

**Pentecostal Lam Hon  
Kwong School  
Annual School Plan**

**2013/14**

# **Pentecostal Lam Hon Kwong School**

## **School Vision & Mission**

**We strive to create an enjoyable teaching and learning environment in which students can be equipped to meet the challenges of the 21<sup>st</sup> Century.**

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## **Annual School Plan 2013-2014 School Year**

### **Major Concerns**

- 1. Enhancing study atmosphere and learning motivation of students by setting clear targets for different forms**
- 2. Enhancing pedagogies, cross-curricular collaboration, school curriculum and assessment practices**
- 3. To foster students' moral values and positive attitudes towards life**

**1. Major Concern 1: Enhancing study atmosphere and learning motivation of students by Setting clear targets for different forms.**

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
<b>1.1 Setting learning targets for students in general</b>					
1. Setting and informing students learning targets	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Form teachers</li> </ul>	
2. Assigning form coordinators in the Studies Department to coordinate with class teachers and subject teachers in each form.	9/2013-6/2014				
<b>1.2 Setting learning targets for S1 students</b>					
1. Informing S1 students their learning targets	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Members of Discipline</li> </ul>	
2. Study habit building: special arrangement of the last lesson to ensure that students jot down homework in the handbook clearly.	9/2013-6/2014				
3. Offering special treatment for students who always miss the homework, aiming at helping them to do the homework seriously, e.g. allocating mentors	9/2013-6/2014				
4. Teaching students study skills such as self-learning strategies, independent learning strategies, enquiry learning	9/2013-6/2014				

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
<b>1.3 Setting learning targets for S2 students</b>					
1. Informing S2 students their learning targets	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Members of ECA</li> <li>Members of Discipline</li> </ul>	
2. Organizing voluntary study groups (with payments) for the students	9/2013-6/2014				
3. Coordination with the school teams to ensure that school team leaders are "role model" of study.	9/2013-6/2014				
4. Offering afterschool extra English lessons for weaker students.	9/2013-6/2014				
5. Exposing students to NSS subjects	9/2013-6/2014				
6. Offering special treatment for students who always miss the homework, aiming at helping them to do the homework seriously, e.g. allocating mentors	9/2013-6/2014				

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
<b>1.4 Setting learning targets for S3 students</b>					
1. Informing S3 students their learning targets	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Members of Discipline</li> <li>Members of Careers</li> </ul>	
2. Offering special treatment for students who always miss the homework, aiming at helping them to do the homework seriously, e.g. allocating mentors	9/2013-6/2014				
3. Arranging programmes for students to be exposed to NSS elective subjects which they have not encountered in the junior forms.	9/2013-6/2014				
4. Touring around universities and inviting alumni to lead the tours	9/2013-6/2014				
<b>1.5 Setting learning targets for S4 students</b>					
1. Introducing university programmes to students	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that his is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Members of Careers</li> </ul>	
2. Arranging visits to the universities	9/2013-6/2014				
3. Arranging career talks by inviting a group of alumni with different professions	9/2013-6/2014				

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
4. Reminding students that the tackling of the 3-years syllabuses is an uphill task and they should start from doing all assignments and revising all tests seriously	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Members of Careers</li> <li>Members of Discipline</li> </ul>	
5. Requesting students to do the homework seriously. For students who always miss the homework, special treatment would be offered	9/2013-6/2014				
6. Reminding students to make good use of the summer holidays for study.	9/2013-6/2014				
<b>1.6 Setting learning targets for S5 students</b>					
1. Adopting a whole-school approach (Liaison with different departments) by limiting amount of students' activities in a week and focusing on academically related activities, e.g. limiting after school activities of students to 6:00 p.m.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Members of ECA</li> <li>Members of Careers</li> </ul>	
2. Arranging talks on university programmes	9/2013-6/2014				

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
3. Requesting students to do the homework seriously. For students who always miss the homework, special treatment would be offered.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Members of ECA</li> <li>Members of Careers</li> <li>Members of Discipline</li> </ul>	
4. Imprinting the message that "the S5 summer vacation is for revision" to the S5 students.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>			
<b>1.7 Setting learning targets for S6 students</b>					
1. Arranging pre-mock examination on elective subjects (might not be all) in the late summer vacation or early September.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> </ul>	
2. Arranging more study rooms	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>			
3. Alleviating the stress of S6 students by delaying the mock examination in between the Lunar New Year holiday.	9/2013-6/2014				

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
<b>1.8 Enhancing students' learning attitude</b>					
1. Increasing the number of awards	9/2013-6/2014	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> </ul>			
2. Enhancing the attractiveness of the awards, e.g. investigating the possibility of arranging some awards as cash grants	9/2013-6/2014	<ul style="list-style-type: none"> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● Members of Studies</li> </ul>	



## 2. Major Concern 2: Enhancing pedagogies, cross-curricular collaboration, school curriculum and assessment practices

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
<b>2.1 Improvement on pedagogy through the implementation of “Learning Studies” (優化課堂計劃)</b>					
1. Developing sense of crisis among the teachers on the “Dropping of population of secondary school students” and “Need of upholding the EMI school status” through modification in pedagogy.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ survey</li> <li>Students’ survey</li> </ul>	<ul style="list-style-type: none"> <li>Prefect of Studies</li> <li>Members of Studies</li> </ul>	
2. Setting up an ad hoc group in Department of Studies to coordinate	9/2013-6/2014				
3. Inviting and deploying the experienced teachers to lead the task.	9/2013-6/2014				
4. Inviting some subject panels and teachers as pioneers	9/2013-6/2014				
5. Arrange presentations of the pioneered subject panels in the staff development meetings.	9/2013-6/2014				
6. Seeking help from tertiary organization such as Hong Kong Institute of Education.	9/2013-6/2014				

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
<b>2.2 Introduction of “Creative teaching strategies”</b>					
1. Deploying our own teachers or inviting outside speakers to introduce “Creative teaching strategies” to our teachers.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ survey</li> <li>Students’ survey</li> </ul>	<ul style="list-style-type: none"> <li>Prefect of Studies</li> <li>Members of Studies</li> </ul>	
2. Incorporate the “introduction of creative teaching strategies” as the main theme of staff development.	9/2013-6/2014				
3. Coordinate the existing “Teachers’ Lesson Collaboration” of our school as a platform for teachers to share and utilize the creative teaching strategies in lessons	9/2013-6/2014				
<b>2.3 Build up the culture of cross-subjects / cross-curricular collaboration</b>					
1. Collaboration between the senior forms Language subjects and Liberal Studies	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ survey</li> <li>Students’ survey</li> </ul>	<ul style="list-style-type: none"> <li>Prefect of Studies</li> <li>Members of Studies</li> </ul>	
2. Collaboration between S4-5 Drama and SBA of English and Chinese Language	9/2013-6/2014				
3. Coordinate “Learning English across curriculum”	9/2013-6/2014				

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
<b>2.4 To optimize (優化) the school curriculum and assessment</b>					
1. Involving panels in bridging the curriculum (both the depth and width) of junior and senior forms, e.g. introducing the concept of “Independent Enquiry Study” to the junior form Liberal Studies students and the concepts of “poems and short stories” to the junior form English Language students.	9/2013-6/2014	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers’ survey</li> <li>● Students’ survey</li> </ul>	<ul style="list-style-type: none"> <li>● Prefect of Studies</li> <li>● Members of Studies</li> </ul>	
2. Involving panels in evaluating the assessment practice, with the aim of providing more “assessment for learning” and “formative assessment”.	9/2013-6/2014				
<b>2.5 To strengthen the effectiveness of using English as medium of instruction</b>					
1. Upgrading the capability and English proficiency of teachers (including both academic and cultural subjects) through staff development programmes.	9/2013-6/2014	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers’ survey</li> <li>● Students’ survey</li> </ul>	<ul style="list-style-type: none"> <li>● Prefect of Studies</li> <li>● Members of Studies</li> <li>● Members of EMI Committee</li> </ul>	

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
2. To strengthen the support measures for using English as medium of instruction, e.g. S1 bridging programmes; providing a language environment conducive to learning in English in the audio and visual aspects; developing the English reading habit of students continuously.	9/2013-6/2014	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● Prefect of Studies</li> <li>● Members of Studies</li> <li>● Members of EMI Committee</li> </ul>	
3. Upgrading the English curriculum, e.g. speaking, public speaking and debate.	9/2013-6/2014				
<b>2.6 Introducing modified assessment practices</b>					
1. Having higher expectations on students, e.g. the examination should cover whole year's subject content	9/2013-6/2014	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● Prefect of Studies</li> <li>● Members of Studies</li> </ul>	
2. Investigating the possibility of amending the existing practice of uniform tests	9/2013-6/2014	<ul style="list-style-type: none"> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● Prefect of Studies</li> <li>● Members of Studies</li> </ul>	

### Major Concern 3: To foster students' moral values and positive attitudes towards life

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<b>Target 1. Fostering students' moral values and positive attitudes towards different aspects of life</b>					
1.1 Organizing the 'Basic Life Skill Training Programme' (成長新動力計劃) to transmit correct moral values and to develop students positive attitudes towards different aspects of life (e.g. mental health, social life).	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to them</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Co-work with the Department of Health</li> </ul>
1.2 Organizing the 'P.A.T.H.S Programme' (共創成長路) to transmit correct moral values and to develop students positive attitudes towards different aspects of life (e.g. mental health, social life).	9/2013-6/2014				<ul style="list-style-type: none"> <li>Co-work with the Hong Kong Children &amp; Youth Service</li> </ul>
1.3 Organizing counseling prefects training workshops to teach counseling prefects about moral values and good habits.	8/2013-11/2014			<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
1.4 Organizing 'The Big-Brothers & Sisters Scheme' and S.1 Orientation for S.1 students, in order to provide students with guidance on correct moral values and healthy life style.	8/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	

<b>Strategies</b>	<b>Time</b>	<b>Success criteria</b>	<b>Evaluation methods</b>	<b>Person-in-charge</b>	<b>Resources needed</b>
1.5 Organizing assemblies, workshops and activities on positive attitudes and moral values, such as topics of sex education.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
1.6 Organizing the ‘Sex-Peers Counseling Team’ to carry out sex education in school.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
1.7 Matching the theme of the Discipline Department with the school theme.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful in developing students’ moral values and positive attitudes.</li> <li>70% of the students involved in the programme find that the programme is useful in developing their moral values and positive attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ survey</li> <li>Students’ survey</li> <li>Observation Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Counselling Department</li> <li>Discipline Department</li> <li>Religion Department</li> </ul>	
1.8 Sharing messages in the morning assemblies and weekly assemblies.	9/2013-6/2014				

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
1.9 Matching the theme of the Religion Department with the school theme	9/2012-6/2013	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful in developing students' moral values and positive attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Religion Master</li> <li>Members of Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>Co-workers from church</li> </ul>
1.10 Organizing gospel camp and gospel week	9/2012-11/2013				
1.11 Organizing small group activities in fellowship	10/2012-5/2013				
1.12 Introducing various plans to encourage students to read bible and pray.	10/2012-5/2013	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is useful in developing their moral values and positive attitudes.</li> </ul>			
<b>Target 2. Cooperating with other departments and panels to organize activities to match with the school major concern 3</b>					
2.1 Co-operating with Religion Dept, Discipline Dept, Studies Dept, IT Dept., ECA Dept., .SU. and the School Library to arrange S.1 Orientation Day & Orientation Programme for S.1 students. It helps them to develop positive attitudes towards their school life.	8/2013 - 9/2013	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to them</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
2.2 Essay writing competition and sharing with emphasis on moral values and positive attitudes by students	9/2013 6/2014	<ul style="list-style-type: none"> <li>70% of teachers involved agree that it can strengthen the development of students' moral values and positive attitudes</li> <li>70% of teachers involved agree that it can strengthen quality of the form teacher time.</li> <li>70% of teachers involved agree that it can prepare a school-based moral education environment for students</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Department</li> <li>Counseling Department</li> <li>Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>setting up of a resources portfolio in the eClass</li> <li>eClass system preparation &amp; tutorials by IT Dept.</li> <li>Support from school office</li> <li>The bible verses in the student handbook suggested by Religion Department</li> <li>Suggested materials and topics for moral values by Discipline Department and Counseling Department</li> <li>Collaboration with other subjects – Eng, Chi , Art</li> </ul>
2.3 Providing reading materials in reading lessons to enhance the development of junior form students' moral values and positive attitudes.					
2.4 Collaborating with other panels or departments to hold different activities					
2.5 Preparing guidelines for suggested moral topics for teachers' sharing in the morning assemblies					
2.6 Rescheduling the functions of form time in Day 3(Junior forms) and Day 4 (Senior forms)					



Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
2.7 Putting Bible verses in the students' handbook	7/2013	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful in developing students' moral values and positive attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Discussion</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Members of Religion Department</li> <li>BK teachers</li> <li>Members of Discipline Department</li> </ul>	<ul style="list-style-type: none"> <li>Co-workers from church</li> </ul>
2.8 Collaboration between Counselling Department and Religion Department to invite students to join the student fellowship	10/2013-5/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful in developing students' moral values and positive attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Discussion</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Members of Religion Department</li> <li>Members of Counselling Department</li> </ul>	
2.9 Organizing S.1 Orientation Day by different departments	9/2013-5/2014	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is useful in developing their moral values and positive attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Discussion</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counselling Department</li> <li>Members of Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>Co-workers from church</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<b>Target 3. Cooperating with other organizations to arrange activities to match with the school major concern 3</b>					
3.1 Co-operating with the Department of Health to carry out moral education programme in school.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>Co-work with the Department of Health</li> </ul>
3.2 Co-operate with Hong Kong Children & Youth Service to carry our moral education programme in school.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is helpful to the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>Co-work with the Hong Kong Children &amp; Youth Service</li> </ul>
3.3 Special talks delivered by guest speakers or professional institutions to enhance students' ability and confidence: <ul style="list-style-type: none"> <li>Bullying</li> <li>Drug abuse</li> <li>Sexual education</li> <li>emotion management</li> <li>Problem solving</li> <li>Corruption</li> <li>sharing in assembly</li> </ul>	9/2013-5/2014 (at least 2 times in each term )	<ul style="list-style-type: none"> <li>70% of the students involved agree that the talks are useful to them and they can apply the skills and knowledge in solving these problems. It also helps in promoting students' moral values and positive attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Discipline teachers</li> </ul>	<ul style="list-style-type: none"> <li>Organizations that provide these services</li> <li>Collaborate with PTA and Counselling Department</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
3.4 Inviting Suen Douh Camp to organize Gospel Camp	9/2013	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful.</li> <li>70% of the students involved in the programme find that the programme is useful.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Members of the Religion Department</li> <li>Co-workers from Church</li> </ul>	<ul style="list-style-type: none"> <li>Suen Douh Camp</li> </ul>
3.5 Inviting Hong Kong Baptist Assembly (Fanling) to organize summer camp	7/2014				<ul style="list-style-type: none"> <li>Hong Kong Baptist Assembly (Fanling)</li> </ul>
3.6 Discussing with Shatin Chapel about the cooperation between school and church	8/2013-7/2014	<ul style="list-style-type: none"> <li>Shatin Chapel</li> </ul>			
3.7 Participating in the 30th anniversary programmes of Shatin Chapel	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful.</li> </ul>		<ul style="list-style-type: none"> <li>Members of the Religion Department</li> <li>Co-workers from Church</li> </ul>	

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<b>Target 4. Helping students to build up a correct outlook on life and value of life , with emphasis on thankfulness and appreciation</b>					
4.1 Organizing assemblies on topics about value of life, thankfulness & appreciation towards others, such as family, teachers, friends & the community.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
4.2 Organizing a Voluntary Social Service Team to train students to serve others and to understand their own values through doing social services.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School Social Worker</li> </ul>	
4.3 Organizing community activities, such as blood donation & charity activities.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students.</li> </ul>	<ul style="list-style-type: none"> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<p>4.4 Organizing an experience day to let students explore life of some social minorities in order to let them build up a correct outlook of life.</p>	5/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students.</li> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School Social Worker</li> </ul>	
<p>4.5 Organizing "I can do it" Campaign</p> <p>The following items will be included:</p> <p>4.5.1 Awards schemes for good performance in punctuality, attendance, submission of homework, grooming performance.</p> <p>4.5.2 "Pride in Me" Awards and sharing by students.</p> <p>4.5.3 Appraise the Conduct A students, PLHKS Guru and Star in Class.</p> <p>4.5.4 Thank you cards to teachers who help with "I Can Do It" Campaign.</p>	Once in a term	<ul style="list-style-type: none"> <li>Students show remarkable improvement in the awareness of their grooming performance, and the records of demerits decrease.</li> <li>An increase of 70% of the number of accreditation certificates given to students.</li> <li>An increase of 70% of the number of awards given.</li> <li>Students' participation in different items</li> <li>70% of students send appreciation cards to teachers</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Discipline teachers</li> <li>Form coordinators of Discipline Department</li> </ul>	<ul style="list-style-type: none"> <li>Data entry by different parties: Olivia, LHC</li> <li>Budget for prizes</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<b>Target 5. Improving the relationship between parents and their children and helping parents to handle their children's problems like sex and drug abuse</b>					
5.1 Organizing S.1 Parents Orientation Programme to let parents assist their children to adapt to new school life.	9/2013	<ul style="list-style-type: none"> <li>70% of the parents involved in the programme find that the programme is helpful to their children.</li> </ul>	<ul style="list-style-type: none"> <li>Parents' survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
5.2 Offering different talks to parents in order to equip them to handle their children's problems.	2/2014-4/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the parents involved in the programme find that the programme is helpful to their children.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Parents' survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School Social Worker</li> </ul>	
5.3 Organizing parent-child camp to enhance the family relationship between parents and students.	2/2014-4/2014				
5.4 Organizing S1 Parents Orientation Program	8/2013	<ul style="list-style-type: none"> <li>70% of the parents find that the programs are helpful to them. with the skills of helping their children's growing up through educational programs and frequent contacts.</li> </ul>	<ul style="list-style-type: none"> <li>Parents' survey</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Master</li> <li>Deputy Discipline Master</li> <li>School social worker</li> </ul>	<ul style="list-style-type: none"> <li>Outside organizations</li> <li>IT Department support</li> </ul>
5.5 Holding sharing meetings with parents to handle their children's problems.	9/2013-6/2014				
5.6 Strengthening the bond in communication between form teachers and parents	9/2013-6/2014				
5.7 Offering information of related talks / workshops for parents through the school intranet	9/2013-6/2014				

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<b>Target 6. Reinforcing students' sense of belonging to the school and class</b>					
<p>6.1 Organizing Counselling Prefect Team. Provide a chance for student counselors to serve other schoolmates in order to reinforce their sense of belonging to school.</p>	8/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
<p>6.2 Organizing "We can do it" Campaign"</p> <p>The following competitions will be included:</p> <p>6.2.1 Model Class Competition (part of the events in the Best Class of the Year).</p> <p>6.2.2 Cleanliness and Discipline Contest (愛我校園).</p> <p>6.2.3 Inter-class comic competition.</p> <p>6.2.4 Inter-class slogan Competition.</p> <p>6.2.5 Class Badge design competition.</p>	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers and students involved comment that there is improvement in the following:               <ol style="list-style-type: none"> <li>cleanliness of the school campus</li> <li>students' discipline</li> <li>the atmosphere of respecting each other</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Members of Discipline Department</li> <li>Form coordinators of Discipline Department</li> <li>Prefects.</li> </ul>	<ul style="list-style-type: none"> <li>System preparation for data entry and analysis by IT Department.</li> <li>Data entry by different parties: prefects &amp; student helpers.</li> <li>Results to be posted in the intranet for appreciation and recognition</li> <li>collaborate events with civic education group</li> <li>Budget for prizes</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<b>Target 7. Strengthen students' sense of sharing and caring</b>					
7.1 Organizing 'Big-Brothers & Sisters' Programme. Give chance for senior form students to share and care the junior form students.	9/2013 – 6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
7.2 Organizing 'Sex-peer Counsellors' Programme. Let the peer counselors share what they have learnt in the workshops with their fellow schoolmates.					
7.3 Organizing Volunteer Service Team. Let students have a chance to share and care for the society					
7.4 To print out students' monthly performance summaries for their evaluation	9/2013-6/2014 Once a month	<ul style="list-style-type: none"> <li>70% of teachers involved agree that it can strengthen the role of form teachers with emphasis on student-parent-teachers' communication</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Discipline teachers</li> <li>Form coordinators of Discipline Department.</li> </ul>	<ul style="list-style-type: none"> <li>System preparation by IT Department.</li> <li>Generating the reports to form teachers by School Office (Olivia)</li> </ul>
7.5 Students' sharing of successful experiences in assemblies	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of teachers and students involved agree that it can strengthen students' sense of sharing and caring.</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Members of Discipline Department</li> </ul>	



Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<b>Target 8. Developing students' moral values and correct attitude towards sex.</b>					
8.1 Organizing assemblies for sex education.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
8.2 Organizing 'Sex-peer Counsellors Team' and providing them with training.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Parents' survey</li> <li>Observation</li> <li>Discussion</li> </ul>		
8.3 Arranging Sex-education Days to promote sex education to students.	3/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> </ul>		

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<b>Target 9. Fine tuning the training programmes for prefects</b>					
9.1 Organizing workshops for prefects to enhance their positives moral values and attitudes and to strengthen students' social skill and problem solving skill.	9/2013-6/2014	<ul style="list-style-type: none"> <li>70% of prefects involved comment that there is improvement in the generic skills focused, confidence, self-image, respect of prefect and schoolmates.</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>observation</li> </ul>	<ul style="list-style-type: none"> <li>Prefect team supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Budget for activities</li> </ul>
9.2 Revision of prefect handbook.					
9.3 Sharing by old prefect heads in prefect training programs.					
9.4 Structural reform and setting up major training focus of prefect team.					
9.5 Special focus on leadership training in S4 committee members					
9.6 Training programs for prefect cadets in S.2					
9.7 Self-evaluation in the prefect team.					
9.8 Re-establishing the inter-school prefect activities with neighbor schools.					

- **The school will cater for the S4-5 students' diversified needs. The school has supported students to apply for Applied Learning. The school has also applied the funding of Diversity Learning Grant.**