

# Annual school plan (2009 - 2010)

## Major concern 1: Implementation of NSS Curriculum

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
1. To monitor the implementation of NSS curriculum	w Panel heads monitor the process of the curriculum	<ul style="list-style-type: none"> <li>◆ The Schemes of work reflect the NSS curriculum objectives</li> <li>◆ Panel heads monitor the progress of learning and teaching of the NSS curriculum</li> </ul>	<ul style="list-style-type: none"> <li>w Check schemes of work</li> <li>w Check students' work and exam papers</li> </ul>	w Panel heads	
	w Panels make evaluation and adjustments accordingly	w Panel heads ensure teachers in the same form adjust the progress of the scheme of work accordingly.	w Check panel minutes and reports	w Panel heads	
2. To align the junior form curriculum to interface with NSS curriculum	w Panel heads will lead teachers of junior forms to adjust the mode of teaching and assessment methods according to the requirement of the NSS curriculum	<ul style="list-style-type: none"> <li>w Appropriate modifications are made to the curriculum.</li> <li>w Mode of teaching and assessment methods are adjusted.</li> <li>w Positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>w Class visits</li> <li>w Check students' work</li> <li>w Check panel meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>w Panel heads</li> <li>w Teachers</li> </ul>	

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
	<ul style="list-style-type: none"> <li><b>W Teachers will discuss the impact of measures taken in junior forms to cater for NSS curriculum and make modifications accordingly</b></li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Sharing sessions on the effectiveness of measures are conducted.</li> <li><b>W</b> Necessary modifications are made.</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Check panel reports</li> <li><b>W</b> Check panel meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Panel heads</li> <li><b>W</b> Teachers</li> </ul>	
<b>3. To further develop the Liberal Studies curriculum</b>	<ul style="list-style-type: none"> <li><b>W The LS Panel continues to work out and modify the LS curriculum</b></li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> The curriculum of SS1 is developed according to the L.S. C &amp; A guide and recommendations given by EDB First Officer (LS)</li> <li><b>W</b> The curriculum is modified according to the latest development of the subject and students' ability</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Check panel meeting minutes</li> <li><b>W</b> Check scheme of work</li> <li><b>W</b> Check assignments of students</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Panel head</li> <li><b>W</b> Module coordinators</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> EDB First Officer (LS)</li> </ul>
	<ul style="list-style-type: none"> <li><b>W The Liberal Studies Panel will participate in schemes organized by external institutions to enhance learning and teaching of the subject.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> The department will participate in at least one scheme organized by external institutions</li> <li><b>W</b> Positive feedback from teachers and students concerned</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Check panel meeting minutes</li> <li><b>W</b> By observation</li> <li><b>W</b> Interview teachers and students concerned</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Panel head &amp; teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> EDB</li> <li><b>W</b> External institutions</li> </ul>

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
	<b>W The junior form curriculum will be modified in line with the requirements of NSS</b>	<b>W</b> The junior form curriculum is modified according to the feedback of Junior form L.S. teachers, students' ability and the requirements of NSS	<b>W</b> Check panel meeting minutes <b>W</b> Check scheme of work <b>W</b> Check students' assignments	<b>W</b> Panel head	
<b>4. To strengthen the reading programme as support to the NSS curriculum</b>	<b>W The school will revise policy to elicit a reading atmosphere.</b>	<b>W</b> Reading Across the Curriculum to be promoted by Library <b>W</b> 3 or more departments design learning activities to facilitate reading across the curriculum <b>W</b> Meeting(s) to be called to revise the existing policy	<b>W</b> Check Library Annual Plan <b>W</b> Check Academic Committee Meeting minutes	<b>W</b> Vice Principal and Library Committee	
	<b>W The school will provide extra resources to encourage class-based reading.</b>	<b>W</b> More educational resources, including digital, web-based ones, are subscribed and integrated in class teaching <b>W</b> 3 or more departments provide cross -curriculum reading materials for students to read in reading sessions <b>W</b> More awards are presented to students for good performance in reading.	<b>W</b> Feedback from teachers and students <b>W</b> Check Library annual report <b>W</b> Check Academic Committee meeting minutes <b>W</b> Check class reading material records	<b>W</b> Vice Principal and Library Committee	<b>W</b> Wisenews

<b>Targets</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Methods of evaluation</b>	<b>People in charge</b>	<b>Resources required</b>
	<b>w The library devises programmes to build up students' reading habit.</b>	<b>w</b> School-based programmes are devised. <b>w</b> Programmes from external institutions are introduced to F3 students in library lessons. <b>w</b> Programmes from external institutions are introduced to F1 & F2 students in language lessons.	<b>w</b> Check Library Annual Plan <b>w</b> Check Library/Information Literacy lesson teaching schedule <b>w</b> Feedback from teachers	<b>w</b> Library Committee <b>w</b> Panel heads of English, Chinese & L.S. panels	<b>w</b> HKEdCity <b>w</b> E-class platform
<b>5. To finalize the OLE and SLP frameworks</b>	<b>w The OLE working group will revise and finalize the framework of OLE</b>	<b>w</b> Minimum number of OLE hours will be provided for students to meet EDB requirements <b>w</b> SLP working Group creates a school activities directory of the five OLE Areas.	<b>w</b> Check OLE meeting minutes <b>w</b> Check directory	<b>w</b> OLE Co-ordinator <b>w</b> OLE & SLP Working Team	
	<b>w The SLP working group will finalize the framework for SLP that pertains to NSS requirements</b>	<b>w</b> WebSAMS SLP working framework will be adopted.	<b>w</b> Check WebSAMS	<b>w</b> OLE Co-ordinator <b>w</b> OLE & SLP Working Team	<b>w</b> IT Team

<b>Targets</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Methods of evaluation</b>	<b>People in charge</b>	<b>Resources required</b>
<b>6. To monitor the progress of OLE and SLP</b>	<b>w The functional groups concerned monitor the progress of OLE and SLP and make necessary adjustment.</b>	<b>w</b> Solutions to problems are implemented. <b>w</b> A folder for students to plan, record and evaluate OLE activities will be devised. <b>w</b> Students learn to evaluate their progress.	<b>w</b> Check Student OLE folder <b>w</b> Check OLE meeting minutes	<b>w</b> OLE Co-ordinator <b>w</b> OLE & SLP Working Team	
<b>7. To allocate manpower for NSS</b>	<b>w The school will allocate manpower according to the suggestions made by panel heads</b>	<b>w</b> Teaching manpower is allocated. <b>w</b> Teachers are informed of the teaching load.	<b>w</b> Check manpower allocation table.	<b>w</b> Principal <b>w</b> Vice Principal <b>w</b> Panel heads	
	<b>w Teachers concerned will be required / encouraged to go through appropriate training</b>	<b>w</b> Teachers concerned have attended relevant workshops or training.	<b>w</b> Check CPD records <b>w</b> Check panel minutes and reports	<b>w</b> Staff Development Team <b>w</b> Panel heads	

<b>Targets</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Methods of evaluation</b>	<b>People in charge</b>	<b>Resources required</b>
<b>8. To refine the assessment system to facilitate learning and teaching in NSS</b>	<b>W Panel heads will work with panel members to make adjustment of the format and weighting of the assessment measures in accordance with the requirements for NSS and embrace SBA as an integral part of teaching and assessment</b>	<b>W</b> All panel heads work with panel members to refine the assessment system in NSS <b>W</b> SBA is adopted in subjects concerned <b>W</b> Successful submission of SBA results to HKEAA on schedule	<b>W</b> Check panels' minutes, annual plans and annual reports which reflect a variety of assessment methods, appropriate weightings of formative and summative assessment, and frequency of assignments <b>W</b> Check e-class homework record <b>W</b> Check exam / test papers <b>W</b> Check students' homework	<b>W</b> Vice Principal <b>W</b> Panel heads	<b>W</b> IT Team <b>W</b> Financial resources <b>W</b> Teaching assistants <b>W</b> Computer equipment and software <b>W</b> Outside organizations
	<b>W A variety of assessment methods will continue to be adopted in all forms and all panels to interface with NSS</b>	<b>W</b> Various assessment modes are adopted in all departments	<b>W</b> Check panel minutes, annual plans and annual reports which reflect a variety of assessment methods, appropriate weightings of formative and summative assessment, and frequency of assignments <b>W</b> Check e-class homework record <b>W</b> Check exam / test papers <b>W</b> Check students' homework	<b>W</b> Panel heads <b>W</b> Subject teachers	

<b>Targets</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Methods of evaluation</b>	<b>People in charge</b>	<b>Resources required</b>
<b>9. To provide support to stakeholders</b> <b>(a) To keep stakeholders informed of the progress and development</b>	<b>w The school will provide seminars for parents and students on the choice of electives</b>	<b>w Seminars are provided for parents and students</b>	<b>w Check school notice and record</b>	<b>w Vice Principal</b>	
	<b>w The school will encourage students to take aptitude tests to prepare them for their choice of electives</b>	<b>w Over 70% of student participation in the aptitude tests.</b>	<b>w Check the number of students participating in aptitude tests</b>	<b>w Career master/ mistress</b>	
	<b>w The school will report to council members to enhance their understanding of NSS and solicit their support</b>	<b>w Progress of NSS is reported to School Council</b>	<b>w Check School Council meeting minutes and school reports related to NSS</b> <b>w Feedback from School Council</b>	<b>w Principal and Vice principals</b>	
	<b>(b) To further facilitate teachers' adaptation to NSS</b>	<b>w Teachers are encouraged to enhance their skills, knowledge and value under the new education system through professional training.</b>	<b>w 70% of the teaching staff have undergone relevant training.</b>	<b>w Check CPD records</b> <b>w Questionnaires on teachers' view on the new education system.</b>	<b>w Staff Development Team</b> <b>w Panel heads</b>
<b>w The Staff Development Team will organize appropriate activities for teachers.</b>		<b>w Appropriate activities are organized</b>	<b>w Check minutes of Staff Development Team</b> <b>w Check activities on Staff Development Days</b>	<b>w Staff Development Team</b>	

## Major concern 2: Enhancing Learning and Teaching

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
1. To facilitate and engage students in learning how to learn. To raise students' involvement and motivation.	W Develop students' generic skills through project learning.	W Students demonstrate the use of generic skills in their performance / assignments	W Teachers' observation W Check students' work	W Subject panels concerned W Project Committee	
	W Encourage student-centred learning and teaching through designing appropriate class activities.	W Appropriate class activities are organized. W Positive feedback from students & teachers	W Check panel meeting minutes W Teachers' observation	W Subject panels concerned	
	W Broaden students' perspective and enhance creativity and critical thinking among students through extensive reading schemes	W Chinese and English extensive reading schemes are conducted.	W Check Library records	W Subject panels concerned W Teacher Librarian	
	W Develop students' thinking skills, language and application abilities through a variety of cross-curricular activities.	W Cross-curricular activities to develop thinking skills and language abilities are organized.	W Check panel meeting minutes	W Academic Committee W Subject panels concerned	

<b>Targets</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Methods of evaluation</b>	<b>People in charge</b>	<b>Resources required</b>
<b>2. To nurture gifted students through appropriate measures.</b>	<b>W Cater for student diversity through curriculum tailoring, enrichment programmes, challenging assignments to broaden their horizons and enrich their knowledge in different areas.</b>	<b>W Curriculum tailoring/ enrichment programmes/ challenging assignments are provided.</b> <b>W More than 50% of the students concerned reflect that they benefit from such programmes/ assignments and their knowledge enriched.</b>	<b>W Survey given to students concerned</b> <b>W Teachers' observation</b> <b>W Check panel meeting minutes</b>	<b>W Chairman of Academic Committee</b> <b>W Subject panels concerned</b>	<b>W External resources</b>
	<b>W Organise and conduct pull-out programmes (e.g. Mathematics/ Physics Olympiads or debate training) in special areas for gifted students.</b>	<b>W Subject panels concerned implement special training.</b> <b>W More capable students are selected for such training.</b>	<b>W Check panel meeting minutes.</b>	<b>W Chairman of Academic Committee</b> <b>W Subject panels concerned</b>	
	<b>W Capable students to be allocated to elite classes with a more challenging curriculum.</b>	<b>W Subject panels coordinate with subject teachers of the elite classes to develop a more challenging curriculum/ enhancement programme for the students.</b>	<b>W Check panel meeting minutes, homework records and schemes of work.</b>	<b>W Chairman of Academic Committee</b> <b>W Subject teachers of elite classes</b>	

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
<b>3. To take appropriate measures to help less capable students learn more effectively. The esteem of less capable students is built and strengthened so that they can better cope with school life.</b>	<b>W Less capable students will be allocated to remedial classes. Curriculum tailoring and appropriate teaching methods will be adopted for these classes.</b>	<b>W At least 70% of teachers find that students can take the subject with curriculum tailoring comfortably.</b> <b>W At least 20% of the target students show a positive learning attitude.</b>	<b>W Teachers' observation and feedback</b> <b>W Check panel meeting minutes</b>	<b>W Panel heads</b> <b>W Academic Committee</b> <b>W Remedial class teachers</b>	
	<b>W The Academic Committee will co-ordinate with subject-panels to organize after-school remedial classes with appropriate teaching contents and methodology, in order to address students' weaknesses.</b>	<b>W At least 70% of the students concerned reflect that the after-school remedial classes are useful.</b> <b>W At least 20% of the target students show improvement in their learning attitude after attending the classes.</b>	<b>W Teachers' observation and feedback</b> <b>W Check panel meeting minutes</b>	<b>W Panel heads</b> <b>W Academic Committee</b> <b>W Remedial class teachers</b>	
	<b>W The Guidance Team will coordinate the policies for helping students who are either weak academically or having difficulties in learning.</b>	<b>W At least 70% of the students concerned reflect that the programmes / activities are useful.</b>	<b>W Survey given to students concerned</b> <b>W Instructors' observation and feedback</b>	<b>W Guidance Team</b>	

<b>Targets</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Methods of evaluation</b>	<b>People in charge</b>	<b>Resources required</b>
<b>4. To enhance teachers' professional skills in using IT effectively in learning and teaching.</b>	<b>w The IT team and the Staff Development Team will work with subject panels to facilitate the further development of teachers' IT skills and teaching pedagogies.</b>	<b>w Teachers' positive feedback</b> <b>w Teachers use IT in more than 30% of total teaching time</b>	<b>w Teacher survey</b> <b>w Check panel minutes</b>	<b>w Vice Principal</b>	<b>w IT Team</b>
	<b>w Promote the interactive use of smartboard and eclass to further enhance learning and teaching.</b>	<b>w More than 30% of all departments use the smartboard</b> <b>w More than 80% of the departments use eclass for learning and teaching.</b>	<b>w Teacher survey</b>	<b>w Vice Principal</b>	<b>w IT Team</b>
<b>5. To enhance learning and teaching with English as the medium of instruction in the school.</b>	<b>w Ensure English is used in morning assemblies and announcements.</b>	<b>w English is used in morning assemblies and announcements</b>	<b>w Check morning assembly committee meeting minutes</b> <b>w Check announcements</b>	<b>w Morning Assembly Committee</b>	
	<b>w Arrange thematic displays of English materials and students' work.</b>	<b>w Thematic displays of English materials and students' work are arranged.</b>	<b>w Check board display records</b>	<b>w Vice Principal</b> <b>w ECA Committee</b>	<b>w IT team</b>

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
	<ul style="list-style-type: none"> <li><b>W Organize mandatory whole -school English reading sessions.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Students regularly read English books of different genres and subjects.</li> <li><b>W</b> Students are able to talk about and share their reading experiences.</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Check records of English books borrowed from the school library and class libraries.</li> <li><b>W</b> SBA records</li> <li><b>W</b> Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> English Dept</li> </ul>	
	<ul style="list-style-type: none"> <li><b>W Offer regular English activities, such as English Fun Day, joint-school English activities.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> An English-enriched environment is created in the School with evidence from:</li> <li><b>W</b> Positive feedback from teachers and students</li> <li><b>W</b> Reports from participating students that they have more confidence in using English and have learnt from the experience.</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> End-of-term Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> English Dept</li> <li><b>W</b> English Club</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Dept. Funding</li> <li><b>W</b> TA's assistance in survey</li> </ul>
	<ul style="list-style-type: none"> <li><b>W Provide workshops on English writing for specific subjects.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> Students feel comfortable using English in various subjects.</li> <li><b>W</b> Junior students are able to apply proper English structure and vocabulary in other subjects.</li> <li><b>W</b> Senior students are able to apply learnt skills</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> End-of-term questionnaire</li> </ul>	<ul style="list-style-type: none"> <li><b>W</b> External English Consultant</li> <li><b>W</b> Related Subject Panels</li> </ul>	

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
	<b>W Coordinate curriculum collaboration between the English panel and subject panels using EMI (e.g. cross-curriculum projects in English).</b>	<b>W</b> Cross-curricular topics developed and taught in junior forms and F.6. <b>W</b> Junior students are able to apply knowledge and skill learnt in other subjects in English projects. <b>W</b> Senior students are able to apply knowledge and skills learnt in other subjects in English discussions and writing.	<b>W</b> Inspection of students' work and lesson observation <b>W</b> Teachers' feedback from project marking <b>W</b> Inspection of students' work	<b>W</b> English Dept. & subject panels concerned <b>W</b> English Dept Head	
	<b>W Promote and coordinate English reading across the curriculum.</b>	<b>W</b> Students' habits/interests in reading English books are developed. <b>W</b> The no. of books borrowed on specific subjects increases compared with that of last year.	<b>W</b> Teachers' observation <b>W</b> Check Library records <b>W</b> Questionnaire	<b>W</b> English Dept. & subject panels concerned	<b>W</b> IT team as support <b>W</b> Enhancement Grant
	<b>W Provide summer bridging programmes for pre-S1 or other forms.</b>	<b>W</b> Students' confidence in and willingness to use English are enhanced.	<b>W</b> Check evaluation reports of bridging programmes	<b>W</b> Teachers/ Tutors in charge of bridging programmes	<b>W</b> Course fee from F.1 students

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
	<b>W Encourage and arrange teachers' participation in courses/ and training seminars for further improving language skills.</b>	<b>W</b> Teachers attend English training courses.	<b>W</b> Check teachers' CPD records	<b>W</b> Vice Principal	
<b>6. To promote a better learning environment for Chinese and Putonghua</b>	<b>W Encourage students to take part in various activities, such as speech festival, debate etc.</b>	<b>W</b> Students can acquire effective language skills and have greater confidence in the use of the languages. <b>W</b> There is enthusiastic participation in specific Chinese and Putonghua activities.	<b>W</b> Records of participants in Chinese and Putonghua activities. <b>W</b> Teachers' observation	<b>W</b> Chinese Panel <b>W</b> Putonghua panel	
	<b>W School-based language learning support from the Education Bureau</b>	<b>W</b> Students' confidence and willingness to use Putonghua is enhanced.	<b>W</b> Teachers' observation	<b>W</b> Chinese Panel <b>W</b> Putonghua panel	<b>W</b> EDB
<b>7. To promote teachers' professional development.</b>	<b>W Encourage and arrange teachers' participation in courses /training seminars for further improving teaching skills.</b>	<b>W</b> Teachers' positive feedback on School's support on training <b>W</b> Improvement of Teachers' competence in teaching skills	<b>W</b> CPD record of teachers. <b>W</b> Opinion survey.	<b>W</b> Principal, VPs <b>W</b> Staff Development Team	<b>W</b> Training funds <b>W</b> information on training programs

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
	<b>W Coordinate collaboration , sharing , mutual visits among panel Members. Teachers will then evaluate the implementation of the measures to promote a n d improve teaching.</b>	<b>W Teachers participate actively in sharing successful experiences.</b> <b>W Teachers’ positive feedback</b>	<b>W Check panel meeting minutes &amp; class visit records</b>	<b>W Panel heads</b> <b>W Academic Committee</b>	
	<b>W Coordinate curriculum collaboration among the subject panels (e.g. cross-curriculum projects)</b>	<b>W Curriculum collaboration among subject panels is carried out.</b>	<b>W Check panel reports</b>	<b>W Panel heads</b> <b>W Academic Committee</b>	
	<b>W A variety of assessment methods will be carried out in all panels to assess students’ abilities in different aspects and to cater for their diverse needs.</b>	<b>W Subject panels have carried out different assessment methods for the specified purposes.</b>	<b>W Check panel meeting minutes &amp; teaching schedules</b> <b>W Check students’ work</b> <b>W Check examination and test papers</b>	<b>W Panel Heads</b> <b>W Academic Committee</b>	

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
	<p><b>w Evaluation meetings will be held after exam for all subjects to analyze students' performances.</b></p>	<p><b>w</b> Meetings are held after examinations to evaluate students' performance and to discuss methods of improvement.</p> <p><b>w</b> At least 75% of Panel Heads report that teachers made use of the findings and measures in the discussion sessions to promote teaching.</p>	<p><b>w</b> Check panel minutes</p> <p><b>w</b> Exam evaluation reports from panels</p>	<p><b>w</b> Head of Academic Committee</p> <p><b>w</b> Panel heads</p>	

### Major concern 3: Strengthening moral and civic education in school

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
<p><b>1. To raise students' awareness of behaving properly</b></p>	<p><b>◆ To organize talks and seminars for students</b></p>	<p><b>◆</b> Talks and seminars are arranged for students.</p> <p><b>◆</b> Majority of students receive the message(s) conveyed in talks and seminars.</p>	<p><b>◆</b> Teachers' observation and students' feedback</p>	<p><b>w</b> Moral and Civic Education Committee</p>	<p><b>w</b> NGO</p>
	<p><b>◆ To encourage students to check the eClass discipline records regularly</b></p>	<p><b>◆</b> At least 60% of students check the eClass discipline records regularly.</p>	<p><b>◆</b> Check eClass discipline records</p>	<p><b>w</b> Discipline Team,</p> <p><b>w</b> IT Team</p>	

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
	<ul style="list-style-type: none"> <li>◆ To alert students to the importance of proper behaviour by posting a summary sheet of the 3 most misconduct records on the class bulletin board monthly</li> </ul>	<ul style="list-style-type: none"> <li>◆ A summary sheet is posted on the class bulletin board.</li> <li>◆ Students are aware of the 3 most misconduct records on the class bulletin board monthly.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Form teachers discuss the data with the class.</li> </ul>	W Discipline Team and form teachers	
<b>2. To cultivate positive values and attitudes in order to strengthen students' personal qualities:</b> -self-discipline - good manners - respect for others - care for others - civic awareness	<ul style="list-style-type: none"> <li>◆ To educate and consolidate the selected positive values by functional groups / subject panels, through various means such as the morning assembly, special talks, form-teacher periods, reading, writing, board display, etc</li> </ul>	<ul style="list-style-type: none"> <li>◆ Various programmes are held.</li> <li>◆ Students show improvement in self-management abilities.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers' observation</li> <li>◆ Check minutes of functional groups and subject panels</li> </ul>	W Functional groups and subject panels	W NGO/ Relevant government Depts.
	<ul style="list-style-type: none"> <li>◆ To provide student training programmes</li> </ul>	<ul style="list-style-type: none"> <li>◆ Various student training programmes are held.</li> <li>◆ Students obtain the skills required.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers' observation and students' feedback.</li> </ul>	W Functional groups	W NGO

Targets	Strategies	Success criteria	Methods of evaluation	People in charge	Resources required
	<ul style="list-style-type: none"> <li>◆ <b>To nourish Christian values through various means e.g. R.S. lessons, morning assembly, Christian Fellowship, etc</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Related values are discussed in RS lessons.</li> <li>◆ Activities are held by Christian Fellowship and Morning Assembly Committee.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Check students' work</li> <li>◆ Check minutes of functional groups</li> <li>◆ Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>W RS Department,</li> <li>W Christian Fellowship and Morning Assembly Committee</li> </ul>	
	<ul style="list-style-type: none"> <li>◆ <b>To refine on the Self-improvement Scheme</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ The success rate of Self-improvement Scheme is higher.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Check eClass discipline record</li> </ul>	<ul style="list-style-type: none"> <li>W Discipline Team,</li> <li>W IT Team</li> </ul>	
<b>3. To help students build up good habits of life:</b> <b>- Begin with the end in mind</b> <b>- Put first things first</b> <b>- Think win-win</b>	<ul style="list-style-type: none"> <li>◆ <b>To promote the selected good habits through various educational and formative programmes / activities related to the selected good habits by functional groups / subject panels such as the morning assembly, special talks, form-teacher periods, etc</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Various programmes are held.</li> <li>◆ Students show improvement in good habits of life.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers' observation</li> <li>◆ Check minutes of functional groups and subject panels</li> </ul>	<ul style="list-style-type: none"> <li>W Functional groups and subject panels</li> </ul>	<ul style="list-style-type: none"> <li>W School fund</li> <li>W NGO</li> </ul>
	<ul style="list-style-type: none"> <li>◆ <b>To introduce an encouragement mechanism for positive reinforcement</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ A new system of encouragement is proposed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A proposal is completed.</li> </ul>	<ul style="list-style-type: none"> <li>W Vice Principal Administrative Committee</li> </ul>	

<b>Targets</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Methods of evaluation</b>	<b>People in charge</b>	<b>Resources required</b>
	<ul style="list-style-type: none"> <li>◆ <b>To introduce an encouragement mechanism for positive reinforcement</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ A new system of encouragement is proposed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A proposal is completed.</li> </ul>	<ul style="list-style-type: none"> <li>W Vice Principal Administrative Committee</li> </ul>	
<b>4. To strengthen teachers and parents' roles in cultivating moral and civic education</b>	<ul style="list-style-type: none"> <li>◆ <b>To strengthen teacher training in roles and duties in moral and civic education through staff training</b></li> <li>◆ <b>To recommend related materials for form teachers to use</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Related topics are held on staff development day.</li> <li>◆ Related materials are recommended.</li> <li>◆ Form teachers use the materials.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Minutes of Staff Development Team</li> <li>◆ Minutes of Moral and Civic Education Committee</li> <li>◆ Form teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>W Staff Development Team</li> <li>W Moral and Civic Education Committee</li> </ul>	<ul style="list-style-type: none"> <li>W School Fund</li> <li>W EDB Website</li> </ul>
	<ul style="list-style-type: none"> <li>◆ <b>To conduct programmes for parents on the importance and ways of nourishing moral and civic education in families</b></li> <li>◆ <b>To conduct programmes for parents to help children build good habits at home</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Related talks are held.</li> <li>◆ Parents participate in the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents' feedback</li> <li>◆ PTA reports</li> </ul>	<ul style="list-style-type: none"> <li>W PTA Committee</li> </ul>	<ul style="list-style-type: none"> <li>W PTA fund</li> </ul>