

Annual School Plan (2018 – 2019)

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 enhance students’ motivation to learn and strive for excellence</p>	<ul style="list-style-type: none"> • Promote a positive learning atmosphere and academic excellence in school by providing different platforms for students to explore and develop their academic potential • Set challenging but achievable tasks to instill in students a sense of achievement • Encourage subject panels to collaborate with functional groups to incorporate life-wide learning activities to widen students’ horizons • 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 70% of subject panels have provided different platforms for students’ improvement • Subject panels / functional groups have drawn up measures to implement collaboration involving life wide learning among different panels and/or between subject panels and functional groups • Students enjoy the challenging tasks and activities • About 50% of students show motivation for 	<ul style="list-style-type: none"> • Check stakeholders report • Check panel minutes, panel / functional group reports and schemes of work • Check students’ work and assignments. • Teachers’ observation 	18-19	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • Life wide learning grant

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
		learning <ul style="list-style-type: none"> • About 50% of teachers agree that students show motivation for learning 				
b. To cater for the needs of students with weaker academic ability and lower motivation	<ul style="list-style-type: none"> • Incorporate more learning activities to cope with the needs, abilities, learning styles and interests of students • Provide opportunities for success to increase students' sense of achievement in learning • 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"> • 90% of the subject panels have incorporated appropriate learning activities • More students have a sense of achievement in learning compared with overall HK data • About 60% of students agree that teachers have given guidance on study skills, like pre-lesson preparation, graphic organizers, study aids and online resources • 90% of teachers agree that they often teach students study skills. 	<ul style="list-style-type: none"> • Check panel minutes, panel reports and schemes of work • Check stakeholders reports • Check APASO reports • Teachers' observation 	18-19	<ul style="list-style-type: none"> • All teachers 	

<p>c. To enhance learning effectiveness through e-Learning and interactive learning</p>	<ul style="list-style-type: none"> • Reinforce peer, and teacher-student interaction • Extend and reinforce the practice of incorporating e-Learning, particularly mobile learning, where appropriate • Extend the ‘bring your own device’ (BYOD) to Form 3 to facilitate e-Learning • Utilize Learning Management System to further facilitate interactive learning • Enrich subject-based mobile learning and e-Learning teaching resource banks • Organize workshops for e-Learning resources and encourage teachers to attend workshops 	<ul style="list-style-type: none"> • 90% of all departments have incorporated mobile learning / e-Learning where appropriate • About 60% of students agree that there is peer, and teacher-student interaction • Positive feedback from students and teachers • More than 90% of teachers attended mobile learning / e-Learning workshop / sharing 	<ul style="list-style-type: none"> • Check stakeholders report • Check panel minutes • Check e-Services training records • Teachers’ observation 	<p>18-19</p>	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • I.T. support and facilities
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<p>d. To further enhance students' self-directed learning strategies</p>	<ul style="list-style-type: none"> • Further incorporate e-Learning, where appropriate, in designing learning activities • Encourage self-directed learning through various learning activities such as presentation, projects and group work • Invite high-achieving past students of different streams to share their study habits with NSS students • Further make use of Learning Management System to facilitate self-directed learning 	<ul style="list-style-type: none"> • Positive feedback from students and teachers • 80% of teachers agree they encourage self-directed learning through various learning activities such as presentation, projects and group work • About 50% of students agree they can apply self-directed learning strategies 	<ul style="list-style-type: none"> • Check stakeholders report • Teachers' observation • Check students' work and assignments 	<p>18-19</p>	<ul style="list-style-type: none"> • All teachers 	
<p>e. To further enhance teaching effectiveness</p>	<ul style="list-style-type: none"> • Share among teachers effective teaching strategies and values through structured and unstructured means, such as staff development programmes, sharing sessions, workshops or online resources • Encourage peer learning among teachers through different means, such as subject based collaboration, cross-subject collaboration and class visits or lesson planning 	<ul style="list-style-type: none"> • Positive feedback from teachers • About 80% of teachers have taken part in sharing and/or peer learning 	<ul style="list-style-type: none"> • Check panel minutes • Check Staff Development Committee minutes 	<p>18-19</p>	<ul style="list-style-type: none"> • All teachers • Staff Development Committee 	

<p>f. To keep track of students' academic performance and adjust teaching strategies accordingly</p>	<ul style="list-style-type: none"> • Use the eClass Student Data Analysis tool to trace the academic performance of students after the first term and final examinations, and to predict the HKDSE results of F.6 students • Adjust teaching strategies based on the results of analysis where appropriate 	<ul style="list-style-type: none"> • Data analysis is carried out by using the eClass Student Data Analysis tool • Teachers have made use of the results of analysis to adjust teaching strategies where appropriate • Positive feedback from teachers 	<ul style="list-style-type: none"> • Check results of data analysis • Check panel minutes 	<p>18-19</p>	<ul style="list-style-type: none"> • Data Management Team (Academic) • All teachers 	<p>BroadLearning Education (Asia) Ltd.</p>
<p>g. To help students develop a good reading habit</p>	<ul style="list-style-type: none"> • Explore different ways in using the new reading grant to promote students' 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 stimulate students' interest in reading reference books, novels, fictions, multimedia resources, etc. • Include various types of book sharing in the morning sessions • Organize book talks and exhibitions 	<ul style="list-style-type: none"> • Subject panels have explored various means to use the new reading grant • About 50% of students show interest in reading • Positive feedback from students • 90% of teachers have done sharing in the morning reading session 	<ul style="list-style-type: none"> • Check stakeholders report • Check Library Committee minutes • Check panel minutes 	<p>18-19</p>	<ul style="list-style-type: none"> • All teachers • Library Committee 	<ul style="list-style-type: none"> • Reading grant

<p>2. Curriculum design</p> <p>a. To put more emphasis on generic and/or higher-order thinking skills training</p>	<ul style="list-style-type: none"> • Adjust the teaching content of junior form curricula to incorporate in-depth discussion and thinking skills training • Reinforce the higher-order thinking skills in senior forms 	<ul style="list-style-type: none"> • 60% of panels have adjusted the teaching content of the junior form curriculum to include higher-order thinking skills training • 60% of students agree that teaching is inspiring • Positive feedback from students 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Check stakeholders report • Teachers' observation 	18-19	<ul style="list-style-type: none"> • Panel heads • All teachers 	
<p>b. To further develop the Technology Education curriculum by strengthening STEM Education</p>	<ul style="list-style-type: none"> • Further enrich STEM Education through collaboration between ICT and C&T in Form 3 	<ul style="list-style-type: none"> • Cross-curricular collaboration involving ICT and C&T is enriched 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports 	18-19	<ul style="list-style-type: none"> • ICT and C&T teachers 	

Major Concern 2: Character Formation

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
1. To further enhance students' self-esteem and boost their self-motivation for learning	<ul style="list-style-type: none"> Conduct the goal-setting program (compulsory for F.3-4 students). <ol style="list-style-type: none"> Keep the individual goal-setting activities. Reserve pages in Student's 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's Handbook and do self-reflection. 	<ul style="list-style-type: none"> Students' self-evaluation Teachers' observation 	18-19	<ul style="list-style-type: none"> MCE Form teachers 	
	<ul style="list-style-type: none"> Organize a motivation enhancement scheme for junior form students with less motivation for learning. 	<ul style="list-style-type: none"> The self-esteem and self-motivation of the participants are enhanced. 	<ul style="list-style-type: none"> Check findings of questionnaire to participants Teachers' observation 	July to Aug 2019	<ul style="list-style-type: none"> Vice-Principal Teacher(s) concerned 	<ul style="list-style-type: none"> NGO
	<ul style="list-style-type: none"> Teachers acknowledge students' academic achievements, learning attitude and effort, and other achievements (e.g. aesthetics, sports and services) both inside and outside the classroom as positive reinforcement, and encourage students to walk an extra mile. 	<ul style="list-style-type: none"> Students' academic achievements, learning attitude and efforts, and other achievements are acknowledged, thus their self-esteem is further enhanced and self-motivation for learning is boosted. 	<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 	18-19		

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<p>a. Students share their achievements in different aspects in their own classes during form-teacher periods (at least once a year).</p> <p>b. Display students' achievements (e.g. certificates, photos & videos) in their classroom and the school campus.</p> <p>c. Announce students' achievements and tell their success stories through various means such as the school website and the PA system.</p> <ul style="list-style-type: none"> • Help students learn to take responsibility for their own learning. <p>a. Invite teachers or guest speakers (including alumni) to share their experience in learning in the morning assembly.</p> <p>b. Teachers provide students with more guidance and encouragement both inside and outside the classrooms.</p>	<ul style="list-style-type: none"> • Students find the sharing inspiring and understand the importance of taking responsibility for their own learning. • Students appreciate the guidance and encouragement by teachers. 	<ul style="list-style-type: none"> • Teachers' observation • Students' feedback <ul style="list-style-type: none"> • Check morning assembly record • Teachers' observation • Students' feedback 	<p>18-19</p>	<ul style="list-style-type: none"> • MCE Committee <ul style="list-style-type: none"> • Form teachers • Vice Principal (student support) • Campus TV • All teachers • Principal • Mr. J. Lee <ul style="list-style-type: none"> • Morning Assembly Committee <ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • Support from Campus TV

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions.</p>	<ul style="list-style-type: none"> • Help students improve their time management skills and advise them to spend less time on electronic devices. a. Convey the message through various means, such as the Principal’s sharing, Form teachers’ guidance, talks and 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 Religious Studies and Liberal Studies lessons for positive character formation. e. Publish articles written by achievers in the school press. f. Adopt a whole-school approach to instill a positive and serious learning attitude into students, e.g., collaboration between academic panels and functional groups. 	<ul style="list-style-type: none"> • Students improve their time management skills and are willing to spend less time on electronic devices. • Positive feedback on achievers’ articles from students. • A positive and serious learning attitude towards both studies and ECA is instilled into students. • Students find that study groups / buddies can help them with their studies. 	<ul style="list-style-type: none"> • Observation from teachers • Students’ feedback • Check morning assembly record • Check Reading Sessions record • Check minutes of MCE Committee • Check Scheme of Work of R.S. and L.S. Departments • Check school press • Check minutes of academic panels and functional groups • Check findings of the questionnaire to F.1 students 	18-19	<ul style="list-style-type: none"> • All teachers • Principal • Form teachers • Morning Assembly Committee • MCE Committee • R.S. Dept. • L.S. Dept. • School Press • Academic panels & functional groups • All teachers 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions.	<p>g. Form study groups or pair students up as study buddies with teachers' encouragement.</p> <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) 			18-19	<ul style="list-style-type: none"> • MCE Committee • Form teachers • Subject teachers of NSS electives 	
	<ul style="list-style-type: none"> • Help students channel their efforts made in external competitions into academic studies. <p>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.</p> <p>b. Broadcast programs via Campus TV.</p>	<ul style="list-style-type: none"> • A positive and serious attitude towards both studies and ECA is instilled into students. • Students have a sense of ownership of learning in both studies and ECA, and take responsibility for their own decisions. 	<ul style="list-style-type: none"> • Teachers' observation • Students' feedback 	18-19	<ul style="list-style-type: none"> • All teachers • Morning Assembly Committee • Campus TV 	<ul style="list-style-type: none"> • Support from Campus TV

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
3. To foster empathy and build caring interpersonal relationships at both the peer and community levels	<ul style="list-style-type: none"> • To conduct a series of programs / activities to help students become more caring and develop empathy. a. Require F.3-4 students to complete a certain number of community service hours. b. Teachers discuss related topics in Religious Studies, Liberal Studies and language lessons. c. Form teachers discuss related topics with students whenever appropriate. d. Organize talks / workshops for students. e. Provide training for student volunteers. f. Add the element of social service to functional group activities or subject-based events. g. Provide information on volunteering opportunities. h. Nurture gratitude and reciprocal altruism among students. i. Invite alumni to share their social service experience and gratitude towards TSK. 	<ul style="list-style-type: none"> • Students become more caring, thankful and empathetic towards others. • 80% of the F.3-4 students complete the required number of community service hours. • Positive feedback from students 	<ul style="list-style-type: none"> • Check students' social service records (e.g. CYC Handbook) • Check Scheme of Work of R.S. and L.S. Departments • Check report of Counselling Team • Check CYC report • Check school report card • Check morning assembly record • Observation and feedback from teachers • Feedback from students 	18-19	<ul style="list-style-type: none"> • Community Service Working Group • R.S. Dept. • L.S. Dept. • Form teachers • Counselling Team • CYC, VOT & other teachers concerned • Functional groups & subject panels • CYC & VOT • All teachers • Morning Assembly Committee 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>4. To increase students' sense of local, national and global identities</p>	<ul style="list-style-type: none"> • Conduct civic education activities e.g. newspaper cutting, civic education sharing and quizzes on the Basic Law and social issues of Hong Kong, China and the world. • Through Liberal Studies, Chinese History and History lessons in junior form classes. • Broaden students' horizons through subject panel and functional group activities as well as educational tours. 	<ul style="list-style-type: none"> • Students' sense of local, national and global identities is enhanced. 	<ul style="list-style-type: none"> • Check report of Civic Education Team • Check Scheme of Work of Liberal Studies, Chinese History and History Department • Check minutes of subject panels and functional groups • Observation and feedback from teachers 	18-19	<ul style="list-style-type: none"> • Civic Education Team • L.S. Dept. • Chinese History Dept. • History Dept. • Subject panels • Functional groups 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>5. Teachers to play a more significant role and provide more comprehensive care to students</p>	<ul style="list-style-type: none"> • Empower Form Teachers and entrust them with full responsibilities of taking care of student discipline. • Provide more opportunities for mutual sharing among teachers during form meetings. • Adopt a whole-school approach to address students' needs (e.g. discipline problems, learning attitude and emotional needs). • Help students enhance resilience and increase positive energy. <ol style="list-style-type: none"> a. Add a topic based on biblical characters' experience to the RS curriculum. b. Revise MCE materials for Form Teachers to use in form-teacher periods. c. Teachers share their own life experience with students. 	<ul style="list-style-type: none"> • Form teachers are empowered and entrusted with full responsibilities of taking care of the discipline in their classes. • At least 5 form meetings are arranged for mutual sharing among teachers who find the sharing useful. • Students learn that they need to bear the responsibility for their persistent behavior. • Students' needs are identified and then referred to the related parties. • Students enhance resilience and increase positive energy. 	<ul style="list-style-type: none"> • Check students' discipline records • Check email about Form meetings • Observation and feedback from teachers • Observation and feedback from teachers • Check Scheme of Work of R.S. Department • Check MCE minutes • Observation and feedback from teachers 	<p>18-19</p> <p>18-19</p> <p>18-19</p> <p>18-19</p>	<ul style="list-style-type: none"> • Form teachers • Form Coordinators • Principal • All teachers • Social Worker • Educational Psychologist • R.S. Dept. • MCE Committee & Form Teachers • All teachers 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
5. Teachers to play a more significant role and provide more comprehensive care to students	d. Integrate the related elements and positive values into different subject curricula. <ul style="list-style-type: none"> 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 and parents. 	<ul style="list-style-type: none"> Positive feedback from students and parents 	<ul style="list-style-type: none"> Check Scheme of Work of different subject departments Check findings of questionnaire to students and parents Feedback from teachers 	18-19	<ul style="list-style-type: none"> All Subject Panels Vice Principal, Counselling Mistress & Social Worker 	<ul style="list-style-type: none"> QE Fund NGO External social workers from NGO

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 society</p> <p>a. To strengthen the alumni network so as to recruit more alumni who are willing to contribute to TSK</p> <p>b. To encourage the Alumni Association to make use of various social media platforms as publicity channel</p>	<ul style="list-style-type: none"> Continue to update the existing database of alumni contacts so as to have a clearer grasp of the year distribution of the Alumni Association members. Enlist the help of ex-colleagues to contact the senior alumni. Arrange homecoming activities for alumni including lunch gathering, photo-taking and ball games competitions, etc. in order to share with them the vision and mission, the recent development and the needs of TSK. 	<ul style="list-style-type: none"> The database of alumni contacts with year distribution is compiled and updated. The help of ex-colleagues in contacting the senior alumni is enlisted. More alumni develop a sense of belonging to the school. More alumni express their willingness to make contributions to TSK. The Alumni Invitation Relay in Athletics Meet is kept as a tradition in which alumni will be invited to form a team (or teams) to compete with current students. 	<ul style="list-style-type: none"> Check the database Check records / minutes of Alumni Association Feedback from alumni in terms of participation 	18-19	<ul style="list-style-type: none"> Coordinators of Alumni Association 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<ul style="list-style-type: none"> Distinguished alumni will be invited by the school press or other school publications for interviews. The articles will also be uploaded to the Facebook Page of the TSK Alumni Association. 	<ul style="list-style-type: none"> Articles about distinguished alumni are published and uploaded to Facebook Page of the TSK Alumni Association. 	<ul style="list-style-type: none"> Check school press (or other school publications) and Facebook 		<ul style="list-style-type: none"> School press Coordinators of Alumni Association 	
<p>2. Tapping into alumni resources</p> <p>a. To support the school development in different aspects</p> <p>b. To further develop our tutoring program for current students</p>	<ul style="list-style-type: none"> Encourage alumni to make donations to school. F.6 Form teachers nominate and encourage students to be mentors after graduation. Invite more graduates with good results in the HKDSE to be tutors and help with the Tutoring Program for F.4-6 students. Invite alumni to come back and share their careers experience with students. 	<ul style="list-style-type: none"> Alumni are encouraged to make donations to school. The alumni concerned express their appreciation to the school. F.6 students are nominated and encouraged to be mentors. More graduates with good results in the HKDSE are willing to help with the Tutoring Program. Life-planning sharing sessions by alumni are conducted. 	<ul style="list-style-type: none"> Feedback from alumni Check recruitment records of Tutoring Program Check minutes of Careers Committee Check email 	18-19	<ul style="list-style-type: none"> Coordinators of Alumni Association F.6 Form teachers Tutoring Team Careers Committee 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<ul style="list-style-type: none"> Notify current teachers regarding activities held by the Alumni Association and encourage them to invite alumni to join the activities. 	<ul style="list-style-type: none"> Current teachers are notified through email regarding the Alumni Association activities, and they help to invite alumni to join the activities. 			<ul style="list-style-type: none"> Coordinators of Alumni Association 	
<p>3. Preparing for 60th Anniversary Celebration To encourage the participation of alumni in celebrating the school's 60th anniversary</p>	<ul style="list-style-type: none"> Bring up the message of 60th anniversary celebration in the meetings of Alumni Association and encourage the involvement of alumni. 	<ul style="list-style-type: none"> The Alumni Association has spread the message of the 60th anniversary celebrations and started to brainstorm the initial planning with the involvement of alumni. 	<ul style="list-style-type: none"> Check record of Alumni Association 	18-19	<ul style="list-style-type: none"> Coordinators of Alumni Association 	