

Strategies / Tasks	Success Criteria	Evaluation Method	Time Scale	Responsible Department / Person	Resources
<p>1.2 Evaluate and further develop the Skills and Language Across the Curriculum (SLAC)</p> <p>(a) Further revise and evaluate the implementation of the LAC and Project Work curriculum</p> <p>(b) Further implement language support tasks</p> <p>(c) Overview the implementation of the SLAC</p>	<ul style="list-style-type: none"> • S3 project work manual was drafted according to 2017 DSE LS IES requirement • Project work and LAC materials were further modified • Subjects conducted students' evaluation to review the implementation of the SLAC • Language support tasks were implemented • Over 70% of students agreed that the tasks could enable them to use English to learn the subjects • A mechanism was established to ensure the work effectiveness of the SLAC • An overview of the effectiveness of the SLAC was completed 	<ul style="list-style-type: none"> • Evaluation in subject meeting • Students' evaluation • Evaluation in subject meetings • Students' evaluation • Evaluation in committee meetings 	<p>Whole year</p> <p>Whole year</p> <p>Whole year</p> <p>2nd term</p>	<p>LS</p> <p>Subjects involved, Library</p> <p>Subjects involved</p> <p>CAC</p>	
<p>1.3 Implement Assessment for Learning</p> <p>(a) Apply whole school approach to implement the school target AFL strategy to enhance teaching & learning</p> <p>(b) Develop the use of assessment data to enhance teaching & learning</p>	<ul style="list-style-type: none"> • Over 80% of subjects implemented the school target AFL strategy and conducted student evaluation • Over 70% of students agreed that the AFL strategy could achieve the target learning goals • An overview of the effectiveness of the implementation of the AFL strategy was completed • Measures and tasks were devised to use assessment data to enhance teaching & learning 	<ul style="list-style-type: none"> • Evaluation in subject meetings • Students' evaluation • Evaluation in committee meetings • Evaluation of committee meetings 	<p>Whole year</p> <p>2nd term</p> <p>Whole year</p>	<p>Subjects involved</p> <p>CAC</p> <p>AAC. CAC. SLSC. ITC.</p>	

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	<ul style="list-style-type: none"> Positive feedback was received from teachers and students 				
<p>1.4 Nurture self-regulated learning habits</p> <p>(a) Apply different strategies to foster self-regulated learning habits</p> <p>(b) Develop pre-lesson tasks to promote self-directed learning</p> <p>(c) Operate the Self-directed Learning Room</p> <p>(d) Further apply Assessment as Learning (ASL) in Student Learning Journal (SLJ) to enhance metacognition</p>	<ul style="list-style-type: none"> Different strategies were selected to foster self-regulated learning habits Over 70% of subjects agreed that the strategies could foster students' self-regulated learning habits Pre-lesson tasks were developed according to the target learning goals Over 70% of students agreed that the pre-lesson tasks could promote self-directed learning 80% of the utilization could follow the purposes and regulations for the use of the room Assessment data were employed in Student Learning Journal (SLJ) to enable students to set learning goals and keep track of their learning 	<ul style="list-style-type: none"> Evaluation in subject meetings Students' evaluation Evaluation in subject meetings Students' evaluation Evaluation in committee meetings Evaluation in committee meetings 	<p>Whole year</p> <p>Whole year</p> <p>Whole year</p> <p>Whole year</p>	<p>Subjects involved</p> <p>Subjects involved</p> <p>Library</p> <p>SLSC</p>	
<p>2 Enhance the learning effectiveness to cope with the NSS curriculum for senior form students</p>					
<p>2.1 Evaluate and revise the implementation of the NSS curriculum</p> <p>(a) Use data analysis to evaluate the effectiveness of the implementation of the NSS curriculum</p>	<ul style="list-style-type: none"> Data analysis was conducted to evaluate the effectiveness of the implementation of the NSS curriculum 	<ul style="list-style-type: none"> Committee meetings 	<p>Whole year</p>	<p>CAC, SLSC</p>	

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(b) Review 2014 HKDSE results and suggest ways for improvement	<ul style="list-style-type: none"> All HKDSE subjects reviewed the public examination results and suggested ways for improvements 	<ul style="list-style-type: none"> Evaluation in the 1st subject meeting 	Sept 2014	DSE exam subjects	
<p>2.2 Explore learning strategies to build up senior form learners</p> <p>(a) Apply learning strategies to cater for the learning needs of individual subject</p> <p>(b) Further employ career planning to promote learning motivation</p>	<ul style="list-style-type: none"> Appropriate strategies were implemented to cater for the learning need of individual subject Over 70% of students acquired the learning strategies to learn the subjects Form periods and alumni sharing session related to career planning were organized to enhance learning motivation Positive feedback received from students and teachers 	<ul style="list-style-type: none"> Evaluation in subject meetings Students' evaluation Evaluation in committee meetings 	<p>Whole year</p> <p>Whole year</p>	<p>Subjects involved</p> <p>CAC, Career & Guidance Unit</p>	<p>Career and Life Planning Grant</p>
<p>2.3 Employ appropriate examination skills to boost HKDSE results</p> <p>(a) Apply appropriate examination skills to boost HKDSE results</p> <p>(b) Explore strategies and/or tasks to promote elite enhancement</p>	<ul style="list-style-type: none"> Appropriate examination skills were implemented to boost HKDSE results Over 60% of subjects had better HKDSE results Over 70% of students agreed the examination skills could help them to get a better grasp of HKDSE Strategies and/or tasks for elite enhancement were implemented Over 70% of subjects found the strategies and /or tasks could enhance the academic performance of the elites 	<ul style="list-style-type: none"> Evaluation in subject meetings Students' evaluation Evaluation in subject meetings Evaluation in committee meetings 	<p>Whole year</p> <p>Whole year</p>	<p>HKDSE subjects</p> <p>HKDSE subjects, CAC, SLSC</p>	

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3 Cultivate academic culture to promote active learning					
<p>3.1 Provide academic programs and activities to widen students' horizon and deepen subject skills and knowledge</p> <p>(a) Motivate students to participate in competitions</p> <p>(b) Organize academic programs and activities</p> <p>(c) Overview the implementation of academic activities in school</p>	<ul style="list-style-type: none"> • Over 60% of subjects motivated students to participate in competitions • Over 70% of students agreed that the participation of competitions could widen their horizon and deepen subject skills and knowledge • Different types of academic programs and activities were organized • Over 70% students agreed that the academic programs and activities could achieve the target learning goals • An overview of the implementation of academic activities in school was conducted 	<ul style="list-style-type: none"> • Evaluation in subject meetings • Students' evaluation • Evaluation in subject meetings • Students' evaluation • Evaluation in subject meetings 	<p>Whole year</p> <p>Whole year</p> <p>Whole year</p>	<p>Subjects involved</p> <p>Subject involved</p> <p>CAC</p>	
<p>3.2 Enrich learning environment to cultivate academic atmosphere</p> <p>(a) Explore measures to enhance the physical learning environment</p> <p>(b) Explore measures to promote academic atmosphere in classroom</p>	<ul style="list-style-type: none"> • Different measures were implemented to enrich the learning environment / to promote academic atmosphere in class • Over 70 % of subjects agreed that the measures could achieve the target goals 	<ul style="list-style-type: none"> • Evaluation in subject meetings • Evaluation in committee meetings 	<p>Whole year</p>	<p>Subjects involved SLSC</p>	
4 Build up professional teaching team to foster teaching effectiveness					
4.1 Cultivate professional exchange culture					

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<p>(a) Arrange inter-subject sharing of good pedagogical practices among teachers</p> <p>(b) Share the good practice of implementing the subject improvement plans</p>	<ul style="list-style-type: none"> • At least one inter-subject sharing of good pedagogical practices among teachers was arranged • Over 70% of teachers had positive feedback • One staff development program was arranged to facilitate the sharing of the good practice of implementing the subject improvement plans • Over 70% of teachers agreed that the program could enhance their teaching capacity 	<ul style="list-style-type: none"> • Evaluation in committee meetings • Teachers' evaluation • Evaluation in committee meetings • Teachers' evaluation 	<p>2nd term</p> <p>June 2015</p>	<p>CAC</p> <p>CAC</p>	
<p>4.2 Strengthen the curriculum leadership among panel heads</p> <p>(a) Arrange professional exchange among subject panel heads</p> <p>(b) Arrange meetings to discuss the subject development with individual panel head</p>	<ul style="list-style-type: none"> • Professional exchange among subject panel heads was conducted in panel head meetings • Over 70% of panel heads had positive feedback • Meetings were arranged for over 70% of the subjects 	<ul style="list-style-type: none"> • Evaluation in committee meetings • Evaluation in committee meetings 	<p>Whole year</p> <p>Whole year</p>	<p>CAC</p> <p>CAC</p>	
<p>4.3 Enhance the use of T&L strategies among subject teachers</p> <p>(a) Conduct school-based inspection</p>	<ul style="list-style-type: none"> • An assignment display was conducted • Over 70% of teachers agreed that the assignment display could provide them with better understanding of students' performance 	<ul style="list-style-type: none"> • Evaluation in committee meetings • Teachers' evaluation 	<p>Once a term</p> <p>Whole year</p>	<p>CAC</p> <p>CAC</p>	

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(b) Organize professional development programs and activities	<ul style="list-style-type: none"> At least three professional development programs and activities were organized Over 70% teachers agreed that the programs and activities could enhance their teaching competency 	<ul style="list-style-type: none"> Evaluation in committee meetings Teachers' evaluation 			

Major Concern 2: Developing Disciplined Students

Strategies / Tasks	Success Criteria	Evaluation Method	Time-frame	Responsible Department/ Person	Resources
1 Maintain a higher expectation on students' self-control					
1.1 Enhance students' awareness and sharpen their skills in self-management					
(a) Monitor students' attitude in attending lessons/assemblies	<ul style="list-style-type: none"> Students attended lessons/ assemblies punctually and with full concentration 	<ul style="list-style-type: none"> Observation by the DGC teachers-in-charge Evaluation in committee meetings 	Whole year	DGC	
(b) Design assemblies for junior / senior forms to convey the message of character building	<ul style="list-style-type: none"> Prefects selected the areas for school-based character building with teachers 	<ul style="list-style-type: none"> Observation by the DGC teachers-in-charge Evaluation in committee meetings 	S.1-3:Mar 2015 S.4-5: Jul 2015	DGC	
(c) Continue the correction plan for late-comers	<ul style="list-style-type: none"> Students having 10 late records was reduced by 10% 	<ul style="list-style-type: none"> Statistics of attendance record 	Whole year	DGC and school office	
(d) Encourage students to focus on drilling the skill of time management in homework submission	<ul style="list-style-type: none"> More students could submit their homework as scheduled/60% of students found the schedule could help them to finish their work on time 	<ul style="list-style-type: none"> Evaluation in panel meetings/ teachers' record/ Questionnaire /survey 	Whole year	BAFS, CE, Eco and VA	

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<p>(e) Introduce e-learning platforms for e-learning across curriculum</p> <p>(f) Set “worship” as the theme of morning devotion to help students to realize our God as the centre of life in order to sharpen their awareness of self-management</p> <p>(g) Co-ordinate whole school academic and non-academic activities</p>	<ul style="list-style-type: none"> • S.1 and S.2 students were able to manage e-learning materials given • 20% of teachers echoed the theme in the morning devotion • Re-scheduled whole school extra-curricular activities and student competitions • A whole school calendar was drafted and students were notified about whole year EAC events 	<ul style="list-style-type: none"> • Keeping track of the students’ accounts in the cloud server • Statistics and evaluation in committee meetings • Teachers’ observation on students’ time management • Evaluation in committee meetings 	<p>Feb-June 2015</p> <p>Whole year</p> <p>Nov 2014</p>	<p>ITC</p> <p>RAC</p> <p>EAC</p>	
<p>1.2 Guide students to make ethical decisions and behave responsibly</p>					
<p>(a) Arrange an assembly to share the gospel and positive life attitudes</p> <p>(b) Continue the scheme “Immediate Consequence” to help students to correct their behaviours</p> <p>(c) Arrange a briefing session for each form after morning devotion</p> <p>(d) Promote the proper and safe use of the Internet and provide guidelines for cyber ethics for students (the resources from the Hong Kong Government)</p> <p>(e) Encourage students to donate old computers, peripheral devices and other digital equipment to charitable organizations</p>	<ul style="list-style-type: none"> • Over 60% of S.3 to S.5 students showed positive response to the assembly • Fewer cases of misbehaviour were reported • Twice a term in each form • S.1 and S.2 students were able to make good use of the Internet for school work • Students disposed of digital garbage properly • Regular reminders to students 	<ul style="list-style-type: none"> • Questionnaire/ Evaluation in committee meetings • Evaluation in committee meetings • Teachers’ feedback • Evaluation in committee meetings • Teachers’ feedback • Questionnaire/ Q&A/ Worksheets/ Class discussions • Evaluation in committee meetings 	<p>Feb 2015</p> <p>Whole year</p> <p>Whole year</p> <p>Oct 2014- April 2015</p> <p>Sept 2014- June 2015</p>	<p>RAC</p> <p>DGC</p> <p>DGC form coordinators</p> <p>ICT</p> <p>ICT</p>	

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1.3 Monitor students to ensure they make effort on fulfilling the commitments in different student posts					
<p>(a) Provide training workshops and form relevant teams (SU and Houses and Sports Association)</p> <p>(b) Review the expectations of student leaders Provide clear and concrete requirements and criteria to assess student leaders' performance</p> <p>(c) Provide different serving chances for student leaders in major school events</p>	<ul style="list-style-type: none"> • 4 workshops and training sessions were arranged by YWCA • Student leaders and team members were supervised by teachers with clear objectives (award criteria) and requirements • A revised assessment tool was drafted • Students played a good model to schoolmates and acted as a leader showing confidence and courage in different contexts 	<ul style="list-style-type: none"> • Teachers' feedback and evaluation in committee meeting • Teacher in-charge's feedback and evaluation in committee meetings • Evaluation in relevant meetings and/ or teachers' feedback 	<p>Oct 2014 and Feb 2015</p> <p>Whole year</p> <p>Oct 2013- July 2014</p>	<p>EAC</p> <p>EAC</p> <p>Dean 3, teachers in charge of student leader teams</p>	<p>Beat Drug Fund</p>
2.1 Promote the need of courteous manners including the careful handling of relationships with the opposite sex					
<p>(a) Uphold the policy on dating and work closely with social workers</p> <p>(b) Follow known cases of dating</p> <p>(c) Arrange assembly on sex education</p> <p>(d) Carry out uniform check</p> <p>(e) Patrol in or outside school campus</p> <p>(f) Arrange a talk by the Police Public Relations Bureau</p>	<ul style="list-style-type: none"> • Fewer rumors/jokes among students were found • The behaviours of known lovers were found appropriate • Students and teachers gave positive feedback • All students' look and behaviors were improved • Students' awareness of their proper behaviour was increased • Senior form students' awareness of legal responsibility such as cyber bully was increased 	<ul style="list-style-type: none"> • Evaluation in committee meetings and Form meetings • Evaluation in committee meetings and Form meetings • Evaluation in committee meeting and/ or questionnaire • Statistics of Record of Misbehavior of Students • Evaluation in committee meeting/ Form meetings • Students' feedback 	<p>Whole year</p> <p>Whole year</p> <p>S.2-3:Sept 2014 S.4-5: Dec 2015</p> <p>2 major and minor checks a year</p> <p>Whole year</p> <p>1st term</p>	<p>DGC and Social Worker</p> <p>DGC and Social workers</p> <p>LEC</p> <p>DGC</p> <p>DGC and class teachers</p> <p>DDGC</p>	
2.2 Guide students to voice their opinions in a mutually respectful manner					

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(a) Provide opportunities for students to voice their views and opinions on school affairs in a respectful manner	<ul style="list-style-type: none"> At least two forums were arranged on discussion about school affairs Proper manners for voicing opinions were instructed Opinions were gathered and reflected by questionnaires to the school authority Students' opinions were displayed through various channels 	<ul style="list-style-type: none"> Evaluation in committee meetings 	Whole year	EAC	
(b) Hold regular meetings for school teams to have their opinions voiced out	<ul style="list-style-type: none"> Student leaders felt being encouraged to express their opinions 	<ul style="list-style-type: none"> Evaluation in panel meetings Questionnaire 	Whole year	PE	
(c) Create a community platform e.g. Facebook for students to share their views and ideas	<ul style="list-style-type: none"> Students posted messages regularly and expressed their views 	<ul style="list-style-type: none"> Check and response to posts on communication platform and discussion with students 	Feb-June 2015	ITC	

Major Concern 3: Coping with future challenges

Strategies / Tasks	Success Criteria	Evaluation Method	Time-frame	Responsible Department/ Person	Resources
1 Prepare students to take up the role of adulthood: development of social & moral responsibilities and awareness of national & global identities					
1.1 Revise school-based curriculum of Moral & National Education and implement related activities					MNEd Grant
(a) Organise "Election of Top Ten News of the PRC"	<ul style="list-style-type: none"> At least 300 students participated in the event 	<ul style="list-style-type: none"> Evaluation in committee meetings/ students' evaluation form 	Oct 2014-Jun 2015	LEC	
(b) Arrange a board display of "Two Brilliant Persons in China"	<ul style="list-style-type: none"> Two brilliant Chinese were introduced 	<ul style="list-style-type: none"> Evaluation in committee meetings/ students' evaluation form 	Oct 2014-Jun 2015	LEC	
(c) Cooperate with Chinese History: Election of Historical Great Persons in CHINA	<ul style="list-style-type: none"> At least 150 students participated in the event 	<ul style="list-style-type: none"> Evaluation in committee meetings/ students' evaluation form 	Oct 2014-Jun 2015	LEC	

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1.2 Strengthen students' awareness of social issues (a) Arrange news enquiry studies for S.4 to S.5 (b) Give students more information about current issues (HK's political reforms, poverty/ waste problem) (c) Encourage students to take action/ participate in social affairs by attending various relevant activities (d) Provide students with more exposure to current issues	<ul style="list-style-type: none"> • Two times were arranged • Two board displays and campaigns were arranged and organized • Current social issues were discussed in class (LS lessons) • Fund-raising activities and exhibitions were arranged • Extensive reading and newspaper reading were implanted (Econ) • Online resources and e-platform were provided (BAFS & PE) 	<ul style="list-style-type: none"> • Evaluation in committee meetings • Evaluation in committee/panel meetings • Evaluation in committee/panel meetings • Evaluation in panel meetings 	Sep 2014-Jun 2015 Whole year Whole year Whole year	LEC LS EAC LEC LS EAC LEC BAFS, Econ & PE	
1.3 Deepen students' knowledge of our nation (a) Join the Students Study Trip to Mainland China organized by the EDB (b) Discuss issues on economic development in China	<ul style="list-style-type: none"> • At least 120 S.2 students participated in the tour • Topic named "RMB exchange rates" was covered in S6 	<ul style="list-style-type: none"> • Evaluation in committee meeting and students' evaluation form • Evaluation in panel meetings 	Jan or March 2015 Sept 2014–June 2015	LEC Eco	
1.4 Remind students' of their global citizenship and their responsibility to protect the environment (a) Organise an event related to "Save the Earth" (b) Collect donations of Chinese New Year gifts for the programme "Recycle of Chinese New Year Gifts" (c) Expose students to environmental problems and arouse the discussion on responsibility	<ul style="list-style-type: none"> • At least one assembly was arranged for S.2-S.3 • At least 20 gifts were collected • One to two issues were discussed in S5 lessons 	<ul style="list-style-type: none"> • Evaluation in committee meetings • Evaluation in committee meetings • Observation • Teacher's feedback 	Nov 2014 Jan 2015 Oct 2014	LEC LEC Bio	