Evaluation of School Development Plan (2015 – 2018)

Major Concerns	Targets	A General Outline of Strategies	Evaluation
1. **Enhancing learning and teaching**	1) **Enhancing the learning and teaching effectiveness** a. To cater for the needs of a greater proportion of students with weaker academic ability and lower motivation due to the phenomenon of territory-wide falling rolls	• Fine-tune the teaching approaches - Plan carefully more learning activities to cope with the needs, abilities, learning styles and interests of the students and to provide opportunities for success - Relate classroom materials to things that students are interested in or have experienced • Empower students to develop study skills	The strategies had been fully implemented. • Subjects of different KLAs had fine-tuned the teaching approaches such as designing more graded exercises and quizzes to cater for the needs of weaker students. • Curriculums had been trimmed but carefully planned to ensure vertical alignment between junior and senior curriculums. • Learning materials focusing on daily life had been incorporated where appropriate. • Teachers had made use of e-Learning to help students grasp key learning points and abstract concepts. • Students' study skills were improved since various strategies were adopted. **Evidence sources**: Annual school reports, panel reports, schemes of work, exam and test papers, teaching materials, stakeholders' reports
	b. To enhance students' motivation to learn and strive for excellence	• Promote a positive learning atmosphere in school by providing different platforms (e.g. joint school academic activities, external training programmes) for students to	The strategies had been fully implemented. • Nearly all subject panels had provided different platforms to help students explore and develop their academic potential. • Students had been encouraged to join various external competitions, training programmes and courses to increase their

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		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	exposure and help them stretch their potential. • Challenging but achievable tasks had been provided by different panels to instill in students a sense of achievement. Students had shown interest in various tasks and given positive feedback. • Teachers had given both verbal and written feedback and praise where appropriate. Students had given positive feedback on teacher-student relationship. • Teachers had been working to improve students' motivation for learning and would continue to explore different strategies to enhance their motivation. **Evidence sources**: Annual school reports, panel reports, schemes of work, student' work and assignments, certificates on courses, prizes in different competitions

1. Enhancing learning and teaching	c. To help junior form students build up good learning habits of doing homework seriously	• Provide an after-school homework support programme for F.1 students	• The programme had been conducted for three years. Over 60% of students and most teachers agreed that the programme could help students build up the habit of handing in homework punctually. • The programme had been modified to include two phases and feedback had been positive. **Evidence sources**: Annual school reports, minutes of Academic Committee Meetings, questionnaires for students
	d. To further enhance interactive learning and e-Learning	• Reinforce peer, and teacher-student interaction • Incorporate e-Learning , particularly mobile learning, where appropriate in junior forms • Enhance school's WiFi infrastructure to cater for the need to use e-Learning resources in class • Organize workshops for e-Learning resources and encourage teachers to attend workshops	The strategies had been fully implemented. • 'Bring your own device' (BYOD) had been implemented in F.1 to F.2 and would be extended to F.3 in 2018-19 to facilitate e-Learning. • The WiFi infrastructure had been enhanced. Over 90% of all academic departments had incorporated mobile learning / e-Learning in junior or senior forms. • More than 80% of teachers had attended mobile learning / e-Learning workshops organized by the school and teachers had also shared their experience with other panel members on formal or informal occasions. • Learning effectiveness of students as well as peer, and teacher-student interaction had been enhanced. **Evidence sources**: Annual school reports, panel reports, schemes of work, e-Learning resource banks, stakeholders' reports

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| | | e. To further enhance students' self-learning strategies | • 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 and group work.
• Invite high-achieving past students of different streams to share their study habits with NSS students | The strategies had been fully implemented.

• Various tasks had been designed by different panels for students as pre-lesson preparation.
• Different learning activities such as presentation, projects and group work had been conducted to encourage self-learning and enhance students' self-learning strategies.
• Sharing sessions conducted by alumni had been arranged by some panels, such as English, Chinese and Careers Team. Feedback from students had been positive.

Evidence sources: Annual school reports, panel and departmental reports, schemes of work, students' project works, stakeholders' reports |

1. **Enhancing learning and teaching**	f. To Introduce more diversified teaching strategies through staff development programmes, workshops or online resources	• Conduct separate programmes for experienced and new teachers to cater for their different needs • Share among teachers effective teaching strategies and values	• Sharing by guest speakers and the Principal on effective teaching strategies and values had been conducted during the Staff Development Days. Subject-based e-Learning workshops or sharing sessions had also been arranged in some panels. • The four form meetings each year had served as a platform for teachers to share among themselves successful experience and values. • Feedback from teachers had been positive. **Evidence sources**: Annual school reports, panel and departmental reports, questionnaires to teachers
	g. To help students develop a good reading habit	• Include short, student-conducted news or book sharing during the morning reading session with the reading invigilators acting as facilitators • Encourage teachers to do book or news sharing in the morning reading session • Encourage teachers to stimulate students' interest in reading reference books, novels, fiction,	The strategies had been fully implemented. • Book sharing by teachers or students had been conducted in the morning reading sessions through different means. • Book talks by guest speakers and book exhibitions had been organized. • Junior form students had been encouraged to use iPad for reading e-books during the morning reading sessions. • There is still room for improvement in the reading habit of students. Teachers will continue to promote reading culture through various strategies. **Evidence sources**: Annual school reports, panel reports, Library committee meeting reports, students' book reports, stakeholders' reports

		multimedia resources, etc. • Students set targets on the number of books read during a year in language subjects • Include various types of book sharing in the morning assembly • Organize theme-based book exhibitions	
	2) Curriculum design • To put more emphasis on generic and/or higher-order thinking skills training in junior form curricula	• Trim the teaching content of junior form curricula to provide time for in-depth discussion and thinking skills training	• Over 60% of panels had trimmed the teaching content of the junior form curriculum to include higher-order thinking skills training. Most teachers agreed that students had shown improvement in their generic and/or higher-order thinking skills. • Cross-curricular collaboration involving ICT and C&T had been carried out to strengthen STEM education. • Personal Finance Education had been introduced in F.3 to enhance students' awareness of money management. **Evidence sources**: Annual school reports, panel reports, schemes of work, teaching materials

Major Concerns	Targets	A General Outline of Strategies	Evaluation
2. Character Formation	**1) To enhance students' self-esteem and foster self-motivation for learning**	• Refine the goal-setting program.	The goal-setting program was refined. • The individual goal-setting program helped students enhance their self-motivation for learning. • Reading materials and guidelines on the skills required for goal-setting, were provided for students in the reading session followed by a form-teacher period for the first goal-setting activity. This arrangement received positive feedback from teachers. They also expressed that the materials were useful. • The activities on goal-setting adjustment and evaluation held in January and May respectively provided students with the opportunities to adjust their goals and do evaluation. • Using the Student's Handbook for goal-setting was regarded as appropriate and effective. **Evidence sources:** Annual School Reports and minutes of the Moral and Civic Education (MCE) Committee
		• Organize a summer camp (for F.1 & F.2) with elements of life planning education for enhancement of self-motivation and learning.	• The Motivation Enhancement Camp was organized during the summer in 2015 and 2016. About 35 F.1-2 students joined the 3-day overnight camp. Positive feedback was received; more than 80% of the participants expressed that their self-confidence had been boosted. • The teachers expressed their worries that there might be negative peer influence and labelling effect on some students in the camp since most of the participants did not have good self-motivation for learning. • Instead of organizing a summer camp in July 2017, a revised Motivation Enhancement Scheme was introduced with the same aim of enhancing students' self-esteem and fostering self-motivation for learning through students participating in social services.

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2. Character Formation	**1) To enhance students' self-esteem and foster self-motivation for learning**		• About 20 F.1-3 target students joined the scheme which consisted of visits, learning/preparation sessions and doing one-day community service (serving and playing games with the elderly) during the summer holidays. • Students found the scheme useful and fruitful as they were able to learn the skills of organizing activities and communicating with the elderly. **Evidence sources:** Annual School Reports and minutes of the Moral and Civic Education (MCE) Committee

		Provide more in-depth life planning education programs for students and empower them to set their life goal/career goal.
		a. Provide a seminar and a workshop for F.3 students to assist them with subject selection.
		b. Conduct life-planning activities for students at different levels
		• Conduct a workshop for parents on assisting teenagers to plan their life.
		• Conduct a workshop for teachers on assisting students to plan their life.
			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.
			• There was positive feedback from students regarding the following activities: -
			  - Seminars and career workshops were provided for F.3 students to assist them with subject selection.
			  - Life-planning activities were conducted at different levels according to the needs and development of students by Form Teachers.
			• Various talks were organized for parents including multiple pathways and assisting children with life planning. The parents' feedback was positive. They found the talks useful in helping their children with life planning.
			• A workshop was conducted on the first Staff Development Day in 2015-16. Positive feedback was received from teachers. More than 96% of them found the workshop useful in assisting students with life planning.
			
			Evidence sources: Annual School Reports and minutes of the Careers Committee, PTA, IMC and Staff Development Committee
			The strategies were fully implemented.

Major Concerns	Targets	A General Outline of Strategies	Evaluation
2. Character Formation	**1) To enhance students' self-esteem and foster self-motivation for learning**	• Teachers acknowledge students' academic achievements, learning attitude and efforts, and other achievements (e.g. aesthetic, sports, services) and give students continuous encouragement both inside and outside the classroom as positive reinforcement. a. Students share their achievements in different aspects in their own classes during form-teacher periods (once per term). b. Display students' achievements (e.g. certificates & photos) in their classrooms and the school campus. c. Organize a bookmark design competition related to good learning attitude and efforts. Then print and present the award winners' masterpieces to students who have shown a good learning attitude and efforts. d. Publish students' achievements in the school press (in the form of articles or interviews. • Help students develop	a. The student sharing sessions were found to be fruitful. Students enjoyed the activities and they were eager to share in class. They managed to share their achievements in different aspects and with self-confidence. Their response was very positive and the atmosphere in class was encouraging. b. Students' achievements were displayed. - Certificates were displayed outside the school hall and on the boards on school campus 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 board provided a wonderful channel for students to get appreciated. c. The Bookmark Design Competition was successfully held in F.2 in 2015-16 with the support of the Chinese Department and Visual Arts Department. - 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. - Teachers also wrote words of encouragement / appreciation on the bookmarks and gave them to students who had shown a good learning attitude and efforts. d. Students' achievements were published in the school brochure and in the form of articles / interviews in the School Press. **Evidence sources:** Annual School Reports, minutes of the MCE Committee, minutes / reports of Chinese & Visual Art Departments and the School Press The activities provided a chance for students to develop perseverance and understand the concept of 'no pain, no gain'.

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Major Concerns	Targets	A General Outline of Strategies	Evaluation
2. Character Formation	2) **To instill a positive and serious learning attitude towards studying into students and help them develop a sense of ownership in learning**	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. d. Publish articles written by achievers in the school press.	a. Talks were conducted in the morning assembly by the Counselling Mistress, School and external social workers, teachers, exchange students and a total of 10 alumni to talk about and share their experience in learning. • Students found the talks inspiring. Through the sharing of the various speakers, students were able to broaden their horizons. They were able to understand the importance of 'no pain, no gain' and were also encouraged to persevere in spite of the obstacles encountered. b. The Poster Design Competition was successfully held in F.3 with the support of the English Department and Visual Arts Department. • Well-designed posters were selected from different classes and displayed on campus. c. The Principal and teachers did follow-up through the PA system and in class respectively to further develop and consolidate the messages conveyed by the speakers. There were also sharing sessions of teachers and students during the morning assembly to convey the concept of 'no pain, no gain'. In addition, students were thrilled to receive the Principal's compliments on their homework (during homework inspection). d. Articles were published in the school press by student achievers. **Evidence sources:** Annual School Reports, minutes of the MCE Committee and Morning Assembly Committee, and the School Press

Major Concerns	Targets	A General Outline of Strategies	Evaluation
2. Character Formation	**2) To instill a positive and serious learning attitude towards studying into students and help them develop a sense of ownership in learning**	• Help students improve their time management skills and advise them to spend less time on electronic devices. a. Organize activities on time management (through form-teacher periods, talks and article reading).	Students were provided with chances to learn about time management. It was hoped that they would improve their time management skills and have a more positive and serious learning attitude. a. Various activities on time management were organized. • A talk was given to junior form students by the Educational Psychologist. It provided concrete data that convinced students to better manage their time and encourage them to have a positive learning attitude. • The Educational Psychologist was also invited to give a talk on new study techniques for F.4 students to encourage them to have positive learning. There was positive feedback in questionnaires; students were interested in the talk and expressed that it was helpful. • A series of reading materials about time management were prepared for junior and senior form students who were assigned to do the reading in the morning reading sessions regularly to help them understand the importance and the skills of time management. Positive feedback was received. • Articles on learning tips from teachers were included in the School Press. • Junior form students were asked to apply their time management skills through project learning. • 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. **Evidence sources:** Annual School Reports, minutes of the MCE Committee and Reading Committee, minutes/reports of subject panels, the School Press, and records of morning reading sessions

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Major Concerns	Targets	A General Outline of Strategies	Evaluation
2. Character Formation	**2) To instill a positive and serious learning attitude towards studying into students and help them develop a sense of ownership in learning**	b. Organize a PTA talk and involve parents' cooperation with the School on the issue. c. Teachers provide individual advice for problem students and their parents. d. Teachers provide students with more guidance and encouragement. e. Incorporate time and life management topics in Religious Studies and Liberal Studies lessons for positive character formation. f. Form study groups or pair students up as study buddies with teachers' encouragement. - F.1 (through F.1 Mentoring Program) - F.2–6 (encouraged by form teachers and subject teachers of NSS electives)	b. A talk organized by the PTA on effective parenting was conducted by an external speaker, Mr. Mak Yun Sau. Positive feedback was received from parents who found the talk useful. c. It was found that teachers often contacted the problem students and their parents to give them advice. There was close interaction between parents and teachers. Parents appreciated teachers' effort in getting them informed of their children's behavior. d. - Through the PA system, the Principal shared his views on time management and encouraged students to better manage their time. - Reminders about time management were given by subject teachers before exams. - It was also observed that teachers provided guidance and support for students whenever necessary. e. Topics about time management were covered in L.S. and R.S. lessons. Students were able to understand the importance of time and life management via different learning activities. f. A variety of study groups were formed in the hope of helping students with their studies. Positive feedback was received from both students and teachers. • Project A was held for F.1&2 students in groups • Pre-examination tutorial sessions were organized for F.1&2 students in small groups • NSS Tutorial Programs provided for F.4-6 students • Some of the study groups were initiated by the students, especially those on subject basis; while others were organized by houses and academic societies. • F.1 Mentoring Program - F.1 study groups were formed through the F.1 Mentoring Program. Each F.3 mentor took care of 3 to 4 F.1 students in the group.

Major Concerns	Targets	A General Outline of Strategies	Evaluation
2. Character Formation			- In a form-teacher period in November 2017, 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, who responded that the program had helped them with their learning most. **Evidence sources:** Annual School Reports, minutes of the MCE Committee, PTA and Counselling Team, minutes/reports of L.S. and R.S. Panels and other subject panels Through the activities, students could strengthen their interpersonal relationship and be more aware of proper demeanor when getting along with peers.
	3) To strengthen proper interpersonal relationship among students	• Enhance students' awareness of proper demeanor when getting along with peers. a. Teachers discuss related topics in Religious Studies and Integrated Science lessons. b. Form teachers discuss related topics with students whenever appropriate. c. Organize talks / workshops for students.	a. Teachers discussed related topics with students in L.S., R.S. and I.S. lessons. b. - Related materials provided by the Moral and Civic Education (MCE) Committee were used in F.4 classes. Guidance was provided by teachers to help students focus on the topic. - Topics on gender relationship and how students should interact properly with the opposite sex were discussed during the form-teacher periods. c. - Sex Education workshops were provided for junior forms. - A Cyber-sex talk on boys and girls relationship was held for junior form students. - 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. - The Head Girl and the SA President were asked to give a brief presentation on related topics during the morning assembly. **Evidence sources:** Annual School Reports, minutes of the MCE Committee, Morning Assembly Committee and Counselling Team, and minutes/reports of L.S., R.S. and I.S. Panels

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Major Concerns	Targets	A General Outline of Strategies	Evaluation
2. Character Formation	4) To enhance students' knowledge of Hong Kong and China and help them develop a sense of ownership and responsibility	• Conduct civic education activities e.g. newspaper cutting, civic education sharing and quizzes on Basic Law. • Through Liberal Studies, Chinese History and History lessons in junior form classes.	Students' knowledge of Hong Kong and China was enhanced through a variety of civic education activities as well as L.S., Chinese History and History lessons in junior form classes. A stronger sense of civic awareness, ownership and responsibility was developed, and positive feedback was received from teachers and students. • Inter-school Basic Law Competition • Inter-class quiz competitions on the Basic Law and HK news • Live webcast of the Basic Law Seminar in F.5 LS lessons • 5-min sharing sessions about the 13th Five-year plan of China and the "One Belt One Road" scheme were held in the morning assembly. • Speakers from the Office of the Commissioner of the Ministry of Foreign Affairs of PRC in HKSAR held two talks for F.5 students to help them understand the diplomacy of China in greater depth. • Visit to the High Court to have a better understanding of the legal system of Hong Kong • Participation in the Mock Trial competition • Joining different educational tours to know more about the mainland • The School Choir joined the Hong Kong Dream Concert held by Civic Education Commissioner. • Hot issues about Hong Kong, China and the world were posted on the Civic Education Board. • In L.S. lessons (junior forms & F.5), the module on modern China was taught. • Topics on the history of Hong Kong and China were taught in F.1 to F.3 History and Chinese History lessons. • Students joined different outing activities organized by the Chinese History Society to know more about Hong Kong. **Evidence sources:** Annual School Reports, reports of Civic Education Team and Music Department, minutes of the MCE Committee and Scheme of Work of the L.S., Chinese History and History Departments

Major Concerns	Targets	A General Outline of Strategies	Evaluation
3. Resources and Network Building	1) **Building up the public image of the school by letting the public know our renowned alumni in different sectors in society** b. To strengthen the Alumni Association so as to recruit more senior alumni c. To encourage the Alumni Association to have regular publications as a means of promotion and connection	• 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 years to come back and at the same time, 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.	The strategies had been implemented. • More ex-colleagues and senior alumni were contacted through various means. • The existing database of alumni contacts was updated by the General Office. • Instead of arranging Homecoming Days, alumni from different years were invited to arrange reunion gatherings at TSK. The Alumni Association was responsible for promotion, coordination, venue reservation and other logistics. • There was a new column for Alumni Sharing/Interview in the School Press, and prestigious alumni were invited to write articles for the School Brochure. **Evidence sources**: Annual school reports, minutes of Alumni Association, School Press and School Brochures

Major Concerns	Targets	A General Outline of Strategies	Evaluation
3. Resources and Network Building	**2) Tapping into Alumni Resources** a. To support the development of the school in different aspects	• Arrange homecoming activities for alumni to come back and at the same time, share with them the vision and mission, the recent development and the needs of TSK.	• Homecoming activities were arranged by the Alumni Association: - - The 'Poon Choi' gathering was held on 10 March 2018 with more than 300 alumni returning to their alma mater. The Principal shared with them the vision and mission, the recent development and the needs of TSK. - The Annual General Meeting (AGM) of the Alumni Association was held in November. Sports competitions were organized for the alumni in the afternoon before the AGM. - The alumni who graduated in 2013 returned to school to take university graduation photographs with teachers. - The Alumni Volleyball Competition was held annually during the summer holiday. • Our alumni offered support for the School Musical 'Esther' by helping the teachers and students during the preparation period. • The champion of the House Name and Colour Design Competition held in 2016 was an alumna and her ideas were adopted. • Alumni who graduated from different years were invited to share their life and career experience in the morning assembly and to be mentors / tutors to help with the mentoring and/or tutoring programs.

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Major Concerns	Targets	A General Outline of Strategies	Evaluation
3. Resources and Network Building	b. To further develop our mentoring program for current students as well as young university graduates at and those in the workplace	• 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. • Design souvenirs / certificates and present them to the alumni who have served, helped and provided free training or tutorial lessons for TSK students.	• The Student Mentorship Program and Tutoring Program were promoted in a form teacher period in F.4-5 and by Form Teachers in F.4-6 respectively. The response of students was positive. • 26 mentors were recruited from different professions and industries, and 146 mentees joined the Student Mentorship Program. • Clear Guidelines for mentors were set and there was a more systematic structure of the program. • Some mentors arranged job visits for mentees to provide students with a better understanding in their interested fields. • Feedback from both mentors and mentees under the Student Mentorship Program was positive and students learnt life experience from the sharing of their mentors. • F.6 students were nominated and encouraged to be mentors after graduation by their form teachers. • The Tutoring Program for F.4-6 students and the Summer Tutorial Classes for F.5 students were initiated and led by the alumni who provided academic support for existing NSS students. • Positive feedback was received from students and they were very thankful to the tutors (alumni) for their help. • Reference letters were provided for tutors to certify their contributions to the school.

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Major Concerns	Targets	A General Outline of Strategies	Evaluation
3. **Resources and Network Building**	b. To further develop our mentoring program for current students as well as young university graduates and those in the workplace	• 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 university graduates or those in the workplace.	• Some alumni were invited to share their experience during the Careers Peer Sharing session to provide counselling for F.6 students on JUPAS and non-JUPAS choices. • Some alumni who had completed their sub-degree programs and were able to transfer to UGC degree programs were invited to share with the F.6 students about their experience of multiple pathways. • Some alumni were invited to share with our F.5 students on learning habits as well as motivate and inspire them to work hard for the HKDSE. • The alumni who were still studying in university were invited to come back on the day of the release of HKDSE results to provide consultation and spiritual support for our F.6 students. • It was agreed that more emphasis would be put on providing help and support for our existing students. Therefore, the recruitment of alumni as mentors for fresh university graduates was put on hold this year. **Evidence sources**: Minutes of Alumni Association, Careers Committee and Morning Assembly Committee, letters to parents (e.g. about the Opening Ceremony and Closing Ceremony of the Student Mentorship Program, the various phases of the Tutorial Program, and the Summer Tutorial Classes) and the work schedule of the Musical Working Group.