

# Annual school plan (2016 - 2017)

## Major concern 1: Enhancing Learning and Teaching

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p><b>1. Enhancing the learning and teaching effectiveness</b></p> <p>a. To cater for the needs of a greater proportion of students with weaker academic ability and lower motivation due to the phenomenon of territory-wide falling rolls</p>	<ul style="list-style-type: none"> <li>• Fine-tune the teaching approaches               <ul style="list-style-type: none"> <li>- Plan carefully more learning activities to cope with the needs, abilities, learning styles and interests of the students and to provide opportunities for success</li> <li>- Relate classroom materials to things that students are interested in or have experienced</li> </ul> </li> <li>• Empower students to develop study skills</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of the subject panels have fine-tuned their teaching approaches</li> <li>• Positive feedback from students</li> <li>• 80% of teachers agree that they often teach students study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Check panel minutes, panel reports and schemes of work</li> <li>• Check stakeholders reports</li> <li>• Teachers' observation</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	

<p>b. To enhance students' motivation to learn and strive for excellence</p>	<ul style="list-style-type: none"> <li>Promote a positive learning atmosphere in school by providing different platforms, both internal and external, for students to explore and develop their academic potential</li> <li>Set challenging but achievable tasks to instill in students a sense of achievement</li> <li>Give recognition and praise where appropriate</li> <li>Give constructive comments to students taking them to the next higher level</li> </ul>	<ul style="list-style-type: none"> <li>About 50% of subject panels provide different platforms for students' improvement</li> <li>Students enjoy the challenging tasks and activities</li> <li>Over 60% of students show high motivation for learning</li> <li>An increased percentage of teachers agree that students show higher motivation for learning</li> <li>Positive feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>Check stakeholders report and other independent surveys</li> <li>Check panel minutes, panel reports and schemes of work</li> <li>Check students' work and assignments.</li> <li>Teachers' observation</li> </ul>	<p>16-17</p>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	
<p>c. To help junior form students build up good learning habits of doing homework seriously</p>	<ul style="list-style-type: none"> <li>Provide an after-school support programme for F.1 students</li> <li>Enable students to develop a habit of keeping a proper homework record</li> </ul>	<ul style="list-style-type: none"> <li>Most students hand in homework punctually</li> <li>Positive feedback from students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Check discipline record</li> <li>Teachers' observation</li> <li>Questionnaires</li> </ul>	<p>16-17</p>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	
<p>d. To further enhance interactive learning and e-learning</p>	<ul style="list-style-type: none"> <li>Reinforce peer, and teacher-student interaction</li> <li>Reinforce the practice of incorporating e-learning, particularly mobile learning, where appropriate in junior</li> </ul>	<ul style="list-style-type: none"> <li>70% of all departments incorporate mobile learning / e-learning where appropriate in junior forms</li> <li>More than 60% of</li> </ul>	<ul style="list-style-type: none"> <li>Check stakeholders report</li> <li>Check panel minutes</li> <li>Check e-Services training records</li> </ul>	<p>16-17</p>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>I.T. support and facilities</li> </ul>

	<p>forms</p> <ul style="list-style-type: none"> <li>• Purchase Learning Management System to further facilitate interactive learning</li> <li>• Design subject-based curricula to incorporate e-learning</li> <li>• Create subject-based mobile learning and e-learning teaching resource banks in junior forms</li> <li>• Try out ‘bring your own device’ (BYOD) to facilitate e-learning</li> <li>• Organize workshops for e-learning</li> <li>• Teachers actively attend e-learning training workshops</li> </ul>	<p>students agree that there is peer, and teacher-student interaction</p> <ul style="list-style-type: none"> <li>• Positive feedback from students and teachers</li> <li>• More than 80% of teachers attended mobile learning / e-learning workshop</li> </ul>				
e. To further enhance students’ self-learning strategies	<ul style="list-style-type: none"> <li>• Incorporate e-learning, where appropriate, in designing tasks related to pre-lesson preparation.</li> <li>• Encourage self-learning through various learning activities such as presentation, projects, group work etc.</li> <li>• Invite high-achieving past students of different streams to share their study habits with NSS students</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from students and teachers</li> <li>• 80% of teachers agree they encourage self-learning through various learning activities such as presentation, projects, group work etc.</li> <li>• Over 60% of students agree they can apply self-learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Check stakeholders report</li> <li>• Teachers’ observation</li> <li>• Check students’ work and assignments</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	

<p>f. To introduce more diversified teaching strategies through staff development programmes, workshops or online resources</p>	<ul style="list-style-type: none"> <li>• Share among teachers effective teaching strategies and values</li> <li>• Arrange subject-based e-learning workshops or sharing sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Check panel minutes</li> <li>• Check Staff Development Committee minutes</li> <li>• Questionnaires</li> </ul>	<p>16-17</p>	<ul style="list-style-type: none"> <li>• Staff Development Committee</li> <li>• All teachers</li> </ul>	
<p>g. To keep track of students' academic performance and adjust teaching strategies accordingly</p>	<ul style="list-style-type: none"> <li>• Use the eClass Student Data Analysis tool to trace the academic performance of students</li> <li>• Adjust teaching strategies based on the results of analysis where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis is carried out by the eClass Student Data Analysis tool</li> <li>• Teachers make use of the results of analysis to adjust teaching strategies where appropriate</li> <li>• Positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Check results of data analysis</li> <li>• Check panel minutes</li> </ul>	<p>16-17</p>	<ul style="list-style-type: none"> <li>• Data Management Team (Academic)</li> <li>• All teachers</li> </ul>	<p>BroadLearning Education (Asia) Ltd.</p>
<p>h. To help students develop a good reading habit</p>	<ul style="list-style-type: none"> <li>• Include short, student-conducted news or book sharing during the morning reading session with the reading invigilators acting as facilitators</li> <li>• Encourage teachers to do book or news sharing in the</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of students show interest in reading</li> <li>• Positive feedback from students</li> <li>• 80% of teachers have done sharing in the morning reading session</li> </ul>	<ul style="list-style-type: none"> <li>• Check stakeholders report</li> <li>• Check prizes and awards records</li> <li>• Check Library Committee minutes</li> </ul>	<p>16-17</p>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Library Committee</li> </ul>	

	<p>morning reading session</p> <ul style="list-style-type: none"> <li>• Encourage teachers to stimulate students' interest in reading reference books, novels, fiction, multimedia resources, etc.</li> <li>• Students set targets on the number of books read during a year in language subjects.</li> <li>• Include various types of book sharing, e.g. student book sharing in the morning assembly.</li> <li>• Organize book exhibitions</li> </ul>					
<p><b>2. Curriculum design</b> To put more emphasis on generic and/or higher-order thinking skills training in junior forms curricula</p>	<ul style="list-style-type: none"> <li>• Trim the teaching content of junior form curricula to provide time for in-depth discussion and higher-order thinking skills training</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of panels have trimmed the teaching content of the junior form curriculum to include higher-order thinking skills training in junior forms curricula</li> <li>• 60% of students agree that teaching is inspiring</li> </ul>	<ul style="list-style-type: none"> <li>• Check schemes of work, panel minutes and annual reports</li> <li>• Check stakeholders report</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• Panel heads</li> <li>• All teachers</li> </ul>	

# Annual School Plan (2016 – 2017)

## Major Concern 2: Character Formation

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>1. To enhance student’s self-esteem and foster self-motivation for learning</b>	<ul style="list-style-type: none"> <li>• Refine the goal-setting program                             <ul style="list-style-type: none"> <li>a. Keep the individual goal-setting activities.</li> <li>b. Reserve pages on Student’s Handbook for student’s personal goals</li> <li>c. Teachers remind students to do self-reflection.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students’ self- motivation is enhanced through the goal-setting activities, and by teachers reminding them to refer to their personal goals in Student’s Handbook and do self-reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ self-evaluation</li> <li>• Teachers’ observation</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• MCE</li> <li>• Form teachers</li> </ul>	
	<ul style="list-style-type: none"> <li>• Organize a summer camp (for F.1 &amp; F.2) with elements of life planning education for enhancement of self-motivation and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The camp participants are aware of setting their life/career goal(s).</li> <li>• The self-esteem and self-motivation of the camp participants are enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation from teachers and social workers</li> <li>• Check findings of questionnaire to participants of the camp</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• Assistant Vice-Principal</li> <li>• Teacher(s) concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Social Workers from HK Children &amp; Youth Services</li> </ul>

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p><b>1. To enhance student's self-esteem and foster self-motivation for learning</b></p>	<ul style="list-style-type: none"> <li>• Provide more in-depth life planning education programs for students and empower them to set their life /career goal(s).</li> <li>a. Provide a seminar and a workshop for F.3 students to assist them with subject selection.</li> <li>b. Conduct life-planning activities for students at different levels: -               <ul style="list-style-type: none"> <li><b><u>ALL</u></b>: Promotion of life planning web of Ming Pao</li> <li><b><u>F.1</u></b> : Reading materials related to career and life-planning</li> <li><b><u>F.2</u></b>: Goal-setting implementation skills</li> <li><b><u>F.3</u></b>: Choice of subjects and their future careers</li> <li><b><u>F.4-5</u></b>: Multiple pathways after HKDSE &amp; JUPAS choices.</li> <li>F.5 Form teachers &amp; Careers teachers meet students in groups to explain JUPAS/ non-JUPAS choices.</li> <li><b><u>F.6</u></b>: JUPAS &amp; non-JUPAS choices and interview skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• More in-depth life planning education programs are provided for students at different levels to empower them to set their life/career goals and develop the required skills, thus their self-esteem is enhanced and self-motivation for learning is fostered.</li> </ul>	<ul style="list-style-type: none"> <li>• Check minutes and evaluation reports of Careers Committee</li> <li>• Observation and feedback from form teachers</li> <li>• Evaluation from external organizers</li> <li>• Feedback from students</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• Careers Committee</li> <li>• F.4 Streaming team</li> <li>• Form teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Social Workers from St. James' Settlement</li> </ul>

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>1. To enhance student's self-esteem and foster self-motivation for learning</b>	<ul style="list-style-type: none"> <li>• Conduct a workshop for parents on assisting teenagers to plan their life.</li> <li>• Teachers acknowledge students' academic achievements, learning attitude and efforts, and other achievements (e.g. aesthetic, sports, services, etc.) and give students continuous encouragement both inside and outside the classroom as positive reinforcement.</li> <li>a. Students share their achievements in different aspects in their own classes during form-teacher periods (once a year).</li> <li>b. Display students' achievements (e.g. certificates &amp; photos) in their classrooms and the school campus.</li> <li>c. Students who show good a learning attitude and efforts will be given bookmarks as encouragement.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents find the workshop useful in assisting teenagers with life planning.</li> <li>• Students' academic achievements, learning attitude and efforts, and other achievements are acknowledged, thus their self-esteem is enhanced and self-motivation for learning is fostered.</li> </ul>	<ul style="list-style-type: none"> <li>• Careers teachers' observation</li> <li>• Parents' feedback</li> <li>• Check minutes of MCE Committee</li> <li>• Form Teachers' feedback in form meetings</li> <li>• Check appreciation corners in classrooms and display boards on school campus</li> <li>• Teachers' observation</li> <li>• Students' feedback</li> </ul>	1 <sup>st</sup> term 16-17  16-17          2 <sup>nd</sup> term 16-17	<ul style="list-style-type: none"> <li>• Careers Committee</li> <li>• PTA</li> <li>• MCE Committee</li> <li>• Form teachers</li> <li>• Vice Principal (student support)</li> <li>• All teachers</li> </ul>	



Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>2. To instill a positive and serious learning attitude towards studying into students and help them develop a sense of ownership of learning</b>	<ul style="list-style-type: none"> <li>• Help students develop effective learning habits including perseverance and understand the concept of ‘no pain, no gain’.</li> <li>a. Invite teachers or guest speakers (including alumni) to talk about and share their experience in learning in the morning assembly.</li> <li>b. Teachers provide students with more guidance and encouragement both inside and outside the classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• A sense of ownership of learning is developed among students.</li> <li>• Students appreciate the guidance and encouragement by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation from teachers</li> <li>• Students’ feedback</li> <li>• Check morning assembly record</li> <li>• Form teachers’ feedback in form meetings</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• Morning Assembly Committee</li> <li>• All teachers</li> </ul>	
	<ul style="list-style-type: none"> <li>• Help students improve their time management skills and advise them to spend less time on electronic devices.</li> <li>a. Organize activities on time management (through form-teacher periods and article reading).</li> <li>b. Teachers provide individual advice for problem students and their parents.</li> <li>c. Teachers provide students with more guidance and encouragement.</li> </ul>	<ul style="list-style-type: none"> <li>• Students improve their time management skills and are willing to spend less time on electronic devices.</li> <li>• A positive and serious learning attitude is instilled into students.</li> <li>• Students find that study groups / buddies can help them with their studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Check minutes of MCE Committee</li> <li>• Check Scheme of Work of R.S. and L.S. Departments</li> <li>• Observation and feedback from teachers</li> <li>• Check findings of the questionnaire to F.1 students</li> <li>• Students’ feedback</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• MCE Committee</li> <li>• Discipline and Counselling Team</li> <li>• All teachers</li> </ul>	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>2. To instill a positive and serious learning attitude towards studying into students and help them develop a sense of ownership of learning</b>	<p>d. Incorporate time and life management topics in R.S. &amp; L.S. lessons for positive character formation.</p> <p>e. Form study groups or pair students up as study buddies with teachers' encouragement.</p> <ul style="list-style-type: none"> <li>- F.1 (through F.1 Mentoring Program)</li> <li>- F.2-6 (encouraged by form teachers and subject teachers of NSS electives)</li> </ul>				<ul style="list-style-type: none"> <li>• R.S. Dept.</li> <li>• L.S. Dept.</li>   <li>• MCE Committee</li> <li>• Form teachers</li> <li>• Subject teachers of NSS electives</li> </ul>	
<b>3. To strengthen proper interpersonal relationship among students</b>	<ul style="list-style-type: none"> <li>• Enhance students' awareness of proper demeanor when getting along with peers.</li> <li>a. Teachers discuss related topics in R.S. and Integrated Science (I.S.) lessons.</li> <li>b. Form teachers discuss related topics with students whenever appropriate.</li> <li>c. Organize talks / workshops for students.</li> </ul>	<ul style="list-style-type: none"> <li>• The interpersonal relationship among students is strengthened.</li> <li>• Students are more aware of proper demeanor when getting along with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Check Scheme of Work of R.S. and I.S. Departments</li> <li>• Check report of Counselling Team (Sex Education Working Group)</li> <li>• Observation and feedback from teachers</li> <li>• Feedback from students</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• R.S. Dept.</li> <li>• I.S. Dept.</li>   <li>• Form teachers</li>   <li>• Counselling Team (Sex Ed. Working Group)</li> </ul>	<ul style="list-style-type: none"> <li>• End Child Sexual Abuse Foundation</li> <li>• Department of Health. HKSAR</li> </ul>

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>4. To enhance students' knowledge of Hong Kong and China, and help them develop a sense of ownership and responsibility</b>	<ul style="list-style-type: none"> <li>• Conduct civic education activities e.g. newspaper cutting, civic education sharing and quizzes on Basic Law.</li> <li>• Through Liberal Studies, Chinese History and History lessons in junior form classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' knowledge of Hong Kong and China is enhanced.</li> <li>• Students develop a sense of ownership and responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Check report of Civic Education Team</li> <li>• Check Scheme of Work of Liberal Studies, Chinese History and History Department</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• Civic Education Team</li> <li>• L.S. Dept.</li> <li>• Chinese History Dept.</li> <li>• History Dept.</li> </ul>	
<b>5. Form teachers to play a more significant role and provide more comprehensive care to students</b>	<ul style="list-style-type: none"> <li>• Empower form teachers and entrust them with full responsibilities of taking care of student discipline.</li> <li>• Conduct a workshop for teachers on building of class ethos, establishing a good relationship with students and classroom management.</li> <li>• Adopt a whole-school approach to handling students' discipline problems.</li> <li>• Provide more opportunities for mutual sharing among teachers during form meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Form teachers are empowered and entrusted with full responsibilities of taking care of the discipline in their classes.</li> <li>• Teachers find the workshop useful in building of class ethos, establishing a good relationship with students and classroom management.</li> <li>• Students' discipline problems are first handled by teachers at the scene. Then they refer the cases to form teachers.</li> <li>• At least 5 form meetings are arranged for mutual sharing among teachers who find the sharing useful.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and feedback from teachers</li> <li>• Check survey results of Staff Development Committee.</li> <li>• Check minutes of SPAC (School Policy Advisory Committee).</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• Form teachers</li> <li>• Staff Development Committee</li> <li>• All teachers</li> <li>• SPAC &amp; Form Coordinators</li> </ul>	

# Annual School Plan (2016 – 2017)

## Major Concern 3: Resources and Network Building

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<b>1. To strengthen the Alumni Association and encourage the participation of alumni in school events and activities</b>	<ul style="list-style-type: none"> <li>• Continue to refine the existing database of alumni contacts so as to have a clearer grasp of the year distribution of members of the Alumni Association.</li> <li>• Arrange Homecoming Days for alumni of different graduation years, share with them the vision and mission, the recent development and the needs of TSK.</li> <li>• Invite alumni with a background in performing arts and/or stage management to share their experience and provide opinions on our 55<sup>th</sup> Anniversary Musical performance.</li> <li>• Invite alumni to provide opinions on house restructuring, especially house names and colours.</li> </ul>	<ul style="list-style-type: none"> <li>• The updated database of alumni contact with year distribution is compiled.</li> <li>• 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.</li> <li>• More alumni express their willingness to make contributions to TSK.</li> <li>• Alumni are invited to share with our students their experience in musical performances.</li> <li>• Alumni are invited to provide opinions regarding house restructuring.</li> </ul>	<ul style="list-style-type: none"> <li>• Check the database</li> <li>• Check records / minutes of Alumni Association</li> <li>• Feedback from alumni in terms of participation</li> <li>• Minutes of the Musical Working Group</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• Coordinators of Alumni Association</li> <li>• Experienced teachers at TSK</li> <li>• Members of Musical Working Group</li> </ul>	IT Team  Budget from school
				16-17 1 <sup>st</sup> term		

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p><b>2. Tapping into alumni resources</b></p> <p><b>a. To support the development of the school in different aspects</b></p> <p><b>b. To further develop our mentoring program for present students, fresh university graduates and new job seekers</b></p>	<ul style="list-style-type: none"> <li>• Encourage alumni to make donations to school.</li> <li>• 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.</li> <li>• Nominate and encourage F.6 students to be mentors after graduation by form teachers.</li> <li>• Strengthen the mentoring program by inviting mentors as tutors to provide tutorial lessons to our students for the HKDSE Examinations.</li> <li>• Present certificates to the alumni who have served, helped and provided free training or tutorial lessons for TSK students.</li> </ul>	<ul style="list-style-type: none"> <li>• Homecoming activities are arranged and alumni are encouraged to make donations to school.</li> <li>• Mentors are recommended &amp; recruited by form teachers.</li> <li>• Summer tutorial classes are arranged.</li> <li>• Positive feedback from students.</li> <li>• F.6 students are nominated and encouraged to be mentors.</li> <li>• Tutorial lessons are provided for students taking the HKDSE Examinations.</li> <li>• The alumni concerned express their appreciation to the School.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from alumni</li> <li>• Check recruitment records of Mentoring Team</li> <li>• Check records of tutorial classes</li> <li>• Feedback from students</li> <li>• Feedback from students</li> <li>• Check records / minutes of Mentoring Team</li> <li>• Feedback from mentors and students</li> <li>• Feedback from alumni</li> </ul>	16-17	<ul style="list-style-type: none"> <li>• Coordinators of Alumni Association</li> <li>• Mentoring Team</li> <li>• F.6 Form teachers</li> <li>• Mentoring Team</li> <li>• Mentoring Team</li> <li>• Art teacher</li> </ul>	Certificates

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<ul style="list-style-type: none"> <li>• Invite alumni to come back and share their career experience with students.</li> <li>• Encourage F.6 students to be mentees after graduation by Form Teachers.</li> <li>• Recruit alumni as mentors for fresh university graduates and new job seekers</li> <li>• Establish a pilot scheme of the F.5&amp;6 mentoring programme.               <ul style="list-style-type: none"> <li>- Through the alumni network, identify and invite the suitable alumni with professional work experience to be mentors for students in the F.5&amp;6 mentoring programme.</li> <li>- Identify the motivated F.5 students who show interest in pursuing their target careers/ university subject choices and are willing to join the F.5&amp;6 mentoring programme.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Career sharing sessions by alumni are conducted.</li> <li>• Mentees are recruited by form teachers.</li> <li>• Mentors are recruited.</li> <li>• A minimum of 10 suitable alumni with professional work experience are identified and invited to be mentors.</li> <li>• A minimum of 30 motivated F.5 students who show an interest in pursuing their target careers/ university subject choices and are willing to join the mentoring programme are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Check records / minutes of Mentoring Team, Careers Committee &amp; Alumni Association</li> <li>• Check minutes of Alumni Association &amp; Careers Committee</li> </ul>		<ul style="list-style-type: none"> <li>• Careers Committee</li> <li>• F.6 Form teachers</li> <li>• Coordinators of Alumni Association</li> <li>• Principal</li> <li>• Alumni Association</li> <li>• Careers Committee</li> </ul>	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<ul style="list-style-type: none"> <li>- Assign a team of teachers to do the group matching of mentors and mentees according to the professions (with one mentor and 3-4 mentees in a group).</li> <li>- Coordinate mentoring sessions including workplace visits.</li> </ul>	<ul style="list-style-type: none"> <li>• A team of teachers are assigned to do the group matching of mentors and mentees.</li> <li>• A minimum of 3 mentoring sessions are held, including one workplace visit.</li> </ul>				