### Major Concern 1: Nurturing an active learning culture among students

<table>
<thead>
<tr>
<th>Strategies / Tasks</th>
<th>Time Scale</th>
<th>Success Criteria</th>
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<td>a. Reviewing the teaching organization and process for the school curriculum to facilitate the adoption of new teaching strategies promoting active learning</td>
<td>Whole year</td>
<td>• The teaching organization and process for the S1 &amp; S4 school curricula reviewed</td>
<td>• Meeting minutes of subject panels</td>
<td>• Heads of subject panels&lt;br&gt;• Teachers of subject panels concerned</td>
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<td>b. Incorporating more interactive elements in teaching</td>
<td>Whole year</td>
<td>• Subject panels carrying out at least 2 sharing sessions during panel meetings on strategies helping to make S1 &amp; S4 lessons more interactive&lt;br&gt;• Constructive feedback received from panel members joining the sharing sessions</td>
<td>• Meeting minutes of subject panels</td>
<td>• Assistant Principal (Learning &amp; Teaching)&lt;br&gt;• Heads of subject panels&lt;br&gt;• Teachers of subject panels concerned</td>
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| c. Holding learning activities provoking high order thinking | Whole year | • Subject panels conducting at least 2 sharing sessions during panel meetings on learning activities that can be held to provoke high order thinking of S1 & S4 students  
• Constructive feedback received from panel members joining the sharing sessions | • Meeting minutes of subject panels | • Assistant Principal (Learning & Teaching)  
• Heads of subject panels  
• Teachers of subject panels concerned | |
| d. Implementing the schedule for using e-Learning resources to increase class interaction set in the Enhancing Schools’ WiFi Infrastructure project | Whole year | • At least 15% of the curriculum of S1 Geography, S3 ICT and S4 Liberal Studies and ICT using iPAD mini and e-learning materials in enhancing class interaction | • Meeting minutes of subject panels | • IT in Education Working Group  
• Heads of subject panels concerned  
• Teachers of subject panels concerned | |
| e. Giving in class feedback which can guide students to improve | Whole year | • At least 50% of students agreeing that their teachers in general give feedback which can guide them to improve | • Subject-based questionnaires | • Assistant Principal (Learning & Teaching)  
• Heads of subject panels  
• Teachers of subject panels concerned | • Revised subject-based questionnaire |
| f. Displaying on the campus English materials prepared by student bodies | Whole year | • At least 75% of students agreeing that the English materials help to enrich the English environment | • Student survey | • Promotion of English Speaking Group  
• Life-wide Learning Coordination Committee | • Survey form |
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<td>g. Arranging for the exchange student to help conduct lessons and take part in extra-curricular activities</td>
<td>Whole year</td>
<td>• Ardent interaction between the exchange student and other students in lessons and extra-curricular activities concerned in general</td>
<td>• Observation of teachers concerned</td>
<td>• Teachers in charge of student bodies</td>
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<td>• Global Learning Committee</td>
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<td>• Subject teachers and teachers in charge of the activities concerned</td>
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<td>h. Providing opportunities for announcements to be made by selected students in English through different platforms</td>
<td>Whole year</td>
<td>• At least 75% of students agreeing that the announcements help to enrich the English environment</td>
<td>• Student survey</td>
<td>• Promotion of English Speaking Group</td>
<td>Survey form</td>
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<td></td>
<td>• Teachers in charge of student bodies</td>
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<td>• Campus TV Production Team</td>
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| i. Reinforcing the reading culture                                                | Whole year  | • At least 75% of students feeling that the reading lesson is conducive to the cultivation of a reading habit  
• At least 75% of students thinking that the work done by the School can help them develop a reading habit  
• Pleasing student response to the reading activities organized | • Teachers’ observation  
• Student survey  
• Teacher survey                                                   | • Reading Promotion Working Group                                               | Survey forms                     |
Major Concern 2: Helping students develop life planning capability and qualities of future leaders

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| a. Organizing different kinds of life planning activities to suit the needs of different students | Whole Year     | • At least 95% of the students in each S1 class setting personal goals through self-reflection  
• Students participating actively in the activities  
• At least 75% of the participants finding the activities useful in helping them plan their life | • Teachers’ feedback  
• Teachers’ observation  
• Student survey                      | • Members concerned of the OLE Coordination Committee  
• Members concerned of the Careers Team  
• Form-teachers  
• External organizations concerned | • Self-reflection record  
• Survey form                           |
| b. Providing information about university admission requirements to teachers       | Whole Year     | • At least 75% of the teachers agreeing that the information provided enriches their knowledge on students’ opportunities for university education | • Teacher survey                     | • Careers Master                                       | • Admission requirements booklet  
• Survey form               |
| c. Organizing talks or workshops related to students’ life planning for teachers   | 1st Term       | • At least 50% of the teachers considering the activities useful in helping them guide students on life-planning matters | • Teacher survey                     | • Careers Master  
• External organizations concerned | • Survey form                                  |
| d. Organizing talks or workshops related to students’ life planning for parents    | Whole Year     | • At least 50% of the participants considering the activities useful in helping them guide their children on life-planning matters | • Parent survey                      | • Careers Master  
• External organizations concerned | • Survey form                                  |
| e. Fostering the selected qualities of future leaders through form-teacher periods | Whole Year | • At least 50% of the students considering the form-teacher periods useful in strengthening the qualities | • Student survey | • Members concerned of the Moral and Civic Education Committee  
• Teaching Assistant  
• Form-teachers | • Discussion materials  
• Survey form |
|---|---|---|---|---|---|
| f. Extending the leadership training course to junior form students | October 2015 | • At least 75% of the participants finding the training course useful in enhancing their leadership skills and ability in organising activities  
• Teacher concerned providing positive feedback to the programme | • Student survey  
• Activity report | • Head of the Life-wide Learning Coordination Committee | • Survey form |
## Major Concern 3: Strengthening the teaching competence of teachers

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| a. Attending seminars or courses on specific themes held by external bodies      | Whole year | • At least 2 Principal / Assistant Principals, 13 middle managers and 17 teachers attending seminars or courses on enhancing student learning through e-resources or mobile devices  
• At least 2 teachers in each Key Learning Domain (KLD) taking part in seminars or courses on other specific themes | • Attendance record of teachers | • Assistant Principal (Learning & Teaching)  
• IT in Education Working Group  
• Principal and Assistant Principals  
• Teachers concerned |                                            |
| b. Conducting focused lesson observations for professional exchanges on specific themes | Whole year | • At least 2 teachers of each KLD having their lessons observed and subsequent professional exchanges on specific themes carried out | • Lesson observation records | • Assistant Principal (Learning & Teaching)  
• Principal and Assistant Principals  
• Teachers concerned | • Lesson observation form |
| c. Holding panel-based professional development days on specific themes           | Whole year | • Constructive feedback received from teachers whose subject panels organize their own professional development days | • Meeting minutes of subject panels | • Assistant Principal (Learning & Teaching)  
• Heads of subject panels  
• Teachers concerned |                                            |