launching trails of e-learning to enhance learning effectiveness	Staff Development Day/	Whole year	Principal/ KLA Coordinat	Teachers' time

	effective learning (E-learning, Campus TV)	and conducting professional sharing sessions.	Lesson observation by Principal		ors/ Subject panel heads	
	1.2.2 Promote subject-based or interdisciplinary project learning (Project-based Learning/STEM learning activities): ➤ F.2 Project Learning Skills Workshop ➤ F.2 Cross-subject reading and writing scheme (main theme: STEM)	F.2 STEM project booklet showing elements of project learning and cross-subject reading. 70% of F.2 students agreeing with the learning effectiveness of the STEM activities.	Student assignment: F.2 STEM project learning booklet/ Questionnaire/ Assignment inspection by Principal	1st term	F.2 Chinese, English, DT & IS subject teachers/ Principal/ Vice principal	Teachers' time
1.3 To enhance the quality of assessment	1.3.1 Enhance F.3 students' abilities of essay writing and dealing with open-ended questions.	More senior form curriculum elements integrating in Science and Technology KLAs. More high order thinking skills training embedding in assignments and assessments of PHSE KLA.	Assignment inspection by Principal	Whole year	F.3 subject teachers	Teachers' time
	1.3.2 Strengthen F.6 Uniform Test System by adjusting the lessons of core subjects.	Core subject teachers and students agree to regularize F.6 Uniform Test System.	Student interview/ Academic Affair Committee Meetings	2 nd term	Core subject panel heads	Teachers' time

1.4	To promote professional development	1.4.1 Promote lesson observation and collaboration with key focuses on Study Skills and Strategies (Junior Form) and High-order thinking (Senior).	More than half of junior form subject teachers requesting the students to make notes and guiding them the techniques of the study skills. F.3-F.5: 3-4 subjects conducting lesson observation with the key focus on high order thinking skills training and being observed by the Principal.	Coordinate by Vice principal/ Principal Lesson observation & assignment inspection by Principal	Whole year	Vice principal/ Principal	Teachers' time
2. To strengthen students' learning efficacy – building a solid foundation in junior forms progressively.							
Targets		Strategies	Criteria of success	Means of evaluation	Time	Person-in-charge	Resource/ Proposed Budget
2.1.	To cultivate good learning attitudes among students	2.1.1. Build good learning attitudes ➤ Strict observance of classroom discipline and school rules ➤ Careful completion of assignments ➤ Deliberate pre-lesson preparation and daily revision ➤ Setting of learning goals	Over 70% of junior form students agreeing that teachers had requested them to make self-learning notes. Self-learning notes including pre-lesson preparation and extended learning.	Student questionnaire	2 nd term	Vice principal	Teachers' time

<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> <ul style="list-style-type: none"> ➤ Junior-form Chinese and English Extensive Reading Lessons ➤ Reading Awards Scheme ➤ Internal & External Reading Activities ➤ Favourable reading environment 	<p>Junior form students having satisfactory performance in the reading lessons. Junior form students agreeing that Chinese and English reading schemes and extensive reading scheme encouraged their reading habit.</p>	<p>Assignment inspection by Principal/ Student questionnaire</p>	<p>Whole year</p>	<p>Chinese & English panel heads and teachers/ Vice principal/ Principal</p>	<p>Teachers' time</p>
<p>2.3. To strategically cultivate students' generic skills and information technology literacy</p>	<p>2.3.1.Promote self-directed learning:</p> <ul style="list-style-type: none"> ➤ F.1 Learning Skill Workshop ➤ F.2 Project Learning Skill Workshop <p>2.3.2. Make use of information technology for effective learning (E-learning/STEM)</p>	<p>60% of junior form students applying the learnt study skills and showing them in their notebooks. 80% of F.2 students completed the project learning booklet.</p> <p>F.2 PSHE KLA exploring the use of electronic learning devices (e.g. I-pad) in project learning. More different subject teachers demonstrating and exploring the effective use of e-learning.</p>	<p>Assignment inspection by Principal/ Student questionnaire</p> <p>Staff Development Day</p>	<p>Whole year</p>	<p>Junior form subject teachers/ Vice principal</p> <p>All teachers/ Staff Development Unit</p>	<p>Teachers' time</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
3.1 To uphold core values Six school-based value education themes: 1. Habits and Self-discipline 2. Respect and Acceptance 3. Care and Service 4. Gratitude and sense of belonging 5. <u>Perseverance and sense of belonging</u> 6. Responsibility and Commitment	3.1.1 Educate students through appropriate promotion of the theme of value education of the year: <i>'Perseverance & Sense of Belonging'</i>	Over 70% of students supporting the promotion of a "Perseverance & sense of belonging" culture inside and outside school.	Questionnaire / Observations by teachers / Records	Sept 2018 – June 2019	Subject Panel & Functional Unit Heads	Teachers' manpower
	3.1.2 Promote the culture of 'Perseverance & Sense of Belonging' through students' daily interactions with teachers and participation in learning activities of various subjects.	Throughout the year, students having become more perseverance and ready to show the love of the school	Questionnaire/ Observations by teachers / Records	Sept 2018 – June 2019	Teachers, Class teachers, Form Coordinators, Subject Panel & Functional Unit Heads, Mr. S. K. Ching (VP)	Teachers' manpower

	<p>3.1.3 Promote the theme ' Perseverance & Sense of Belonging' through a variety of activities during class-teacher periods, which will include sharing, workshops, video viewing etc.</p>					
	<p>3.1.4 Promote the theme by the Moral and Civic Education Unit and Counselling Unit. Activities will include sharing in morning assemblies (keynote</p>		<p>Questionnaire/ Observations by teachers/ Records</p>	<p>Sept 2018– June 2019</p>	<p>Moral and Civic Education Unit, Counselling Unit Discipline Unit</p>	<p>Teachers' manpower</p>

	speeches), and essays for the <i>Ringing Ten</i> , and other competitions, etc.					
3.2 To promote whole-person development	3.2.1 Organise 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.	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 interaction, participation and the	Students of each form giving positive feedback on the activities. Most of the	Questionnaire / Observations by teachers	Sept 2018 – June 2019	Student Activities / OLE Coordination Unit, Careers Guidance	Teachers' manpower, Coordination and cooperation with other related outside parties

	<p>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 programmes / art activities / visits</p> <p>S.5 Mainland</p>	<p>teachers agreeing that the activities have positive effects on students.</p>			<p>Unit , Student Counselling Unit, Moral and Civic Education Unit, Class teachers</p>	
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	<p>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"> ➤ Strengthening various leadership training programmes organized by different functional units. ➤ Providing training opportunities of experiential learning for student leaders. ➤ Making good use of Handbook for Student Clubs to ensure smooth operation of the clubs and 	<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 2018 – June 2019</p>	<p>Mr. S. K. Ching (VP) / Discipline Unit / Student Counselling Unit / Student Activities / OLE Coordination Unit</p>	<p>Teachers’ manpower</p>

	<p>societies.</p> <p>➤ Encouraging students to participate in leadership training programmes outside school.</p>					
	<p>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.</p>	<p>70% of senior form students agreeing that the school has provided diverse information and opportunities for further studies and careers to them.</p> <p>70% of senior form students agreeing that the information on multiple pathways are beneficial to them.</p>	<p>Questionnaire/ Observations by teachers/ Records</p>	<p>Sept 2018– June 2019</p>	<p>Careers Guidance Unit / Class teachers / Student Activities / OLE Coordination Unit</p>	<p>Teachers' manpower</p>

<p>3.3 To establish unique school traditions and strengthen support networks</p>	<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 Set up the School History Room</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>Establishing a working team to begin with the work</p>	<p>Questionnaire/ Observations by teachers/ Documents and Records</p>	<p>Sept 2018 – June 2019</p>	<p>Mr. S. K. Ching (VP) / Careers Guidance Unit / Alumni Association / Teachers</p>	<p>Teachers' manpower</p>
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