

# Annual school plan (2017 - 2018)

## Major concern 1: Enhancing Learning and Teaching

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p><b>1. Enhancing the learning and teaching effectiveness</b></p> <p>a. To cater for the needs of a greater proportion of students with weaker academic ability and lower motivation due to the phenomenon of territory-wide falling rolls</p>	<ul style="list-style-type: none"> <li>• Fine-tune the teaching approaches               <ul style="list-style-type: none"> <li>- Plan carefully more learning activities to cope with the needs, abilities, learning styles and interests of students and to provide opportunities for success</li> <li>- Relate classroom materials to things that students are interested in or have experienced</li> </ul> </li> <li>• Empower students to develop study skills like using graphic organizers, study aids and online resources</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of the subject panels have fine-tuned their teaching approaches</li> <li>• About 60% of students agree teachers have given guidance to learning methods, like pre-lesson preparation, graphic organizers, study aids and online resources</li> <li>• Positive feedback from students</li> <li>• 80% of teachers agree that they often teach students study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Check panel minutes, panel reports and schemes of work</li> <li>• Check stakeholders reports</li> <li>• Teachers' observation</li> </ul>	17-18	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	

<p>b. To enhance students' motivation to learn and strive for excellence</p>	<ul style="list-style-type: none"> <li>• Promote a positive learning atmosphere in school by providing different platforms, both internal and external, for students to explore and develop their academic potential</li> <li>• Provide more opportunities for students to take part in internal and external activities related to TEKLA</li> <li>• Promote internal and external activities through different means</li> <li>• Set challenging but achievable tasks to instill in students a sense of achievement</li> <li>• Give recognition and praise where appropriate</li> <li>• Give constructive comments to students taking them to the next higher level</li> </ul>	<ul style="list-style-type: none"> <li>• About 60% of subject panels have provided different platforms for students' improvement</li> <li>• Students enjoy the challenging tasks and activities</li> <li>• About 50% of students show high motivation for learning</li> <li>• About 50% of teachers agree that students show high motivation for learning</li> <li>• Positive feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>• Check stakeholders report</li> <li>• Check panel minutes, panel reports and schemes of work</li> <li>• Check students' work and assignments.</li> <li>• Teachers' observation</li> </ul>	<p>17-18</p>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	
<p>c. To help junior form students build up good learning habits of doing homework seriously</p>	<ul style="list-style-type: none"> <li>• Provide an after-school homework support programme for F.1 students</li> <li>• Enable students to develop a habit of keeping a proper homework record</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Check discipline record</li> <li>• Teachers' observation</li> <li>• Questionnaires</li> </ul>	<p>17-18</p>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	

<p>d. To further enhance interactive learning and e-Learning</p>	<ul style="list-style-type: none"> <li>• Reinforce peer, and teacher-student interaction</li> <li>• Extend and reinforce the practice of incorporating e-Learning, particularly mobile learning, where appropriate in junior forms</li> <li>• Enhance school's WiFi infrastructure to cater for the need of using e-Learning resources in class</li> <li>• Utilize Learning Management System to further facilitate interactive learning</li> <li>• Design subject-based curricula to incorporate e-Learning</li> <li>• Enrich subject-based mobile learning and e-Learning teaching resource banks in junior forms</li> <li>• Extend the 'bring your own device' (BYOD) to Form 2 to facilitate e-Learning</li> <li>• Organize school-based and departmental-based workshops and sharing on e-learning</li> <li>• Encourage teachers to attend e-Learning training workshops</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of all departments have incorporated mobile learning / e-Learning where appropriate in junior forms</li> <li>• About 60% of students agree that there is peer, and teacher-student interaction</li> <li>• Positive feedback from students and teachers</li> <li>• More than 80% of teachers attended mobile learning / e-Learning workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Check stakeholders report</li> <li>• Check panel minutes</li> <li>• Check e-Services training records</li> </ul>	<p>17-18</p>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• I.T. support and facilities</li> </ul>
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<p>e. To further enhance students' self-directed learning strategies</p>	<ul style="list-style-type: none"> <li>• Incorporate e-Learning, where appropriate, in designing tasks related to pre-lesson preparation.</li> <li>• Encourage self-directed learning through various learning activities such as presentation, projects, group work etc.</li> <li>• Invite high-achieving past students of different streams to share their study habits with NSS students</li> <li>• Further make use of Learning Management System to facilitate self-directed learning</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from students and teachers</li> <li>• 80% of teachers agree they encourage self-directed learning through various learning activities such as presentation, projects, group work etc.</li> <li>• About 50% of students agree they can apply self-directed learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Check stakeholders report</li> <li>• Teachers' observation</li> <li>• Check students' work and assignments</li> </ul>	<p>17-18</p>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	
<p>f. To introduce more diversified teaching strategies through staff development programmes, workshops or online resources</p>	<ul style="list-style-type: none"> <li>• Share among teachers effective teaching strategies and values</li> <li>• Arrange subject-based e-Learning workshops or sharing sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Check panel minutes</li> <li>• Check Staff Development Committee minutes</li> <li>• Questionnaires</li> </ul>	<p>17-18</p>	<ul style="list-style-type: none"> <li>• Staff Development Committee</li> <li>• All teachers</li> </ul>	

<p>g. To keep track of students' academic performance and adjust teaching strategies accordingly</p>	<ul style="list-style-type: none"> <li>• Use the eClass Student Data Analysis tool to trace the academic performance of students after the first term and final examinations</li> <li>• Adjust teaching strategies based on the results of analysis where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis is carried out by using the eClass Student Data Analysis tool</li> <li>• Teachers have made use of the results of analysis to adjust teaching strategies where appropriate</li> <li>• Positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Check results of data analysis</li> <li>• Check panel minutes</li> </ul>	<p>17-18</p>	<ul style="list-style-type: none"> <li>• Data Management Team (Academic)</li> <li>• All teachers</li> </ul>	<p>BroadLearning Education (Asia) Ltd.</p>
<p>h. To help students develop a good reading habit</p>	<ul style="list-style-type: none"> <li>• Include short, student-conducted news or book sharing during the morning reading session with the reading invigilators acting as facilitators</li> <li>• Encourage teachers to do book or news sharing in the morning reading session</li> <li>• Encourage teachers to stimulate students' interest in reading reference books, novels, fiction, multimedia resources, etc.</li> <li>• Students set targets on the number of books read during a year in language subjects.</li> <li>• Organize book exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>• About 50% of students show interest in reading</li> <li>• Positive feedback from students</li> <li>• 90% of teachers have done sharing in the morning reading session</li> </ul>	<ul style="list-style-type: none"> <li>• Check stakeholders report</li> <li>• Check prizes and awards records</li> <li>• Check Library Committee minutes</li> </ul>	<p>17-18</p>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Library Committee</li> </ul>	

<p><b>2. Curriculum design</b></p> <p>a. To put more emphasis on generic and/or higher-order thinking skills training in junior forms curricula education</p>	<ul style="list-style-type: none"> <li>• Trim the teaching content of junior form curricula to provide time for in-depth discussion and higher-order thinking skills training</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of panels have trimmed the teaching content of the junior form curriculum to include higher-order thinking skills training in junior forms curricula</li> <li>• 60% of students agree that teaching is inspiring</li> <li>• Positive feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>• Check schemes of work, panel minutes and annual reports</li> <li>• Check stakeholders report</li> <li>• Teachers' observation</li> </ul>	17-18	<ul style="list-style-type: none"> <li>• Panel heads</li> <li>• All teachers</li> </ul>	
<p>b. To further develop the Technology Education curriculum by strengthening STEM and Money Management Education</p>	<ul style="list-style-type: none"> <li>• Enrich STEM Education through collaboration between ICT and D&amp;T in Form 3</li> <li>• Introduce a new curriculum of money management in Form 3</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-curricular collaboration involving ICT and D&amp;T is carried out and money management curriculum is developed</li> </ul>	<ul style="list-style-type: none"> <li>• Check schemes of work, panel minutes and annual reports</li> </ul>	17-18	<ul style="list-style-type: none"> <li>• ICT, D&amp;T and BAFS teachers</li> </ul>	

## Major Concern 2: Character Formation

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>1. To enhance student's self-esteem and foster self-motivation for learning</b>	<ul style="list-style-type: none"> <li>Refine the goal-setting program               <ol style="list-style-type: none"> <li>Keep the individual goal-setting activities.</li> <li>Reserve pages in Student's Handbook for student's personal goals</li> <li>Teachers remind students to do self-reflection.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Students' self-motivation is enhanced through the goal-setting activities, and by teachers reminding them to refer to their personal goals in Student's Handbook and do self-reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Students' self-evaluation</li> <li>Teachers' observation</li> </ul>	17-18	<ul style="list-style-type: none"> <li>MCE</li> <li>Form teachers</li> </ul>	
	<ul style="list-style-type: none"> <li>Organize a motivation enhancement scheme for junior form students with less motivation for learning.</li> </ul>	<ul style="list-style-type: none"> <li>The self-esteem and self-motivation of the participants are enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>Check findings of questionnaire to participants</li> <li>Teachers' observation</li> </ul>	July to Aug 2018	<ul style="list-style-type: none"> <li>Vice-Principal</li> <li>Teacher(s) concerned</li> </ul>	<ul style="list-style-type: none"> <li>NGO</li> </ul>
	<ul style="list-style-type: none"> <li>Provide more in-depth life planning education programs for students and empower them to set their life /career goal(s).               <ol style="list-style-type: none"> <li>Provide a seminar and a workshop for F.3 students to assist them with subject selection.</li> <li>Conduct life-planning activities for students at different levels.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>More in-depth life planning education programs are provided for students at different levels to empower them to set their life/career goals and develop the required skills, thus their self-esteem is enhanced and self-motivation for learning is fostered.</li> </ul>	<ul style="list-style-type: none"> <li>Check minutes and evaluation reports of Careers Committee</li> <li>Observation and feedback from form teachers</li> <li>Evaluation from external organizers</li> <li>Feedback from students</li> </ul>	17-18	<ul style="list-style-type: none"> <li>Careers Committee</li> <li>F.4 Streaming Team</li> <li>Form Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Social Workers from St. James' Settlement</li> <li>External organizations</li> </ul>

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p><b>1. To enhance student's self-esteem and foster self-motivation for learning</b></p>	<ul style="list-style-type: none"> <li>• Conduct a workshop for parents on assisting teenagers to plan their life.</li> <li>• Teachers acknowledge students' academic achievements, learning attitude and efforts, and other achievements (e.g. aesthetic, sports, services, etc.) and give students continuous encouragement both inside and outside the classroom as positive reinforcement.               <ol style="list-style-type: none"> <li>a. Students share their achievements in different aspects in their own classes during form-teacher periods (at least once a year).</li> <li>b. Display students' achievements (e.g. certificates &amp; photos) in their classrooms and on the boards at the covered playground.</li> <li>c. Announce students' achievements and success through various means such as the school website, the plasma TV at the covered playground and the PA system.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Parents find the workshop useful in assisting teenagers with life planning.</li> <li>• Students' academic achievements, learning attitude and efforts, and other achievements are acknowledged, thus their self-esteem is enhanced and self-motivation for learning is fostered.</li> </ul>	<ul style="list-style-type: none"> <li>• Careers teachers' observation</li> <li>• Parents' feedback</li> <li>• Check minutes of MCE Committee</li> <li>• Form Teachers' feedback in form meetings</li> <li>• Check appreciation corners in classrooms and display boards on school campus</li> <li>• Teachers' observation</li> <li>• Students' feedback</li> </ul>	<p>1st term 17-18</p> <p>17-18</p>	<ul style="list-style-type: none"> <li>• Careers Committee</li> <li>• PTA</li> <li>• MCE Committee</li> <li>• Form teachers</li> <li>• Vice Principal (student support)</li> <li>• All teachers</li> <li>• Mr. J. Lee</li> <li>• Campus TV</li> </ul>	<p>Social Worker</p> <ul style="list-style-type: none"> <li>• IT support</li> <li>• Support from Campus TV</li> </ul>



Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>2. To instill a positive and serious learning attitude into students and help them develop a sense of ownership towards learning</b>	<ul style="list-style-type: none"> <li>• Help students develop effective learning habits including perseverance and understand the concept of ‘no pain, no gain’.</li> <li>a. Invite teachers or guest speakers (including alumni) to talk about and share their experience in learning in the morning assembly.</li> <li>b. Teachers provide students with more guidance and encouragement both inside and outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• A sense of ownership of learning is developed among students.</li> <li>• Students appreciate the guidance and encouragement by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation from teachers</li> <li>• Students’ feedback</li> <li>• Check morning assembly record</li> <li>• Form teachers’ feedback in form meetings</li> </ul>	17-18	<ul style="list-style-type: none"> <li>• Morning Assembly Committee</li> <li>• All teachers</li> </ul>	
	<ul style="list-style-type: none"> <li>• Help students improve their time management skills and advise them to spend less time on electronic devices.</li> <li>a. Provide students with reading materials about practical skills of time management and note-taking.</li> <li>b. Teachers provide individual advice for problem students and their parents.</li> <li>c. Teachers provide students with more guidance and encouragement.</li> </ul>	<ul style="list-style-type: none"> <li>• Students improve their time management skills and are willing to spend less time on electronic devices.</li> <li>• A positive and serious learning attitude is instilled into students.</li> <li>• Students find that study groups / buddies can help them with their studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Check minutes of MCE Committee</li> <li>• Check Scheme of Work of R.S. and L.S. Departments</li> <li>• Observation and feedback from teachers</li> <li>• Check findings of the questionnaire to F.1 students</li> <li>• Check letter to parents about the use of the study room for F.2-3</li> <li>• Students’ feedback</li> </ul>	17-18	<ul style="list-style-type: none"> <li>• MCE Committee</li> <li>• Discipline and Counselling Team</li> <li>• All teachers</li> </ul>	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p><b>2. To instill a positive and serious learning attitude into students and help them develop a sense of ownership of learning</b></p>	<p>d. Incorporate time and life management topics in Religious Studies (R.S.) &amp; Liberal Studies (L.S.) lessons for positive character formation.</p> <p>e. Form study groups or pair students up as study buddies with teachers' encouragement.</p> <ul style="list-style-type: none"> <li>- F.1 (through F.1 Mentoring Program)</li> <li>- F.2-6 (encouraged by form teachers and subject teachers of NSS electives)</li> </ul> <p>f. A study room is provided for F.2 &amp; F.3 students from 14:30 to 17:00 during the period when the pre-examination special timetable is adopted.</p> <ul style="list-style-type: none"> <li>• Help students channel their successful achievements in external competitions into their academic experience.</li> </ul>	<ul style="list-style-type: none"> <li>• A positive and serious attitude towards both studies and ECA is instilled into students.</li> <li>• Students have a sense of ownership of learning in both studies and ECA.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Students' feedback</li> </ul>	<p>17-18</p>	<ul style="list-style-type: none"> <li>• R.S. Dept.</li> <li>• L.S. Dept.</li>   <li>• MCE Committee</li> <li>• Form teachers</li> <li>• Subject teachers of NSS electives</li>   <li>• Vice-Principal (Academic)</li>   <li>• All teachers</li> </ul>	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<ul style="list-style-type: none"> <li>a. Students and alumni with non-academic achievements share their learning experience in the morning assembly, focusing on making effort, concentration and making good use of time.</li> <li>b. Broadcast programs via Campus TV.</li> </ul>				<ul style="list-style-type: none"> <li>• Morning Assembly Committee</li> <li>• Campus TV</li> </ul>	
<b>3. To strengthen proper interpersonal relationship among students</b>	<ul style="list-style-type: none"> <li>• Enhance students' awareness of proper demeanor when getting along with peers.               <ul style="list-style-type: none"> <li>a. Teachers discuss related topics in R.S. and Integrated Science (I.S.) lessons.</li> <li>b. Form teachers discuss related topics with students whenever appropriate.</li> <li>c. Organize talks / workshops for students.</li> <li>d. Student leaders of the Prefects Team and/or Student Association remind their fellow students about the proper demeanor in the morning assembly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The interpersonal relationship among students is strengthened.</li> <li>• Students are more aware of proper demeanor when getting along with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Check Scheme of Work of R.S. and I.S. Departments</li> <li>• Check report of Counselling Team (Sex Education Working Group)</li> <li>• Observation and feedback from teachers</li> <li>• Feedback from students</li> </ul>	17-18	<ul style="list-style-type: none"> <li>• R.S. Dept.</li> <li>• I.S. Dept.</li> <li>• Form teachers</li> <li>• Counselling Team (Sex Ed. Working Group)</li> <li>• Discipline Mistress and/or ECA Mistress</li> </ul>	<ul style="list-style-type: none"> <li>• End Child Sexual Abuse Foundation</li> <li>• Department of Health, HKSAR</li> </ul>

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>4. To enhance students' knowledge of Hong Kong and China, and help them develop a sense of ownership and responsibility</b>	<ul style="list-style-type: none"> <li>Conduct civic education activities e.g. newspaper cutting, civic education sharing and quizzes on the Basic Law.</li> <li>Through Liberal Studies, Chinese History and History lessons in junior form classes.</li> </ul>	<ul style="list-style-type: none"> <li>Students' knowledge of Hong Kong and China is enhanced.</li> <li>Students develop a sense of ownership and responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Check report of Civic Education Team</li> <li>Check Scheme of Work of Liberal Studies, Chinese History and History Department</li> </ul>	17-18	<ul style="list-style-type: none"> <li>Civic Education Team</li> <li>L.S. Dept.</li> <li>Chinese History Dept.</li> <li>History Dept.</li> </ul>	
<b>5. Teachers to play a more significant role and provide more comprehensive care to students</b>	<ul style="list-style-type: none"> <li>Empower Form Teachers and entrust them with full responsibilities of taking care of student discipline.</li> <li>Adopt a whole-school approach to handling students' discipline problems. <ul style="list-style-type: none"> <li>Various measures are to be adopted in order to help students learn that they need to bear responsibilities for their persistent misbehavior.</li> </ul> </li> <li>Provide more opportunities for mutual sharing among teachers during form meetings.</li> <li>Provide more technical support for teachers in retrieving eDiscipline records of their students.</li> </ul>	<ul style="list-style-type: none"> <li>Form teachers are empowered and entrusted with full responsibilities of taking care of the discipline in their classes.</li> <li>Students' discipline problems are first handled by teachers at the scene. Then they refer the cases to form teachers.</li> <li>Students learn that they need to bear responsibilities for their persistent misbehavior.</li> <li>At least 5 form meetings are arranged for mutual sharing among teachers who find the sharing useful.</li> <li>Technical support is provided for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Observation and feedback from teachers</li> <li>Check students' discipline records</li> <li>Check email about Form meetings</li> <li>Check records provided by Discipline Team</li> </ul>	17-18   17-18   17-18	<ul style="list-style-type: none"> <li>Form teachers</li> <li>All teachers</li> <li>Discipline Team &amp; Form teachers</li> <li>Form Coordinators</li> <li>Discipline Team</li> </ul>	<ul style="list-style-type: none"> <li>IT support</li> </ul>

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>5. Teachers to play a more significant role and provide more comprehensive care to students</b>	<ul style="list-style-type: none"> <li>• Hold a talk for teachers on taking care of students with emotional problems.</li> <li>• Adopt a whole-school approach to handling students' emotional problems.</li> <li>• Help students enhance resilience and increase positive energy.               <ol style="list-style-type: none"> <li>a. Add a topic based on biblical characters' experience to the RS curriculum.</li> <li>b. Revise MCE materials for Form Teachers to use in form-teacher periods.</li> <li>c. Teachers share their own life experience with students.</li> <li>d. Integrate the related elements and positive values into different subject curricula.</li> <li>e. Implement a comprehensive program entitled 「尊重生命，逆境同行」(「好心情@學校」微型計劃) for junior form students, parents and teachers.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Teachers find the talk useful. They are equipped with the essential skills and information to identify and take care of students with emotional problems.</li> <li>• Teachers are prepared to handle students' emotional problems or refer them to Counselling Team if necessary.</li> <li>• Students enhance resilience and increase positive energy.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and feedback from teachers</li> <li>• Observation and feedback from teachers</li> <li>• Observation and feedback from teachers</li> <li>• Check Scheme of Work of R.S. Department</li> <li>• Check MCE minutes</li> <li>• Check Scheme of Work of different subject departments</li> <li>• Observation and feedback from teachers</li> <li>• Check findings of questionnaire to students and parents</li> <li>• Feedback from teachers</li> </ul>	Aug 2017	<ul style="list-style-type: none"> <li>• Counselling Mistress</li> </ul>	<ul style="list-style-type: none"> <li>• An experienced social worker from an NGO</li> <li>• QE Fund</li> <li>• NGO</li> <li>• External social workers from NGO</li> </ul>
				17-18	<ul style="list-style-type: none"> <li>• Principal, teachers, Educational Psychologist &amp; Social Worker</li> <li>• R.S. Dept.</li> <li>• MCE Committee &amp; Form Teachers</li> <li>• All teachers</li> <li>• All Subject Panels</li> <li>• Vice Principal, Counselling Mistress &amp; Social Worker</li> </ul>	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>5. Teachers to play a more significant role and provide more comprehensive care to students</b>	<ul style="list-style-type: none"> <li>Enhance teachers' positive energy by organizing relaxation activities for teachers to improve their physical and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation activities were organized for teachers.</li> </ul>		17-18	<ul style="list-style-type: none"> <li>Staff Development Committee &amp; PE Department</li> </ul>	

### Major Concern 3: Resources and Network Building

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p><b>1. To refine the Mentorship Program</b></p>	<ul style="list-style-type: none"> <li>• Continue to refine the pilot Mentorship Program by:               <ol style="list-style-type: none"> <li>a. inviting more teachers to the group.</li> <li>b. recruiting mentors from different industries who graduated from different years through Facebook and email.</li> <li>c. making it an official program of the school e.g. holding the kick-off ceremony.</li> <li>d. setting clearer guidelines for mentors.</li> <li>e. coordinating workplace visits.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• The pilot Mentorship Program is refined.</li> <li>• Some teachers are invited to do the group matching of mentors and mentees.</li> <li>• Mentors from different industries who graduated from different years are recruited.</li> <li>• The kick-off ceremony is held.</li> <li>• Clearer guidelines for mentors are set.</li> <li>• Workplace visits are coordinated.</li> <li>• A minimum of three mentor and mentee meetings (including the kick-off ceremony) are arranged.</li> <li>• Positive feedback from mentors and students</li> </ul>	<ul style="list-style-type: none"> <li>• Check records / minutes of Alumni Association/ Mentorship Program</li> <li>• Feedback from alumni in terms of participation</li> </ul>	<p>17-18</p>	<ul style="list-style-type: none"> <li>• Coordinators of Alumni Association</li> <li>• Coordinators of Mentorship Program</li> <li>• Experienced teachers in TSK</li> </ul>	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>1. To refine the Mentorship Program</b>	<ul style="list-style-type: none"> <li>Reinforce the coordination among the Mentorship Program, the Senior Form Mentoring &amp; Tutoring Program and the Careers Committee to avoid duplication of work.</li> <li>Promotion of the Mentorship Program to F.4 &amp; 5 in a form-teacher period, with priority given to eligible F.5 students.</li> </ul>	<ul style="list-style-type: none"> <li>Duplication of work is avoided.</li> <li>A minimum of 30 motivated F.4 &amp; 5 students are willing to join the Mentorship Program.</li> </ul>	<ul style="list-style-type: none"> <li>Check records / minutes of Alumni Association, Mentorship Program &amp; Careers Committee</li> </ul>	17-18	<ul style="list-style-type: none"> <li>F.4 &amp; 5 Form Teachers</li> </ul>	
<b>2. To strengthen the Alumni Association and encourage the participation of alumni in school events and activities</b>	<ul style="list-style-type: none"> <li>Continue to update the existing database of alumni contacts so as to have a clearer grasp of the year distribution of members of the Alumni Association.</li> <li>Arrange various activities for alumni to join so that the school can share with them the vision and mission, the recent development and the needs of TSK.</li> <li>Keep the tradition of the six-house relay event at Athletics Meet to help more alumni develop a sense of belonging to the school.</li> </ul>	<ul style="list-style-type: none"> <li>The database of alumni contacts with year distribution is compiled and updated.</li> <li>More alumni express their willingness to make contributions to TSK.</li> <li>The six-house relay event at Athletics Meet is kept as a tradition.</li> <li>More alumni develop a sense of belonging to the school.</li> </ul>	<ul style="list-style-type: none"> <li>Check the database</li> <li>Check records / minutes of Alumni Association</li> <li>Feedback from alumni in terms of participation</li> </ul>	17-18	<ul style="list-style-type: none"> <li>Coordinators of Alumni Association</li> </ul>	



Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p><b>3. Tapping into alumni resources</b></p> <p>- to support the development of the school in different aspects</p>	<ul style="list-style-type: none"> <li>• Encourage alumni to make donations to school.</li> <li>• Strengthen the Senior Form Mentoring &amp; Tutoring Program by inviting mentors as tutors and providing tutorial lessons to our students for the HKDSE Examinations.</li> <li>• Nominate and encourage F.6 students to be mentors after graduation by Form Teachers.</li> <li>• Invite the alumni who did not get UGC offers in the first year to come back and share their experience with students with less motivation for learning and show them that there are multiple pathways after graduation.</li> <li>• Recruit alumni as mentors for fresh university graduates and new job seekers.</li> </ul>	<ul style="list-style-type: none"> <li>• Homecoming activities are arranged and alumni are encouraged to make donations to school.</li> <li>• Summer tutorial classes are arranged.</li> <li>• Tutorial lessons are provided for students taking the HKDSE Examinations.</li> <li>• Positive feedback from students.</li> <li>• F.6 students are nominated and encouraged to be mentors.</li> <li>• The alumni concerned express their appreciation to the school.</li> <li>• Life-planning sharing sessions by alumni are conducted.</li> <li>• Mentors are recruited.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from alumni</li> <li>• Check recruitment records of Mentoring Team</li> <li>• Check records of tutorial classes</li> <li>• Feedback from students</li> </ul>	17-18	<ul style="list-style-type: none"> <li>• Coordinators of Alumni Association</li> <li>• Mentoring Team</li> <li>• F.6 Form teachers</li> <li>• Careers Committee</li> <li>• Coordinators of Alumni Association</li> </ul>	