

Major Concern 1: Nurturing an active learning culture among students

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Reviewing teaching organization and process for school curriculum to facilitate adoption of new teaching strategies promoting active learning	Whole year	<ul style="list-style-type: none"> ◆ Teaching organization and process for S3 school curricula reviewed 	<ul style="list-style-type: none"> ◆ Meeting minutes of subject panels 	<ul style="list-style-type: none"> ◆ Heads of subject panels ◆ Teachers of subject panels concerned 	
b. Incorporating more interactive elements in teaching	Whole year	<ul style="list-style-type: none"> ◆ Specific learning activities introduced by S3 teachers of subject panels to promote class interaction ◆ At least 80% of respondents agreeing that those activities promote class interaction 	<ul style="list-style-type: none"> ◆ Programme plans of subject panels ◆ Subject-based questionnaires 	<ul style="list-style-type: none"> ◆ Assistant Principal (Learning & Teaching) ◆ Heads of subject panels ◆ Teachers of subject panels concerned 	<ul style="list-style-type: none"> ◆ Revised subject-based questionnaires
c. Holding learning activities provoking high order thinking	Whole year	<ul style="list-style-type: none"> ◆ Specific learning activities introduced by S3 teachers of subject panels to provoke high order thinking ◆ At least 80% of respondents agreeing that those activities provoke high order thinking 	<ul style="list-style-type: none"> ◆ Programme plans of subject panels ◆ Subject-based questionnaires 	<ul style="list-style-type: none"> ◆ Assistant Principal (Learning & Teaching) ◆ Heads of subject panels ◆ Teachers of subject panels concerned 	<ul style="list-style-type: none"> ◆ Revised subject-based questionnaires

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
d. Implementing schedule for using e-Learning resources to increase class interaction set in Enhancing Schools' WiFi Infrastructure project	Whole year	<ul style="list-style-type: none"> ◆ At least 25% of curricula of S1 & S2 Geography, Integrated Science & Mathematics, S3 Geography and ICT, S4 & S5 Chinese History, ICT & Liberal Studies using iPad mini and e-learning materials in enhancing class interaction 	<ul style="list-style-type: none"> ◆ Meeting minutes of subject panels 	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ At least 90% of respondents agreeing that their teachers in general give feedback which can guide them to improve 	<ul style="list-style-type: none"> ◆ Subject-based questionnaires 	<ul style="list-style-type: none"> ◆ Assistant Principal (Learning & Teaching) ◆ Heads of subject panels ◆ Teachers of subject panels concerned 	<ul style="list-style-type: none"> ◆ Revised subject-based questionnaires
f. Arranging course on note-making and deep learning	Oct 2017 & Mar 2018	<ul style="list-style-type: none"> ◆ At least 70% of S1 respondents finding the skills taught useful for preparing notes from a source for revision 	<ul style="list-style-type: none"> ◆ Student survey 	<ul style="list-style-type: none"> ◆ Assistant Principal (Learning & Teaching) ◆ S1 Geography and Life & Society teachers 	<ul style="list-style-type: none"> ◆ Capacity Enhancement Grant ◆ Survey form
g. Nurturing basic skills and attitude for active learning	First term	<ul style="list-style-type: none"> ◆ Basic skills for handling subject content taught in S1 lessons of academic subjects while attitude for active learning promoted in S1 Form-teacher Periods ◆ At least 80% of S1 respondents finding basic skills for handling subject content taught in lessons useful and agreeing that 	<ul style="list-style-type: none"> ◆ Minutes of panels of academic subjects and functional committees concerned ◆ Student survey ◆ Teacher survey 	<ul style="list-style-type: none"> ◆ Assistant Principals ◆ Heads of subject panels concerned ◆ Moral and Civic Education Committee ◆ S1 teachers concerned 	<ul style="list-style-type: none"> ◆ Form-teacher Period materials ◆ Survey forms

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		<p>Form-teacher Periods help them develop an attitude for active learning</p> <ul style="list-style-type: none"> ◆ At least 50% of S1 teachers of academic subjects accepting that at least 80% of their students have developed basic skills for handling subject content and an attitude for active learning in general 			
h. Arranging for exchange student to help conduct lessons and take part in extra-curricular activities	Whole year	<ul style="list-style-type: none"> ◆ Ardent interaction between exchange student and other students in lessons and extra-curricular activities concerned in general 	<ul style="list-style-type: none"> ◆ Observation of teachers concerned 	<ul style="list-style-type: none"> ◆ Global Learning Committee ◆ Subject teachers and teachers in charge of the activities concerned 	
i. Displaying on campus English materials prepared by student bodies	Whole year	<ul style="list-style-type: none"> ◆ At least 65% of respondents agreeing that English materials displayed help to provide more opportunities for learning English 	<ul style="list-style-type: none"> ◆ Student survey 	<ul style="list-style-type: none"> ◆ Promotion of English Speaking Group ◆ Life-wide Learning Coordination Committee ◆ Teachers in charge of student bodies 	<ul style="list-style-type: none"> ◆ Survey form

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j. Providing opportunities for announcements to be made by selected students in English through different platforms	Whole year	<ul style="list-style-type: none"> ◆ At least 65% of respondents agreeing that announcements made help to provide more opportunities for learning English 	<ul style="list-style-type: none"> ◆ Student survey 	<ul style="list-style-type: none"> ◆ Promotion of English Speaking Group ◆ Teachers in charge of student bodies ◆ Campus TV Production Team 	<ul style="list-style-type: none"> ◆ Survey form
k. Reinforcing reading culture	Whole year	<ul style="list-style-type: none"> ◆ At least 70% of respondents feeling that reading lesson can stimulate their interest in reading ◆ At least 60% of respondents thinking that work done by School can stimulate their interest in reading ◆ Pleasing student response to reading activities organized 	<ul style="list-style-type: none"> ◆ Teachers' observation ◆ Student survey 	<ul style="list-style-type: none"> ◆ Reading Promotion Working Group ◆ Teachers in charge of the activities concerned 	<ul style="list-style-type: none"> ◆ Survey form

Major Concern 2: Helping students develop life planning capability and qualities of future leaders

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Organizing different kinds of life planning activities to suit the needs of different students	Whole Year	<ul style="list-style-type: none"> ◆ At least 95% of students in each S1 class setting personal goals through self-reflection ◆ Students participating actively in the activities ◆ At least 85% of participants finding the activities useful in helping them plan their life 	<ul style="list-style-type: none"> ◆ Teachers' feedback ◆ Teachers' observation ◆ Student survey 	<ul style="list-style-type: none"> ◆ Members concerned of the Life-wide Learning Coordination Committee ◆ Members concerned of the Careers Team ◆ Form-teachers ◆ External organizations concerned 	<ul style="list-style-type: none"> ◆ Self-reflection record ◆ Survey form
b. Providing information about university admission requirements to teachers	Whole Year	<ul style="list-style-type: none"> ◆ At least 80% of teachers agreeing that the information provided enriches their knowledge on students' opportunities for university education 	<ul style="list-style-type: none"> ◆ Teacher survey 	<ul style="list-style-type: none"> ◆ Careers Master 	<ul style="list-style-type: none"> ◆ Admission requirements booklet ◆ Survey form
c. Strengthening teachers' competence to offer guidance to students on life planning	Whole Year	<ul style="list-style-type: none"> ◆ At least 3 teachers taking part in external seminars or courses related to students' life planning 	<ul style="list-style-type: none"> ◆ Attendance record of teachers 	<ul style="list-style-type: none"> ◆ Careers Master ◆ Teachers concerned 	
d. Organizing talks or workshops related to students' life planning for parents	Whole Year	<ul style="list-style-type: none"> ◆ At least 85% of participants considering the activities useful in helping them guide their children on life-planning matters 	<ul style="list-style-type: none"> ◆ Parent survey 	<ul style="list-style-type: none"> ◆ Careers Master ◆ External organizations concerned 	<ul style="list-style-type: none"> ◆ Survey form

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
e. Fostering the selected qualities of future leaders through form-teacher periods	Whole Year	♦ At least 65% of respondents considering the form-teacher periods useful in strengthening the qualities	♦ Student survey	♦ Members concerned of the Moral and Civic Education Committee ♦ Form-teachers	♦ Form-teacher period materials ♦ Survey form
f. Extending the leadership training course to junior form students	Nov 2017 & Feb 2018	♦ At least 60% of participants considering the training courses useful in helping them develop the qualities of future leaders	♦ Student survey ♦ Activity report	♦ Members concerned of the Life-wide Learning Coordination Committee	♦ Survey form

Major Concern 3: Strengthening the teaching competence of teachers

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Attending seminars, courses or visits on specific themes held by external bodies	Whole year	<ul style="list-style-type: none"> ◆ All middle managers and teachers not yet enrolling in seminars or courses on enhancing student learning through e-resources or mobile devices this school development cycle attending such seminars or courses ◆ At least 2 teachers in each Key Learning Domain (KLD) taking part in seminars, courses or visits on STEM-related or other specific themes 	<ul style="list-style-type: none"> ◆ Attendance record of teachers 	<ul style="list-style-type: none"> ◆ Assistant Principal (Learning & Teaching) ◆ IT in Education Working Group ◆ STEM Education Committee ◆ Teachers concerned 	
b. Carrying out peer sharing sessions	Whole year	<ul style="list-style-type: none"> ◆ Subject panels carrying out at least 2 sharing sessions during panel meetings on learning activities introduced in S3 classes to make lessons interactive and provoke high order thinking ◆ Constructive feedback received from panel members joining sharing sessions 	<ul style="list-style-type: none"> ◆ Meeting minutes of subject panels 	<ul style="list-style-type: none"> ◆ Assistant Principal (Learning & Teaching) ◆ Heads of subject panels ◆ Teachers of subject panels concerned 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
c. Conducting focused lesson observations for professional exchanges on specific themes	Whole year	♦ Focused lesson observations conducted for teachers not having undergone them this school development cycle and subsequent professional exchanges on specific themes carried out	♦ Lesson observation records	♦ Principal and Assistant Principals ♦ Teachers concerned	♦ Lesson observation form