Major Concern 1: Elevating the academic performance of students

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a.	*by improving the teaching effectiveness of teachers*					
i.	Carrying out collaborative lesson planning in S2 and S4 for teaching hard topics more effectively or teaching more interactively with the use of touch panels	Whole year	♦ Collaborative planning for at least 1 hard topic / 2 lessons done ♦ At least 75% of teachers of academic panels involved in collaborative lesson planning for a topic / 2 lessons trying out the lesson plan prepared and regarding the approach adopted as efficacious	♦ Meeting minutes of academic panels concerned ♦ Year-end panel-based teacher survey	♦ Vice Principal (Learning and Teaching) ♦ Heads of academic panels concerned ♦ Level coordinators concerned ♦ Teachers concerned	♦ Survey form
ii.	Revising the arrangement for the holding of level meetings	Whole year	♦ S2 and S5 teachers of selected academic subjects holding at least 3 level meetings ♦ At least 75% of teachers involved considering the issues discussed conducive to increasing teaching effectiveness	♦ Meeting minutes of academic panels concerned ♦ Year-end panel-based teacher survey	♦ Vice Principal (Learning and Teaching) ♦ Heads of academic panels concerned ♦ Level coordinators concerned ♦ Teachers concerned	♦ Survey form
iii.	Sharing during panel meetings the implementation	Whole year	♦ At least 75% of teachers involved finding the sharing sessions inspiring	♦ Meeting minutes of academic panels concerned	♦ Vice Principal (Learning and Teaching) ♦ Heads of academic	♦ Survey form

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
experience of 'Little Teacher' tasks for students incorporating the core elements of gifted education of high order thinking / creativity			♦ Year-end panel-based teacher survey	panels concerned ♦ Level coordinators concerned ♦ Teachers concerned	
iv. Taking part in external professional development activities related to: - the use of IT tools to augment classroom interaction, - design of tasks promoting high order thinking / creativity, or - teaching of note-making and presentation skills effectively	Whole year	♦ Each teacher at least participating in 1 relevant activity ♦ At least 50% of teachers adopting the strategies introduced by the professional development activities attended ♦ At least 50% of teachers adopting the strategies concerned finding them useful in enhancing their teaching effectiveness	♦ Meeting minutes of subject panels concerned ♦ Year-end panel-based teacher survey	♦ Vice Principal (Learning and Teaching) ♦ Panel heads concerned ♦ Teachers of subject panels concerned	♦ Survey form
b. *by enhancing the learning competence of students*					
i. Arranging Language-	Whole	♦ Designated subjects using	♦ Meeting minutes	♦ Vice Principal (Cross	

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	across-the-Curriculum (LAC) activities to strengthen selected language skills of S1 students	year	English as medium of instruction collaborating with each other to carry out the LAC scheme ♦ At least 75% of students managing to master language skills concerned ♦ At least 50% of students concerned seeing the approach as an effective one	of academic panels concerned ♦ Observation of teachers concerned	Curriculum Learning) ♦ Heads concerned ♦ Teachers concerned	
ii.	Developing note-making (use of tables and graphic organizers) and presentation skills of S1 students	Whole year	♦ Teachers concerned finding at least 75% of S1 students have mastered note-making and presentation skills ♦ Teachers concerned finding at least 75% of students have completed well tasks reinforcing their note-making and presentation skills	♦ Meeting minutes of academic panels concerned ♦ Year-end panel-based teacher survey	♦ Vice Principal (Cross Curriculum Learning) ♦ Cross-curriculum Coordinator ♦ Subject teachers concerned	♦ Survey form
iii.	Reinforcing note-making (use of tables and graphic organizers) and presentation skills of S2 students	Whole year	♦ Teachers concerned finding at least 75% of students have completed well tasks reinforcing their note-making and presentation skills	♦ Meeting minutes of academic panels concerned ♦ Year-end teacher survey	♦ Curriculum Coordinator ♦ Subject teachers concerned	♦ Survey form
iv.	Raising English	Whole	♦ Teaching strategies, learning	♦ Meeting minutes	♦ Vice Principal (Learning	

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	standards of S1 and S2 students by streaming	year	materials and class-based assessment questions suiting standards of students adopted by English teachers concerned ◆ At least 75% of English teachers concerned concluding that the arrangements have enhanced the English abilities of students	of English Panel ◆ Review of learning materials and class-based assessment questions by English Panel ◆ Observation of school management and English teachers concerned ◆ Assessment results of students	and Teaching) ◆ Head of English Panel ◆ Teachers concerned	
v.	Assigning 'Little Teacher' tasks incorporating the core elements of gifted education of high order thinking and / or creativity to bright S4 and S5 students	First term & second term	◆ Teachers concerned assigning such tasks at least once a school term ◆ At least 50% of students concerned feeling that the tasks given have reinforced their high order thinking and / or creativity	◆ Meeting minutes of academic panels concerned ◆ Interim and year-end panel-based student surveys	◆ Vice Principal (Learning and Teaching) ◆ Heads of academic panels concerned ◆ Teachers concerned	◆ Survey forms
vi.	Setting bonus questions in S1 and S2 examinations and additional tasks for	First term & second Term	◆ S1 and S2 teachers concerned setting bonus examination questions carrying at most 10% of the full score	◆ Meeting minutes of academic panels concerned ◆ Observation of	◆ Vice Principal (Learning and Teaching) ◆ Heads of subject panels concerned	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
S3 – S5 bright students		◆ S3 – S5 teachers concerned giving such tasks at least once a school term ◆ At least 25% of students attempting those examination questions with their scores elevated ◆ At least 25% of students attempting those additional tasks completing those tasks satisfactorily	subject teachers concerned	◆ Teachers concerned	
c. by reinforcing the habit of active learning of students					
i. Preparing more compulsory pre-or post-lesson tasks / e-assessment with individual feedback for S1 – S5 students	Whole year	◆ At least 3 compulsory pre- or post-lesson tasks prepared with e-Learning tools / 3 compulsory e-assessments with individual feedback available prepared ◆ At least 80% of students thinking the tasks and assessments given have helped reinforce their habit of active learning	◆ Meeting minutes of academic subjects ◆ Subject-based questionnaire	◆ Vice Principal (Learning and Teaching) ◆ Heads of academic panels concerned ◆ Teachers concerned	◆ Survey forms ◆ Subject-based questionnaire
ii. Assessing the learning attitude of S1 – S5	Whole year	◆ At least 75% of teachers finding the new assessment	◆ Meeting minutes ◆ Subject-based	◆ Vice Principal (Learning and Teaching)	◆ Assessment criteria

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
students using a new set of assessment criteria for term marks		criteria clear and easy to follow ♦ At least 50% of teachers adopting the new criteria agreeing that they have helped to reinforce the active learning attitude of students ♦ At least 75% of S1 – S5 students thinking that the new assessment criteria have induced them to learn actively	questionnaire ♦ Year-end teacher surveys	♦ Heads of subject panels concerned ♦ Teachers of subject panels concerned	♦ Survey forms ♦ Subject-based questionnaire

Major Concern 2: Nurturing positive values and life skills of students

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. *by facilitating the development of a sense of responsibility, commitment and perseverance*					
i. Arranging S1 and S2 students to set goals to develop the values, select strategies to realize the goals and evaluate the success of the effort made	Whole year	♦ At least 75% of students seriously making planning as well as interim and year-end evaluations of the success of the efforts made ♦ At least 75% of Form-teachers and Assistant Form-teachers concerned agreeing that planning and evaluations done have helped them	♦ Meeting minutes of the functional committee concerned ♦ Student survey (for S1 and S2) ♦ Teacher survey (for Form-teachers and Assistant Form-	♦ Moral & Civic Education Committee ♦ Form-teachers and Assistant Form-teachers concerned	♦ Survey forms

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
			develop the values	teachers)		
ii.	Implementing the Responsible Student Award Scheme	Whole year	◆ At least 60% of awardees agreeing that the scheme has promoted their sense of responsibility ◆ At least 50% of Discipline Board members accepting that the scheme has promoted the sense of responsibility of students	◆ Meeting minutes of the functional committee concerned ◆ Student survey (for awardees)	◆ Discipline Board	◆ Awards for students ◆ Survey forms
iii.	Organizing a coaching program for target students to strengthen their perseverance	Whole year	◆ At least 60% of participants agreeing that the program was useful in helping them strengthen their perseverance ◆ At least 50% of participants showing perseverance in the face of difficulties or setbacks	◆ Meeting minutes of the functional committee concerned ◆ Student survey (for participants) ◆ Observation of Form-teachers and Assistant Form-teachers concerned	◆ Student Support Team ◆ Form-teachers and Assistant Form-teachers concerned	◆ Survey form
b.	*by enhancing the sense of belonging of students*					
i.	Providing more support and resources to Form-	Whole year	◆ At least 60% of students considering the activities useful in reinforcing class	◆ Meting minutes of functional committees	◆ Life-wide Learning Coordination Committee	◆ Resources for holding class

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	teachers in holding class building activities		unity ◆ At least 75% of Form-teachers holding that the resources used have enhanced class unity	concerned ◆ Student survey (for whole level/school) ◆ Teacher survey (for Form-teachers)	◆ Moral & Civic Education Committee ◆ Form-teachers	building activities ◆ Survey forms
ii.	Strengthening the role of the class club in enhancing class unity	Whole year	◆ At least 75% of students considering the measures useful in reinforcing class unity ◆ At least 75% of Form-teachers and Assistant Form-teachers holding that the measures implemented have helped to enhance class unity	◆ Meting minutes of functional committees concerned ◆ Student survey (for whole level/school) ◆ Teacher survey (for Form-teachers)	◆ Life-wide Learning Coordination Committee ◆ Moral & Civic Education Committee ◆ Form-teachers and Assistant Form-teachers	◆ Survey forms
iii.	Holding additional extra-curricular activities (S1 Activity Days, small-scale activities during lunch time and fund-raising activities)	Whole year	◆ At least 75% of students agreeing that the activities held have helped to increase their sense of belonging to the school by making school life more colourful or allowing more chances to make contributions	◆ Meeting minutes of functional committee concerned ◆ Student survey (for whole level/school)	◆ Life-wide Learning Coordination Committee ◆ Old Students' Association ◆ CCSC Alumni Foundation Fund	◆ Life-wide Learning Grant ◆ School and class grant ◆ Survey form
iv.	Offering more	Whole	◆ Different channels of	◆ Minutes of	◆ Vice Principal (Student	

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	channels for students to express their views on selected issues to the School	year	communication provided ◆ Follow-up work done for important views collected ◆ 50% of students admitting that their sense of belonging to the school has increased due to more chances to express their views	School Development Team ◆ Minutes of staff meetings ◆ Student survey (for whole level/school)	Development) ◆ Members of school management ◆ Students' Association ◆ Form-teachers / Assistant Form-teachers	
c.	*by increasing the sense of identity of students as a citizen on the national and global levels*					
i.	Organizing and coordinating activities to develop the awareness of environmental protection among students	Whole year	◆ At least 75% of respondents holding that the activities held have raised their environmental awareness	◆ Meeting minutes of functional committee concerned ◆ Student survey (for whole level/school)	◆ Moral & Civic Education Committee ◆ Geography and Conservancy Society	◆ Survey form
ii.	Organizing and coordinating local activities to develop students' empathy for cross-cultural diversity and global awareness	Whole year	◆ At least 60% of respondents agreeing that the activities held have helped them develop the sense as a citizen on the global level	◆ Meeting minutes of functional committee concerned ◆ Student survey (for whole level/school)	◆ Global Learning Committee ◆ Form-teachers and Assistant Form-teachers	◆ Survey form
iii.	Providing more opportunities for	Whole year	◆ At least 60% of students agreeing that the activities	◆ Meeting minutes of functional	◆ Global Learning Committee	◆ Life-wide Learning

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	students to join exchange activities, study tours and service programmes outside Hong Kong		held have strengthened their sense as a citizen on the national and global levels	committee concerned ◆ Student survey (for participants)		Grant ◆ CCSC Alumni Foundation Fund ◆ Survey form
d.	*by fostering the leadership, interpersonal skills and time management of students*					
i.	Providing a life skills workshop to S1 and S2 students	First term	◆ At least 60% of participants considering activities held useful in fostering interpersonal skills ◆ At least 75% of Form-teachers of those participants thinking that the workshop has improved their interpersonal skills	◆ Meeting minutes of the functional committee concerned ◆ Student survey (for whole level/school) ◆ Teacher survey (for Form-teachers)	◆ Pupil Guidance Team ◆ Form-teachers and Assistant Form-teachers concerned	◆ Survey forms
ii.	Providing more training and coaching to members of student bodies to facilitate the discharge of their duties	Whole year	◆ At least 75% of students concerned considering the training and coaching has facilitated the discharge of their duties ◆ At least 75% of teachers supervisors concerned agreeing that the measures	◆ Meeting minutes of functional committees concerned ◆ Student survey (for members of student bodies) ◆ Teacher survey	◆ Life-wide Learning Coordination Committee ◆ Discipline Board ◆ Teachers concerned ◆ Student bodies concerned	◆ Survey forms

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		have helped foster students' selected life skills ◆ At least 75% of teacher supervisors finding members of student bodies discharging well duties requiring life skills concerned	(for teacher supervisors concerned)		
iii. Holding fund-raising activities	Whole year	◆ Guidelines and support offered by teacher supervisors to students running those activities in developing selected life skills ◆ At least 75% of students running those activities believing that those activities have helped foster life skills concerned ◆ At least 75% of teacher supervisors finding students concerned have done well the work requiring selected life skills	◆ Meeting minutes of functional committee concerned ◆ Student survey (for whole level/school) ◆ Teachers survey (for teacher supervisors)	◆ Life-wide Learning Coordination Committee ◆ Students' Association ◆ Old Students' Association ◆ CCSC Alumni Foundation Fund ◆ Anniversary celebration committees ◆ Teacher supervisors concerned	◆ Guidelines ◆ Survey form
iv. Enhancing the role of the Students' Association in coordinating large-	Whole year	◆ Involvement of Students' Association in the coordination work increased when compared to the past	◆ Meeting minutes of functional committee concerned	◆ Life-wide Learning Coordination Committee ◆ Students' Association	◆ Guidelines ◆ Survey form

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
scale activities for students		◆ Guidelines and support offered by teacher supervisors to students coordinating activities concerned in developing selected life skills ◆ At least 60% of those students finding that the enhanced role of the Students' Association has helped fostered life skills concerned ◆ At least 50% of members of the Students' Association Advisory Team finding students concerned have done well the work requiring selected life skills	◆ Student survey (for whole level/school) ◆ Teachers survey (for members of the Students' Association Advisory Team)		
v. Arranging clubs and student groups to run small-scale activities during lunch time	Whole year	◆ Guidelines and support offered by teacher supervisors to students to students running those activities in developing selected life skills ◆ At least 75% of those students agreeing that	◆ Meeting minutes of functional committee concerned ◆ Student survey (for whole level/school) ◆ Teachers survey	◆ Life-wide Learning Coordination Committee ◆ Teacher supervisors concerned	◆ Guidelines ◆ Survey form

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		activities held have helped foster life skills concerned ◆ At least 75% of teacher supervisors finding students concerned have done well the work requiring selected life skills	(for teacher supervisors)		