

Evaluation of Annual school plan (2015 - 2016)

Major concern 1: Enhancing Learning and Teaching

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<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 	<ul style="list-style-type: none"> • Over 90% of the subject panels have fine-tuned their approaches. <ul style="list-style-type: none"> - Chinese: fine tuning in junior forms to cater for the needs of F.1 and 2 weaker students. School-based booklets of classical Chinese texts were tailored made to help them. - LS: weaker students in higher forms were given worksheets with hints provided. - English: F.1 collaborative lesson preparation focused on reading skills and phonics. For senior classes, core materials were the same but more guidelines were provided for weaker groups. - Geography: Map reading skills were taught as a separate unit in F.1. Language skills to express ideas were introduced. - Mathematics: stricter requirements were set for F.1 and focused on basic and formal training.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - BAFS: weaker students were given more exercises and practices. - Chinese History: school-based curricula were followed in junior forms. Extension practices were given to more able classes. - IS: Trimmed factual parts, focused on conceptual ideas, broke down complicated topics for weaker students. <ul style="list-style-type: none"> • Nearly 60% of students agreed that teachers often taught them study skills. • Compared with the stakeholders report in 2014-15, there was a slight increase in the number of students who agreed that teachers often taught them study skills. • Teachers agreed that the students have made improvements in their study skills.

<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 	<ul style="list-style-type: none"> • Over 80% of subject panels provide different platforms for students' improvement. Most students showed interest in the competitions and external courses. <ul style="list-style-type: none"> - English: speech festival, external writing competitions and joint-school oral practices for senior form students and a debate programme using DLG grant - Chinese: speech festival and online materials for junior forms, joint school oral practices, debates, writing and calligraphy competitions for senior forms - Mathematics: external competitions, enrichment programme, summer enhancement programme coached by some past students in order to help students develop exam skills, Mathematics journals given to M2 students, Mathematics and Science Trail courses created a positive learning atmosphere - Geography: Project competition and field-study course - Physics: students got awards in different competitions, e.g. Budding Science - Chinese History and History: F1
--	---	---	---	--

				<p>students learnt some history about Hong Kong from experts, students joined an external course about culture and history</p> <ul style="list-style-type: none"> • Challenging tasks and activities were provided by different panels. Feedback from students was good. <ul style="list-style-type: none"> - English: extension tasks were included in the scheme of work. - Mathematics: Math project for F1 elite class students and a bonus challenging question in final exam paper given to students - Chinese: elite students in junior forms were invited to be student teachers - Science: investigatory projects for junior form students • Nearly 60% of students showed high motivation for learning. • Based on the stakeholders report, over 50% students agreed that the teachers gave more encouragements to them. Students also agreed teachers enhance their motivation. <p><u>Way forward</u></p> <ul style="list-style-type: none"> ➤ There were discrepancies between teachers and students on the
--	--	--	--	--

				<p>perception of ‘motivation for learning’, indicating that teachers have higher expectations of students. Improvements on students’ motivation have been shown but teachers still need to work towards the goal.</p>
<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 program 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 	<ul style="list-style-type: none"> • From the discipline record, the after-school support program exerted a positive effect on students’ habit of handing in homework punctually. • Most teachers agreed that the learning atmosphere and students’ learning attitude during the programme were positive. Students focused on doing the homework. <p><u>Way forward</u></p> <ul style="list-style-type: none"> ➤ The after-school support program will continue next academic year so as to collect more information on the effectiveness of this program.
<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 	<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 	<ul style="list-style-type: none"> • Check stakeholders report • Check panel minutes 	<ul style="list-style-type: none"> • Over 60% of all departments incorporated mobile learning / e-learning where appropriate in junior forms, e.g. Chinese, English, Mathematics, Geography, Chinese History, History, IS and LS. • E-learning modes involving the use of

	<p>infrastructure to cater for the 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>is peer, and teacher-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 		<p>various apps, subject-based software and internet surfing were adopted.</p> <ul style="list-style-type: none"> • Based on the stakeholders report, nearly 60% of students agreed that there was peer, and teacher-student interaction. Feedback from students and teachers was good. • More than 50% of teachers attended mobile learning / e-learning workshops. • Various workshops were organized to share updated e-learning strategies and apps. <p><u>Way forward</u></p> <ul style="list-style-type: none"> ➤ E-learning will be promoted in a whole-school approach. More workshops or in-house training will be conducted for teachers.
<p>e. To further enhance students' self-learning strategies</p>	<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 	<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 	<ul style="list-style-type: none"> • Based on the stakeholders report, about 50% of students agreed that they can apply self-learning strategies. • Over 80% of teachers assigned various tasks for students as pre-lesson preparation. <ul style="list-style-type: none"> - Pre-lesson worksheets were given to students in different subjects such as Chinese, English,

	share their study habits with NSS students			<p>Mathematics and senior forms LS.</p> <ul style="list-style-type: none"> - Video clips were provided to students to prepare for lessons in Chinese History and Economics. <ul style="list-style-type: none"> • Various activities were conducted to encourage self-learning, e.g. <ul style="list-style-type: none"> - Biology : students had to prepare and teach a topic in class - BAFS: students searched for company information and made comparison - English : students had to search for information (process learning) for lower-form project work • Some panels such as Geography, English, Economics, History and Chinese had invited alumni to do sharing. Most students agreed that it was inspiring. <p><u>Way forward</u></p> <ul style="list-style-type: none"> ➤ E-learning will be incorporated in pre-lesson preparation.
f. To introduce more diversified teaching strategies through staff development programmes,	<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 	<ul style="list-style-type: none"> • Separate programs for experienced and new teachers were provided to cater for their different needs. <ul style="list-style-type: none"> - Fitness Centre training was provided during the First Staff Development Day for more experienced teachers.

workshops or online resources				<ul style="list-style-type: none"> - Sharing by Principal to ignite passion of experienced teachers on the Second Staff Development Day. Sharing by Principal Chan on crisis management could cater for different teachers' needs. • Problems encountered in teaching the same form were discussed during the First Term Exam Form Meetings. • Feedback from teachers was good. <p><u>Way Forward</u></p> <ul style="list-style-type: none"> ➤ Subject-based e-learning / mobile learning sharing sessions should be organized.
g. To help students develop a good reading habit	<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, fiction, multimedia resources, etc. 	<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 	<ul style="list-style-type: none"> • Based on the stakeholders reports, nearly 50% of students showed interest in reading. There is room for improvement with respect to self-motivation to read. • Nearly 80% of teachers did book or news sharing at least once in the morning reading session. Feedback from students was positive. • Teachers agreed that the atmosphere of reading among students has improved. Some classes are

	<ul style="list-style-type: none"> • 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 			<p>enthusiastic to conduct book-sharing.</p> <ul style="list-style-type: none"> • Chinese and English: setting a target number of books to read during a year under the extensive reading scheme. • A talk entitled “Enjoy reading” by Ms. Fan was organized on Jan 12 2016. The feedback from students was positive especially for Form 1 students. <p><u>Way forward</u></p> <ul style="list-style-type: none"> ➤ Book-sharing by students during morning assembly and book exhibitions will be organized in 16-17.
<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 	<ul style="list-style-type: none"> • Over 60% of panels had trimmed the teaching content of the junior form curriculum to provide time for higher-order thinking skills training. <ul style="list-style-type: none"> - English: collaborative lesson preparation to design reading skills worksheets for F.1 and extension tasks included in the scheme of work - Chinese: school-based booklets of classical Chinese texts prepared for F1 & 2 students. Exam questions and homework set to test higher-order thinking

				<p>skills</p> <ul style="list-style-type: none"> - Mathematics: infusion of public examination questions and explain-type of questions to lower forms - Geography: deleted overseas case studies - IS: F.1- put less emphasis on the spelling of selected terms, more emphasis on generic skills, deleted difficult topics to avoid wrong concepts carried to higher forms - Chinese History: vertical alignment of topics implemented from lower forms to higher forms - History: designed learning activities and assignments for developing higher-order thinking skills <ul style="list-style-type: none"> • All teachers agreed that the students show improvement in their generic and/or higher-order thinking skills. • Feedback from students was good, with nearly 60% of students agreeing that teaching is inspiring.
--	--	--	--	--

Evaluation of Annual School Plan (2015 – 2016)

Major Concern 2: Character Formation

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To enhance student's self-esteem and foster self-motivation for learning</p>	<ul style="list-style-type: none"> • Refine the goal-setting program <ul style="list-style-type: none"> a. Keep the individual and class goal-setting activities. b. Reserve pages on Student Handbook for student's personal goals. c. 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 do self-reflection. 	<ul style="list-style-type: none"> • Students' self-reflection • Teachers' observation 	<ul style="list-style-type: none"> • The individual goal-setting program helped junior form students enhance their self-motivation for learning, especially the more capable ones. <ul style="list-style-type: none"> - Students recorded their academic results in their Student Handbook and evaluated whether they had participated in too many extra-curricular activities, while others refined their goals during the adjustment activity. - On the other hand, the weaker students needed more guidance and help to set more concrete and achievable goals. They also needed some detailed guidelines to distinguish between long-term and short-term goals. • Senior form students have already had their goals in mind. <p><u>Way forward</u></p> <ul style="list-style-type: none"> ➤ The individual goal-setting program should be made compulsory for junior form students only. ➤ It was proposed that reading materials and guidelines be provided for students in a reading session (Day 6), followed by a form teacher period (Day 1) for the first individual goal-setting activity. <ul style="list-style-type: none"> • Some class goals set by senior form classes overlapped with the school goal and some were too easy to reach. <p><u>Way Forward</u></p> <ul style="list-style-type: none"> ➤ The class goal-setting activity can be suspended.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To enhance student's self-esteem and foster self-motivation for learning</p>	<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. Provide more in-depth life planning education programs for students and empower them to set their life /career goal(s). 	<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. More in-depth life planning education programs are provided for students at different levels to empower them to set their life/career goals 	<ul style="list-style-type: none"> Observation from teachers and social workers Check findings of questionnaire to participants of the camp Check minutes and evaluation reports of Careers Committee Observation and feedback from 	<ul style="list-style-type: none"> A total of 35 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. They found the life-planning elements in the camp useful to their future career choice (94%) and could boost their self-confidence (94%). They also reflected that they had learnt to set their own goals and think about the ways to achieve their goals. All participants expressed that the social workers demonstrated professional knowledge and attitude. Individual students reflected that the social workers showed care and concern for them in the camp. Some teachers expressed their worries that the career life being discussed was rather distant for junior form students, and there might be negative peer influence on some students in the camp since most of the participants did not have good self-motivation for learning. These worries will be discussed with the external social workers in charge of the camp so that more appropriate life-planning activities can be designed for students and preventive measures will be taken to avoid negative peer influence on students. 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.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To enhance student's self-esteem and foster self-motivation for learning</p>	<p>a. Provide a seminar and a workshop for F.3 students to assist them with subject selection.</p> <p>b. Conduct life-planning activities for students at different levels: - <u>F.1-2</u>: Goal-setting implementation skills <u>F.3</u>: Choice of subjects and their future careers <u>F.4-5</u>: Multiple pathways after HKDSE & JUPAS choices. F.5 Form teachers & Careers teachers met students in groups to explain JUPAS/ non-JUPAS choices. <u>F.6</u>: JUPAS & non-JUPAS choices and interview skills</p>	<p>and to develop the required skills, thus their self-esteem is enhanced and self-motivation for learning is fostered.</p>	<p>form teachers</p> <ul style="list-style-type: none"> • Evaluation from external organizers • Feedback from students 	<p>a. F.3 seminar & 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.</p> <p>b. Life-planning activities for students: -</p> <p><u>F.1–3</u></p> <ul style="list-style-type: none"> • Guidelines extracted from the teacher's version of the book '<i>Finding the Colours of Life</i>' were useful to form teachers in conducting the activities. • Social workers offered help to students in classroom activities. • After-school workshops were held for F.3 students. <p><u>F.4–5</u></p> <ul style="list-style-type: none"> • Form teachers, students and the staff from external organizations all gave positive feedback. Students obtained more information about JUPAS choices. <ul style="list-style-type: none"> - Students were serious about the life-planning activities and interested in career planning. - They participated actively in the half-day workshop provided by St. James' Settlement. - The booklets "Career Mapping" were given to F.5 students to help them understand the JUPAS choices. <p><u>F.6</u></p> <ul style="list-style-type: none"> • A series of talks on JUPAS were arranged in the first term. Positive feedback was received from students. • There were quite a number of deadlines students had to meet. Reminders were sent through different channels, e.g. Facebook and WhatsApp. • The talk on interview skills was well-received.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To enhance student's self-esteem and foster self-motivation for learning</p>	<ul style="list-style-type: none"> • Conduct a workshop for parents on assisting teenagers to plan their life. • Conduct a workshop for teachers on assisting students to plan their life. 	<ul style="list-style-type: none"> • Parents find the workshop useful in assisting teenagers with life planning. • Teachers find the workshop useful in assisting students with life planning. 	<ul style="list-style-type: none"> • Evaluation and observation by external organizer • Parents' feedback • Check evaluation reports of Staff Development Committee • Feedback from teachers 	<p><u>Way Forward</u></p> <ul style="list-style-type: none"> ➤ The teacher's version of the book '<i>Finding the Colours of Life</i>' can be uploaded to the school server for teachers' reference. ➤ The schedule of using this book needs to be revised. Since different forms have different focuses, students in different forms can complete the tasks in the book on different dates so that better coordination with other life-planning activities and seminars can be achieved. ➤ It was proposed that reading materials concerning career/ life planning be provided for students in a reading session. ➤ More updated information about the DSE curriculum and JUPAS should be provided for students. <ul style="list-style-type: none"> • The attendance rate was high. • Parents found the workshop very useful in assisting their children with life planning. They actively asked the speaker questions after the workshop. <ul style="list-style-type: none"> • The workshop was conducted on the first Staff Development Day. • Positive feedback was received from teachers. The survey results of the staff development activities showed that 96.8% of the teachers found the workshop useful in assisting students with life planning.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<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 on school campus. 	<ul style="list-style-type: none"> • Students' academic achievements, learning attitude, 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 	<p>Students' academic achievements, learning attitude, efforts, and other achievements were acknowledged, thus their self-esteem and self-motivation for learning were enhanced.</p> <p>a. Students enjoyed the activity in the two form-teacher periods. Their response was very positive and the atmosphere in class was encouraging.</p> <ul style="list-style-type: none"> • The students prepared their sharing seriously. • It provided a good opportunity for students to get to know more about each other's achievements. • In particular, the quiet students were provided with the chance of unleashing their potential to speak in front of the whole class, and they did well in their sharing. • Junior form students were very interested in listening to their peers' sharing and experience. It was found to be an eye-opening experience for them. <p><u>Way Forward</u></p> <p>➤ It was suggested that the activity be carried out once in the coming year, preferably at the beginning of the second term.</p> <p>b. Students' achievements were displayed.</p> <ul style="list-style-type: none"> • Certificates were displayed outside the school hall, on 2/F and the boards scattered around the school so that students could know the achievements of their schoolmates. • Students were very willing to have their certificates, photos and even medals displayed in their classrooms. Some classes' experience was very successful. The display provided a wonderful channel for students to get appreciated.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To enhance student's self-esteem and foster self-motivation for learning</p>	<p>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 a good learning attitude and efforts.</p>			<p>c. The Bookmark Design Competition was successfully held in F.2 with the support of the Chinese Department and Visual Arts Department.</p> <ul style="list-style-type: none"> • The products demonstrated students' different talents. While some were good at art and design, others created impressive slogans. • Mass printing of the champion's masterpiece was made. All prize winners at the end-of-term prize-giving ceremony received bookmarks with the Principal's autograph as encouragement and appreciation. <p><u>Way Forward</u></p> <ul style="list-style-type: none"> ➤ It was recommended that the rest of the printed bookmarks be reserved for the coming academic year. • Prize winners will continue to receive one with the Principal's autograph. • Teachers can give the autographed bookmarks to students who have shown a good learning attitude and efforts. They may even write words of encouragement/ appreciation on the bookmarks.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To instill a positive and serious learning attitude towards studying in students and help them develop a sense of ownership of learning</p>	<ul style="list-style-type: none"> • Help students develop 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. Organize a poster design competition related to ‘no pain, no gain’. Then post the award winners’ masterpieces on school campus. c. 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 	<p>The activities provided the chance for students to develop a sense of ownership of learning.</p> <p>a. Talks and sharing were conducted in the morning assembly.</p> <ul style="list-style-type: none"> • The Counselling Mistress talked about the life story of Mikimoto, which helped students understand the message of ‘no pain, no gain’. • Three alumni, Mr. Ho Ka Leung Jason, Mr. Humphrey Cheung and Mr. Lee Chun Yin, were invited to speak and share about their learning experiences. Through their sharing, students were able to understand the importance of ‘no pain, no gain’. They were also encouraged to write appreciation cards for teachers. <p>b. The Poster Design Competition was successfully held in F.3 with the support of the English Department and Visual Arts Department.</p> <ul style="list-style-type: none"> • Well-designed posters were selected from different classes and displayed on campus. • The posters will be displayed for at least one more academic year. <p>c. As shown in the Stakeholders’ Survey Report, over 50% of the students perceived that teachers always encouraged them, showing an improvement compared with that of last year.</p> <p>Moreover, in the same survey report, more than 60% of the students perceived that teachers cared about them, showing an increase in 5% compared with that of the previous year.</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To instill a positive and serious learning attitude towards studying in students and help them develop a sense of ownership of learning</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. Organize activities on time management (through form-teacher periods, talks and article reading). 	<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 in 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 • Check findings of the questionnaire to F.1 students • Students' feedback 	<p>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.</p> <p>a. Various activities on time management were organized.</p> <ul style="list-style-type: none"> • A talk was given to junior form students by the Educational Psychologist. It provided concrete data that convinced students to better manage their time. • Junior form students were asked to apply their time management skills through project learning. • Topics about time management were covered in NSS Liberal Studies (L.S.) curriculum. • Through assembly talks and sharing through the PA system, the Principal shared his views on time management and encouraged students to better manage their time. • Teachers regularly encouraged students to have good time management. • The Facemeal Campaign 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. • A book display was organized by the Reading Committee. Books on life management were especially displayed. It was observed that students were interested in the activity.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To instill a positive and serious learning attitude towards studying in students and help them develop a sense of ownership of learning</p>	<p>b. Organize a PTA talk and involve parents' cooperation with the School on the issue.</p> <p>c. Teachers provide individual advice for problem students and their parents.</p> <p>d. Teachers provide students with more guidance and encouragement.</p> <p>e. Incorporate time and life management topics in R.S. & L.S. lessons for positive character formation.</p> <p>f. 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) 			<p>b. A PTA talk on effective parenting was conducted by an external speaker, Mr. Mak Yun Sau. Positive feedback was received from parents who found the talk useful.</p> <p>c. It was found that teachers often contacted the parents to give them advice.</p> <p>d. It was observed that teachers provided guidance and support for students whenever necessary.</p> <p>e. Life management topics were incorporated in R.S. & L.S. lessons for positive character formation.</p> <ul style="list-style-type: none"> • In R.S. lessons, through studying biblical characters such as Moses and Abraham, students could learn perseverance. • In L.S. lessons, there were topics related to cyber-friendship, interpersonal relationships and stories of successful celebrities. <p>f. Study groups were formed in hope of helping students with their studies. Positive feedback was received from both students and teachers.</p> <ul style="list-style-type: none"> • Some of the study groups were initiated by the students, especially those on subject basis, e.g. Math, L.S., Science, History, Chinese History, Putonghua, etc.); 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.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To instill a positive and serious learning attitude towards studying in students and help them develop a sense of ownership of learning</p>				<ul style="list-style-type: none"> • There were NSS Tutorial Programmes provided for F.4-6 students. Undergraduate alumni became tutors and helped NSS students with their studies in groups. • Students formed learning groups in different subjects e.g. Math, Science, L.S., History, Chinese History, Putonghua, etc. • F.1 Mentoring Programme <ul style="list-style-type: none"> - 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 2015, 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, 52% of the respondents found that the programme had helped them with their learning most.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>3. To strengthen proper interpersonal relationships among students</p>	<ul style="list-style-type: none"> • 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. 	<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 	<p>Through the following activities, students could strengthen their interpersonal relationship and be more aware of proper demeanor when getting along with peers.</p> <p>a. Teachers discussed related topics in L.S., R.S. and I.S. lessons. For example: -</p> <ul style="list-style-type: none"> • L.S. - Interpersonal relationship • R.S. - Pre-marital sex and gender relationship • I.S. - Reproduction <p>Positive feedback was received from teachers and students.</p> <p>b. - Topics on gender relationship and how students should interact properly with the opposite sex were discussed during the form-teacher periods.</p> <ul style="list-style-type: none"> - It was observed that students were attentive and engaged in the activities. Positive feedback was received from students and teachers. <p>c. - A Cyber-sex talk on boys and girls relationship was held for junior form students.</p> <ul style="list-style-type: none"> - A special assembly was organized for the whole school regarding building a harmonious relationship. - A talk on family relationship was held for senior form students.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>4. To enhance students' knowledge of Hong Kong and China and help them develop a sense of ownership and responsibility</p>	<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 	<p>Students' knowledge of Hong Kong and China was enhanced through the following activities, and they could develop a stronger sense of civic awareness, ownership and responsibility.</p> <ul style="list-style-type: none"> • 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 2016 – 3 internal trials were held. Students had good performance in the competition. • 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. • 5-min sharing sessions in the morning assembly were held. Students could understand more about the 13th Five-year plan of China and the “One Belt One Road” scheme. • 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. • Speakers from the Office of the Commissioner of the Ministry of Foreign Affairs of PRC in HKSAR held two talks for F.5 students and let students understand the diplomacy of China in greater depth. • 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.

Evaluation of Annual School Plan (2015 – 2016)

Major Concern 3: Resources and Network Building

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<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 Association so as to recruit more senior alumni</p> <p>b) To encourage the Alumni Association to have regular publications as a means of promotion and connection</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 database 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, share with them the vision and mission, the recent development and the needs of TSK. • 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"> • Ex-colleagues and senior alumni are connected. • The updated database 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. • Publications are published 	<ul style="list-style-type: none"> • Check the data base • Check records / minutes of Alumni Association • Feedback from alumni in terms of participation • Feedback from alumni and other stakeholders 	<ul style="list-style-type: none"> • Senior alumni were contacted by office staff and the contact list of the alumni is being drafted. • The homecoming activity for senior alumni has been under discussion and will probably be arranged in late 2016. • Alumni were invited to give sharing during the morning assembly and Careers Peer Sharing session. Some of them were interviewed by the School Press and their feedback was positive. • The Saturday Tutoring Program was led by alumni. They provided academic support for existing NSS students. • There was a new column for Alumni Sharing/Interview in the School Press this year. This will become a constant practice in the coming years.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2) Tapping into alumni resources</p> <p>a) To support the development of the school in different aspects</p> <p>b) To further develop our mentoring program for present students, fresh university graduates and new job seekers</p>	<ul style="list-style-type: none"> • Arrange homecoming activities for alumni, and 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. • 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. 	<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. • F.6 students are nominated and encouraged to be mentors. • Tutorial lessons are provided for students taking the HKDSE Examinations. 	<ul style="list-style-type: none"> • Feedback from alumni • Check recruitment records of Mentoring Team • Check records of tutorial classes • Feedback from students • Feedback from students • Check records / minutes of Mentoring Team • Feedback from mentors and students • Feedback from alumni 	<ul style="list-style-type: none"> • Homecoming activities were arranged, and sports competitions were also organized for alumni in November 2015. • 32 mentors were recruited from F.6 graduates in 2014-2015 according to form teachers' recommendations. • Summer tutorial classes (44 students, 11 subjects, 10 tutors and 18 groups) were arranged in July and August 2015. The results in the evaluation questionnaire showed positive feedback from the participants. • A sharing session was arranged for F.4 classes in September 2015. Some mentors from universities entered classrooms and shared their experience with the newly promoted F.4 students to help them adapt to the NSS curriculum. • The Saturday Tutoring Program (Stage I and Stage II) was organized for F.6 students from October to December 2015. Nine subjects were offered to equip the F.6 students with subject

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<ul style="list-style-type: none"> • 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"> • 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"> • Check records / minutes of Mentoring Team, Careers Committee & Alumni Association 	<p>knowledge as well as the skills required for the HKDSE Exams.</p> <ul style="list-style-type: none"> • The Saturday Tutoring Program (Stages I, II and III) was organized for F.4 and F.5 students from October to November 2015 and from April to May 2016. Six F.4 subjects and nine F.5 subjects were offered to students to help them prepare for the First Term Exams and Final Exams. • Certificates were designed and presented to the alumni who had served, helped and provided training or tutorial lessons for TSK students. • Alumni were invited to come back and share their career experience with F.6 students in the Peer Sharing Session on 19 October 2015. • The mentee recruitment was carried out before the summer holiday in 2015. Not many students submitted their applications. It was suggested that the recruitment would be done at the beginning of F.6 in the coming school year.