

Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery



Annual School Plan 2018 - 2019

Program Plan, 2018/19

Major Concern 1 : To develop effective learning and teaching strategies for academic advancement

Targets :

1. To strengthen the learning habits of students

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1A	<p>Classroom Routine</p> <ul style="list-style-type: none"> - To remind students of the classroom routines at the start of the new school year - To explain and post the classroom routine by FMs - To uphold the routines throughout the whole school 	<ul style="list-style-type: none"> • Sep 18 to Jun 19 	<ul style="list-style-type: none"> • Students can follow the routine in their lessons 	<ul style="list-style-type: none"> • Teacher feedback • Daily observation 	<ul style="list-style-type: none"> • LPY1, LYW 	<ul style="list-style-type: none"> • Nil
1B	<p>Homework Submission Scheme</p> <ul style="list-style-type: none"> - To enhance students to submit their homework on time - To implement award and punishment to students for their submission of homework 	<ul style="list-style-type: none"> • Sep 18 to Jun 19 	<ul style="list-style-type: none"> • Less than 15 daily late submission records 	<ul style="list-style-type: none"> • Count the students late submission records 	<ul style="list-style-type: none"> • CWP 	<ul style="list-style-type: none"> • Nil
1C	<p>Improve the students learning ability and learning skills</p> <ul style="list-style-type: none"> - Subject teachers teach students the learning skills e.g. note taking, highlight keywords and important points during the lessons. - Organize workshops on learning skills and revision skills 	<ul style="list-style-type: none"> • Sep 18 to Jun 19 	<ul style="list-style-type: none"> • Students master the learning skills 	<ul style="list-style-type: none"> • Observe the improvement in quiz, tests, U.T. and examination result 	<ul style="list-style-type: none"> • Subject Panels • CWP • LYW 	<ul style="list-style-type: none"> • Fee for workshops

2. To create learning atmosphere and to enhance students' learning attitude

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<p>Encourage students with good learning attitude</p> <ul style="list-style-type: none"> - To prepare Students' Appreciation Cards for teachers to encourage students to perform well in quiz, tests, uniform tests and examinations. - To recognize students' academic performance with Principal's List, Academic Head's List and Students with Great Improvement in Examinations. 	<ul style="list-style-type: none"> • Sep 18 to Jun 19 	<ul style="list-style-type: none"> • Students are motivated by gaining the Cards from their teachers • Students are encouraged through the Scheme 	<ul style="list-style-type: none"> • Count the number of cards issued to students • The academic performance in U.T. and examinations 	<ul style="list-style-type: none"> • LYW and CWP 	<ul style="list-style-type: none"> • Card = \$4,000 • Book coupon = \$25,000
2B	<p>Recognize Students' Achievement</p> <ul style="list-style-type: none"> - Prize presentation to students who have good learning attitude, academic performance or improvement in academic performance, - To display students' achievements via posters, online display and publication of good works 	<ul style="list-style-type: none"> • Nov 18, Feb & May 19 • Sep 18 to Jul 19 	<ul style="list-style-type: none"> • Improvement in learning attitude or academic performance of students • Posters and publications are published 	<ul style="list-style-type: none"> • FMs feedback • Count the number of publications 	<ul style="list-style-type: none"> • CWP • CKH, CSM2, CKP 	<ul style="list-style-type: none"> • \$6000
2C	<p>Restructure supplementary lessons for senior forms</p> <ul style="list-style-type: none"> - Arrange afterschool supplementary lessons for senior form students - Saturday lessons and post-mock examination tutorials for F.6 students - Arrange and allocate summer tutorials for F.4 and F.5 students - Arrange Summer U.T. for F.5 students during the summer holiday in August 	<ul style="list-style-type: none"> • Sep 18 to Jun 19 	<ul style="list-style-type: none"> • Students can make use of the time after school, Saturdays and Summer holiday to extend their learning 	<ul style="list-style-type: none"> • Count the number lessons arranged • Teachers' and students' feedback 	<ul style="list-style-type: none"> • CWP and Subject Panel Heads concerned 	<ul style="list-style-type: none"> • Nil
2D	<p>Academic weeks</p> <ul style="list-style-type: none"> - 3 Academic weeks: English, Mathematics and PSHE & BAFS are arranged 	<ul style="list-style-type: none"> • Sep 18 to Jun 19 	<ul style="list-style-type: none"> • 3 Academic Weeks per year 	<ul style="list-style-type: none"> • Teachers' feedback 	<ul style="list-style-type: none"> • NKW, LWP, SLSK, LKL2 	<ul style="list-style-type: none"> • Nil

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2E	<p>Improve student learning motivation and skills</p> <ul style="list-style-type: none"> - Invite students or teachers to share good learning skills during morning assembly - To motivate students' learning by appreciating Students with Great Improvement for Examinations. 	<ul style="list-style-type: none"> • Sep 18 to Jun 19 	<ul style="list-style-type: none"> • Increase students' learning motivation 	<ul style="list-style-type: none"> • Check the progress of Student with Great Improvement in UT or examination 	<ul style="list-style-type: none"> • CWP 	<ul style="list-style-type: none"> • \$2000
2F	<p>Language Across Curriculum</p> <ul style="list-style-type: none"> - Identifying the language support needed by F.1 students in learning Geography. Discuss with Geography teachers and find out how F.1 English teachers can provide support in English lessons. - Fine-tune the English Language syllabus after matching the relevant English items and skills students need in learning Geography and; create supporting materials to be used in the English lesson to prepare/ consolidate what students will learn/ have learnt in the Geography lesson. 	<ul style="list-style-type: none"> • Aug 18 to Sep 18 • Oct 18 to May19 	<ul style="list-style-type: none"> • Nil • Students can better master the language used in studying Geography 	<ul style="list-style-type: none"> • Nil • Observe students' learning process and outcome. • Analyzing their test/ exam results 	<ul style="list-style-type: none"> • NKW, LIF and relevant Geography teachers • NKW, LIF, LPM and relevant Geography and English teachers 	<ul style="list-style-type: none"> • Nil • Nil

3. To enhance effective and innovative teaching methodologies

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3A	Enhance e-learning <ul style="list-style-type: none"> - At least one e-learning trial for each subject - To enhance self-directed learning by e-learning e.g. uploading self-learning materials on e-platform - To input HW records for students - Homework submission through the e-class E.g. IES Worksheet downloading and project work submission 	<ul style="list-style-type: none"> • Sep 18 to Jun 19 	<ul style="list-style-type: none"> • Students' HW, tests and examinations results are inputted into the platform • Parents can make use of the platform to know their children academic performance • Online learning are arranged in some subjects such as Chemistry, Physics etc. 	<ul style="list-style-type: none"> • Count the records stored in the platform • Teachers' and Parents' feedback • Count the number of online learning resources posted 	<ul style="list-style-type: none"> • CKH, LYW, LCSH 	<ul style="list-style-type: none"> • Nil
3B	Interactive Learning <ul style="list-style-type: none"> - To enhance student-teacher interaction and student-student interaction during lesson - Teachers use different pedagogies such as questioning, group works, presentation, role play etc to promote students to learn actively 	<ul style="list-style-type: none"> • Sep 18 to Jun 19 	<ul style="list-style-type: none"> • Students' participate actively in lessons • Positive feedback from teachers • Students have a better performance in their essay writing 	<ul style="list-style-type: none"> • Teachers' feedback • Compare students' essay writing question results 	<ul style="list-style-type: none"> • CWP, YKL 	<ul style="list-style-type: none"> • Nil
3C	Open Lesson Observation <ul style="list-style-type: none"> - Four Open Lesson Observations offer to all teaching staff E.g. Lessons showing cross subject collaboration, e-learning 	<ul style="list-style-type: none"> • Feb 19 to May 19 	<ul style="list-style-type: none"> • Enhance subject collaboration 	<ul style="list-style-type: none"> • Teachers' feedback 	<ul style="list-style-type: none"> • CML 	<ul style="list-style-type: none"> • Nil
3D	Student Survey Form for Teachers' Reflection <ul style="list-style-type: none"> - To produce a student survey form about teachers' teaching - Students' feedback can help teachers understand and strengthen their practices 	<ul style="list-style-type: none"> • Nov 18 to Jul 19 	<ul style="list-style-type: none"> • A student survey form is designed • Teachers use the form to seek students' feedback 	<ul style="list-style-type: none"> • Teachers' feedback 	<ul style="list-style-type: none"> • LYW 	<ul style="list-style-type: none"> • Nil

4. To cater for learner diversity

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	Elite and Remedial programmes - Elite and remedial programmes for ELA, CLA, MAT and LS will be implemented to cater for students' learning diversity	<ul style="list-style-type: none"> Sep 18 to Jun 19 	<ul style="list-style-type: none"> Students will be benefited from school-based elite and remedial programmes 	<ul style="list-style-type: none"> Observe students' learning process and outcome 	<ul style="list-style-type: none"> LYW, NKW, WMT, LWP, CML and Teachers concerned 	<ul style="list-style-type: none"> Nil
4B	Summer Learning Programs - To organize academic and non-academic learning programs to extend students' learning during summer holiday	<ul style="list-style-type: none"> Mar 19 to Aug 19 	<ul style="list-style-type: none"> 4 learning programmes such as English Remedial and Enrichment Classes are arranged in summer holiday 	<ul style="list-style-type: none"> Count the number of learning programmes 	<ul style="list-style-type: none"> LYW, NKW, LWP and MWF 	<ul style="list-style-type: none"> Nil
4C	Gifted Education - To optimize the Elite Education student database according to their characteristics and abilities - To set up the Elite Education Student Committee - To invite more students to join the Elite programs by The Hong Kong Academy for Gifted Education - To enhance students' participation of elite training program by establishing an award system.	<ul style="list-style-type: none"> Sep 18 to Jun 19 	<ul style="list-style-type: none"> 70% elite students are satisfied with the elite education programs and can enhance their learning effectiveness 70% activities are held or organized by student committee 	<ul style="list-style-type: none"> Students' Feedback Teachers' feedback 	<ul style="list-style-type: none"> LPY, THC, WYY, LCF2 	<ul style="list-style-type: none"> Nil

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4D	<p>Stretch Student Potential</p> <ul style="list-style-type: none"> - Elite students' exposures will be widened and they will be introduced to more international assessments, competitions and courses. - To develop elite students' potentials by gifted education - Structured afterschool elite programs 	<ul style="list-style-type: none"> • Sep 18 to Jun 19 	<ul style="list-style-type: none"> • Elite students have opportunities to stretch their potential 	<ul style="list-style-type: none"> • Count the number of applicants 	<ul style="list-style-type: none"> • LPY, CML 	<ul style="list-style-type: none"> • Nil

5. To cultivate students' reading habit

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5A	<ul style="list-style-type: none"> • To set up a book corner in each class and to purchase more books for students to read. 	<ul style="list-style-type: none"> • Sep 18 to Aug 19 	<ul style="list-style-type: none"> • A reader-friendly environment is created. 	<ul style="list-style-type: none"> • Check the book borrowing record of students • Observe students' reading habits and attitude 	<ul style="list-style-type: none"> • CKY, WWS2, KLL and all class teachers 	<ul style="list-style-type: none"> • <i>A mini bookshelf in each class (\$25000)</i> • Purchase of books (\$35000)
5B	<ul style="list-style-type: none"> • A morning reading session will be held per week 	<ul style="list-style-type: none"> • Sep 18 to Aug 19 	<ul style="list-style-type: none"> • Students are engaged in reading during the morning reading session. 	<ul style="list-style-type: none"> • Observe students' reading habits and attitude 	<ul style="list-style-type: none"> • CKY & all teachers 	<ul style="list-style-type: none"> • Nil

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5C	<ul style="list-style-type: none"> • A number of reading activities will be held. <ul style="list-style-type: none"> - To invite teachers and students to introduce some authors to students or recommend some books for students to read during morning assemblies. - To arrange book club meetings. - To arrange a visit to a book store (e.g. Eslite). - To hold 2 book fairs. - To invite writers or professional storytellers, etc. to conduct talks or workshops for students. • Other reading activities organized by the Library Club such as a slogan-design competition and a Q-A competition. 	<ul style="list-style-type: none"> • Sep 18 to Aug 19 	<ul style="list-style-type: none"> • Students' motivation and engagement in reading is increased. 	<ul style="list-style-type: none"> • Check the book borrowing record • Students' participation and response 	<ul style="list-style-type: none"> • All members of the Reading and Library Committee • Library Prefects 	<ul style="list-style-type: none"> • \$15000
5D	<ul style="list-style-type: none"> • Various reading award schemes will be launched. <ul style="list-style-type: none"> - The 'Read More Books, Get More Presents' Scheme will be launched in each school term. Under the scheme, students will be given a stamp when they return the book they have borrowed from the school library. Once they have collected 6 stamps, they will be given a present. - Top 5 borrowers of each term will be awarded book coupons. - Inter-class Book Borrowing Competition • Best Reader Award in each class 	<ul style="list-style-type: none"> • Sep 18 to Aug 19 	<ul style="list-style-type: none"> • Students are encouraged to read more books 	<ul style="list-style-type: none"> • Check the book borrowing record and reading record of students • Count the number of students who have received presents under the 'Read More Books, Get More Presents' Scheme 	<ul style="list-style-type: none"> • TIC and all members of the Reading and Library Committee • Class teachers 	<ul style="list-style-type: none"> • \$10000 (which will include the printing fees of the 'book returning stamp cards' for students and the presents/prizes for students)

Program Plan, 2018/19

Major Concern 2 : To foster the whole-person development of students

Targets

1: To foster students' positive values and attitude

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1A	<ul style="list-style-type: none"> Sharing in Morning Assemblies 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Over 65% of participants and teachers feedback they have their perseverance improved and sense of responsibility established. Students should build up positive values through listening to sharing from prefects 	<ul style="list-style-type: none"> Feedback from class teachers and students 	<ul style="list-style-type: none"> YNS, CUC, LHS 	<ul style="list-style-type: none"> Nil.
1B	Form-based Activity					
	F.1: <ul style="list-style-type: none"> Homework submission Competition To-tie-a-tie competition 	<ul style="list-style-type: none"> Whole year Nov 18 	<ul style="list-style-type: none"> Over 65% of participants and teachers feedback they have their perseverance improved and sense 	<ul style="list-style-type: none"> Feedback from class teachers and students 	<ul style="list-style-type: none"> CUC, class teachers CUC, class teachers 	<ul style="list-style-type: none"> \$1000 (prizes) \$1000 (prizes)

	<p>F.2:</p> <ul style="list-style-type: none"> • Treasure Time Competition • Class-based / form-based competition • Class-based / form-based competition 	<ul style="list-style-type: none"> • Whole year • Nov 18 • Mar 18 	<p>of responsibility established.</p> <ul style="list-style-type: none"> • Over 70% enrolled students should attend the activities. 		<ul style="list-style-type: none"> • CLY, CML, class teachers • CLY, class teachers • CLY, class teachers 	<ul style="list-style-type: none"> • \$15000 (prizes) • \$1000 (prizes) • \$1000 (prizes)
	<p>F.3:</p> <ul style="list-style-type: none"> • Class-based / form-based competition • Class-based / form-based competition • Tour to Macau/Mainland (jointly organized with Activity Committee) 	<ul style="list-style-type: none"> • Nov 18 • Mar 19 • Apr 19 			<ul style="list-style-type: none"> • HLM, class teachers 	<ul style="list-style-type: none"> • \$1000 (prizes) • \$1000 (prizes)
	<p>F.4:</p> <ul style="list-style-type: none"> • Class-based / form-based competition • Class-based / form-based competition • Service Learning 	<ul style="list-style-type: none"> • Nov 18 • Mar 19 • Oct 18 – May 19 			<ul style="list-style-type: none"> • LHS, LHW, class teachers 	<ul style="list-style-type: none"> • \$1000 (prizes) • \$1000 (prizes) •

	<p>F.5:</p> <ul style="list-style-type: none"> • Service Learning • Visit to Social Enterprise • Class-based / form-based competition • Class-based / form-based competition 	<ul style="list-style-type: none"> • Oct 18 - Dec 18 • 19 Oct 18 • Nov 18 • Mar 19 			<ul style="list-style-type: none"> • LKY2, YWY2, class teachers 	<ul style="list-style-type: none"> • \$10000 (Activity Grant) • \$20000 • \$1000 (prizes) • \$1000 (prizes)
	<p>F.6:</p> <ul style="list-style-type: none"> • DSE Goal Setting • Farewell Assembly 	<ul style="list-style-type: none"> • 19 Oct 18 • 22 Feb 19 			<ul style="list-style-type: none"> • CML, class teachers 	<ul style="list-style-type: none"> • \$1000 • \$3000
1C	<ul style="list-style-type: none"> • Joyful School Project 沿途有你好心情@學校計劃 - Positive psychology workshops for F2 & F4 students (3 sessions) - Focused group activities, day camp and voluntary service training for 20 F2 students with low resilience and emotional needs (12 sessions) - Advanced training workshops for students who joined in 2017-18 (4 sessions) - Teacher mental health workshop - Parent-child activity 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • 75% of F2 and F4 students can develop positive attitudes towards life. • 20 F2 students with strong emotional needs can enhance their resilience and promote mental health at school. • 75% of teachers can know more about mental health and release their stress after joining the workshops. 	<ul style="list-style-type: none"> • Questionnaires • Teachers and social workers' observation of students' emotions and behaviors • Teachers and parents' feedback 	<ul style="list-style-type: none"> • WYS 	<ul style="list-style-type: none"> • \$200,000 (Quality Education Fund)

1D	<ul style="list-style-type: none"> • Life Education Week - Sharing and promotions on life education organized by LKL Angels 「金龍小 Teen 使」計劃 - 生命教育分享和推廣 - Two-day lunch and afterschool programmes and exhibitions about cherishing life and life and death 香港撒馬利亞防止自殺會「惜福人生」及「生展覽和體驗活動 - Life education interactive drama performance 香港撒馬利亞防止自殺會生命劇場計劃 - Life education workshop 「加油同行·守護學童生命」計劃 -「珍惜生命·預防自殺」工作坊 - Visit to Life Journey Centre 賽馬會「生命·歷情」體驗館學生體驗團 	<ul style="list-style-type: none"> • Mar 4 - Mar 8 	<ul style="list-style-type: none"> • 60% of students participates in the lunch programmes and their awareness of cherishing life can be increased. • 70% of students who participate in the workshop, drama performance and visit gain deeper understanding of life journey, realize the importance of caring for self and others and reflect on the meaning and purposes of life. 	<ul style="list-style-type: none"> • Questionnaires and feedback from students 	<ul style="list-style-type: none"> • Counselling teachers 	<ul style="list-style-type: none"> • Total: Around \$15,000 • -Sharing and promotions by LKL Angels (\$1000) • Lunch and afterschool programmes and exhibitions: (\$2300 per day) • Life interactive drama performance (\$3000) • Life education workshop (\$3000) • -Visit to Life Journey Centre (\$110 per student, excluding transportation)
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2. To create a caring and supportive environment

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<ul style="list-style-type: none"> To renew and replace the paintings, photographs, banners, slogans, etc that are hang from the walls in campus. 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> The paintings photographs, banners, slogans are renewed regularly and attached firmly on the walls. 	<ul style="list-style-type: none"> By observation 	<ul style="list-style-type: none"> WYS*, CSM2 &YHM 	<ul style="list-style-type: none"> \$20 000 (Purchase paintings, banners, slogans & photoframes)
2B	<ul style="list-style-type: none"> To organize activities for students to beautify campus e.g. drawing murals 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Students join the activities actively and frequently. The activities have been successfully held. 	<ul style="list-style-type: none"> Record the number of activities and participants Observe the performance of students. 	<ul style="list-style-type: none"> WYS*, CSM2 &YHM 	<ul style="list-style-type: none"> \$10 000 (Organize activities to beautify campus)
2C	<ul style="list-style-type: none"> Peer Mediation Project 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Peer Mediation Ambassadors can help schoolmates resolve simple conflicts. 	<ul style="list-style-type: none"> Feedback from students and social worker. 	<ul style="list-style-type: none"> Social worker 	<ul style="list-style-type: none"> Nil

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2D	<ul style="list-style-type: none"> F.1 Life camp 	<ul style="list-style-type: none"> 21-22 Sept 18 	<ul style="list-style-type: none"> F.1 students can have better understanding of the school and develop positive values, life skills and proper learning attitude. Over 65% teachers & students feedback they have developed good relationship with the F/Ms 	<ul style="list-style-type: none"> Students' Feedback F/Ms' feedback 	<ul style="list-style-type: none"> SDC teachers and Prefects F.1 F/Ms 	<ul style="list-style-type: none"> \$46500 (Camp fee & catering) \$2000 (Prizes and materials) \$18500 (Service package) Total: \$67000 (\$17600 Learning Support Grant, \$12000 pay by students, \$37400 SDC)
2E	<ul style="list-style-type: none"> Buddy Scheme 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Over 70% F.1 students feel the love and caring from mentoring teachers. Teachers meet the F.1 students at least three times per term. One mass activity is held per term. 	<ul style="list-style-type: none"> Feedback from F.1 students and teachers Students' APASO data. 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> \$20000 (mass activities, gifts)

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2F	<ul style="list-style-type: none"> LKL Angels Scheme 「金龍小 Teen 使」計劃 Peer mediation programmes are conducted for 15 F3 and F4 students with counselling qualities and they are trained as LKL Angels. LKL Angels organize life education and mental health activities and facilitates counselling programmes at school. LKL Angels organize Teachers' Day to express gratitude to teachers. Homework tutorial groups are organised by LKL Angels for SEN students. Arts, music or adventure activities are organised for LKL Angels and SEN students (Two/three sessions) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Participants are trained as LKL Angels and their mediation and counselling skills are developed. 50% of students participated in the life education and mental health activities organised by LKL Angels. Around 30 SEN students are supported by LKL angels in homework tutorial groups. 	<ul style="list-style-type: none"> Questionnaires Students' feedback Teachers and social workers' observation 	<ul style="list-style-type: none"> LJH 	<ul style="list-style-type: none"> Around \$15,000
2G	<ul style="list-style-type: none"> Whole school cleaning day 「全校課室清潔日」 	<ul style="list-style-type: none"> 1st term & 2nd term 	<ul style="list-style-type: none"> 80% of students participate this day 	<ul style="list-style-type: none"> Teachers' observation during the activity 	<ul style="list-style-type: none"> Value Ed.. teachers 	<ul style="list-style-type: none"> \$2000 (cleaning utilities and prizes)

3. To enrich students' experience and exposure

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3A	<ul style="list-style-type: none"> Interviewing Skills Workshop 	<ul style="list-style-type: none"> May 19 	<ul style="list-style-type: none"> At least 10 students with weak interpersonal skills and communication skills can be trained so that they can be better prepared for interviews. 	<ul style="list-style-type: none"> Observe students' behavior and feedback from students. 	<ul style="list-style-type: none"> YNS YKW (Social Worker) 	<ul style="list-style-type: none"> Total: \$5000 (\$2500 from Learning Support Grant, \$2500 from SDC)

3B	<ul style="list-style-type: none"> Enhanced Smart Teens Project 	<ul style="list-style-type: none"> 26-30 Nov 18 	<ul style="list-style-type: none"> Students' self-discipline, self-confidence, team spirit, AQ. and leadership skills are enhanced. 	<ul style="list-style-type: none"> Observe students' behavior Feedback from teachers and parents 	<ul style="list-style-type: none"> YNS, LHS, CUC SDC Members F/Ms 	<ul style="list-style-type: none"> \$8000 (Coaches) \$2000 (materials) \$5000 (Social Service)
3C	<ul style="list-style-type: none"> Let students have more exposure to different cultural activities by inviting external organizations to hold performances/ workshops or taking students to watch free/discounted shows arranged especially for schools, e.g. Elder Academy Scheme, Internship program for Rehabilitation service. 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Students show their interest in the new activities introduced. 	<ul style="list-style-type: none"> Yearly Plan of each association / club / house / society 	<ul style="list-style-type: none"> Activity Committee Students' Council Teacher-in-charge of each association / club / house / society 	<ul style="list-style-type: none"> Free offers from external organizations. \$15000 for inviting external organizations for Activity Committee \$15000 for SC
3D	<ul style="list-style-type: none"> Encourage associations, clubs, houses and societies to organize various activities by offering financial subsidy. Two OLE Days will be organized by the clubs and houses. Students would then have better development in OLE. 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> More innovative and interesting activities could be introduced to students. More and more students participate in various activities. 	<ul style="list-style-type: none"> Yearly Plan of each association / club / house / society Half-yearly Report (1st & 2nd term) 	<ul style="list-style-type: none"> Activity Committee Teacher-in-charge of each association / club / house / society 	<ul style="list-style-type: none"> \$28000 (activities for OLE) \$1200(first aid kits) AV facilities, venues, manpower, like janitors Technical support Opportunities from external organizations

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3E	<ul style="list-style-type: none"> Let students have more chances to do social services by inviting external organization to hold service learning workshop for F4 and F5 students during weekly assemblies. 	<ul style="list-style-type: none"> F.4 (6 times per year) and F.5 (2 times per year) 	<ul style="list-style-type: none"> All F.4 and F.5 students join the program. 	<ul style="list-style-type: none"> Feedback from students, teachers and the organization 	<ul style="list-style-type: none"> Teacher-in-charge of Service Learning 	<ul style="list-style-type: none"> \$37000 for the program
3F	<ul style="list-style-type: none"> Organize a F.3 tour to Macau/Mainland. This excursion can help students broaden their horizons and achieve life-wide learning goals. 	<ul style="list-style-type: none"> During Easter Holiday (16/4-18/4) 	<ul style="list-style-type: none"> All F.3 students join the tour 	<ul style="list-style-type: none"> Feedback from students, teachers and the organization 	<ul style="list-style-type: none"> HLM, SFY, LKY4 	<ul style="list-style-type: none"> Nil
3G	<ul style="list-style-type: none"> Organize an education excursion to Okinawa. This excursion can help students broaden their horizons and achieve life-wide learning goals. 	<ul style="list-style-type: none"> During Chinese New Year Holiday (10/2-13/2) 	<ul style="list-style-type: none"> Over 20 students join the trip 	<ul style="list-style-type: none"> Feedback from students, teachers and the organization 	<ul style="list-style-type: none"> Teacher-in-charge and members of Education Excursion 	<ul style="list-style-type: none"> Nil
3H	<ul style="list-style-type: none"> Courses for learning foreign languages 	<ul style="list-style-type: none"> Nov 18 to May 19 	<ul style="list-style-type: none"> Students are interested in learning foreign languages 	<ul style="list-style-type: none"> Feedback from students Teachers' observation 	<ul style="list-style-type: none"> LJH 	<ul style="list-style-type: none"> Subsidize half of the course fee
3I	<ul style="list-style-type: none"> F2 student exchange program - Exchange 5 F2 students with another school for a few days 	<ul style="list-style-type: none"> Feb 2019 	<ul style="list-style-type: none"> Students' exposure widened Students get new knowledge and experience 	<ul style="list-style-type: none"> Feedback from students Teachers' observation 	<ul style="list-style-type: none"> LPY 	<ul style="list-style-type: none"> Nil

4: To nurture student leaders.

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4A	<ul style="list-style-type: none"> • Training for New Prefects 	<ul style="list-style-type: none"> • July 18 	<ul style="list-style-type: none"> • Over 70% of school prefects attended the training so that they can learn skills, techniques and strategies in counseling F.1 students, improve their leadership skills and are well prepared for performing their duties(e.g. know how to hold activities and are well trained to perform duty for F.1 Orientation) • Team sprit can be built. 	<ul style="list-style-type: none"> • Feedback from prefects and teachers. • Observe prefects' performance in F.1 Orientation 	<ul style="list-style-type: none"> • YNS, CUC, LHS 	<ul style="list-style-type: none"> • \$5000
4B	<ul style="list-style-type: none"> • Training of Prefects (Day Camp) 	<ul style="list-style-type: none"> • Apr 19 	<ul style="list-style-type: none"> • Team sprit can be built • Leadership skill of prefects can be improved 	<ul style="list-style-type: none"> • An evaluation form completed by school prefects 	<ul style="list-style-type: none"> • YNS, CUC, LHS • SDC teachers 	<ul style="list-style-type: none"> • \$20000
4C	<ul style="list-style-type: none"> • Provide more opportunities for students from various forms to participate in school activities and services by being the committee members of Students' Council, clubs and societies to get the experiences in planning activities. 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • At least 25% of committee members are F.3 & F.4 students while remaining 75% of committee members are F.5 students for Students' Council. • Counting the number of F.2 to F.3 committee members of clubs and houses. 	<ul style="list-style-type: none"> • By checking the member list of newly elected Students' Council and the member list of clubs and houses. 	<ul style="list-style-type: none"> • Teachers-in-charge of SC, clubs and houses. 	<ul style="list-style-type: none"> • Nil

4D	<ul style="list-style-type: none"> • Opportunities and training are provided for students to serve the school by being the mistresses of ceremonies of morning assemblies, bi-weekly assemblies, ceremonies and functions. 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • The mistresses of ceremonies are calm, confident and articulate. 	<ul style="list-style-type: none"> • Teachers' observation and evaluation • Feedback from participants 	<ul style="list-style-type: none"> • HTW, HLWK, KMC, LPM, YCCW, YKL • Teachers-in-charge of the bi-weekly assemblies 	<ul style="list-style-type: none"> • Nil
4E	<ul style="list-style-type: none"> • The backstage team fulfills backstage needs, including moving furniture, handing out microphones, etc. during ceremonies and functions. 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • The ceremonies and functions are carried out smoothly. • Students of the Backstage Team are able to complete group tasks. 	<ul style="list-style-type: none"> • Teachers' observation and evaluation • Feedback from participants 	<ul style="list-style-type: none"> • YCCW, LHW, CTL1, KMK • Backstage Team 	<ul style="list-style-type: none"> • Nil
4F	<ul style="list-style-type: none"> • Joint-school functions organized by student leaders 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • The number of joint-school functions organized • The number of participants • The enhancement in leadership skills 	<ul style="list-style-type: none"> • Teachers' observation • Feedback from participants 	<ul style="list-style-type: none"> • Activity committee • Clubs and Societies 	<ul style="list-style-type: none"> • Depends on the functions

5. To enhance life planning education

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5A	<ul style="list-style-type: none"> • Mentoring Scheme - Group sharing sessions about various professions 	<ul style="list-style-type: none"> • Whole year. 	<p>Students should</p> <ul style="list-style-type: none"> • Recognise and understand the differences between vocation, career, work, occupation and job. • Critically evaluate relation of various opportunities to their own career goals. 	<ul style="list-style-type: none"> • To observe the response of the students during the activities by questionnaires. 	<ul style="list-style-type: none"> • YSK, KYL, CKY2 	<ul style="list-style-type: none"> • Venue (school) for holding the activity. • Refreshment for mentoring scheme \$4000.

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5B	<ul style="list-style-type: none"> To organize for students with workshops held by NGOs and business sector. (F.1 to F.3) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Over 65% students aware that they need to explore study choices and related occupations linked to each personality trait, including their own inclinations. Over 65% students can identify their dominant inclinations. Over 65% students engage in reflections on how their learning on the six honeycombs assist them in understanding their own interest and aspirations, as well as potential action plans to be followed. 	<ul style="list-style-type: none"> Record the attendance of students in career related activities 	<ul style="list-style-type: none"> YSK, all class teachers of F.1 – F.3 	<ul style="list-style-type: none"> \$40000 Pastoral Care for F.1 and F,2 organized by NGO including individual Student career test) \$2000 (Life planning education teaching aids.) \$36000 (seminar and workshops fee)
5C	<ul style="list-style-type: none"> To provide students with activities for the development of career and life planning skills. (F.4 - F.5) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Over 65% students aware that they need to explore study choices and related occupations linked to each personality trait, including their own inclinations. Over 65% students can identify their dominant and secondary inclinations. Over 65% students engage in reflections on how their learning on the six honeycombs assist them in understanding their own interest and aspirations, as well as potential action plans to be followed. 	<ul style="list-style-type: none"> Record the attendance of students in career related activities 	<ul style="list-style-type: none"> YSK, all class teachers of F.4 – F.6 	<ul style="list-style-type: none"> \$2000 (Life planning education teaching aids.) \$70000 providing subsidization to students for career exploration (e.g. summer internship program, experience kindergarten program.)

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5D	<ul style="list-style-type: none"> To help each student to set life goals, study targets and initial tertiary study or career plan with feelings of confidence, success, and self-worth. 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Over 65% students can recognize and understand the differences between vocation, career, work, occupation and job Over 65% students can recognise employment trends and associated learning opportunities Over 65% students can identify, select and use career information related to study or occupational choices critically 	<ul style="list-style-type: none"> Check individual student jupas planning form regularly. 	<ul style="list-style-type: none"> Life Planning Committee 	<ul style="list-style-type: none"> \$2000 × 12 × 1.05 = \$ 25200 For employment of teaching assistant to take up some duties at week-ends. \$ 18000 Life planning website maintenance fee.
5E	<ul style="list-style-type: none"> To provide students with a wide breadth of career and tertiary options 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Over 65% of students can receive relevant information about careers and life planning through different platforms. (e,g, Career talks, seminars, campus tv announcement , workshops, etc.) 	<ul style="list-style-type: none"> Count the number of careers activity conducted by the platforms. 	<ul style="list-style-type: none"> Life Planning Committee 	<ul style="list-style-type: none"> \$15000 (production fee of TV programme and upgrade the video equipments)

Program Plan, 2018/19

Major Concern 3 : To enhance staff development for building a learning community

Targets :

1. To promote collaborations among teachers

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1A	<p>Subject Collaborations</p> <ul style="list-style-type: none"> - To promote collaboration of different subjects. - To develop students' multiple perspectives. - Each subject has at least one collaboration with other subject(s) 	<ul style="list-style-type: none"> • Sep 18 to May 19 	<ul style="list-style-type: none"> • Positive feedback from teachers and students 	<ul style="list-style-type: none"> • Teachers and students' feedback 	<ul style="list-style-type: none"> • LWP, WMT 	<ul style="list-style-type: none"> • Nil
1B	<p>Professional Sharing</p> <ul style="list-style-type: none"> - Good practices, both teaching (e.g. classroom teaching) and non-teaching (e.g. tours and exchange activities) are disseminated and shared in Staff Meetings, Subject Department meetings, and on Staff Development Days. 	<ul style="list-style-type: none"> • Sep 18 to Jul 19 	<ul style="list-style-type: none"> • 10-minute teacher sharing of good practices at each staff meeting and • Teacher professional sharing on Staff Development Days 	<ul style="list-style-type: none"> • Count the number of teaching sharing • Panel Meeting Report 	<ul style="list-style-type: none"> • LYW 	<ul style="list-style-type: none"> • Nil

2 To enrich teachers' experience and exposure

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2A	<p>Professional Development Programmes To encourage teachers to enrich their skills and knowledge by joining courses such as</p> <ul style="list-style-type: none"> - Gifted education - Counselling - SEN <p>offered by the EDB, tertiary institutions and joint-school interflows</p>	<ul style="list-style-type: none"> • Sep 18 to Aug 19 	<ul style="list-style-type: none"> • Teachers feedback they can be learnt from other colleagues 	<ul style="list-style-type: none"> • Teachers' feedback 	<ul style="list-style-type: none"> • LYW, LPY1, YNS, HSL and CWP 	<ul style="list-style-type: none"> • Nil
2B	<p>Public Examination Personnel</p> <ul style="list-style-type: none"> - More teachers serving as setters, markers or oral examiners in the HKDSE Examination will raise the awareness of the teachers to the latest requirements of assessments in the public examination. 	<ul style="list-style-type: none"> • Sep 18 to Aug 19 	<ul style="list-style-type: none"> • More than 25% of the teaching staff serve as public examination personnel 	<ul style="list-style-type: none"> • Count the number of teacher served in public examination 	<ul style="list-style-type: none"> • LYW 	<ul style="list-style-type: none"> • Nil
2C	<p>Joint-school Staff Development Days</p> <ul style="list-style-type: none"> - Two joint-school Staff Development Days will be arranged - To probe for better teaching modes and strategies through sharing and discussion. - Teachers are able to grasp the most updated professional knowledge through exchanging opinions in the workshop 	<ul style="list-style-type: none"> • Nov 18 & Jan 19 	<ul style="list-style-type: none"> • More than 70% of the teachers show positive feedback after the Staff Development Days 	<ul style="list-style-type: none"> • Teachers' Survey 	<ul style="list-style-type: none"> • LYW, LPY1 	<ul style="list-style-type: none"> • Nil