Evaluation of Annual school plan (2016 - 2017)

Major concern 1: Enhancing Learning and Teaching

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation

1. Enhancing the learning and teaching effectiveness
 	
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
	• Fine-tune the teaching approaches
	  • Plan carefully more learning activities to cope with the needs, abilities, learning styles and interests of the students and to provide opportunities for success
	  • Relate classroom materials to things that students are interested in or have experienced
	
	• Empower students to develop study skills
		• 70% of the subject panels have fine-tuned their teaching approaches
		• Positive feedback from students
		• 80% of teachers agree that they often teach students study skills.
			• Check panel minutes, panel reports and schemes of work
			• Check stakeholders reports
			• Teachers' observation
				• Over 90% of the subject panels have fine-tuned their approaches
				  - Chinese: additional articles of Chinese culture were tailor-made. Learning materials were focused on daily life or for practical usage. In addition, various learning activities and writing competitions were added. There was vertical alignment between junior and senior curriculums.
				  - English: there was vertical alignment between junior and senior curriculums. F.2 collaborative lesson preparation focused on reading skills.
				  - Mathematics: uniform and graded worksheets for both junior and senior forms were designed. More guidelines for weaker classes were given. For senior form students, questions from past papers were compiled in modules.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				- L.S: e-Learning was used in junior forms. High-achievers were given additional questions. - Economics: simplified the syllabus of F.4A for students with weaker abilities. - BAFS: for weaker classes, case studies and role-play were added to the curriculum. Teaching pace was adjusted for better learning effectiveness. - ICT: STEM elements were included in F.1 to F.3 curriculums. - Biology: students were asked to apply knowledge in the local context. - Chinese History: flipped classroom was used and graded quizzes were given to high-achievers. - Geography: assessment was given to junior form students through e-Learning. • Based on the stakeholders report, nearly 60% students agreed that teachers often taught them study skills. • Over 90% of teachers stated that study skills were included in their teaching. • There was a difference in the response

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				rates between the students and teachers because students might not realize that teachers were teaching them study skills. • Way forward: Students are expected to improve their learning skills. Teachers may teach more useful strategies for improving students' study skills and habits.

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b. To enhance students' motivation to learn and strive for excellence	• Promote a positive learning atmosphere in school by providing different platforms, both internal and external, for students to explore and develop their academic potential • Set challenging but achievable tasks to instill in students a sense of achievement • Give recognition and praise where appropriate • Give constructive comments to students taking them to the next higher level	• About 50% of subject panels provide different platforms for students' improvement • Students enjoy the challenging tasks and activities • Over 60% of students show high motivation for learning • An increased percentage of teachers agree that students show higher motivation for learning • Positive feedback from students	• Check stakeholders report and other independent surveys • Check panel minutes, panel reports and schemes of work • Check students' work and assignments. • Teachers' observation	• Over 50% of subject panels provided different platforms, both internal and external, for students to explore and develop their academic potential. - English: externally, students joined the Speech Festival, external writing competitions, etc. Internally, F.1 students stretched their potentials and built on their strengths through challenging tasks and group work in the lessons. - Chinese: students were invited to take part in a Chinese writing competition, Speech Festival, etc. Students who were not given much attention, in particular, would be selected. - Mathematics: students were invited to join talks held by universities, competitions and workshops on gifted education. - L.S.: students visited the LegCo. - Science: F.4 and F.5 students joined external competitions such as STEM competition, Young Inventor Competition - IS: Students did projects about small inventions. - Economics: activity / project about entrepreneurship was conducted. - Geography: weaker students were

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				invited to participate in activities.
				- Chinese History: students attended special talks on cultural studies or archeology.
				- The 55th Anniversary Musical was held to let students explore and develop their potential in Music and English.
				• Challenging but achievable tasks were provided by different panels which were aimed at instilling in students a sense of achievement
				- Chinese: creative writing group projects (novel and drama)
				- English: regarding curriculum design, there were both core and extension tasks included in the scheme of work. More guidelines were provided for weaker groups in the core curriculum. Some task-based activities were conducted in F.1 classes
				- Mathematics: for the project of F.1 elite class, students designed the Mathematics questions, conducted the discussion and presentation, including the Maths games and competition.
				- BAFS: competitions for F4 and F5 students were held in school.

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				Students joined an inter-school entrepreneurship competition
				• Based on the stakeholders report, about 50% of teachers agreed that students showed higher motivation for learning, an increased percentage compared with last year. • About 50% of students showed high motivation for learning, a lower percentage compared with last year. • Over 50% of students agreed that teachers always encouraged them. • Teachers gave both verbal and written feedback and praise. • Teachers gave students a sense of achievement by directing questions to students according to their abilities, which helped to take them to the next higher level. Way forward: • More students from different abilities will be encouraged to join activities that help them stretch their potential. • More activities or approaches will be explored to enhance students' motivation.

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c. To help junior form students build up good learning habits of doing homework seriously	• Provide an after-school support programme for F.1 students
	• Enable students to develop a habit of keeping a proper homework record
		• Most students hand in homework punctually
		• Positive feedback from students and teachers
			• Check discipline record
			• Teachers' observation
			• Questionnaires
				• Based on the questionnaires to students,
				  - Nearly 80% of students agreed they checked and did their homework during the after-school homework class.
				  - Over 80% of students agreed they tried their best to complete homework during the after-school homework class.
				  - Around 50% of students agreed that the programme could help them build up the habit of handling in homework punctually.
				  - F.1A did not react as positively as other classes towards the programme.
				
				• Most teachers agreed that the programme played an important role in assisting students to successfully complete their homework assignment.
				
				• Data about homework submission in different phases were collected but could not be used for direct comparison due to the influence of extraneous factors such as teachers' discretion and leniency in meting out penalty points.
				
				Way forward:
				• The after-school homework support program will continue next academic year.

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| d. To further enhance interactive learning and e-learning | • Reinforce peer, and teacher-student interaction
• Reinforce the practice of incorporating e-learning, particularly mobile learning, where appropriate in junior forms
• Purchase Learning Management System to further facilitate interactive learning
• Design subject-based curricula to incorporate e-learning
• Create subject-based mobile learning and e-learning teaching resource banks in junior forms
• Try out 'bring your own device' (BYOD) to facilitate e-learning
• Organize workshops for e-learning
• Teachers actively attend e-learning training workshops | • 70% of all departments incorporate mobile learning / e-learning where appropriate in junior forms
• More than 60% of students agree that there is peer, and teacher-student interaction
• Positive feedback from students and teachers
• More than 80% of teachers attended mobile learning / e-learning workshop | • Check stakeholders report
• Check panel minutes
• Check e-Services training records | • Over 90% of all departments incorporate mobile learning / e-learning where appropriate in junior forms
  - English: Kahoot, PowerLesson, Quizlet, Padlet etc. were used during lessons
  - Chinese: e-Learning was used both in junior and senior forms. The questions were digitalized and the clip was uploaded to the websites. Students found it more interesting than doing it on paper. The device allowed them to look up references on the Web. Padlet was used during lessons.
  - IS used different search engines to search for information
  - Mathematics: Geogebra, Kahoot and some interactive websites related to Maths were used during lessons.
  - Geography: In senior forms, students used an app to look for information to support their arguments.
  - Chinese History: students showed interest in using iPads for doing revision and answering questions, MCs in particular, online. An app Padlet was used for brainstorming
  - Chinese Literature: an app was used for inter-school learning activities |

				• Based on the stakeholders report, over 50% of students agreed that there was peer and teacher-student interaction through activities such as group discussions and presentations
				
				• More than 80% of teachers attended mobile learning / e-Learning workshop
				  - English Department invited British Council to conduct e-Learning workshop in July 2016 to prepare teachers for e-learning starting from 2016-17. Three teachers attended Oxford University Press seminar on e-Learning.
				  - Mathematics: Teachers attended EDB e-Services e-Learning workshop and other external workshops. E-Learning workshops were conducted among F.1 subject teachers. Sharing sessions among panel members were held in panel meetings.
				  - School-based e-Learning workshops were organized:
				    ◆ Apple classroom in Sept and Oct.
				    ◆ Introduction of e-Learning tools such as Kahoot, PowerLesson and Schoology by Mr. S.Y. Wan on 7th October
				    ◆ Workshop and sharing on eClass PowerLesson in Dec

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				◆ Workshop about Schoology in March 2017 Way forward: • Existing strategies will continue, e.g., setting up a resource bank for materials sharing, inviting more subject panels to share e-Learning experiences. • Further upgrade the broadband hardware and explore the possibility of using e-Learning to enhance self-directed learning.
e. To further enhance students' self-learning strategies	• Incorporate e-learning, where appropriate, in designing tasks related to pre-lesson preparation. • Encourage self-learning through various learning activities such as presentation, projects, group work etc. • Invite high-achieving past students of different streams to share their study habits with NSS students	• Positive feedback from students and teachers • 80% of teachers agree they encourage self-learning through various learning activities such as presentation, projects, group work etc. • Over 60% of students agree they can apply self-learning strategies	• Check stakeholders report • Teachers' observation • Check students' work and assignments	• Over 80% of teachers agreed that they encouraged self-learning through various learning activities such as presentation, projects and group work - English: Junior form common test projects encouraged students to do research on their own. F.2 and F.3 students needed to find reliable sources of information and did research online. They learnt to avoid plagiarism while doing research on their own. - Mathematics: To encourage pre-lesson preparation, F.3 students were given worksheets to do after watching videos on their own before the class.

				- Economics: video-making activity was used to help students learn different concepts and sharing in class. - BAFS: Students were asked to collect invoices for a better understanding before learning the topic. - Chinese History: flipped classroom was used for self-directed learning. - Biology: an online Facebook group was set up for materials sharing. - Geography: junior form students were expected to do a project on case studies. - Project learning was incorporated in Chinese, I.S., Chinese History, L.S. and English. • High-achieving past students were interviewed by the school press. • Some panels such as Economics and Chinese had invited alumni to do sharing. Most students agreed that it was inspiring. • Based on the stakeholders report, about 50% of the students agreed that they could apply self-learning strategies.

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				Way forward: • Self-learning strategies need to be enhanced. • Inviting subject panels to share successful e-Learning experiences.

f. To introduce more diversified teaching strategies through staff development programmes, workshops or online resources
 	
趙志成教授
	• Share among teachers effective teaching strategies and values
	• Arrange subject-based e-learning workshops or sharing sessions
		• Positive feedback from teachers	• Check panel minutes
			• Check Staff Development Committee minutes
			• Questionnaires
				• Sharing among teachers on effective teaching strategies and values was conducted during the First and Second Staff Development Days.
				
				• First Staff Development Day Programme on 11th November,2016
				  - Sharing on "如何提升自閉症同學的社交能力" by Educational Psychologist Connie Tsang
				  - Talk on "從班級經營看自主學習" by Dr Chiu (趙志成教授)
				
				• Second Staff Development Day Programme on 10th March, 2017
				  - Talk on "班風與師道" by Principal who introduced teaching strategies.
				
				• Feedback from teachers towards the two Staff Development Day Programmes was good.
				
				• Four form meetings were conducted from Sept to April (increased from 3 times last

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				year to 5 times this academic year), offering teachers a platform for sharing. - Sometimes, teachers can share the teaching experience of other forms as well, e.g. e-Learning - Teachers can understand the situation of other forms • Subject-based e-Learning workshops or sharing sessions were arranged in panels such as English and Mathematics. Way forward: • Encourage subject panels to do more sharing during the panel meetings, form meetings or staff development days. • With the leaving of F.6 students in February, F.6 teachers will join the other form meetings for sharing in the 4th and 5th form meetings.
g. To keep track of students' academic performance and adjust teaching strategies accordingly	• Use the eClass Student Data Analysis tool to trace the academic performance of students • Adjust teaching strategies based on the results of analysis where appropriate	• Data analysis is carried out by the eClass Student Data Analysis tool • Teachers make use of the results of analysis to adjust teaching strategies where appropriate • Positive feedback from teachers	• Check results of data analysis • Check panel minutes	• The eClass Student Data Analysis tool would only be used at the end of the whole school year due to the timing of data synchronization between WebSAMS and eClass . • Student data would be analyzed during the summer holiday. • Teachers can make use of the analysis results to adjust teaching strategies where appropriate.

				• Modes of data analysis can be class-, form- or subject-based • The data can be used for predicting public examination results • Tracking and analysis of both students' or teachers' performance can be conducted using the tool. • Teachers are free to adapt the analysis tool to suit their needs. Way forward: • The eClass Student Data Analysis tool will be used after the first term exam and final exam to trace the academic performance of students in the next academic year.

h. To help students develop a good reading habit	• Include short, student-conducted news or book sharing during the morning reading session with the reading invigilators acting as facilitators
	• Encourage teachers to do book or news sharing in the morning reading session
	• Encourage teachers to stimulate students' interest in reading reference books,
		• 60% of students show interest in reading
		• Positive feedback from students
		• 80% of teachers have done sharing in the morning reading session
			• Check stakeholders report
			• Check prizes and awards records
			• Check Library Committee minutes
				• About 50% of students show interest in reading.
				
				• 100% of teachers had done sharing in the morning reading sessions.
				
				• Various types of book sharing were conducted:
				   • In November:
				   - Student-conducted book sharing in the form of videos in F.1 to F.5 by the English Society

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| | | novels, fiction, multimedia resources, etc.
• Students set targets on the number of books read during a year in language subjects.
• Include various types of book sharing, e.g. student book sharing in the morning assembly.
• Organize book exhibitions | | | - A book talk by Dr. Chao about popular Science 科普書籍
Feedback from students and teachers were good.
- A book exhibition about popular Science
• Others:
- A book sharing for the whole school was conducted through the CampusTV in the classroom by the Putonghua Club
- Teachers invited students to conduct book sharing by using PowerPoint
Feedback from students and teachers were satisfactory.

• Problems:
- Many teachers found that the atmosphere of reading among students was not satisfactory. Some students did not enjoy reading
- Senior students did homework and revision for tests during the reading sessions
- Some students pretended to be reading

Way forward:
• More class-based sharing about reading can be done.
• Teachers can do more sharing such as news sharing. |

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				• Reading newspapers and short articles were much more suitable as students found it easy to finish reading within one reading session.

2. Curriculum design
To put more emphasis on generic and/or higher-order thinking skills training in junior forms curricula
	• Trim the teaching content of junior form curricula to provide time for in-depth discussion and higher-order thinking skills training	• 60% of panels have trimmed the teaching content of the junior form curriculum to include higher-order thinking skills training in junior forms curricula
		• 60% of students agree that teaching is inspiring
			• Check schemes of work, panel minutes and annual reports
			• Check stakeholders report
				• Over 60% of panels have trimmed the teaching content of the junior form curriculum to include higher-order thinking skills training in junior form curriculums
				  - English: some grammar topics were taken out in F.2 to make room for reading skills and e-Learning.
				  - Chinese: compositions on complaint letters and opinion report were trimmed because these types of questions were seldom tested in exams. More higher-order thinking skills were incorporated in junior forms.
				  - Mathematics: drilling questions were trimmed. More emphasis was put on question types that required students to explain their answers. Strategies required in the DSE curriculum were included in junior forms.
				  - Science: abstract concepts were trimmed in junior forms since the concepts will be covered in senior forms. More experiments were included and more time was allowed for discussion of the results of the experiments.

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				- Chinese History: the junior form curriculum was focused on modern history. Data-based and issue-based approaches were adopted. - Geography: the curriculum was fine-tuned since some skills were covered in LS. • Based on the stakeholders report, about 60% of students agreed that teaching was inspiring. • Most teachers agreed that the students have shown improvement in their generic and/or higher-order thinking skills. Way forward: • Strengthen STEM education in the F.3 curriculum. • A module about money management will be included in the F.3 curriculum.

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Major Concern 2: Character Formation

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation

1. To enhance student's self-esteem and foster self-motivation for learning	• Refine the goal-setting program
	a. Keep the individual goal-setting activities.
	b. Reserve pages on Student's Handbook for student's personal goals
	c. Teachers remind students to do self-reflection.
		• 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.	• Students' self-evaluation
			• Teachers' observation
				• The individual goal-setting program helped students enhance their self-motivation for learning. Some students, mostly girls, did the goal-setting activity seriously.
				• Reading materials and guidelines were provided for students in a reading session followed by a form-teacher period for the first goal-setting activity. This arrangement received positive feedback from teachers; the reading materials and guidelines were said to be useful in helping students set goals.
				• Using Student's Handbook for goal-setting was regarded as appropriate and effective.
				• *Junior forms*:
				  - F.1 students tended to set simple and non-specific goals.
				  - F.3 students were more serious about setting goals, probably because they had a clearer goal related to their choice of subjects in F.4.
				• *Senior forms*:
				  - F4 students managed to master the skills of breaking down general questions into several specific ones.
				  - Most F.6 students set goals related to HKDSE results.
				• Students expressed that they cherished teachers' feedback (both written and oral) on their goals.
				• Some teachers opined that there was insufficient time to complete the activity.
				
				<u>Way forward</u>
				• The individual goal-setting program should still be made compulsory for junior form students.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
1. To enhance student's self-esteem and foster self-motivation for learning	• Organize a summer camp (for F.1 & F.2) with elements of life planning education for enhancement of self-motivation and learning.	• The camp participants are aware of setting their life/career goal(s). • The self-esteem and self-motivation of the camp participants are enhanced.	• Observation from teachers and social workers • Check findings of questionnaire to participants of the camp	• Form teachers are advised to teach students the skills required for goal-setting, e.g. providing more guiding questions or examples for students in a form-teacher period prior to the first goal-setting activity. • Evaluation on the camp held in July 2016: - - A total of 34 students joined the 3-day overnight camp. Positive feedback was received. More than 90 % of the students expressed that they were satisfied with the activities, and 97.3 % of the students reflected that the social workers demonstrated professional knowledge, attitude and showed care for them in the camp. - Slightly fewer students (81.1%) expressed that their self-confidence had been boosted. - Follow-up activities in September were found to be difficult to arrange as students were allocated to different classes. - The teachers who participated in the camp reflected that this summer activity could probably help the F.2 students but not those in F.1. - The teachers expressed their worries that there might be negative peer influence and labelling effect on some students in the camp since most of the participants did not have good self-motivation for learning. • Instead of organizing a summer camp in July 2017, a revised Motivation Enhancement Scheme was introduced with the same aim of enhancing students' self-esteem and fostering self-motivation for learning through students participating in social services. • 19 F.1-3 target students joined the scheme which consisted of 2 visits, 5 learning/preparation sessions and doing a one-day community service (serving and playing games with the elderly) during the summer holidays.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
1. To enhance student's self-esteem and foster self-motivation for learning	• Provide more in-depth life planning education programs for students and empower them to set their life /career goal(s). a. Provide a seminar and a workshop for F.3 students to assist them with subject selection. b. Conduct life-planning activities for students at different levels: - **ALL**: Promotion of life planning web of Ming Pao **F.1** : Reading materials related to career and life-planning **F.2**: Goal-setting implementation skills **F.3**: Choice of subjects and their future careers **F.4-5**: Multiple pathways after HKDSE & JUPAS choices. F.5 Form teachers & Careers	• 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.	• Check minutes and evaluation reports of Careers Committee • Observation and feedback from form teachers • Evaluation from external organizers • Feedback from students	• Students found the scheme useful and fruitful as they were able to learn the skills of organizing activities and communicating with the elderly. • Although the students were a bit passive in the beginning, all of them had improved gradually. They finally performed well and took an active part in playing games with the elderly and serving them with food while eating out with them. Thus, students' self-esteem and self-motivation were enhanced. • In-depth life-planning education programs were provided for students at different levels to empower them to set their life/career goals and to develop the required skills, thus enhancing students' self-esteem and self-motivation for learning. a. F.3 seminar and workshop – The scheduled date (right after the release of the Common Test results) and setting of the venue were very good. It was also ideal that the life-planning workshop followed shortly after the briefing on F.4 subject selection. b. Life-planning activities for students: - F.1 • The activity "Who I AM" held in September 2016 helped students understand their interests, abilities and career inclinations. • The career exploration activity conducted during the Easter holidays helped students understand the content and characteristics of some professions through an interview with a working friend/relative. • A workshop on engineering was conducted with IBM. Students did hands-on activity which helped them understand the mythological methods of STEM. • Students were serious and willing to share their views during the activities.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
1. To enhance student's self-esteem and foster self-motivation for learning	teachers meet students in groups to explain JUPAS/ non-JUPAS choices. **F.6**: JUPAS & non-JUPAS choices and interview skills			F.2 • In a form-teacher period in September 2016, students reflected what they had learnt through experiences inside and outside school. They also reflected what interests, knowledge, skills and attitude they had developed. • A simplified career questionnaire was introduced to students in a form-teacher period in April 2017 to help them obtain an idea of their individual characteristics (realistic, investigative, artistic, social, enterprising or conventional). • The F.1 & F.2 teachers found that there was insufficient time for sharing and discussion on the recommended pages of the book "*Finding the Colours of Life*", and they opined that the book was rather impractical and outdated. F.3 • Information concerning senior secondary subject choices, the pathway of continuing education, entrance requirements of tertiary education, senior secondary curriculum framework was delivered to students. • A series of life-planning activities e.g. workshops and a day camp, were conducted with China Light Power (CLP) Ltd. Students had better understanding of the profession of the engineering industry. • A group of students were selected to join the CLP Engineering Day Camp and a Lego building activity in which student participants designed and worked out their own Lego project from February to May 2017. • Updated information about the NSS curriculum was provided for students apart from that in the book "*Finding the Colours of Life*". Students chose the information they were interested in and read at their own pace.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
1. To enhance student's self-esteem and foster self-motivation for learning				**F.4** • The booklet *"Career Mapping"* was used as a guideline for F.4 Form Teachers to understand students' careers orientation. • An old girl with low motivation for learning in the past but was successfully accepted by a UGC-funded university to study a degree course returned to share her experience with F.4A students to encourage them to set clear goals and not to give up. **F.5** • An overseas talk was arranged for F.4-5 students to understand the multiple pathway on studying abroad. • Students joined "Careers Live" organized by St. James' Settlement. Students were guided by external social workers to play simulation games on job orientation. • The Careers Inventory (an aptitude test) was purchased for students. They were divided into groups to discuss their academic results with their Careers Teachers or Form Teachers. **F.6** • A series of talks on JUPAS were arranged in the first term. Positive feedback was received from students. • Mock interviews were conducted by Form Teachers and Careers Teachers during the First Term Exam period (for F.1-5). Students were equipped with the necessary skills of university interviews. They were serious about the interviews and showed a positive attitude towards the activity. • The Holland Test was done and interpreted by Careers Teachers. Students could use it as a reference for their university choices. **Way forward** • The book "*Finding the Colours of Life*" will not be subscribed for F.1 students.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
1. To enhance student's self-esteem and foster self-motivation for learning	• Conduct a workshop for parents on assisting teenagers to plan their life.	• Parents find the workshop useful in assisting teenagers with life planning.	• Careers teachers' observation • Parents' feedback • Check minutes of MCE Committee • Form Teachers' feedback in form meetings • Check appreciation corners in classrooms and display boards on school campus • Teachers' observation • Students' feedback	• Form teachers can choose the relevant life-planning materials provided by the Careers Committee for their own classes. • A sharing session for F.5 and F.6 parents organized by the Parents and Teachers Association (PTA) was held in November 2016. Alumni and a parent of an alumnus were invited to share their experience in DSE preparation and JUPAS choices. The School Social Worker and the Careers Mistress also delivered the essential information about the same topics and answered parents' questions. The parents' feedback was positive. They found the activity useful in assisting their children with life planning.
	• 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. a. Students share their achievements in different aspects in their own classes during form-teacher periods (once a year).	• 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.		• Students' academic achievements, learning attitude, efforts, and other achievements were acknowledged, thus their self-esteem and self-motivation for learning were enhanced. a. Students enjoyed the activity and shared their achievements in different aspects. - Some teachers demonstrated once in class as an example. - Some teachers invited and encouraged the passive or less popular students to share. - Selected students were eager to share in class. They managed to share a wide range of topics with self-confidence. They were very serious and some of them even prepared PowerPoint slides for the sharing. - The audience was very attentive and interested in the content of the sharing.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
1. To enhance student's self-esteem and foster self-motivation for learning	b. Display students' achievements (e.g. certificates & photos) in their classrooms and the school campus. c. Students who show a good learning attitude and efforts will be given bookmarks as encouragement.			b. Students' achievements were displayed. - Certificates were displayed on the boards on school campus. - Some students were keen to display their awards (e.g. medals, photos and certificates) in classrooms. - The display provided a wonderful channel for students to get appreciated. c. Bookmarks were given to students who showed a good learning attitude and efforts. - Students were happy to receive the bookmarks as a kind of recognition. Apart from bookmarks, a variety of gifts were also presented. **<u>Way forward</u>** • Students' sharing of achievements should not be confined to one single period. If time allows, they may share during other form-teacher periods. • Apart from displaying certificates and medals, students' achievements can be shown in videos. • Teachers could be informed of students' achievements and success through various means (e.g. the school eApp, morning assemblies, PA system, etc.) so that they could give encouragement to students whenever there are external competitions.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
2. **To instill a positive and serious learning attitude towards studying into students and help them develop a sense of ownership of learning**	• Help students develop effective learning habits including perseverance and understand the concept of 'no pain, no gain'. a. Invite teachers or guest speakers (including alumni) to talk about and share their experience in learning in the morning assembly. b. Teachers provide students with more guidance and encouragement both inside and outside the classrooms.	• A sense of ownership of learning is developed among students. • Students appreciate the guidance and encouragement by teachers.	• Observation from teachers • Students' feedback • Check morning assembly record • Form teachers' feedback in form meetings	The activities provided the chance for students to develop a sense of ownership of learning. a. Talks were conducted in morning assemblies. • Apart from the Counselling Mistress, two more teachers and four alumni from different years were invited to speak and share about their experiences. • Students found the talks inspiring. Through the sharing of the various speakers, students were able to broaden their horizons. They were also encouraged to persevere in spite of the obstacles. • The Principal and teachers did follow-up through the PA system and in class respectively to further develop and consolidate the messages conveyed by the speakers. b. Students were provided with encouragement and guidance both inside and outside the classroom. • As shown in the Stakeholders' Survey Report, over 50% of the students perceived that teachers always encouraged them, and more than 60% perceived that teachers cared about them. • Students were thrilled to receive the Principal's compliments on their homework (during homework inspection). **Way forward** • Speakers with valuable life experience should continue to be invited to so speak in the morning assembly and give encouragement to students. • Different ways to provide students with more encouragement are to be used.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
2. **To instill a positive and serious learning attitude towards studying into students and help them develop a sense of ownership of learning**	• Help students improve their time management skills and advise them to spend less time on electronic devices. a. Organize activities on time management (through form-teacher periods and article reading). b. Teachers provide individual advice for problem students and their parents. c. Teachers provide students with more guidance and encouragement. d. Incorporate time and life management topics in R.S. & L.S. lessons for positive character formation.	• Students improve their time management skills and are willing to spend less time on electronic devices. • A positive and serious learning attitude is instilled into students. • Students find that study groups / buddies can help them with their studies.	• Check minutes of MCE Committee • Check Scheme of Work of R.S. and L.S. Departments • Observation and feedback from teachers • Check findings of the questionnaire to F.1 students • Students' feedback	Students were provided with chances to learn about time management. It was hoped that they would improve their time management skills and have a more positive and serious learning attitude. a. A series of reading materials about time management were prepared for junior and senior form students who were assigned to do the reading in the morning reading sessions regularly to help them understand the importance and the skills of time management. • Some F.1 students were found to have improvement though it was not very long-lasting. • Some F.3 students expressed that they managed to stay focused at school but found it hard to do so outside the school. b. It was found that teachers often contacted the parents to give them advice. c. - Through the PA system, the Principal shared his views on time management and encouraged students to better manage their time. - Reminders about time management were given by subject teachers before exams. - It was also observed that teachers provided guidance and support for students whenever necessary. d. Topics about time management were covered in L.S. and R.S. lessons. Students were able to understand the importance of time and life management via different learning activities. • The Facemeal Compaign was carried out in F.2 Religious Studies (R.S.) lessons by the School Social Worker on not using gadgets. There was positive feedback from students and R.S. teachers.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
2. To instill a positive and serious learning attitude towards studying into students and help them develop a sense of ownership of learning	e. Form study groups or pair students up as study buddies with teachers' encouragement. - F.1 (through F.1 Mentoring Program) - F.2-6 (encouraged by form teachers and subject teachers of NSS electives)			e. Study groups were formed in hope of helping students with their studies. Positive feedback was received from both students and teachers. • Some of the study groups were initiated by the students, especially those on subject basis; while others were organized by houses and academic societies. • The Project A was held in F.2. Students who formed study groups were helped by senior form students in the second term. • Pre-exam tutorial sessions were organized for F.1&2 students. F.6 students were tutors helping them to revise for the final exams. • There were NSS Tutorial Programs provided for F.4-6 students. Undergraduate alumni became tutors and helped NSS students with their studies in groups. • There were cases when existing students or alumni were recommended as tutors by the School Social Worker to help the less able students with their studies. This proved to be a good practice. • F.1 Mentoring Program - F.1 study groups were formed through the F.1 Mentoring Program. Each F.3 mentor took care of 3 to 4 F.1 students in the group. - In a form-teacher period in November 2016, F.3 mentors shared their learning experience with F.1 students and gave them advice on how to construct a revision timetable before the First Term Exam. - Very positive feedback was received from F.1 students. From the evaluation survey results, 56.5% of the respondents found that the program had helped them with their learning most.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				Way forward • Reading materials about note-taking should be provided for F3-5 students at the beginning of the term so as to allow time for them to apply the skills in different subjects in the lessons. • More practical skills should be introduced. • The time management priority matrix will be included in F.1 L.S. curriculum next year. • It was suggested that study rooms should also be opened for junior form students until 5:00 pm before the exams in order to foster their sense of ownership of learning.
3. To strengthen proper interpersonal relationship among students	• Enhance students' awareness of proper demeanor when getting along with peers. a. Teachers discuss related topics in R.S. and Integrated Science (I.S.) lessons. b. Form teachers discuss related topics with students whenever appropriate. c. Organize talks / workshops for students.	• The interpersonal relationship among students is strengthened. • Students are more aware of proper demeanor when getting along with peers.	• Check Scheme of Work of R.S. and I.S. Departments • Check report of Counselling Team (Sex Education Working Group) • Observation and feedback from teachers • Feedback from students	• Through the activities, students could strengthen their interpersonal relationship and be more aware of proper demeanor when getting along with peers. • Teachers discussed related topics with students in L.S., R.S. and I.S. lessons. • A new set of MCE materials was provided for F4 students. According to the record form, 2 classes used it and found them useful. • Teachers offered care and guidance when they observed pairs of students in love. **Way forward** • The strategies should be kept to enhance students' awareness of proper demeanor when getting along with peers.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
4. To enhance students' knowledge of Hong Kong and China, and help them develop a sense of ownership and responsibility	• Conduct civic education activities e.g. newspaper cutting, civic education sharing and quizzes on Basic Law. • Through Liberal Studies, Chinese History and History lessons in junior form classes.	• Students' knowledge of Hong Kong and China is enhanced. • Students develop a sense of ownership and responsibility.	• Check report of Civic Education Team • Check Scheme of Work of Liberal Studies, Chinese History and History Department	Students' knowledge of Hong Kong and China was enhanced through the following activities. A stronger sense of civic awareness, ownership and responsibility was developed, and positive feedback was received from teachers and students. • Inter-school Basic Law Competition「認識《基本法》—法治創繁榮」善德全港中學校際問答比賽 2017 – 4 internal trials were held. Students performed well and won the prize of the 2nd runner-up. • Inter-class Basic Law and News Story Competition of Phases I and II were held. Classes with good performance were given prizes in the morning assembly. • In L.S. lessons (junior forms & F.5), the module on modern China was taught. Students participated actively in class discussions and other learning activities. • Hot issues about HK, China and the world were posted on the Civic Education Board outside the school hall. • Topics on the history of Hong Kong and China were taught in F.2 History lessons. • The choir joined the Hong Kong Dream Concert held by Civic Education Commissioner on 30 May 2017. • Students joined the HK Beijing Macau exchange summer camp organized by the EDB to understand the historical development of HK, Beijing and Macau. **Way forward** • The Civic Education Team and the related departments should continue to run the activities in order to enhance students' knowledge of Hong Kong and China, and help them develop a sense of ownership and responsibility.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
5. Form teachers to play a more significant role and provide more comprehensive care to students	• Empower form teachers and entrust them with full responsibilities of taking care of student discipline. • Conduct a workshop for teachers on building of class ethos, establishing a good relationship with students and classroom management. • Adopt a whole-school approach to handling students' discipline problems. • Provide more opportunities for mutual sharing among teachers during form meetings.	• Form teachers are empowered and entrusted with full responsibilities of taking care of the discipline in their classes. • Teachers find the workshop useful in building of class ethos, establishing a good relationship with students and classroom management. • Students' discipline problems are first handled by teachers at the scene. Then they refer the cases to form teachers. • At least 5 form meetings are arranged for mutual sharing among teachers who find the sharing useful.	• Observation and feedback from teachers • Check survey results of Staff Development Committee. • Check minutes of SPAC (School Policy Advisory Committee).	• In general, the empowerment was a good practice. The revised system with flexibility might have helped the students who really wanted an improvement. • The Principal's two-hour sharing about building of class ethos, establishing a good relationship with students and classroom management on Staff Development Day was well-received. The content was practical. • The whole-school approach was adopted to handle students' discipline problems and demonstrated in the patrol system. • Sharing among teachers was done in form meetings and subject panel meetings. Positive feedback was received. **Way forward** • More technical support will be given to teachers. (e. g. the way to elicit the number of times of lateness on eClass will be provided.)

Major Concern 3: Resources and Network Building

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
1. **To strengthen the Alumni Association and encourage the participation of alumni in school events and activities**	• Continue to refine the existing database of alumni contacts so as to have a clearer grasp of the year distribution of members of the Alumni Association.	• The updated database of alumni contact with year distribution is compiled.	• Check the database	• The database was updated and an alumni list was prepared by the staff in General Office. However, some contact information of the alumni, especially those who graduated from 2012 onward is not accurate due to their illegible handwriting. • The Teacher Coordinator of the Alumni Association will contact the Careers Mistress for students' information as the Careers Committee has kept a set of email and phone contacts of the graduates. • The existing alumni contacts will be kept up to date as far as possible.
	• Arrange Homecoming Days for alumni of different graduation years, share with them the vision and mission, the recent development and the needs of TSK.	• Homecoming Days are arranged and alumni, especially senior alumni, return to school and know more about the vision, mission, recent development and needs of TSK.	• Check records / minutes of Alumni Association • Feedback from alumni in terms of participation	• Instead of arranging Homecoming Days, alumni from different years were invited to arrange reunion gatherings at TSK. The Alumni Association was responsible for promotion, coordination, venue reservation and other logistics.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
1. **To strengthen the Alumni Association and encourage the participation of alumni in school events and activities**	• Invite alumni with a background in performing arts and/or stage management to share their experience and provide opinions on our 55th Anniversary Musical performance. • Invite alumni to provide opinions on house restructuring, especially house names and colours.	• More alumni express their willingness to make contributions to TSK. • Alumni are invited to share with our students their experience in musical performances. • Alumni are invited to provide opinions regarding house restructuring.	• Minutes of the Musical Working Group	• Our alumnus, Mr. Edmond Cheng, was invited to be Conductor of our School Orchestra to train and conduct the 55th Anniversary Musical performance. • Some other alumni who were backstage helpers in our 50th Anniversary Musical expressed their willingness to make contributions to their alma mater. They returned to help our teachers and students during the preparation period. • A number of alumni came back to watch the Musical and showed their support for the school. • The House Name and Colour Design Competition was held and there were entries from both current students and alumni. The champion was an alumna and her ideas of the Chinese names of the houses were adopted. • Alumni graduated from different years were invited to share their experience in the morning assembly and being mentors under the mentorship program. Some alumni who had low motivation for learning in TSK but are doing quite well now were invited to share with some F.4 students and encourage them to set clear goals, stay positive and not to give up.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
2. **Tapping into alumni resources**	• Encourage alumni to make donations to school.	• Homecoming activities are arranged and alumni are encouraged to make donations to school.	• Feedback from alumni	• Alumni were encouraged to make donations during different activities.
a. **To support the development of the school in different aspects**	• Promote the F.5 Mentoring Program in a form-teacher period to help students have a better understanding of the aims and objectives of the program, and encourage them to join.	• Mentors are recommended & recruited by form teachers. • Summer tutorial classes are arranged. • Positive feedback from students.	• Check recruitment records of Mentoring Team • Check records of tutorial classes • Feedback from students	• The F.5 Mentoring and Tutoring Program was promoted by Form Teachers in a form-teacher period and the response of students was positive. • Mentors from different universities (mainly Year 1 & Year 2 students) shared their experience regarding university choices and strategies for taking the HKDSE. The mentor-mentee ratio was from 1:1 to 1:3.
	• Nominate and encourage F.6 students to be mentors after graduation by form teachers.	• F.6 students are nominated and encouraged to be mentors.	• Feedback from students	
	• Strengthen the mentoring program by inviting mentors as tutors to provide tutorial lessons to our students for the HKDSE Examinations. • Present certificates to the alumni who have served, helped and provided free training or tutorial lessons for TSK students	• Tutorial lessons are provided for students taking the HKDSE Examinations. • The alumni concerned express their appreciation to the School.	• Check records / minutes of Mentoring Team • Feedback from mentors and students • Feedback from alumni	• 13 sessions of tutorial lessons for F.4 to F.6 students in different subjects were arranged and taught by tutors. • Reference letters were provided for tutors to certify their contributions to the school.
	• Invite alumni to come back and share their career experience with students.	• Career sharing sessions by alumni are conducted.	• Check records / minutes of Mentoring Team, Careers Committee &	• Alumni were invited to share their career experience with students in morning assemblies. • Mentees were nominated by existing F.6 Form Teachers.

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Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
2. Tapping into alumni resources **b. To further develop our mentoring program for present students, fresh university graduates and new job seekers**	• Encourage F.6 students to be mentees after graduation by Form Teachers. • Recruit alumni as mentors for fresh university graduates and new job seekers. • Establish a pilot scheme of the F.5&6 mentoring programme. - Through the alumni network, identify and invite the suitable alumni with professional work experience to be mentors for students in the F.5&6 mentoring programme. - Identify the motivated F.5 students who show interest in pursuing their target careers/ university subject choices and are willing to join the F.5&6 mentoring programme. - Assign a team of teachers to do the group matching of mentors and mentees according to the professions (with one mentor and 3-4 mentees in a group). - Coordinate mentoring sessions including workplace visits.	• Mentees are recruited by form teachers. • Mentors are recruited. • A minimum of 10 suitable alumni with professional work experience are identified and invited to be mentors. • A minimum of 30 motivated F.5 students who show an interest in pursuing their target careers/ university subject choices and are willing to join the mentoring programme are identified. • A team of teachers are assigned to do the group matching of mentors and mentees. • A minimum of 3 mentoring sessions are held, including one workplace visit.	Alumni Association • Check minutes of Alumni Association & Careers Committee	• The F.5 Mentorship Program was established. 32 alumni signed up from 13 professions and 26 mentorship groups were formed, with each mentor taking care of about one to eight mentees. • The Mentorship Program matching was done by the Alumni Association, and more than 60 students signed up to be mentees. • Two to five one-hour meetings between mentors and mentees were conducted.

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