**Annual School Plan (2024-25)**

**Major Concern 1: Develop students to be active learners**

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| **Targets** | **Strategies** | **Success Criteria** | **Methods of Evaluation** | **Time Scale** | **People-in-Charge** | **Resources Required** |
| Nurture students' s. effective learning skills to enhance motivation | \*Enhance students' understanding of their learning styles and equip students with learning skills  \*Workshops (S.1-3)  \*Ethics lessons | \* Feedback from teachers and students is positive | \*Evaluation meetings  \*Students' performance in the learning processes  \*Students' reflection on  their learning skills | \*Whole School Year | \*Academic Enhancement Team  \*Moral & Civic Education Team | \*School funding |
| \*Incorporate learning skills into individual subjects  (e.g. by level / KLA) | \*Teachers develop students learning skills  \* Students are able to apply different skills In their learning  \*Students show improvement in learning | \*Evaluation meetings  \*Students' performance in learning tests and examinations | \*Whole School Year | \*Panel heads and  subject teachers  \*KLA coordinators |  |
| Strengthen teachers' professional development to engage students in active learning | \*Optimize teachers' professional sharing culture for promoting effective pedagogies and refining subject curriculum  -Intra-panel/Intra-KLA sharing  -External sharing | \*At least one intra-panel  /intra-KLA sharing is  conducted per term | \*Evaluation meetings  \*Records of Staff Professional Development Team  Evaluation meetings | \*Whole School Year | \*Staff Professional Development Team  \*Panel heads and Subject teachers  \*KLA coordinators | \*CU  Quality School Immanent  Project |
|  | \*Incorporate student-centered learning and teaching strategies at subject level  -Adopting diversified  teaching strategies  -Making use of e-learning to  engage students in learning  -Organizing learning  experiences outside the school | \*Student-centered  teaching strategies are applied at subject level  \*Students show improvement in  learning  \*At least one learning activity outside school Is organized by individual subject panels/KLAs in a year | \*Evaluation meetings | \*Whole School Year | \*Panel heads and subject teachers  \*KLA coordinators  \*IT in Education Team |  |

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| Motivate students of diverse abilities | \*Review and refine the quantity and quality of assignments and assessment  - Fine-tune subject contents, teaching materials, homework and assessment (e.g. Intra/Cross KLA assignments) (S , 1 — 3.) | \*Subject contents, teaching materials, homework policy and assessment policy are reviewed and refined | \*Evaluation meetings | \*Whole School Year | \*Panel heads and subject teachers  \*KLA coordinators  \*Academic Enhancement Team |  |
| \*Provide academic enhancement programmes to strengthen students' academic abilities  - S,1 — 2; Homework Guidance Class  -S,1- 3: After school Remedial Class for core subjects  -S,4 — 6: Subject-based academic support  -DLG funded programmes for core subjects  -STEM courses  Enhancement programmes for gifted students | \*90% or above of students do not receive demerit for homework non-submission  \*Students show improvement in learning  \*Students show improvement in tests and examinations | \*Evaluation meetings Students performance in learning, tests and examinations  \*Record of homework non-submission  \*Student participation and achievement records  \*Records of Gifted Education Team | \*Whole School Year | \*Academic Enhancement Team  \*Panel heads and subject teachers  \*STEM Education Team  \* Gifted Education Team | \*School funding  \*CPG  \*DLG  \*STEM Grant |

**Major Concern 2: Enhance students learning effectiveness through raising their language proficiency**

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| **Targets** | **Strategies** | **Success Criteria** | **Methods of Evaluation** | **Time Scale** | **People-in-Charge** | **Resources Required** |
| Enhance students English proficiency | \*Strengthen the reading and writing skills of junior forms | \*Feedback from English Language Panel is positive  \*Students show improvement in their reading and writing skills | \*Evaluation meetings  \*Students performance in coursework and examinations | \*Whole school year | \*English Language Panel | \*Support from Language Learning Support Section, EDB |
| \*Implement cross-curricular reading activities to widen students’ exposure to English | \*Feedback from teachers and students is positive  \*Students performance in the reading programmers an activities is satisfactory | \*Evaluation meetings  \*Students’ performance in reading programmes and activities | \*Whole school year | \*English Language Panel  \*EMI content subject panels  \*School Library | \*Prizes  \*Library assistant  \*Student helpers |
| \*Create an English text-rich environment  -In the classroom  -Around campus | \*An English corner is set up in all classrooms and the covered playground for displaying learning materials and students work in English  \*Regular displays of EMI subject-related English materials are organized  \*Majority of the ECA boards and display boards around the campus are in English  \*All signs and notices posted on school premises are in English | \*Evaluation meetings | \*Whole school year | \*English Language Panel  \*EMI content subject panels  \*Extra-curricular Activities and services Groups Coordination Team  \*School Library | \*Teaching assistants  \*Student helpers |
| \*Use English as the main language for school events | \*School events are conducted in English | \*Evaluation meetings | \*Whole school Year | \*Related functional units  \*English Language Panel |  |
| \*Encourage students to participate in English activities and competition | \*90% of S.1-5 students are awarded points for the English Award Scheme for joining English activities and completions | \*Evaluation meetings  \*Records of students participation in English activities and competitions | \*Whole school year | \*English Language Panel | \*English Club Committee  \*Student helpers  \*Prizes |

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**Major Concern 3: Cultivate positive values through life education**

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| **Targets** | **Strategies** | **Success Criteria** | **Methods of Evaluation** | **Time Scale** | **People-in-Charge** | **Resources Required** |
| Cultivate positive learning attitudes through character building (self-confidence and sense of responsibility) | \*Further enhance the self- confidence and sense of responsibility among students  - Organizing experiential  activities and workshops during Ethics lessons and activity clays  - Providing opportunities for  students to organize and participate in activities or competitions  - Organizing class-based  programmes | \*Activities are held as scheduled  \*Students demonstrate their self-confidence and sense of responsibility in activities or competitions  \*Class-based programmes are organized  \*Feedback from teachers and students is positive | \*Students' performance  in the activities  \*Class teacher report  \*Teachers' and students'  feedback  \*Evaluation meetings | \*Whole school year | \*Moral and Civic Education Team  \*Extra-curricular Activities and  Services Groups  \*Coordinating Team \*Counselling Team \*Discipline Team \*Class Teachers \*Coordination Team \*Academic Enhancement Team | \*Health Department  \*NGO  \*School funding |
| \*Provide parent education programmes to support student development | \*Programmes are held as scheduled  \*80% of parents are satisfied with the programmes  \*Information is delivered in a timely way | \*Questionnaire  \*Evaluation meetings | \*Whole school year | \*Counselling Team \*PTA | \*NGO  \*PTA  \*QEF |

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| **Targets** | **Strategies** | **Success Criteria** | **Methods of Evaluation** | **Time Scale** | **People-in-Charge** | **Resources Required** |
| Foster students respect for life through self-improvement and care for others and the community | \*Enrich the life education elements in learning activities and the curricula of RS and Ethics lessons to guide students to think about the meaning of life and construct a positive attitude towards life | \*Activities are held as scheduled  \*Feedback form teachers and students is positive | \*Students' performance  in the activities and during the lessons  \*Teachers and students feedback  \*Evaluation meetings | \*Whole school year | \*Counselling  Team  \*Religious Studies Panel  \* Moral and Civie  Education Team | \*Health  Department  \*NGO  \*QEF |
| \*Invite guests/ teachers to share life stores with students | \*At least on guest/ teacher is invited per term  \*Feedback from teachers and students is positive | \*Teachers and students feedback  \*Evaluation meetings | \*Whole school year | \* Moral and Civie  Education Team |  |
| \*Strengthen the role of student leaders and enhance their leadership skills  -Organizing a leadership training day camp for S.4 students  \*Organizing leadership training programmes for the chairpersons of some service teams  \*Providing opportunities for class committee to organize class activities  \*Providing more posts of junior form students to take up in ECA clubs and service teams  \*Enhancing the effective running of ECA clubs and service teams by providing detailed guidelines for committee members | \*80% of students are satisfied with the leadership training day camp  \*80% of chairpersons are satisfied with the leadership training programmes  \*Students leadership skills are enhanced  \*At least 15% of committee members come from junior form  \*Feedback form teachers and students is positive | \*Questionnaire  \*Class teacher report  \*Teachers and students feedback  \*Evaluation meetings  \*Records of Extra curricular Activities and Services Groups Coordinating Team | \*Whole schoo year | \*Extra –curricular Activities and services Groups Coordinating Team  \*Class teachers | \*School Funding |

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|  | \*Provide systematic career and life planning programmes across al levels to help students explore and discover their purpose in life  -Enhancing students self understanding and raising students awareness of career and life planning (S-.1-3)  -Equipping students with career and life planning skills and skills and career-related experiences for enhancing students’ career decision – making (S.4-6)  -Enriching students knowledge of multiple pathways | \*Programmes are held as scheduled  \*Feedback from student and teachers is positive  \*The information on the webpage and Facebook of Career and Life Planning Team is updated timely  \*The Careers Room is open more frequently | \*Teachers and students feedback  \*Evaluation meetings | \*Whole school year | \*Career and Life  Planning Team  \*Extra-curricular  Activities and  Services Groups  Coordination Team  \*Counselling  Team  \*Big Sister Team | \*NGO  \*TCLPG |
| \*Enhance students caring spirit towards others and the community  \*Organizing and coordinating activities that promote the caring spirit  -Providing service learning opportunities to help students develop a heart to serve other | \*Caring spirit is incorporated into subject curricula  \*Activities are held as scheduled  \*Feedback from teachers and students is positive | \*Evaluation meetings  \*Teachers and students feedback | \*Whole school year | \*Panel heads and subject teachers  \*Functional units  \*Social Service Team | \*NGO  \*School funding |
| \*Enrich students learning experiences by providing opportunities for self-reflection in the debriefing sessions | \*Debriefing sessions are held  \*Feedback from teachers and students is positive | \*Evaluation meetings  \*Teachers and students feedback | \*Whole school year | \*Functional units  \*Social Service Team  \*Subject panels |  |