

Evaluation of Annual School Plan (2017 – 2018)

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 students and to provide opportunities for success Relate classroom materials to things that students are interested in or have experienced <p>Empower students to develop study skills like using graphic organizers, study aids and online resources</p>	<ul style="list-style-type: none"> 80% of the subject panels have fine-tuned their teaching approaches About 60% of students agree teachers have given guidance to learning methods, like pre-lesson preparation, graphic organizers, study aids and online resources Positive feedback from students 80% of teachers agree that they often teach students study skills. 	<ul style="list-style-type: none"> Check panel minutes, panel reports and schemes of work Check stakeholders reports Teachers' observation 	<ul style="list-style-type: none"> Teachers of all subject panels had fine-tuned their teaching approaches. <ul style="list-style-type: none"> Mathematics: Graded worksheets were designed. Software materials and 3D models were used to explain abstract concepts. Weaker students were provided guided steps for solving specific types of questions. English: Some e-Learning apps, e.g. Nearpod, were adopted and graded worksheets were also designed. Chinese: Scaffolding strategies were used to help both junior and senior form students to grasp key learning points. More composition practices were given to weaker students to consolidate their foundation.

				<ul style="list-style-type: none"> - Chinese History: Mixed-ability groupings and cooperative learning were adopted. Organizational charts were used to replace the lengthy paragraphs. - Physics: Graded worksheets were designed. - Biology: Extra quizzes were designed for weaker classes - Personal Finance Education: more practical cases were used to cater for individual differences - Geography: Tailor made simpler tasks were designed to cater for learning diversity - LS: Framework to write essays was given to weaker students - CML: Accepted alternatives for students' work to provide more self-satisfaction <ul style="list-style-type: none"> • About 65% of students agreed teachers had given guidance to improve their learning methods. • 95% of teachers agreed that they often taught students study skills. • There was a difference in response rates between students and teachers because students might not realize that teachers were teaching them
--	--	--	--	---

				<p>study skills.</p> <p>Way forward:</p> <ul style="list-style-type: none">• Teachers will continue to adopt useful strategies for improving students' study skills and habits.
--	--	--	--	---

<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, both internal and external, for students to explore and develop their academic potential • Provide more opportunities for students to take part in internal and external activities related to TEKLA • Promote internal and external activities through different means • 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 60% of subject panels have provided different platforms for students' improvement • Students enjoy the challenging tasks and activities • About 50% of students show high motivation for learning • About 50% of teachers agree that students show high motivation for learning • Positive feedback from students 	<ul style="list-style-type: none"> • Check stakeholders report • Check panel minutes, panel reports and schemes of work • Check students' work and assignments. • Teachers' observation 	<ul style="list-style-type: none"> • Nearly all subject panels provided different platforms to help students explore and develop their academic potential. <ul style="list-style-type: none"> - English: Students joined the Speech Festival, writing competitions and Sino Junior Reporter Programme. - Chinese: Students took part in the Speech Festival and writing competitions. - Mathematics: Students joined competitions and workshops on gifted education. - Science subjects: Students joined external competitions and STEM competitions. - Chinese History: Students joined "Chinese History Electronic History Ambassadors Programme". - ICT: Students joined a Robot Car Competition. - BAFS: Some students set up exhibition booths in Hong Kong Convention and Exhibition Centre. - Geography: some F.4 students joined a project competition. - Elite students joined Gifted Education courses in Science,
--	--	---	---	---

				<p>Humanities, Leadership and Mathematics</p> <ul style="list-style-type: none"> • Challenging but achievable tasks were provided by different panels. <ul style="list-style-type: none"> - Mathematics: Junior form students were given chances to attempt DSE questions. Students had to answer challenging (bonus) questions in the final examination papers in order to enrich the subject knowledge in different areas. - English: Form 2 project required students to visit the Science Museum and apply the science knowledge learnt to their daily lives. Senior form students were given additional tasks to widen their exposure to different genres and develop higher-order thinking skills. For example, when students were introduced the text type of promotional leaflet, they were asked to produce one using the app "Tellagami" - Chi: Extra challenging questions were included in quizzes and dictations. - LS: More challenging essays focusing on LS data-based questions were given to brush up
--	--	--	--	---

				<p>students' essay writing skills</p> <ul style="list-style-type: none"> - Science and Chemistry: F.3 and F.5 students were given challenging tasks to build a rocket car and a steamboat respectively, and their products were submitted for inter-school competitions. - I.S.: Projects to design electrical devices were introduced. - Geography: In F.1 and F.3, students were assigned to do projects that incorporated fieldwork, e-Learning and enquiry learning. They were given the templates to complete the reports, so their sense of achievement was higher. <ul style="list-style-type: none"> • About 50% of students agreed that teachers always encouraged them. Students gave positive feedback on teacher-student relationship. • More than 50% of students showed high motivation for learning. • About 50% of teachers agreed that students showed high motivation for learning. - Some students had low motivation because of poor time management and big class sizes.
--	--	--	--	--

				<p>Way Forward:</p> <ul style="list-style-type: none"> • There is still room for improvement for students' motivation. • There will be more collaboration between academic departments and functional groups in organizing activities, encouraging students to do life-wide learning activities to broaden students' horizon.
<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 homework support programme for F.1 students • Enable students to develop a habit of keeping a proper homework record 	<ul style="list-style-type: none"> • Positive feedback from students and teachers 	<ul style="list-style-type: none"> • Check discipline record • Teachers' observation • Questionnaires 	<ul style="list-style-type: none"> • Based on the questionnaires to students, <ul style="list-style-type: none"> - over 80% of students agreed they checked and did their homework during the after-school homework support class. - over 80% of students agreed they tried their best to complete homework during the after-school homework support class. - over 60% of students agreed that the programme could help them build up the habit of handing in homework punctually. - most F.1 students were satisfied with the programme. - Most teachers agreed that the programme could help F.1 students to build up good homework habits.

				<p>Way Forward:</p> <ul style="list-style-type: none"> The after-school homework support programme will continue next academic year to help students cultivate a good habit of doing homework.
<p>d. To further enhance interactive learning and e-Learning</p>	<ul style="list-style-type: none"> Reinforce peer, and teacher-student interaction Extend and reinforce the practice of incorporating e-Learning, particularly mobile learning, where appropriate in junior forms Enhance school's WiFi infrastructure to cater for the need of using e-Learning resources in class Utilize Learning Management System to further facilitate interactive learning Design subject-based curricula to incorporate e-Learning Enrich subject-based mobile learning and e-Learning teaching resource banks in junior forms Extend the 'bring your own device' (BYOD) to Form 2 to facilitate e-Learning Organize school-based and 	<ul style="list-style-type: none"> 80% of all departments have incorporated mobile learning / e-Learning where appropriate in junior forms About 60% of students agree that there is peer, and teacher-student interaction Positive feedback from students and teachers More than 80% of teachers attended mobile learning / e-Learning workshop 	<ul style="list-style-type: none"> Check stakeholders report Check panel minutes Check e-Services training records 	<ul style="list-style-type: none"> Over 90% of all academic departments incorporated mobile learning / e-Learning in junior forms. <ul style="list-style-type: none"> English: Quizlet, Padlet, Schoology and Nearpod were used for lesson preparation and revision. Mathematics: Geogebra and Desmos were used to promote visualization of concepts and HKEdcity question banks were introduced to senior forms Chinese: Kahoot and M.C. exercise were used for pre-lesson preparation and after-lesson evaluation. iPads were used to do composition, and enhance interaction. LS: Nearpod and Kahoot were used for lesson preparation. Chinese History: Nearpod and Socrative were used to prepare quizzes for students. Schoology was also used.

	<p>departmental-based workshops and sharing on e-Learning</p> <ul style="list-style-type: none"> • Encourage teachers to attend e-Learning training workshops 			<ul style="list-style-type: none"> - Geography: Nearpod and eClass were used for students to learn and consolidate concepts respectively. Google My Map was also used. - IS: Microscopes connected to WiFi and iPads were used to allow better observation of specimens - History: Kahoot was used for students to further consolidate concepts <ul style="list-style-type: none"> • About 60% of students agreed that there was peer, and teacher-student interaction. <ul style="list-style-type: none"> - English: through group discussions and oral presentations - Chinese History: through e-Learning tools, such as Nearpod - Maths: Geogebra and some e-Learning Maths websites were used during lessons. - There were different e-Learning problems, such as poor WiFi connection, time lapse and other technical problems. • Most subjects, such as Mathematics, English, Science subjects and Chinese History adopted subject-based mobile learning and e-Learning teaching
--	--	--	--	---

				<p>resource banks in junior forms.</p> <ul style="list-style-type: none"> • More than 80% of teachers attended mobile learning / e-Learning workshops <ul style="list-style-type: none"> - Mathematics: Teachers attended e-Learning workshops and shared their experiences with their panel members. <p>Way Forward:</p> <ul style="list-style-type: none"> • Extend the ‘bring your own device’ (BYOD) to Form 3 to facilitate e-Learning • Teachers will incorporate more e-Learning in their teaching where appropriate to enhance learning effectiveness.
e. To further enhance students’ self-directed learning strategies	<ul style="list-style-type: none"> • Incorporate e-Learning, where appropriate, in designing tasks related to pre-lesson preparation. • Encourage self-directed learning through various learning activities such as presentation, projects and group work. • Invite high-achieving past students of different streams to share their study habits with NSS students 	<ul style="list-style-type: none"> • Positive feedback from students and teachers • 80% of teachers agree they encourage self-directed learning through various learning activities such as presentation, projects and group work. • About 50% of students agree they can apply self-directed learning strategies 	<ul style="list-style-type: none"> • Check stakeholders report • Teachers’ observation • Check students’ work and assignments 	<ul style="list-style-type: none"> • Over 80% of teachers agreed that they encouraged self-learning through various learning activities such as presentation, projects and group work. <ul style="list-style-type: none"> - Mathematics: F.3 students did pre-e-Lesson activities with the aid of the links given on eClass. Some learning materials were uploaded onto Schoology. - English: Some learning materials were uploaded onto Schoology. Students were assigned to conduct

	<ul style="list-style-type: none"> • Further make use of Learning Management System to facilitate self-directed learning 			<p>peer evaluation through Padlet after lessons. Some learning materials were uploaded onto Nearpod. Would collaborate with L.S. department to conduct project learning in one junior form.</p> <ul style="list-style-type: none"> - Chinese History: Question banks were uploaded onto Schoology for students to do revision. More activities (like paper-making activities and archaeological activities) were arranged for lower forms to enhance their interests in learning. - Science Subjects/Mathematics: Students were taught how to set questions and test papers for self-learning using HKedcity question banks. - IS and English departments collaborated to arrange visit to Science Museum for F.2 students. - F.1-4: Project work for students for most subjects. It provided opportunities for them to develop their general intellectual capacities and generic skills <ul style="list-style-type: none"> • About 50% of the students agreed that they could apply self-learning strategies.
--	---	--	--	---

				<ul style="list-style-type: none"> Sharing by alumni was arranged by some panels such as English, Chinese, History and Careers Team. <p>Way Forward:</p> <ul style="list-style-type: none"> Encourage more collaboration between various academic departments and functional groups to provide self-learning experience to students.
f. To introduce more diversified teaching strategies through staff development programmes, workshops or online resources	<ul style="list-style-type: none"> Share among teachers effective teaching strategies and values Arrange subject-based e-Learning workshops or sharing sessions 	<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"> Formal and informal sharing among teachers on effective teaching strategies and values was conducted. Form Meeting discussion also allowed sharing on methods to solve students' problems. Joint School Staff Development Day for Secondary School Teachers of Wan Chai District on 27th Oct, 2017 <ul style="list-style-type: none"> Talk on “為師之道” by Professor Cheng Yin-Cheong Connie Tsang Teachers agreed that the talk could promote effective teaching strategies and values. <p>Way Forward:</p> <ul style="list-style-type: none"> Encourage more peer learning and sharing among various academic departments.

				<ul style="list-style-type: none"> • Develop a new culture of class visit for mutual development.
<p>g. To keep track of students' academic performance and adjust teaching strategies accordingly</p>	<ul style="list-style-type: none"> • Use the eClass Student Data Analysis tool to trace the academic performance of students after the first term and final examinations • Adjust teaching strategies based on the results of analysis where appropriate 	<ul style="list-style-type: none"> • Data analysis is carried out by using the eClass Student Data Analysis tool • Teachers have made use of the results of analysis to adjust teaching strategies where appropriate • Positive feedback from teachers 	<ul style="list-style-type: none"> • Check results of data analysis • Check panel minutes 	<ul style="list-style-type: none"> • The eClass Student Data Analysis tool would only be used at the end of the whole school year due to the timing of data synchronization between WebSAMS and eClass. <p>Way Forward:</p> <ul style="list-style-type: none"> • Teachers can make use of the analysis results to adjust teaching strategies where appropriate. • Most panels will make use of this tool to trace the academic performance of students.
<p>h. To help students develop a good reading habit</p>	<ul style="list-style-type: none"> • Include short, student-conducted news or book sharing during the morning reading session with the reading invigilators acting as facilitators • Encourage teachers to do book or news sharing in the morning reading session • Encourage teachers to stimulate students' interest in reading reference books, novels, fiction, multimedia resources, etc. 	<ul style="list-style-type: none"> • About 50% of students show interest in reading • Positive feedback from students • 90% of teachers have done sharing in the morning reading session 	<ul style="list-style-type: none"> • Check stakeholders report • Check prizes and awards records • Check Library Committee minutes 	<ul style="list-style-type: none"> • Almost 100% of teachers had done sharing in the morning reading sessions. • About 50% of students showed interest in reading. • Various types of book sharing were conducted: <ul style="list-style-type: none"> - English Society and Campus TV: A book sharing session in the form of videos was held in April. - Public library eBooks were promoted during reading sessions. - Activities on promoting reading were conducted:

	<ul style="list-style-type: none"> • Students set targets on the number of books read during a year in language subjects. • Organize book exhibitions 			<p>(i) Talk by the School Principal on 6 Nov 2017 (ii) Book Fair in SAC on 9,10 Nov 2017 (iii) Talk on Newspaper Reading by Mr Kevin Lau C. T. on 8 April 2018</p> <p>Way Forward:</p> <ul style="list-style-type: none"> • There is still room for improvement in the reading habit of students. • Continue to promote reading culture by conducting various activities and encourage students to make good use of iPads to read. • More different types of books will be purchased with the introduction of a new reading grant in next academic year.
<p>2. Curriculum design</p> <p>a. To put more emphasis on generic and/or higher-order thinking skills training in junior forms curricula education</p>	<ul style="list-style-type: none"> • Trim the teaching content of junior form curricula to provide time for in-depth discussion and higher-order 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 • 60% of students agree that teaching is 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Check stakeholders report • Teachers' observation 	<ul style="list-style-type: none"> • Over 60% of panels have trimmed the teaching content of the junior form curriculum to include higher-order thinking skills training. <ul style="list-style-type: none"> - Mathematics: More questions involving higher-order thinking skills were incorporated in junior forms. - English: Some grammar topics were taken out in F.2 to make room for reading skills and e-Learning. - Chinese: School-based exercises

		<p>inspiring</p> <ul style="list-style-type: none"> • Positive feedback from students 		<p>for F1 and F2 students were designed to enhance their higher-order thinking skills</p> <ul style="list-style-type: none"> - Science subjects: Lower form IS syllabus was trimmed to prevent overlapping with higher form science curricula. In F.3, Science curricula were trimmed to allow more time for STEM education, especially in the elite class. • Based on the stakeholders report, about 60% of students agreed that teaching was inspiring. <p>Way Forward:</p> <ul style="list-style-type: none"> • Continue to provide higher-order thinking skills training to students and make use of different strategies to make lessons more inspiring.
<p>b. To further develop the Technology Education curriculum by strengthening STEM and Money Management Education</p>	<ul style="list-style-type: none"> • Enrich STEM Education through collaboration between ICT and D&T in Form 3 • Introduce a new curriculum of money management in Form 3 	<ul style="list-style-type: none"> • Cross-curricular collaboration involving ICT and D&T is carried out and money management curriculum is developed 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports 	<ul style="list-style-type: none"> • Cross-curricular collaboration involving ICT and C&T was carried out. <ul style="list-style-type: none"> - Programming materials from HKU were purchased. - Students had to print a model car by 3D printing. Programming skills were incorporated to control the model car with respect to speed, turning and emitting

				<p>different colours of light.</p> <ul style="list-style-type: none"> • F3 Personal Finance Education: More practical cases related to money management were incorporated into the syllabus. <p>Way Forward:</p> <ul style="list-style-type: none"> • Continue to develop STEM education. • The curriculum of the Money management will be further modified to suit the needs and abilities of students.
--	--	--	--	---

Major Concern 2: Character Formation

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To enhance students' self-esteem and foster self-motivation for learning</p>	<ul style="list-style-type: none"> • Refine the goal-setting program <ol style="list-style-type: none"> a. Keep the individual goal-setting activities. b. Reserve pages in Student's Handbook for setting student's personal goals c. Teachers remind students to do self-reflection. • Organize a motivation enhancement scheme for junior form students with less motivation for learning. 	<ul style="list-style-type: none"> • Students' self-motivation is enhanced through the goal-setting activities, and by teachers reminding them to refer to their personal goals in Student's Handbook and do self-reflection. • The self-esteem and self-motivation of the participants are enhanced. 	<ul style="list-style-type: none"> • Students' self-evaluation • Teachers' observation • Check findings of questionnaire to participants • Teachers' observation 	<ul style="list-style-type: none"> • The individual goal-setting program helped students enhance their self-motivation for learning. The reading materials and guidelines provided in the reading session two days before the activity were said to be useful in helping students set goals. • This year, extra materials that focus on the skills required for goal-setting were also provided, e.g. guiding questions and practical examples. Teachers found the support useful. • Using the Student's Handbook for goal-setting was regarded as appropriate and effective. <p><u>Way forward</u></p> <ul style="list-style-type: none"> • The individual goal-setting program should be made compulsory for F.3 and F.4 students. • The focus should be put on self-motivation for learning, and the reading materials could be more challenging. • The Motivation Enhancement Scheme had been organized for the second year with the same aim of enhancing students' self-esteem and fostering self-motivation for learning through students' participation in social services. • 20 F.1-3 target students joined the scheme which consisted of 6 learning/preparation sessions and doing a one-day community service (serving and playing a sport game called floor curling with the elderly) during the summer holidays.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To enhance students' self-esteem and foster self-motivation for learning</p>	<ul style="list-style-type: none"> • Provide more in-depth life planning education programs for students and empower them to set their life /career goal(s). <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • More in-depth life planning education programs are provided for students at different levels to empower them to set their life/career goals and develop the required skills, thus their self-esteem is enhanced and self-motivation for learning is fostered. • Parents find the workshop useful in assisting teenagers with life planning. 	<ul style="list-style-type: none"> • Check minutes and evaluation reports of Careers Committee • Observation and feedback from form teachers • Evaluation from external organizers • Feedback from students • Careers teachers' observation • Parents' feedback 	<ul style="list-style-type: none"> • Students found the scheme useful and fruitful as they were able to learn the skills of organizing activities and communicating with the elderly. • Although the students were a bit passive in the beginning, all of them had improved gradually. They finally performed very well and took an active part in teaching the elderly floor curling as well as playing other games. Hence, students' self-esteem and self-motivation were enhanced. • 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 and parents regarding the following activities: - <ol style="list-style-type: none"> a. F.3 careers workshops – With the aim of providing F.3 students with a better understanding of their careers orientation to help them with choosing elective subjects in F.4, a careers workshop on understanding one's careers orientation using the simplified version of Holland's Aptitude Test was conducted by the Careers Committee, and another workshop was run by the School Social Worker. b. Life-planning activities (making use of both school-based worksheets and the booklet <i>Finding Colours of Life and Careers Mapping</i>) were conducted at different levels according to the needs and development of students by Form Teachers.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To enhance students' self-esteem and foster self-motivation for learning</p>				<p>c. A talk on multiple pathways to F.5-6 parents was conducted by the PTA and Careers Committee.</p> <p>d. A talk on helping children with life planning was arranged for F.3-5 parents by external social workers.</p> <p>e. A careers talk co-organized by St. James' Church and the PTA was held in May and Prof. Sin Kin On Johnny was invited as the guest speaker.</p> <p>f. The careers teachers and F.5-6 form teachers provided 12 to 15 counselling sessions to help students with making their JUPAS choices.</p> <p>g. Firm visits and visiting the Careers Expo were arranged for F.4-5 students. Students commented that they had a better understanding of a real work environment and other pathways after graduation.</p> <ul style="list-style-type: none"> • Students were better informed after the workshops. Form teachers could make good use of free form teacher periods to further consolidate students' knowledge regarding career choices and subject selection. • The parents' feedback was positive. They found the talks useful in helping their children with life planning. <p><u>Way forward</u></p> <ul style="list-style-type: none"> • In-depth life planning should be regarded as a routine programme from next school year onward.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To enhance students' 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 and 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 (at least once a year). b. Display students' achievements (e.g. certificates & photos) in their classrooms and on the boards at the covered playground. 	<ul style="list-style-type: none"> • Students' academic achievements, learning attitude and efforts, and other achievements are acknowledged, thus their self-esteem is enhanced and self-motivation for learning is fostered. 	<ul style="list-style-type: none"> • Check minutes of MCE Committee • Form Teachers' feedback in form meetings • Check appreciation corners in classrooms and display boards on school campus • Teachers' observation • Students' feedback 	<ul style="list-style-type: none"> • Teachers acknowledged students' academic achievements, learning attitude and effort, and other achievements and gave students continuous encouragement both inside and outside the classroom as positive enforcement. a. The student sharing sessions were found to be fruitful. Students enjoyed the sharing of their classmates. Examples include: <ul style="list-style-type: none"> - Students were invited to share on various days. Teachers found this method effective. - The whole class was asked to prepare for a sharing. A few students were randomly selected to share on two separate days. - Some form teachers invited students who had participated in some special activities to conduct sharing, e.g. Student Exchange Programme and inter-school competitions. - Some form teachers invited students to share their own passion for a hobby. - Some ethnic minority students shared about their own culture and hometown. <p>The students were eager to share in class. They managed to share on a wide range of topics with self-confidence.</p> b. The display boards provided a wonderful channel and proved to be very effective for students to get appreciated. Teachers in charge of the activities were advised to provide a copy of the achievement concerned for form teachers so that the achievements could be displayed on

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>c. Announce students' achievements and success through various means such as the school website, the plasma TV at the covered playground and the PA system.</p>			<p>the class bulletin boards.</p> <p>c. Announcements of student achievements were made via channels such as the PA system, school website and the morning assembly sharing (e.g. Speech Festival performance and Pearl River Delta presentation). Teachers agreed that this good practice should be kept.</p>
<p>2. To instill a positive and serious learning attitude into students and help them develop a sense of ownership in learning</p>	<ul style="list-style-type: none"> • Help students develop effective learning habits including 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. Teachers provide students with more guidance and encouragement both inside and outside the classroom. 	<ul style="list-style-type: none"> • A sense of ownership in learning is developed among students. • Students appreciate the guidance and encouragement by teachers. 	<ul style="list-style-type: none"> • Teachers' observation • Students' feedback • Check morning assembly record • Form teachers' feedback in form meetings 	<p>The activities provided a chance for students to develop a sense of ownership in learning.</p> <ul style="list-style-type: none"> • Talks were conducted in morning assemblies. Apart from the Counselling Mistress, guest speakers of different backgrounds (e.g. professionals, social workers, three alumni and the exchange students) provided talks for students about their experiences. • Students found the talks inspiring. Through the sharing of the various speakers, students were able to broaden their horizons. They were also encouraged to persevere in spite of the obstacles encountered. • 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 by teachers and students (e.g. the Entrepreneur Competition) during the morning assembly to convey the concept of 'no pain, no gain'.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To instill a positive and serious learning attitude into students and help them develop a sense of ownership in 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. Provide students with reading materials about practical time management and note-taking skills. b. Teachers provide individual advice for problem students and their parents. c. Teachers provide students with more guidance and encouragement. d. Incorporate time and life management topics in Religious Studies (R.S.) & Liberal Studies (L.S.) lessons for positive character formation. 	<ul style="list-style-type: none"> • Students improve their time management skills and are willing to spend less time on electronic devices. • A positive and serious learning attitude is instilled into students. • Students find that study groups / buddies can help them with their studies. 	<ul style="list-style-type: none"> • Check minutes of MCE Committee • 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 • Check letter to parents about the use of the study room for F.2-3 • 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> <ul style="list-style-type: none"> a. - Articles on learning tips from teachers were included in School Press. b. - It was found that teachers often contacted the problem students and their parents to give them advice. <ul style="list-style-type: none"> - There was close interaction between parents and teachers (both form teachers and subject teachers), e.g. team coaches kept close contact with parents, teachers called parents to give them positive feedback. Parents appreciated teachers' effort in getting them informed of their children's behavior. c. - Through the PA system, the Principal shared his views on time management and encouraged students to better manage their time. <ul style="list-style-type: none"> - 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. d. Topics related to time and life management (e.g. time management, peer pressure, self-esteem) were incorporated in L.S. lessons. Values education about time management was incorporated in RS lessons.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To instill a positive and serious learning attitude into students and help them develop a sense of ownership in learning</p>	<p>e. 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>e. Study groups were formed in the hope of helping students with their studies. Positive feedback was received from both students and teachers.</p> <ul style="list-style-type: none"> • The Project A was held to help F.1&2 students to form study groups; they were helped by senior form students in the second term. • Pre-examination tutorial sessions were organized for F.1&2 students. F.6 students acted as tutors helping them to revise for the final exams. • There were NSS Tutorial Programs provided for F.4-6 students. Undergraduate alumni became tutors and helped NSS students with their studies in groups. • Some short-term study groups were formed. Under the guidance of form teachers, students were on task. • A teacher shared about her experience in forming study groups to inspire students to form theirs. • Some senior form students took the initiative to form study groups. • F.1 Mentoring Program <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 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.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To instill a positive and serious learning attitude into students and help them develop a sense of ownership in learning</p>	<p>f. A study room is provided for F.2 & F.3 students from 14:30 to 17:00 during the period when the pre-examination special timetable is adopted.</p>			<p>- Very positive feedback was received from F.1 students. From the evaluation survey results, 60% of the respondents agreed that the program had helped them with their learning most.</p> <p>f. A study room was provided for F.4 & F.5 students from 14:30 to 21:00 during the period when the pre-examination special timetable was adopted.</p> <p><u>Way forward</u></p> <ul style="list-style-type: none"> • Tutors of the F.4 - 6 Tutoring programme can provide guidance on effective time management for the participants. • Teachers in charge of functional groups and ECA should place emphasis on time management and how to achieve a better balance between activities and academic work. • Apart from forming study groups or pairing students up as study buddies with teachers' encouragement, class prefects can play the role of big brothers and sisters to help their schoolmates. • Recording of the sharing of guest speakers can be broadcast to F.1 students during Form-teacher periods after obtaining permission from guest speakers.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To instill a positive and serious learning attitude into students and help them develop a sense of ownership in learning</p>	<ul style="list-style-type: none"> • Help students channel their successful achievements in external competitions into their academic experience. a. Students and alumni with non-academic achievements share their learning experience in the morning assembly, focusing on making an effort, concentration and making good use of time. b. Broadcast programs via Campus TV. 	<ul style="list-style-type: none"> • A positive and serious attitude towards both studies and ECA is instilled into students. • Students have a sense of ownership of learning in both studies and ECA. 	<ul style="list-style-type: none"> • Teachers' observation • Students' feedback 	<p>a. Guest speakers of different backgrounds (e.g. School Social Worker, three alumni and the exchange student) were invited to provide talks for students. Students found the talks inspiring. Through the sharing of the various speakers, students were not only able to broaden their horizons but they were also encouraged to persevere in spite of the obstacles.</p> <p>b. Programmes about students' achievements in inter-school competitions were broadcast. Students have a sense of ownership in learning in both studies and ECA.</p>
<p>3. To strengthen proper interpersonal relationship 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. d. Student leaders of the Prefects Team and/or Student Association remind their schoolmates about the proper demeanor in the morning assembly. 	<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 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 with students in L.S., R.S. and I.S. lessons.</p> <p>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.</p> <p>c. Sex Education was provided for junior forms.</p> <p>d. The Head Girl and the SA President were asked to give a brief presentation during the morning assembly.</p> <p><u>Way forward</u></p> <ul style="list-style-type: none"> • The existing MCE materials can be reserved for F.3 students while a new set can be developed for the senior forms.

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 the Basic Law. 	<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 	<ul style="list-style-type: none"> Students' knowledge of Hong Kong and China was enhanced through the following civic education activities. A stronger sense of civic awareness, ownership and responsibility was developed, and positive feedback was received from teachers and students. <ol style="list-style-type: none"> Phases I and II of the inter-class competition on the Basic Law and HK news were held. Classes with good performance were given prizes in the morning assembly. Inter-school Basic Law Competition 「認識憲法、《基本法》—與法治同行」善德全港中學校際問答比賽 2018 - 4 internal trials were held. Students participated actively in the activity. 第十二屆「香港盃外交知識競賽」活動 Live webcast of the Basic Law Seminar 香港特別行政區成立二十周年《基本法》研討會 in F.5 LS lessons Providing voluntary service for the Methodist Community Centre in Wan Chai. Their caring acts were highly appreciated by the community. Visit to the High Court to have a better understanding of the legal system of Hong Kong Participation in the Mock Trial competition. Students were awarded outstanding Justice Think-tank in the 2nd and 3rd round of the Mock Trial Competition.

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"> Through Liberal Studies, Chinese History and History lessons in junior form classes. 		<ul style="list-style-type: none"> Check Scheme of Work of Liberal Studies, Chinese History and History Department 	<p>h. Joining different educational tours to know more about the mainland (e.g. 我的祖國- 京港澳學生交流團 organized by the 香港新一代文化協會, Pearl River Delta visit organized by the school Geography department)</p> <p>i. Participants shared their learning experience after visits and educational tours in the morning assembly. Students were impressed by their sharing.</p> <p>j. The School Choir joined the Hong Kong Dream Concert held by Civic Education Commissioner on 27 April 2018.</p> <ul style="list-style-type: none"> Students' knowledge of Hong Kong and China was enhanced through various ways: <ul style="list-style-type: none"> a. 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. b. Topics on the history of HK and China were taught in F.1 to F.3 History and Chinese History lessons (e.g. topics related to the historical background of HK, project learning, etc.) c. Students joined different outing activities organized by the Chinese History Society to know more about HK. (e.g. understanding the old coastal line of HK) <p><u>Way forward</u></p> <ul style="list-style-type: none"> Subject panels and functional groups will explore activities that encourage students to be responsible global citizens.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>5. Teachers to play a more significant role and provide more comprehensive care to students</p>	<ul style="list-style-type: none"> • Empower Form Teachers and entrust them with full responsibilities of taking care of student discipline. • Adopt a whole-school approach to handling students' discipline problems. <ul style="list-style-type: none"> - Various measures are to be adopted in order to help students learn that they need to bear responsibility for their persistent misbehavior. • Provide more opportunities for sharing among teachers during form meetings. • Provide more technical support for teachers in retrieving eDiscipline records of their students. 	<ul style="list-style-type: none"> • Form teachers are empowered and entrusted with full responsibilities of taking care of the discipline in their classes. • Students' discipline problems are first handled by teachers at the scene. Then they refer the cases to form teachers. • Students learn that they need to bear responsibilities for their persistent misbehavior. • At least 5 form meetings are arranged for sharing among teachers who find the sharing useful. • Technical support is provided for teachers. 	<ul style="list-style-type: none"> • Observation and feedback from teachers • Check students' discipline records • Check emails about Form meetings • Check records provided by Discipline Team • Observation and feedback from teachers 	<ul style="list-style-type: none"> • In general, the empowerment was a good practice. The revised system with flexibility was appropriate. • The whole-school approach was adopted to handle students' discipline problems and demonstrated in the patrol system. <ul style="list-style-type: none"> - New measures were adopted by the Discipline Team to help students learn that they need to bear responsibility for their persistent misbehavior. - The 'Saturday Service Program' for students was considered appropriate, and the suspension of ECA for a week was found to be more effective. <p>In general, these measures can deter students from misbehavior and will continue to be implemented in the coming year.</p> • Sharing among teachers was done in form meetings and subject panel meetings. Positive feedback was received. • It was a good practice to have auto emails sent to form teachers. • Accumulative penalty point records of each student were provided by the Discipline Team. Positive feedback was received from form teachers.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>5. Teachers to play a more significant role and provide more comprehensive care to students</p>	<ul style="list-style-type: none"> • Hold a talk for teachers on taking care of students with emotional problems. • Adopt a whole-school approach to handling students' emotional problems. • Help students enhance resilience and increase positive energy. <ol style="list-style-type: none"> a. Add a topic based on biblical characters' experience to the RS curriculum. b. Revise MCE materials for Form Teachers to use in form-teacher periods. c. Teachers share their own life experience with students. d. Integrate the related elements and positive values into different subject curricula. • Implement a comprehensive program entitled 「尊重生命，逆境同行」(「好心情@學校」微型計劃) for junior form students, parents and teachers. 	<ul style="list-style-type: none"> • Teachers find the talk useful. They are equipped with the essential skills and information to identify and take care of students with emotional problems. • Teachers are prepared to handle students' emotional problems or refer them to Counselling Team if necessary. • Students enhance resilience and increase positive energy. 	<ul style="list-style-type: none"> • Observation and feedback from teachers • Observation and feedback from teachers • Check Scheme of Work of R.S. Department • Check MCE minutes • Check Scheme of Work of different subject departments • Observation and feedback from teachers • Check findings of questionnaire to students and parents • Feedback from teachers 	<ul style="list-style-type: none"> • A talk was conducted by the former School Social Worker on taking care of students with emotional problems at the beginning of the school year. Teachers found the talk useful. • The whole-school approach was adopted. Joint effort was made to handle students' emotional problems, e.g. immediate referral to the Counselling Team and timely contact with parents. • Students' resilience was enhanced through: <ol style="list-style-type: none"> a. Introduction of a biblical character in the R.S. curriculum was smoothly done in F.5. Topics about life skills (e.g. self-care, coping with adversities) were taught in L.S. lessons of the junior forms and in F.4. b. The revised MCE materials were used. c. Students were inspired by the sharing of teachers. d. The related elements and positive values were integrated into different subject curricula. • The '<i>Share Respect for Life, Walk Together in Adversity</i>' Scheme was implemented for junior form students, parents and teachers. <ul style="list-style-type: none"> - Three talks on facing adversity were organized for F.1-3 students in the first term. The talk by the female teacher who could reach the summit of Mount Everest received very good feedback; her sharing was positive and interesting.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>5. Teachers to play a more significant role and provide more comprehensive care to students</p>	<ul style="list-style-type: none"> Enhance teachers' positive energy by organizing relaxation activities for teachers to improve their physical and mental health. 	<ul style="list-style-type: none"> Relaxation activities were organized for teachers. 		<ul style="list-style-type: none"> A day camp was held for the 20 F.1-3 target students after the First Term Examination. The activities in the camp were well designed and students commented that some interesting sessions were too short. Three outdoor activities were conducted for the target students. Their feedback was very good. All students agreed that they were interested in the activities and could build up a good relationship with others. A fitness and health programme consisted of 4 courses was organized for the staff during the Final Examination period, with the aim of improving staff members' physical and mental health. Professional coaches were hired to teach and guide staff members to do the fitness exercise. <p><u>Way forward</u></p> <ul style="list-style-type: none"> The whole-school approach to handling students' problems will continue. The '<i>Share Respect for Life, Walk Together in Adversity</i>' Scheme will continue in the next academic year.

Major Concern 3: Resources and Network Building

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To refine the Mentorship Program</p>	<ul style="list-style-type: none"> • Continue to refine the pilot Mentorship Program by: <ol style="list-style-type: none"> a. inviting more teachers to the group. b. recruiting mentors from different industries who graduated from different years through Facebook and email. c. making it an official program of the school e.g. holding the opening ceremony. d. setting clearer guidelines for mentors. e. coordinating workplace visits. 	<ul style="list-style-type: none"> • The pilot Mentorship Program is refined. • Some teachers are invited to do the group matching of mentors and mentees. • Mentors from different industries who graduated from different years are recruited. • The opening ceremony is held. • Clearer guidelines for mentors are set. • Workplace visits are coordinated. • A minimum of three mentor and mentee meetings (including the kick-off ceremony) are arranged. • Positive feedback from mentors and students 	<ul style="list-style-type: none"> • Check records / minutes of Alumni Association/ Mentorship Program • Feedback from alumni in terms of participation 	<p>The Mentorship Program was refined.</p> <ul style="list-style-type: none"> • New mentors were recruited through social media while the existing ones were kept in contact through different channels. • The opening ceremony cum first meeting of the Mentorship Program was held by the Alumni Association on 10 February 2018. 26 mentors from different professions and industries who graduated from different years were invited to join the ceremony and some of them shared their experience with their mentees (F.4 & F.5 students). • Clear Guidelines for mentors were set and distributed to them in order to have a more systematic structure of the program. • Some mentors arranged workplace visits for mentees to provide students with a better understanding in their interested fields. • A minimum of three meetings or WhatsApp groups between mentors and mentees were arranged. • There was positive feedback from both mentors and students.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To refine the Mentorship Program</p>	<ul style="list-style-type: none"> Reinforce the coordination among the Mentorship Program, the Senior Form Mentoring & Tutoring Program and the Careers Committee to avoid duplication of work. Promotion of the Mentorship Program to F.4 & 5 in a form-teacher period, with priority given to eligible F.5 students. 	<ul style="list-style-type: none"> Duplication of work is avoided. A minimum of 30 motivated F.4 & F.5 students are willing to join the Mentorship Program. 	<ul style="list-style-type: none"> Check records / minutes of Alumni Association, Mentorship Program & Careers Committee 	<ul style="list-style-type: none"> Coordination among different mentoring and tutoring programs and the Careers Committee was reinforced to avoid duplication of work. Promotion to F.4 & F.5 students was done in a form-teacher period in October and the response of students was positive. There were a total of 146 F.4 & F.5 students joining the Mentorship Program this year. <p><u>Way Forward</u> Since the F.4 students have joined the Mentorship Program this year and the participation rate may not be high in 2018-19, the Mentorship Program will be suspended and revised with major changes in the coming year.</p>
<p>2. To strengthen the Alumni Association and encourage the participation of alumni in school events and activities</p>	<ul style="list-style-type: none"> Continue to update the existing database of alumni contacts so as to have a clearer grasp of the year distribution of members of the Alumni Association. Arrange various activities for alumni to join so that the school can share with them the vision and mission, the recent development and the needs of TSK. 	<ul style="list-style-type: none"> The database of alumni contacts with year distribution is compiled and updated. More alumni express their willingness to make contributions to TSK. 	<ul style="list-style-type: none"> Check the database Check records / minutes of Alumni Association Feedback from alumni in terms of participation 	<ul style="list-style-type: none"> The existing database of alumni contacts was updated by the staff in General Office. Some alumni returned to school for ball games on Saturday afternoons. More alumni came back to share their life and work experience during the morning assembly. More alumni were recruited as mentors under the Mentorship Program.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<ul style="list-style-type: none"> Keep the tradition of the six-house relay event at Athletics Meet to help more alumni develop a sense of belonging to the school. 	<ul style="list-style-type: none"> The six-house relay event at Athletics Meet is kept as a tradition. More alumni develop a sense of belonging to the school. 		<ul style="list-style-type: none"> The six-house relay race could not be arranged in the Athletics Meet since many alumni had to work and were unable to participate in the event on a weekday. <p><u>Way Forward</u></p> <ul style="list-style-type: none"> It is hoped that a relay with a team of alumni racing against our current students can be arranged.
<p>3. Tapping into alumni resources</p> <ul style="list-style-type: none"> to support the development of the school in different aspects 	<ul style="list-style-type: none"> Encourage alumni to make donations to school. 	<ul style="list-style-type: none"> Homecoming activities are arranged and alumni are encouraged to make donations to school. 	<ul style="list-style-type: none"> Feedback from alumni 	<ul style="list-style-type: none"> Two big homecoming events were arranged. <ol style="list-style-type: none"> The AGM of the Alumni Association was held on 25 November 2017. The alumni who graduated in 2013 came back to take university graduation photographs with our teachers. Sports competitions were also organized for alumni that afternoon before the AGM. The ‘Poon Choi’ gathering was held on 10 March 2018 with more than 300 alumni returning to their alma mater to have reunion with the Principal, their former teachers and current teachers. Different programs were arranged that afternoon before the Poon Choi Dinner. Alumni were encouraged to make donations to school during different activities.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>3. Tapping into alumni resources</p> <ul style="list-style-type: none"> - to support the development of the school in different aspects 	<ul style="list-style-type: none"> • Strengthen the Senior Form Mentoring & Tutoring Program by inviting mentors as tutors and providing tutorial lessons to our students for the HKDSE Examinations. • Nominate and encourage F.6 students to be mentors after graduation by Form Teachers. 	<ul style="list-style-type: none"> • Summer tutorial classes are arranged. • Tutorial lessons are provided for students taking the HKDSE Examinations. • Positive feedback from students. • F.6 students are nominated and encouraged to be mentors. 	<ul style="list-style-type: none"> • Check recruitment records of Mentoring Team • Check records of tutorial classes • Feedback from students 	<ul style="list-style-type: none"> • Alumni were invited to be tutors providing tutorial lessons for senior form students. <ul style="list-style-type: none"> - F.4-5: Three phases of tutorial classes with 3 to 5 sessions in each phase before the examination and common test period - F.6: Two phases of tutorial classes with a total of 8 sessions before the Mock Exam • More alumni were recruited as tutors this year. • More subjects were offered by tutors this year, e.g. Chinese History and History. • Summer Tutorial Classes were provided for F.5 students to prepare them for the curriculum in F.6. A total of 10 sessions were taught by alumni in different subjects in July and August 2018. • Positive feedback was received from students who did benefit from the tutorial classes by honing their public examination skills. • Mentors were nominated by F.6 Form Teachers.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>3. Tapping into alumni resources</p> <p>- to support the development of the school in different aspects</p>	<ul style="list-style-type: none"> • Invite the alumni who did not get UGC offers in the first year to come back and share their experience with students with less motivation for learning and show them that there are multiple pathways after graduation. • Recruit alumni as mentors for fresh university graduates and new job seekers. 	<ul style="list-style-type: none"> • Life-planning sharing sessions by alumni are conducted. • Mentors are recruited. 		<ul style="list-style-type: none"> • 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 successfully seeking multiple pathways. • Some alumni were invited to share with our F.5 students on learning habits as well as motivate and inspire them not to give up. • It was agreed that more emphasis would be put on providing help and support for our current students first. Therefore, the recruitment of alumni as mentors for fresh university graduates was put on hold this year.