

**School Programme Plan 2015 – 2016**

**A. Brief Review of the Previous School Year**

<b>Implementation of the major concerns</b>	<b>Evaluation and Suggestions</b>
<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 Implementing and fine-tuning the revised junior and senior secondary curricula.</p>	<p>1.1 The survey based on the review with panel heads and teachers shows that 82% of the teachers agreed or strongly agreed that their subject departments had started revising the junior form curriculum to meet the requirements of the senior secondary curriculum. In the fine-tuning process, less than 30% of teachers reflected that textbooks were unsuitable or encountered difficulties in coordinating the subject teachers. Subject departments are advised to make use of co-lesson planning sessions for sharing ideas and resources to enhance the quality of learning and teaching. For subjects having unsuitable textbooks, teachers should actively explore the possibility of compiling school-based materials.</p> <p>60-70% of teachers agreed that their subjects could develop students’ skills of collaboration, creativity, use of IT, problem-solving and self-management. It is suggested that subject departments should further adjust their curriculum by adopting a competency-based approach with the focus on developing students’ generic skills.</p> <p>According to students’ School Life Survey, 80% of junior form students agreed or strongly agreed that the curriculum was substantial and able to enrich their knowledge as well as their study skills. As reviewed by the senior form students, 60% of them agreed or strongly agreed that the subject knowledge and generic skills learnt in the junior forms could enable them to cope with the senior form curriculum.</p> <p>Over 80% of students agreed or strongly agreed that having good learning habits, interest in learning and strategies for studying different subjects cultivated in the junior level could benefit their learning in the senior form.</p>



<p>2.2 Provision of professional development programmes for the improvement of teaching strategies.</p>	<p>of students agreed that having good learning skills and habits fostered in the junior level would help their studies in the senior form.</p> <p>These show that all subject teachers had put effort in fostering students’ generic skills, especially project learning skills, communication skills and IT skills, and the self-directed learning ability of students had been enhanced.</p> <p>As reflected in the teachers’ survey, over 77% of teachers agreed or strongly agreed to have “Pre-lesson Preparation” and “Daily Revision” set as the key focuses for developing of students’ good learning habit in the coming school year. According to the students’ survey, 78% and 86 % of students agreed that preparation before lesson and revision after lesson could help improve classroom learning effectiveness.</p> <p>In the coming year, junior level students would focus on developing their competency in using various learning tools while for senior level students, emphasis would be given to the training of students’ critical and creative thinking skills. Subject Panels may also introduce the habits of pre-lesson preparation and daily revision as a means to strengthen students’ positive learning attitude and self-directed learning ability.</p> <p>2.2 Around 70% of teachers agreed that the professional development activities arranged by the school could improve their teaching effectiveness.</p> <p>To strengthen the capabilities of middle managers, the school participated in the “Professional Development Programme for School Leaders and Middle Managers and Establishment of Online Knowledge Management Platform” organized by the Centre for Education Policy and School Development. Seminars and workshops attended by the respective middle managers were of high quality. Through experience sharing with administrators, middle managers and teachers of other schools, our colleagues gained a lot of insights into the essentials of effective school administration and management, which in turn helped the building of a</p>
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<p>2.3 Encouragement of professional sharing, peer observation and lesson studies among teachers to improve teaching effectiveness</p>	<p>strong team of middle managers in school. It is suggested that the Staff Development Day can be used to organize relevant training activities to further empower the team of middle managers in school.</p> <p>Some departments like Chinese Language and Liberal Studies had organized subject-based training for their panel members, including on-campus workshop and sharing sessions with other schools. These activities were well-suited to the professional development needs of the subject teachers.</p> <p>Some teachers had served as DSE examination markers and shared their experiences with other subject teachers at the end of the term.</p> <p>The Staff Development Day programmes are designed to meet the general needs of teachers. To cater for the specific needs of individual subjects, departments are advised to organize more subject-based professional development activities for their own members.</p> <p>2.3 80% of teachers responded that they had participated in at least one lesson observation (either as observers or being observed). 70% of teachers agreed their subjects had conducted co-lesson planning sessions and lesson observations which resulted in improving the effectiveness of their lessons.</p> <p>50-60% of teachers agreed that their teaching effectiveness could be enhanced through cross-subject lesson observation and doing teaching research with teachers of other subjects.</p> <p>This year, some subjects like Chinese Language conducted lesson observation which focused on students' high order thinking skills. With positive feedback from the participating teachers, the arrangement will continue next year. Attempts will also be made to try out theme-based lesson observations with the emphasis on developing students' competency.</p>
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**3. To strengthen moral and value education and promote diversity of students' development.**

- 3.1 Value education – promoting the theme of the year 'Habits and self-discipline' to enhance students awareness of it.
- 3.2 Promotion of good habits and the spirit of self-discipline through teaching activities in various subjects.
- 3.3 Promotion through a variety of class-teacher periods.
- 3.4 Promotion by Moral and Civil Education Unit.

**To strengthen moral and value education:**

- 3.1 84% of students understood the meaning of 'Habits and self-discipline'. 82% students were willing to adopt 'self-discipline' as their living style. 88% of teachers had used 'Habits and Self-discipline' as the theme to encourage or advise students. Generally, students this year had a deeper understanding of the theme and agreed with the importance of building good habits as well as the spirit of self-discipline.
- 3.2 Individual subjects had incorporated the theme of 'Habits and Self-discipline' in teaching through enhancing students' awareness of practising 'perseverance', which was the main theme of value education last year, in daily life. For example, Chinese History introduced persevering historical figures from various periods; PE used long-distance running as training of perseverance; Visual Arts required students to complete 12 sessions of after-school art classes.
- 3.3 One to two Class-teacher Periods related to 'Habits and Self-discipline' were arranged for all forms, with topics developed by the class teachers of each form. The results were on the whole encouraging.  
  
Positive reinforcement was generated by setting up classroom rules at the beginning of the year and having mid-year as well as end-of-year evaluation and reflection by class teachers and students.
- 3.4 Different activities were organised to promote the message of 'Habits and Self-discipline' including morning assembly talks, the *Ringing Ten*, writing competition and drawing competition, etc.  
  
Suggestion: Apart from lecturing, using a variety of activities for students to practise what they have learnt may be a more effective approach.

<p>3.5 Attempts to use three post-exam days as OLE Days to hold different activities:</p> <p>S.1 Mainland self-discipline camp (3 days)</p> <p>S.2 (Visits/Drama/Picnic)</p> <p>S.3 Local educational camp (Government-funded) (3 days)</p> <p>S.4 (Career guidance activities/art activities/visits)</p> <p>S.5 Mainland study tour (3-4 days)</p>	<p><b>To promoting diverse development:</b></p> <p>3.5 OLE Days were first launched in January 2015. Extra-curricular activities for different forms were held in the same period so as to minimize the disturbance resulted from lesson substitution and the waste of teaching time. The operation of OLE Days was smooth with positive feedback from students. Fine-tuning will be made next year.</p> <p>S.1: A mainland self-discipline camp aimed at fostering students' self-management ability and obedience was organised. Students received a lot of physical training to help build up self-discipline. The outcome is satisfactory and it is recommended that the programme should be run again next year.</p> <p>S.2: Through conducting English interviews with tourists at the airport, students learnt about the relationship between study and career. The students also benefited by listening to the work experiences of the interviewees. A report was completed after the interviews. The result is satisfactory and it is recommended that the activity should continue next year.</p> <p>By visiting Hong Kong History Museum and Hong Kong Heritage Museum, students understood the history of Hong Kong and completed a visiting report. The outcome is satisfactory and it is recommended that the activity should continue next year.</p> <p>S.3: A local educational camp which aimed at enhancing students' self-confidence and team spirit was held. With satisfactory results, it is suggested that the activity be kept in the future.</p> <p>S.4: Positive feedback was received on various life planning activities, except for the visit to VTC THEi which was too rushed. A visit to another institution is suggested for next year.</p>
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<p>3.6 Provision of training for student leaders through the cooperation of various departments both inside and outside school and giving students the opportunities to learn through practice ; making good use of handbook for student clubs to ensure smooth operation of the clubs; encouraging students to participate in leadership training outside school.</p> <p>3.7 Provision of information and opportunities for diverse further studies and careers for students, through the employment of teaching assistants, sponsorship for overseas exchange tours, purchase of professional services and teaching resources for life planning.</p>	<p>S.5: Four groups of students participated in Mainland study tours with themes on economic development, culture and further studies. According to students’ feedback, the tour was below their expectations.</p> <p>Another two groups of students were arranged to have voluntary teaching in rural areas. They gave positive feedback in their self-reflections.</p> <p>It is suggested that the voluntary teaching tour be retained, while the economic and cultural tours should be cancelled or undergo major changes.</p> <p>3.6 The handbook for student clubs could help clubs to operate smoothly. A leadership training camp was organized by the school. And with the help of the school, 40 students joined external leadership training activities.</p> <p>3.7 83% of senior form students agreed that information on diverse further studies and careers provided by the school was useful.</p> <p>With positive feedback on life planning activities provided by external organizations (e.g. Hok Yau Club) and teaching materials (e.g. aptitude test), the school will continue to purchase professional services and teaching resources next year.</p> <p>Teaching assistants could reduce the workload of teachers effectively.</p>
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**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. Strengthening moral and value education, promoting 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>
1.1. To deepen <b>understanding of and compliance with the NSS Curriculum</b>	<ul style="list-style-type: none"> <li>● Continue to implement and fine-tune the junior and senior form teaching syllabuses and schedules so as to make them align with the CDC and the newly revised NSS curricula.</li> </ul>	Positive feedback from over 70% of subject panels.	Questionnaire surveys  Panel meeting minutes.  Meeting with panels heads	Sept 2015 – June 2016	Academic Committee and Panel Heads	Teachers' time

<p>1.2. To improve our <b>assessment strategies</b> so as to enhance the quality of learning and teaching.</p>	<ul style="list-style-type: none"> <li>● Implement and fine-tune the revised internal assessment strategies for junior and senior forms.</li> <li>● Use of internal and public examination assessment data as feedback on the quality of learning and teaching</li> </ul>	<p>Positive feedback from over 70% of subject panels.</p>	<p>Questionnaire surveys Panel meeting minutes Meeting with panels heads</p>	<p>Sept 2015 – June 2016</p>	<p>Academic Committee and Panel Heads</p>	<p>Teachers' time</p>
<p>2.1. Students take the <b>initiative in learning</b>, with <b>learning effectiveness</b> being enhanced.</p>	<ul style="list-style-type: none"> <li>● Consolidate students' self-directed learning behavior and attitude through establishing habits of pre-lesson preparation, daily revision and interactive learning during lessons.</li> <li>● Strengthen junior form students' competence in learning, including employing different learning tools and strategies.</li> <li>● Develop senior form students' critical and creative thinking skills.</li> </ul>	<p>Over 70% of teachers and students agreeing that the skills are helpful for study.  Improvements shown in students' performance.</p>	<p>Questionnaire surveys.  Students' homework, classroom activities and academic results.  Panel meeting minutes.</p>	<p>Sept 2015 – June 2016</p>	<p>Subject Heads and Form Teachers</p>	<p>Teachers' time</p>
<p>2.2. Teachers <b>adopt various teaching strategies</b> to cater for the needs of</p>	<ul style="list-style-type: none"> <li>● Provide professional development programmes to enhance teachers' ability to apply effective teaching strategies.</li> </ul>	<p>Over 70% of teachers agreeing that the teachers'</p>	<p>Questionnaire survey Teachers'</p>	<p>Sept 2015 –</p>	<p>Staff Development Unit</p>	<p>Teachers' time</p>

students.		professional development programmes are useful.	Professional Development Records	June 2016		
2.3. Teachers are <b>willing to share their experience</b> and learn from one another to enhance teaching effectiveness.	<ul style="list-style-type: none"> <li>● Promote lesson observation with themes corresponding with the teaching and learning strategies.</li> <li>● Strengthen the culture of professional sharing and teaching research.</li> </ul>	<p>Over 70% of subject panels agreeing that the lesson observation and teaching sharing have been held in the panel.</p> <p>At least one lesson observation with themes corresponding with the teaching and learning strategies having been conducted in each subject panel.</p>	<p>Questionnaire survey</p> <p>Panel meeting minutes</p> <p>Lesson observation record and teachers' reflections.</p>	<p>Sept 2015 – June 2016</p>	<p>Academic Committee and Panel Heads</p>	<p>Teachers' time</p>

Targets	Strategies	Criteria of success	Means of evaluation	Time Scale	Person-in-charge	Resource/ Proposed Budget
<p><b>3a. To reinforce moral and value education; build positive values.</b></p> <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> </ul>	<p>3.1. Notify students with appropriate promotion of the theme of value education of the year: <i>‘Respect and Acceptance’</i>.</p>	<p>Over 80% of students agreeing with the establishment of respect and acceptance culture inside and outside school.</p>	<p>Questionnaire / Observations by teachers / Records</p>	<p>Sept 2015 – June 2016</p>	<p>Subject Panel &amp; Functional Unit Heads</p>	<p>Teachers’ time</p>
	<p>3.2. Promote the culture of respect and acceptance through students' daily interactions with teachers and teaching activities in various subjects.</p>	<p>Throughout the year, students having become more ready to respect and accept others.</p>	<p>Questionnaire/ Observations by teachers / Records</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers, Class teachers, Form Coordinators, Subject Panel &amp; Functional Unit Heads, Mr. S. K.</p>	<p>Teachers’ time</p>

<ul style="list-style-type: none"> <li>● Integrity and perseverance</li> <li>● Responsibilities and commitment</li> </ul>	<p>3.3. Promote the theme 'Respect and Acceptance' through a variety of activities during class teacher periods which will include sharing, workshops, video appreciation, etc.</p>				Ching (VP)	
	<p>3.4. Promotion by the Moral and Civic Education Unit and Counselling Unit. Activities will include morning assembly talks, keynote speeches, through the <i>Ringin Ten</i>, and competitions, etc.</p>		Questionnaire/ Observations by teachers/ Records	Sept 2015 – June 2016	Moral and Civic Education Unit, Counselling Unit	Teachers' time
<p><b>3b. To promote diverse development</b></p>	<p>3.5. Restore Mid-year Prize Presentation Ceremony to recognize students' outstanding achievements, to encourage their active participation in diverse</p>	Smooth running of the ceremony	On-site observation		Mr. S. K. Ching (VP) ,  Student Activities / OLE Coordination Unit	Teachers' time

	activities and to strengthen their sense of unity.				& PE Unit	
	<p>3.6. Provide diverse activities for students to encourage interaction, participation and the building of self-confidence.</p> <p>Continue to use three post-exam days as OLE Days to hold different activities for each form:</p> <p>S.1 Mainland self discipline camp (3 days)</p> <p>S.2 Visits/Drama/Picnic</p> <p>S.3 Local educational camp (Government-funded) (3 days)</p> <p>S.4 Careers and studies</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>	Questionnaire / Observations by teachers	Sept 2015 – June 2016	<p>Student Activities / OLE</p> <p>Coordination Unit, Careers Guidance Unit ,</p> <p>Student Counseling Unit,</p> <p>Moral and Civil Education Unit,</p> <p>Class teachers</p>	Teachers' time

	<p>guidance programmes / art activities / visits)</p> <p>S.5 Mainland tour (mainly on voluntary teaching) (3 days)</p>					
	<p>3.7. Set priorities for activities through coordinating with various departments inside and outside school.</p> <p>Provide training opportunities of experiential learning for student leaders.</p> <p>Make good use of handbook for student clubs to ensure smooth operation of clubs and societies. Encourage students to participate in leadership training outside school.</p>	<p>Organize a leadership training camp in school each year so as to train student leaders.</p> <p>Nominate students to participation in leadership training outside school.</p>	<p>Questionnaire/ Observations by teachers/ Records</p>	<p>Sept 2015 – June 2016</p>	<p>Mr. S. K. Ching (VP) / Discipline Unit / Student Counseling Unit / Student Activities / OLE Coordination Unit</p>	<p>Teachers' time</p>

	<p>3.8. 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 on life planning.</p>	<p>70% of senior form students agreeing that the school has provided diverse further studies and career information and opportunities to them.</p> <p>70% of senior form students agreeing that the information on multiple pathways are beneficial to them.</p>	<p>Questionnaire/ Observations by teachers/ Records</p>	<p>Sept 2015 – June 2016</p>	<p>Careers Guidance Unit / Class teachers / Student Activities / OLE Coordination Unit</p>	<p>Teachers' time</p>
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