**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 andsubject 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 TeamEvaluation meetings | \*Whole School Year | \*Staff Professional Development Team \*Panel heads and Subject teachers\*KLA coordinators | \*CUQuality School ImmanentProject |
|  | \*Incorporate student-centered learning and teaching strategies at subject level-Adopting diversifiedteaching strategies-Making use of e-learning toengage students in learning -Organizing learningexperiences outside the school | \*Student-centeredteaching strategies are applied at subject level\*Students show improvement inlearning \*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 experientialactivities and workshops during Ethics lessons and activity clays- Providing opportunities forstudents to organize and participate in activities or competitions- Organizing class-basedprogrammes | \*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 andServices 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 CivieEducation 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 CivieEducation 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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| **Targets** | **Strategies** | **Success Criteria** | **Methods of Evaluation** | **Time Scale** | **People-in-Charge** | **Resources Required** |
|  | \*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 |  |