

Annual school plan (2015 - 2016)

Major concern 1: Enhancing Learning and Teaching

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>1. Enhancing the learning and teaching effectiveness</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"> • Fine-tune the teaching approaches <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • 70% of the subject panels have fine-tuned their teaching approaches • Positive feedback from 60% of students 	<ul style="list-style-type: none"> • Check panel minutes, panel reports and schemes of work • Check stakeholders report and other independent surveys • Teacher's observation 	15-16	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • Subject-based teacher training

<p>b. To enhance students' motivation to learn and strive for excellence</p>	<ul style="list-style-type: none"> • Promote a positive learning atmosphere in school by providing different platforms (e.g. joint school academic activities, outside training programmes) 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 	<ul style="list-style-type: none"> • 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 • Positive feedback from students 	<ul style="list-style-type: none"> • Check stakeholders report and other independent surveys • Check panel minutes, panel reports and schemes of work • Check students' work and assignments. • Teachers' observation 	<p>15-16</p>	<ul style="list-style-type: none"> • All teachers 	
<p>c. To help junior form students build up good learning habits of doing homework seriously</p>	<ul style="list-style-type: none"> • Provide an after-school support programme for F.1 students 	<ul style="list-style-type: none"> • Most students hand in the homework punctually 	<ul style="list-style-type: none"> • Check discipline record • Teachers' observation 	<p>15-16</p>	<ul style="list-style-type: none"> • All teachers 	
<p>d. To further enhance interactive learning and e-learning</p>	<ul style="list-style-type: none"> • Reinforce peer, and teacher-student interaction • Incorporate e-learning, particularly mobile learning where appropriate in junior forms • Enhance school's WiFi infrastructure to cater for the 	<ul style="list-style-type: none"> • 60% 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- 	<ul style="list-style-type: none"> • Check stakeholders report • Check panel minutes 	<p>15-16</p>	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • I.T. support and facilities

	<p>need of using e-learning resources in class</p> <ul style="list-style-type: none"> Organize workshops for e-learning and encourage teachers to attend workshops 	<p>student interaction</p> <ul style="list-style-type: none"> Positive feedback from students and teachers More than 50% of teachers attended mobile learning / e-learning workshop 				
e. To further enhance students' self-learning strategies	<ul style="list-style-type: none"> Make use of teachers' successful experience in designing homework 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 	<ul style="list-style-type: none"> Positive feedback from teachers and students Over 60% of students agree they can apply self-learning strategies 	<ul style="list-style-type: none"> Check stakeholders report and other independent surveys Teachers' observation Check students' work and assignments 	15-16	<ul style="list-style-type: none"> All teachers 	
f. To Introduce more diversified teaching strategies through staff development programmes, workshops or online resources	<ul style="list-style-type: none"> Conduct separate programmes for experienced and new teachers to cater for their different needs Share among teachers effective teaching strategies and values 	<ul style="list-style-type: none"> Positive feedback from teachers 	<ul style="list-style-type: none"> Check panel minutes Check Staff Development Committee minutes Questionnaires 	15-16	<ul style="list-style-type: none"> Staff Development Committee All teachers 	

<p>g. To help students develop a good reading habit</p>	<ul style="list-style-type: none"> • 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, novels, fictions, multimedia resources, etc. • Students set targets on the number of books read during a year in language subjects. • Include various types of book sharing in the morning assembly • Organize theme-based book exhibitions 	<ul style="list-style-type: none"> • 60% of students show interest in reading • Positive feedback from students • 80% of teachers have done sharing in the morning reading session 	<ul style="list-style-type: none"> • Check stakeholders report • Check prizes and awards records • Check Library Committee minutes 	<p>15-16</p>	<ul style="list-style-type: none"> • All teachers • Library Committee 	
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<p>2. Curriculum design To put more emphasis on generic and/or higher-order thinking skills training in junior forms curricula</p>	<ul style="list-style-type: none"> • Trim the teaching content of junior form curricula to provide time for in-depth discussion and thinking skills training 	<ul style="list-style-type: none"> • 60% of panels have trimmed the teaching content of the junior form curriculum to include higher-order thinking skills training in junior forms curricula • Positive feedback from students • Students show improvement in their generic and/or higher-order thinking skills 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Teachers' observation • Check students' work and assignments 	<p>15-16</p>	<ul style="list-style-type: none"> • Panel heads • All teachers 	
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Major Concern 2: Character Formation

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
1. To enhance student's self-esteem and foster self-motivation for learning	<ul style="list-style-type: none"> Refine the goal-setting program <ol style="list-style-type: none"> Keep the individual and class goal-setting activities. Reserve pages on Student Handbook for student's personal goals. Teachers remind students to do self-reflection. 	<ul style="list-style-type: none"> Students' self-motivation is enhanced through the goal-setting activities and by teachers reminding them to refer to their personal goals in Student Handbook and to do self-reflection. 	<ul style="list-style-type: none"> Students' self-reflection Teachers' observation 	15-16	<ul style="list-style-type: none"> Moral & Civic Education (MCE) Committee Form teachers 	Social Workers from HK Children & Youth Services
	<ul style="list-style-type: none"> Organize a summer camp (for F.1 & F.2) with elements of life planning education for enhancement of self-motivation and learning. 	<ul style="list-style-type: none"> The camp participants are aware of setting their life/career goal(s). The self-esteem and self-motivation of the camp participants are enhanced. 	<ul style="list-style-type: none"> Observation from teachers and social workers Check findings of questionnaire to participants of the camp 	15-16	<ul style="list-style-type: none"> Vice Principal (student support) Teachers concerned 	
	<ul style="list-style-type: none"> 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"> Provide a seminar and a workshop for F.3 students to assist them with subject selection. 	<ul style="list-style-type: none"> More in-depth life planning education programs are provided for students at different levels to empower them to set their life/career goals and to acquire the various skills, thus their self-esteem is enhanced and self-motivation for learning is fostered. 	<ul style="list-style-type: none"> Check minutes and evaluation reports of Careers Committee Observation and feedback from form teachers Evaluation from external organizers Feedback from students 	15-16	<ul style="list-style-type: none"> F.4 Streaming Team 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
1. To enhance student's self-esteem and foster self-motivation for learning	<p>b. Conduct life-planning activities for students at different levels: -</p> <p>F.1-2: Goal-setting implementation skills</p> <p>F.3: Choice of subjects and their future careers</p> <p>F.4-5: Multiple pathways after HKDSE & JUPAS choices.</p> <p>F.5 Form teachers & Careers teachers met students in groups to explain JUPAS/ non-JUPAS choices.</p> <p>F.6: JUPAS & non-JUPAS choices and interview skills</p>			15-16	<ul style="list-style-type: none"> Careers Committee 	Social Workers from St. James' Settlement and HK Children & Youth Services
	<ul style="list-style-type: none"> Conduct a workshop for parents on assisting teenagers to plan their life. 	<ul style="list-style-type: none"> Parents find the workshop useful in assisting teenagers with life planning. 	<ul style="list-style-type: none"> Evaluation and observation by external organizer Parents' feedback 	1 st term 15-16	<ul style="list-style-type: none"> Careers Committee 	Social workers from HK Children & Youth Services
	<ul style="list-style-type: none"> Conduct a workshop for teachers on assisting students to plan their life. 	<ul style="list-style-type: none"> Teachers find the workshop useful in assisting students with life planning. 	<ul style="list-style-type: none"> Check evaluation reports of Staff Development Committee Feedback from teachers 	1 st term 15-16	<ul style="list-style-type: none"> Careers Committee Staff Development Committee 	Social workers from HK Children & Youth Services

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>1. To enhance student's self-esteem and foster self-motivation for learning</p>	<ul style="list-style-type: none"> • 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 per term). b. Display students' achievements (e.g. certificates & photos) in their classrooms and the school campus. c. Organize a bookmark design competition related to good learning attitude and efforts. Then print and present the award winners' masterpieces to students who have shown good learning attitude and efforts. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Check minutes of MCE Committee • Form teachers' feedback in form meetings • Check appreciation corners in classrooms and display boards on school campus • Check minutes of Chinese Department and Visual Arts Department • Teachers' observation • Students' feedback 	15-16	<ul style="list-style-type: none"> • MCE Committee • Form teachers • Form teachers • Vice Principal (student support) • Chinese Dept. • Visual Arts Dept. 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
2. To instill a positive and serious learning attitude towards studying into students and help them develop a sense of ownership of learning	<ul style="list-style-type: none"> Help students develop perseverance and understand the concept of ‘no pain, no gain’. <ol style="list-style-type: none"> Invite teachers or guest speakers (including alumni) to talk about and share their experience in learning in the morning assembly. Organize a poster design competition related to ‘no pain, no gain’. Then post the award winners’ masterpieces on school campus. Teachers provide students with more guidance and encouragement both inside and outside the classrooms. 	<ul style="list-style-type: none"> A sense of ownership of learning is developed among students. Students appreciate the guidance and encouragement by teachers. 	<ul style="list-style-type: none"> Observation from teachers Students’ feedback Check morning assembly record Form teachers’ feedback in form meetings Check minutes of English Department and Visual Arts Department 	15-16	<ul style="list-style-type: none"> Morning Assembly Committee 	
	<ul style="list-style-type: none"> Help students improve their time management skills and advise them to spend less time on electronic devices. <ol style="list-style-type: none"> Organize activities on time management (through form-teacher periods, talks and article reading). Organize a PTA talk and involve parents’ cooperation with the School on the issue. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Check reports of Counselling Team and Library Committee Check PTA minutes Check records of Counselling Team Check Scheme of Work of R.S. and L.S. Departments Observation and feedback from teachers 	1 st term	<ul style="list-style-type: none"> MCE Committee English Dept. Visual Arts Department All teachers 	
				15-16	<ul style="list-style-type: none"> Counselling Team Library Committee PTA 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
2. To instill a positive and serious learning attitude towards studying into students and help them develop a sense of ownership of learning	<ul style="list-style-type: none"> c. Teachers provide individual advice for problem students and their parents. d. Teachers provide students with more guidance and encouragement. e. Incorporate time and life management topics in R.S. & L.S. lessons for positive character formation. f. Form study groups or pair students up as study buddies with teachers' encouragement. <ul style="list-style-type: none"> - F.1 (through F.1 Mentoring Program) - F.2-6 (encouraged by form teachers and subject teachers of NSS electives) 		<ul style="list-style-type: none"> • Check findings of the questionnaire to F.1 students • Students' feedback 		<ul style="list-style-type: none"> • Discipline and Counselling Team • All teachers • R.S. Dept. • L.S. Dept. • MCE Committee • Form teachers • Subject teachers of NSS electives 	
3. To strengthen proper interpersonal relationship among students	<ul style="list-style-type: none"> • Enhance students' awareness of proper demeanor when getting along with peers. <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • The interpersonal relationship among students is strengthened. • Students are more aware of proper demeanor when getting along with peers. 	<ul style="list-style-type: none"> • 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 	15-16	<ul style="list-style-type: none"> • R.S. Dept. • I.S. Dept. • Form teachers • Counselling Team (Sex Ed Working Group) 	End Child Sexual Abuse Foundation Department of Health, HKSAR

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
4. To enhance students' knowledge of Hong Kong and China and help them develop a sense of ownership and responsibility	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Students' knowledge of Hong Kong and China is enhanced. • Students develop a sense of ownership and responsibility. 	<ul style="list-style-type: none"> • Check report of Civic Education Team • Check Scheme of Work of Liberal Studies, Chinese History & History Departments 	15-16	<ul style="list-style-type: none"> • Civic Education Team • L.S. Dept. • Chinese History Dept. • History Dept. 	

Major Concern 3: Resources and Network Building

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>1) Building up the public image of the school by letting the public know our renowned alumni in different sectors of the society</p> <p>a) To strengthen the Alumni Association so as to recruit more senior alumni</p>	<ul style="list-style-type: none"> • Enlist the help of ex-colleagues in contacting the senior alumni. • Provide clerical support to refine the existing data base of alumni contacts so as to have a clearer grasp of the year distribution of members of the Alumni Association. • Arrange Homecoming Days for alumni of different graduation years to come back and at the same time, share with them the vision and mission, the recent development and the needs of TSK. 	<ul style="list-style-type: none"> • Ex-colleagues and senior alumni are connected. • The updated data base of alumni contact with year distribution is compiled. • 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. • More alumni express their willingness to make contributions to TSK. 	<ul style="list-style-type: none"> • Check the data base • Check records / minutes of Alumni Association • Feedback from alumni in terms of participation 	15-16	<ul style="list-style-type: none"> • Coordinators of Alumni Association • Teachers with more years of teaching experience at TSK • Newly employed office clerk 	<p>IT Team</p> <p>Budget from school</p>

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
b) To encourage the Alumni Association to have regular publications as a means of promotion and connection	<ul style="list-style-type: none"> Discuss with the Alumni Association the idea of regular publications. Contact some alumni who are interested and have experience in publication. Provide clerical and other human resources to implement this idea. 	<ul style="list-style-type: none"> Publications are published. 	<ul style="list-style-type: none"> Feedback from alumni and other stakeholders 	15-16	<ul style="list-style-type: none"> Coordinators of Alumni Association Newly employed Office clerk 	Budget from school
2) Tapping Resources from Alumni a) To support the development of the school in different aspects b) To further develop our mentoring program for present students as well as young graduates at universities and the career field	<ul style="list-style-type: none"> Arrange homecoming activities for alumni to come back and at the same time, share with them the vision and mission, the recent development and the needs of TSK. The Mentoring Team 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. 	<ul style="list-style-type: none"> Homecoming activities are arranged. More alumni express their willingness to make contributions to TSK. Mentors are recommended & recruited by form teachers. Summer tutorial classes are arranged. Positive feedback from students. 	<ul style="list-style-type: none"> Feedback from alumni Check recruitment records of Mentoring Team Check records of tutorial classes Feedback from students 	15-16	<ul style="list-style-type: none"> Coordinators of Alumni Association Mentoring Team 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<ul style="list-style-type: none"> • F.6 Form teachers nominate and encourage students to be mentors after graduation. • Strengthen the mentoring program by inviting mentors as tutors to provide tutorial lessons to our students for the HKDSE Examinations. • Design souvenirs / certificates and present them to the alumni who have served, helped and provided free training or tutorial lessons for TSK students. • Alumni are invited to come back and share their career experience with students. • F.6 Form teachers encourage students to be mentees after graduation. • Recruit alumni as mentors for graduates at universities or the career field. 	<ul style="list-style-type: none"> • F.6 students are nominated and encouraged to be mentors. • Tutorial lessons are provided for students taking the HKDSE Examinations. • The alumni concerned express their appreciation to the School. • Career sharing sessions by alumni are conducted. • Mentees are recruited by form teachers. • Mentors are recruited. 	<ul style="list-style-type: none"> • Feedback from students • Check records / minutes of Mentoring Team • Feedback from mentors and students • Feedback from alumni • Check records / minutes of Mentoring Team, Careers Committee & Alumni Association 	15-16	<ul style="list-style-type: none"> • F.6 Form teachers • Mentoring Team • Mentoring Team • Art teacher • Careers Committee • F.6 Form teachers • Coordinators of Alumni Association 	Souvenirs/ certificates