

School Programme Plan 2019 – 2020

A. Brief review of the previous year

Implementation of the major concerns	Evaluation and Suggestions
1. To enhance effectiveness of instruction	
<p>1.1. To promote interdisciplinary learning and strengthen cross-curricular activities.</p> <p>1.1.1. Organize KLAs group meetings for experience sharing and the exploration of collaboration formats.</p> <p>1.1.2. Strengthen the leadership role of Academic Affairs Committee.</p>	<p>Evaluation</p> <p>1.1.1 KLA coordination meetings were held to foster interdisciplinary collaborations, especially the KLA of PSHE and Technology. The PSHE KLA subjects worked closely in putting forth cross-curricular learning and activities. As reported by the PSHE coordinator, there were regular collaborations among Geography, Chinese History, History, Chinese and English panels.</p> <p>1.1.2 Several teams headed by the Academic Affairs Committee members were set up to strengthen their leadership role. They are Internal Examination Team, Public Examination Team, Form One Admission Team and Academic Affairs Team.</p> <p>Suggestions</p> <ul style="list-style-type: none"> ➤ The KLAs collaboration can further be strengthened. Different format of collaboration can also be tried out. ➤ More sub-teams can be developed whenever necessary.

<p>1.2 To encourage diversified teaching strategies</p> <p>1.2.1 Deepen self-directed learning (SDL). Conduct study skills workshops for F.1 students while the subject teachers will make use of the skills students learned in their teaching.</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> <ul style="list-style-type: none"> ➤ F.2 Project Learning Skills Workshop ➤ F.2 Cross-subject reading and writing scheme (main theme: STEM) 	<p>Evaluation</p> <p>1.2.1. F.1 study skills and learning strategies training has become a regular practice. According to the 2018/19 student survey, over 80% of F.1 students agreed that they often practiced the learnt study skills and teachers often encouraged the use of various such skills during lessons and in assignments.</p> <p>1.2.2. With regard to e-learning, the Campus TV was set up and has been operated smoothly for two years. Subject panels have made use of the Campus TV to strengthen teaching and learning such as in Putonghua training, English and Chinese book sharing sessions as well as presentations by teachers and students on popular issues. According to the 2017/18 student survey, 85% of F.1; 70% of F.2 and 60-70% of F.3 to F.5 students agreed that the Campus TV programmes helped facilitate their learning. In general, students agreed that the Campus TV programmes were effective for learning.</p> <p>1.2.3. F.2 creative thinking workshop was well received by students. According to the 2017/18 student survey, 74% of F.2 students found the interdisciplinary activities organized by DT, Computer, Chinese and English panels interesting and 60% of them found the creative thinking workshop useful.</p> <p>Suggestions</p> <ul style="list-style-type: none"> ➤ According to the 2018/19 student survey, only 59% of F.3 students, which is the lowest among the junior forms, agreed that the study skills learnt in F.1 assisted their learning. This implied that students will use the skills less if they are not given enough practice in higher forms. Teachers are encouraged to devise assignments with study skills elements at all junior levels so as to help students build up the habit of using the skills through prolonged practice. ➤ To cultivate students' e-learning skills and IT literacy, teachers have to be trained first.
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<p>1.3 To enhance the quality of assessment</p> <p>1.3.1 Enhance F.3 students' abilities of essay writing and dealing with open-ended questions.</p> <p>1.3.2 Strengthen the F.6 Uniform Test System by adjusting the lessons of core subjects.</p>	<p>Evaluation</p> <p>1.3.1. Open-ended questions aiming at assessing students' high order thinking skills have been added in daily assignments and examination papers of PSHE subjects. The skills will be further developed in the next development cycle.</p> <p>1.3.2. With the adjustment of core subject lessons, the F.6 Uniform Test has become a regular practice and will be implemented continuously.</p> <p>Suggestion</p> <p>➤ High-order thinking skills training for F.3 students was launched in the last year of the development cycle. As shown in the 2017/18 student survey, 80% of students replied that teachers had put emphasis on training their high-order thinking skills but only 30% of them agreed that they had mastered the skills. In the next development cycle, it is suggested that more focus should be put on developing students' critical thinking skills.</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 Forms) and High-order thinking (Senior Forms).</p>	<p>1.4.1. Peer lesson observation and lesson observation by the Principal have become a regular practice. Some subjects started thematic lesson observation. For instance, the Chinese Department arranged lesson observation on the strategies of using argumentative writing to develop high-order thinking.</p> <p>Suggestion:</p> <p>➤ The staff development programmes as well as the thematic lesson observations could be more in line with the Major Concerns of the School Development Plan.</p>

2. To strengthen students' learning efficacy – building a solid foundation in junior forms progressively.	
<p>2.1 To cultivate good learning attitudes among students</p> <p>2.1.1. Cultivate good learning attitudes</p> <ul style="list-style-type: none"> ➤ Strict observance of classroom discipline and school rules ➤ Careful completion of assignments ➤ Deliberate pre-lesson preparation and daily revision ➤ Setting of learning goals 	<p>Evaluation</p> <p>2.1.1 As shown in the 2017/18 student survey, 25% of F.1 and F.2 students agreed that they had pre-lesson preparation every day while 45% remained uncommitted. Although students have started to build up the pre-lesson preparation habit, it has not yet become a norm.</p> <p>With regard to the completion of assignments on time, 72% of F.1 students; 68% of F.2-F.4 students and 54% of F.5 students agreed that they could fulfil the requirements. Despite the relatively low response rate of F.5, it was observed that students generally completed their assignment on time.</p> <p>The F.1 self-management training course and the Co-Class Teacher System have helped students build good learning habits. 83% of F.1 students agreed that the self-management course assisted them to manage their assignments and use the school lockers wisely. Nevertheless, according to the class teachers' opinions and the records of the Discipline Unit, the learning attitude of F.2 students is relative poor.</p> <p>Suggestions</p> <ul style="list-style-type: none"> ➤ There should be more diversified assignments for students. For example, more pre-lesson preparation elements can be incorporated into the assignment while the use of e-learning can also be maximized. ➤ There is a need to strengthen the supervision of F.2 students so as to improve their discipline in class. The Discipline Unit will work measures like with the Form Teachers and subject teachers to introduce measures

<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>Evaluation</p> <p>2.2.1 According to the 2017/18 student survey, 55% of F.1 students, 70% of F.2 and 31% of F.3 agreed that the Chinese extensive reading lesson had facilitated their reading. For English extensive reading lessons, 54% of F.1 students, 36% of F.2 and 27% of F.3 agreed that the lessons could help develop their skills and habit in reading.</p> <p>In the junior form students' reading habit survey conducted in 2018/19, students had to choose five activities that they often did in their leisure. Multi-media entertainment ranked top (for over 90% of the respondents) while reading was not in the top 5. Most students replied that they spent 30 minutes to one hour in reading Chinese materials and less than 30 minutes in reading English materials every week. The most popular book genres are fictions and leisure reading materials (93%). And they mainly read for leisure (85%). The students agreed that reading is important (68%), but 43% of them replied that they had read less after their promotion to secondary school. The reasons hindering students' from developing a good reading habit are respectively their preoccupation with other after-school or leisure activities (65%) and the lack of interesting reading materials to attract them (60%)</p> <p>Suggestions</p> <ul style="list-style-type: none"> ➤ The promotion of reading is one of the key concerns in the latest curriculum review. It is important to change students' idea that leisure reading is not just for pleasure but also for intellectual development. ➤ It is suggested that reading across the curriculum should be promoted to widen students' scope of reading and to make them aware reading is an effective way to accumulate interdisciplinary knowledge.
<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>Evaluation</p> <p>2.3.1 Please refer to Sections 1.2.1 and 1.2.3</p> <p>2.3.2 Please refer to Section 1.2.2.</p> <p>Suggestions</p> <p>Please refer to Section One.</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>Perseverance & Sense of belonging</i>'</p> <p>3.1.2 Promote the culture of perseverance and a 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 '<i>Perseverance & Sense of belonging</i>' 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>Ringling Ten</i>, and other competitions, etc.</p>	<p>3.1.1 As the school's 40th anniversary is approaching, we have revised the theme of value education for the year 2018-19 from 'Commitment' to 'Sense of belonging' while the other theme 'Perseverance' remained unchanged. Having the successful launching of several celebrating activities such as the 'Variety Show' in May and the 'Visual Art Exhibition' in July, we found that the sense of belonging among students, teachers or even alumni had become much stronger.</p> <p>3.1.2 The interaction between teachers & students has been greatly increased through various major events held this year. The preparation work and the performance platform provided a great and natural opportunity for the interaction. Oral feedback from students and teachers proved that the culture of 'Sense of belonging' had been established. Learning activities and extra-curricular activities were also organized by different panels and groups for promoting another theme 'Perseverance' this year. Details can be found in their reports.</p> <p>3.1.3 Members of Student Affairs Section pointed out that there was room for improvement in the Class Teacher Period. Since there were too many activities organized by functional groups, the class teachers complained that many class periods were occupied. After discussions, it was agreed that even most of the activities were good for students' learning, we still had to sacrifice some of them. Better coordination will be made next year by the Vice-principal and a certain number of class periods will be reserved in advance. Moreover, the Student Support Unit will cooperate with class teachers next year to promote a regular programme for SEN issues.</p> <p>3.1.4 Since the PA system had a sudden failure and the emergency work was quite long, the teacher sharing schedule was slightly affected. Nevertheless, we made use of the broadcasting function of the Campus TV to overcome the problem. The <i>Ringling Ten</i> continued to serve as a 'bridge' between parents and the school to provide for the latest information. Next year, the cover story of the bulletin will be strengthened by reintroducing the Principal's speeches as well as essays from different panels and functional groups. We have found that communication among stakeholders is very important nowadays, and many speeches delivered in the morning assembly were in good quality. We will edit some of these speeches as the cover story of the <i>Ringling Ten</i> in the coming year.</p>

<p>3.2 To promote whole-person development</p> <p>3.2.1 Organize Mid-year Prize Presentation Ceremony to show recognition for students' outstanding achievements, to encourage their active participation in diverse activities and to strengthen their sense of unity.</p> <p>3.2.2 Provide diverse activities for students to encourage interaction, participation and the building of self-confidence. Continue to use three post-exam days as OLE Days to hold different activities for each form:</p> <p>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 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"> ➤ 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 	<p>3.2.1 Most of the teachers and students believe that the Mid-year Prize Presentation Ceremony can stimulate the students' self-esteem by making a public recognition of their achievements. That is why we still put this item here year by year even facing a lot of the limitations including the venue problem and the availability of the trophies won in public competitions, etc. Next year, we will try our best to continue organizing the event.</p> <p>3.2.2 The OLE Days this year have been successfully. Due to the unexpected venue problem, we have changed the training location of F.3 from Pat Heung JPC campsite to Whampoa Military Academy in Shenzhen. However, quite a number of students refused to go. Some public media even reported the case at that time. With the help of teachers and alumni, the incident settled smoothly by organizing a similar training programme in the school campus for those who were not willing to go to Mainland China. This programme together with the original one in Whampoa received positive feedback from the participating students at last.</p> <p>A number of interflow and study tours were held this year. The destinations included Shantou, Shanghai, Guizhou, Xian, Nanjing, Taiwan, Singapore, and England. The topics consisted of but not limited to: Economic & City Development, Science, Chinese Culture, STEM, Mathematics and Languages.</p> <p>In Xian, we concluded a sister school relationship with 商洛中學 which has a history of more than 100 years. Local public media also reported the ceremony on their daily news. School leaders and teachers of both schools had an excellent opportunity to share their professional teaching experiences while students from both schools developed a deep friendship.</p> <p>3.2.3 Student leaders training programmes have been organized with the collaboration between the ECA Unit and Counseling Unit. As there is some special training concerning the operation and routines of the Prefect Board, the Prefect training camp was conducted solely by the Discipline Unit. Principal Chung suggested that even though their training might vary according to the duties and service nature, some core values, common leadership skills and reminders should be put together and delivered to all the trainees.</p>
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<p>Clubs to ensure smooth operation of the clubs and societies.</p> <p>➤ Encouraging students to participate in leadership training programmes outside school.</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 tours, purchase of professional services and teaching resources in life planning.</p>	<p>3.2.4 The tremendous programmes organized by the Career Guidance Unit have not only widened the scope of the students in their further study opportunities, but also won the recognition of the parents. They highly commended that the guidance service of our school is one of the best in Hong Kong. For a better reflection of their work, the Career Guidance Unit will be renamed as Career and Life Planning Unit starting from the coming academic year. Life planning programmes for junior form students will also be strengthened. Details of the programmes launched can be found in the evaluation and suggestions of Career Guidance Unit.</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 Prepare to set up the School History Room</p>	<p>3.3.1 Experience-sharing by alumni was held several times this year with topics such as ‘Life in Tsinghua University’, ‘The Belt and Road opportunities’. The contents shared by the alumnus suitably echoed our theme of the Major Concern ‘Perseverance’ and received positive responses from students.</p> <p>3.3.2 Relics collection has started for nearly two years. The interior design of the history museum was completed. The tender documents have been approved by the IMC. The construction work will start this summer. It is scheduled that the opening ceremony will be held on the coming Speech Day subject to the progress of construction.</p>

B. Major Concerns of the Year

- 1 To enhance the effectiveness of instruction
- 2 To strengthen students' learning efficacy – building a solid foundation of learning progressively.
- 3 To foster students' positive values and develop essential life skills for better connection with the people around.

C. Implementation Plan

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 enhance curriculum effectiveness through strengthening interdisciplinary collaborations and comprehensive training for students.	1.1.1. F.1: PSHE KLA subjects, Chinese, English and Library will carry out cross-curricular collaborations through the introduction of the theme "Our Hong Kong".	Detailed planning and assessment seen throughout the collaboration. Over 70% of students giving positive comments on the learning activities.	Student questionnaire/ KLA Meetings minutes	Whole year	Vice Principal Subject panels	Teachers' time
	1.1.2. F.2: Technology KLA teachers will participate in the HKUSDL STEM project learning programme which involves the provision of creative thinking and self-directed learning training to improve the F.2 STEM project learning in school.	Detailed planning and assessment (can be) seen throughout the collaboration. Over 70% of students giving positive comments on the learning activities. The related subject teachers have provided reading materials to students. Over 70% relevance subject teacher agree that the quantity of student reading has been risen.	Student questionnaire/ KLA Meetings minutes KLA meeting, Student reading records.	Whole year Whole year	Vice Principal Subject panels	Teachers' time

	1.1.3 F.3: PSHE KLA subjects, the Chinese and English departments will incorporate holistic thinking skills assessment criteria as set in the curriculum document into daily teaching and implant more thinking skills training in the curriculum step by step.	The teachers of the subjects concerned having used the same assessment criteria and shared teaching experience throughout the year.	KLA meeting minutes	Whole year	Vice Principal Subject panels	Teachers' time
1.2 To develop diversified teaching strategies and utilize information technology for effective teaching	1.2.1 F.1: PSHE KLA subjects, Chinese and English departments as well as the Library will jointly promote reading by drawing up a designated reading list with the theme of "Our Hong Kong".	The reading list of "Our Hong Kong" being built up. Chinese and English teachers agreeing that reading skill practice has been incorporated into their teaching.	F.1 teaching record Curriculum plan and teaching materials.	Whole year	Panels, Subject teachers	Teachers' time
	1.2.2 F.2: Through the STEM project learning, the Technology KLA teachers will strengthen students' capacities in self-learning, collaboration and project learning. Subjects like Geography, Chinese and English will promote value education in line with STEM project learning, such as guiding students to examine the impact of new technologies on society and human civilization.	Detailed planning and assessment seen throughout the STEM project. Over 70% of students giving positive comments on the learning activities.	Teaching plan KLAs meeting minutes Student questionnaire	Whole year	KLA Coordinators/ Vice principal	Teachers' time

	1.2.3 Further develop F.3 to F.5 students' critical thinking ability	<p>➤ F.3: Integrate holistic thinking skills training into PSHE KLA subjects</p> <p>➤ Incorporate debate elements into Chinese, English and Liberal Studies teaching.</p>	<p>The same assessment criteria being used among PSHE subject teachers. Teachers sharing teaching experiences with each other.</p> <p>The subject teachers of the three subjects having incorporated debate elements into teaching.</p>	<p>KLAs meeting minutes</p> <p>Lesson observation</p> <p>Student questionnaire</p>	Whole year	<p>Subject panels</p> <p>Subject teacher</p>	Teachers' time
	1.2.4 E-learning is promoted in all subjects at all form levels and lesson observations will be conducted.		Over 50% subject panels showing that they have integrated e-learning elements into teaching or homework assignment.	<p>KLA meetings</p> <p>Teaching plan</p> <p>Lesson observation</p>	Whole year	<p>Subject panels</p> <p>Subject teacher</p>	Teachers' time
1.3	To develop diversified assessment methods and utilize data to enhance teaching quality.	1.3.1 Diversified assessment methods will be used as a trial, including self-assessment in F.2 STEM project and holistic assessment in F3.	<p>Subject teachers agreeing that the new assessment could motivate student learning.</p> <p>70% students agreeing that they could learn more through the new assessment method.</p>	<p>KLAs meeting</p> <p>Student questionnaire</p>	Whole year	<p>PSHE and Technology KLAs teachers</p> <p>Vice Principal</p>	Teachers' time
1.4	To offer relevant professional training for the enhancement of teachers' capacities and confidence in implementing new teaching strategies.	1.4.1 Briefing sessions or workshops will be organized for teachers on the rationale and contents of the programmes of F.1 study skills and F.2 creative thinking skills.	70% teachers agreeing they know more what the students learn in the workshop and will integrate the skill into their teaching or assignment.	Teacher questionnaire	1 st term	<p>All teachers</p> <p>Staff Development unit</p>	Teachers' time
		1.4.2 An experienced coach will be employed to provide debate training	Half of the teachers of these 3 subjects showing that they have integrated debate	<p>Panel heads meeting</p> <p>Student</p>	Whole year	<p>Chinese, English and Liberal</p>	Teachers' time

	for Chinese, English and LS teachers to empower them with essential skills to guide the students.	elements into their teaching. 70% F.3 to F.5 students agreeing that the teachers are committed to training their critical thinking.	questionnaire		Studies subject teachers	
1.5 To review the mechanism for the choice of elective subjects in senior forms.	1.5.1 Opportunities will be explored to provide more extra elective subjects, reorganize the combinations of X1 and X2 subjects, increase the number of elective subjects in X3, bring Visual Art into the regular list of elective subjects, fine-tune the senior form timetable to allow more students to take a third elective subject, offer joint-school elective or applied learning subjects	The combination of elective subjects being reorganized. 70% F.3 students satisfied with the new arrangement.	Student questionnaire	Whole year	Academic affair committee	Teachers' time

2. To strengthen students' learning efficacy – building a solid foundation progressively.						
2.1 To enhance students' efficacy in self-directed learning for their success in studies.	2.1.1 To provide junior form students with generic skill training progressively.	<p>Over 70% junior form subject teachers agreeing that they have integrated the skills into their teaching.</p> <p>Over 70% of junior form students agreeing that they have acquired the skills throughout the year.</p>	<p>Student questionnaire</p> <p>Teacher questionnaire</p>	2 nd term	Vice principal	Teachers' time
	2.1.2 F1- F3: Cross-curricular reading activities will be organized to strengthen junior form students' abilities to read and understand texts in different media and genres	<p>50% junior form students agreeing that the ability to read texts of different media and genres is an essential study skill.</p> <p>The subject teachers concerned agreeing that junior form students' attitude towards reading has improved.</p>	<p>Student questionnaire</p> <p>KLA meeting</p>	Whole year	Chinese, Liberal Studies, English and PSHE panel heads and subject teachers	Teachers' time
	<p>➤ F.1: Study skills and reading skills training will be provided for students.</p> <p>➤ F.2 : STEM project learning which fosters project learning, collaborative and self-directed learning skills will be organized for students.</p> <p>➤ F.3: Consistent training in developing students' high order thinking skills</p>					
	<p>➤ .F.1: theme-based reading: ~Our Hong Kong~</p> <p>➤ F.2: Chinese and English reading materials to facilitate reflection on technology.</p> <p>➤ F.3: Social issue-based reading in Chinese, English and Liberal Studies</p>					

2.2	To widen students' basic knowledge and cultivate IT literacy.	2.1.1 Cross-curricular and extensive reading activities will be provided for the junior form students to widen their exposure to the contents of all subjects.	70% of junior form students agreeing that reading is beneficial to subject learning.	Student questionnaire	2 nd term	Vice principal	Teachers' time
		2.1.2 F.3 student will be offered more opportunities to read text of different media.	70% of F.3 student agreeing that reading text of different media is important to getting a whole picture of all/different matters and is beneficial to the development of critical thinking.	Student questionnaire	2 nd term	Vice principal	Teachers' time

3. To foster students' positive values and develop essential life skills for better connection with the people around.							
3.1 To uphold the moral and ethical standard of students and nurture good habits 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. Perseverance and Integrity 6. Responsibility and Commitment	3.1.1	Positive values and attitudes will be developed among students through the appropriate promotion of the value education theme of the year: 'Courtesy and Respect for Others'	Over 70% of students supporting the promotion of a "Courtesy and Respect for others" culture inside and outside school.	Questionnaire / Observations by teachers / Records	Whole year	Subject Panel & Functional Unit Heads	Teachers' manpower
	3.1.2	The culture of 'Courtesy and Respect for Others' will be established through students' daily interactions with peers, teachers and staff as well as their participation in the learning activities in various subjects.	Throughout the year, students becoming more polite and respectful to others.	Questionnaire/ Observations by teachers / Records	Whole year	Teachers, Class teachers, Form Coordinators, Subject Panel & Functional Unit Heads, Mr. S. K. Ching (VP)	Teachers' manpower
	3.1.3	The theme 'Courtesy and Respect for Others' will be promoted through a variety of activities during class-teacher periods which include talks, sharing sessions, workshops, video viewing, etc.	Successful implementation of activities.	Questionnaire/ Observations by teachers / Records	Whole year	Teachers, Class teachers, Form Coordinators, Subject Panel & Functional	Teachers' manpower

					Unit Heads, Mr. S. K. Ching (VP)	
	3.1.4 The Moral and Civic Education Unit and Counseling Unit will promote the theme 'Courtesy and Respect for Others' through activities such as competitions, keynote speeches / sharing in the morning assemblies as well as articles in the " <i>Ringing Ten</i> ".	Successful implementation of activities.	Questionnaire / Observations by teachers/ Records	Whole year	Moral and Civic Education Unit, Counseling Unit Discipline Unit	Teachers' manpower
3.2 To develop students' life skills through Other Learning Experiences and Life Planning Education	3.2.1 Mid-year Prize Presentation will be organized in recognition of students' outstanding achievements.	Ceremony successfully conducted	Questionnaire / Observations by teachers / Records	Whole year	Mr. S. K. Ching (VP) , Student Activities / OLE Coordination Unit & PE Unit	Teachers' manpower

	<p>3.2.2 Diverse activities will be organized for students to encourage interaction, participation and the building of self-confidence. As a continuation of success in previous years, three post-exam days will be used as OLE Days to hold different activities for each form: S.1 Local Self-Discipline Camp (3 days) / Picnic; S.2 Visits and Picnic; S.3 Local Educational Leadership Training Camp (Government- funded) (3 days); S.4 Life Planning 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>Students of each form giving positive feedback on the activities.</p> <p>Most of the teachers agreeing that the activities have positive effects on students.</p>	<p>Questionnaire / Observations by teachers</p>	<p>Whole year</p>	<p>Student Activities / OLE Coordination Unit, Careers & Life Planning Unit , Student Counseling Unit, Moral and Civic Education Unit, Class teachers</p>	<p>Teachers' manpower, Coordination and cooperation with other related outside parties</p>
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	<p>3.2.3 The coordination of various leadership training programmes by different functional units will be optimized to enhance the effectiveness. Leadership training opportunities in the form of experiential learning like overseas trips, mentorship programmes and training camps will be arranged for student leaders. They will also be encouraged to participate more actively in leadership training programmes outside school.</p>	<p>A leadership training camp organized in school every year to train student leaders. / Students being nominated to participate in leadership training programmes outside school.</p>	<p>Questionnaire / Observations by teachers/ Records</p>	<p>Whole year</p>	<p>Mr. S. K. Ching (VP) / Discipline Unit / Student Counseling Unit / Student Activities / OLE Coordination Unit</p>	<p>Teachers' manpower</p>
	<p>3.2.4 A Whole-School Approach to Life Planning Education will be implemented through the provision of diverse information and wider exposure for students with regard to further studies and careers opportunities. Other means such as the sponsorship of overseas exchange tours as well as the development of school-based teaching resources in life planning will also be employed to</p>	<p>70% of senior form students agreeing that the school has provided diverse information and opportunities for further studies and careers to them. 70% of senior form students agreeing that the information on multiple pathways is beneficial to them.</p>	<p>Questionnaire / Observations by teachers/ Records</p>	<p>Whole year</p>	<p>Careers Guidance Unit / Class teachers Student Activities / OLE Coordination Unit</p>	<p>Teachers' manpower</p>

	facilitate the implementation.					
3.3 To strengthen student support and their connection with the people around and the outside world	3.3.1 Services for SEN students in school will be optimized by the SENCO, teachers, school social workers and the other professionals.	Positive feedback from SEN students.	Questionnaire / Observations by teachers/ Documents and Records	Whole year	Mr. S. K. Ching (VP) / SENCO School Social Workers Teachers	Teachers' manpower
	3.3.2 Parent education will be further enhanced through the sharing of teachers and professionals in the school newsletter 'Ringing Ten'	Positive feedback from parents	Questionnaire / Observations by teachers	Whole year	Mr. S. K. Ching (VP) Newsletter Editor School Social Workers Parent Liaison Teachers	Teachers' manpower
	3.3.3 Support networks will be established for students through seminars and experience-sharing conducted by various parties such as the school sponsoring body members, parents, alumni, etc. to cultivate their sense of belonging and strengthen their connection with the outside world.	70% of students agreeing that the seminars, activities held and the services provided are suitable for them and could meet their needs.	Questionnaire / Observations by teachers	Whole year	Mr. S. K. Ching (VP) / Student Activities / OLE Coordination Unit Careers Guidance Unit	Teachers' manpower