



**Tin Ka Ping Secondary School**

**Annual School Plan (2016-2017)**

# **I Mission**

Founded by the Tin Ka Ping Foundation, our school upholds the ideal of whole-person education and puts it into practice. We provide a holistic and balanced curriculum infused with instructional programmes, guidance services, co-curricular activities, and civic/life education programmes to shape students into lifelong learners with sound values and good habits.

We believe education is noble and students are teachable; we value the importance of every student and we place their pursuit of learning as our primary concern. We unite efforts from our staff, who respect, care, and support one another, to demonstrate the shared beliefs and values. They have fostered a deep sense of belonging to the school, where modest ethos, rigorous standards, and unity from school members are valued. Moreover, we promote professional development of our staff, an essential part of the teaching-learning synergy and key to fulfilling our commitment.

We cater to students' capabilities and interests by providing fine-structured lessons and activities aided with audio-visual materials. We commit ourselves to enhancing students' potential, motivating them to become self-learners and developing their passion for learning; the prerequisite for a lifelong learner.

We integrate discipline with counseling on the basis of conducive teacher-student relationship and with collaboration from parents, to encircle our students with love, care and guidance. Though our academic standards and code of conduct are rigorous, students will find their campus experience enjoyable above all.

We deem co-curricular activities part of the curriculum/students' learning experience and launch activities for students' overall well-being, at the same time withstand the world's degenerating values and practices.

We address the demands of the changing world; we provide diverse life/civic education lessons, along with morning and weekly assemblies, to facilitate students' character development and habit formation, and furthermore, to deepen their love for their homes and the country. We look forward to seeing our students become ambassadors of Chinese culture, citizens with global outlook, and leaders of their generation.

We Have a Dream :

**Quality Education for Leaders of Tomorrow**

# **Tin Ka Ping Secondary School**

## **Annual School Plan**

**(2016-2017)**

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## Major Concern (I) : Maintain the effectiveness of the existing strengths with focuses on teaching and learning and student development

### 1. Responses to Major Concern I by Academic Affairs Committee

#### 1.1 To enhance HKDSE Result

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence	Whole year	1.1 The Form Six curricula of all subjects are completed by mid Oct 2016. 1.2 At least three years of HKDSE past paper can be arranged for practice after the completion of Form Six curricula. 1.3 For 80% HKDSE subjects, at least 60% of students achieve Level Four or above. 1.4 Positive value-addedness is obtained in 80% HKDSE subjects.	1.1 Subject meeting minutes 1.2 Results of HKDSE and JUPAS	Wai-yee Subject Panel Heads
2. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	Whole year	2.1 50% HKDSE subject panels can find out the crucial factors to enhance students' achievement effectively. 2.2 These crucial factors are applied and integrated in daily teaching. 2.3 Students are able to master the examination skills effectively through the examination analysis of each subject.	2.1 Results of HKDSE and JUPAS 2.2 Subject meeting minutes	Subject Panel Heads Subject teachers
3. To request colleagues to serve as HKDSE markers and/or oral examiners and share their experience in subject meetings	Whole year	3.1 At least 50% senior form teachers from each HKDSE subject department serve as markers and/or oral examiners. 3.2 The experience gained from being markers and/or oral examiners can be integrated in daily teaching.	3.1 Subject meeting minutes	Subject Panel Heads

### 2. Responses to Major Concern I by Staff Professional Development Unit

#### 2.1 Cultivate a Positive and Cooperative Working Culture

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
● Review and revise the Appraisal System in school	Sept 2016 – July 2017	● The appraisal forms of subject teachers, subject heads, committee heads and committee members reviewed and revised. ● Opinions on appraisal system collected ● Criteria for evaluating class teachers derived and documented	● Discussion in Committee meetings ● Discussion in Administrative Council meetings ● Report in Staff Meetings	● All members
● Optimize SD Days in terms of mutual support and encouragement	Sept 2016 – July 2017	● Teachers indicate positively towards sharing session in SD Days. ● Team building activities were held in SD Day. ● Teachers evaluate the team building activities in SD Day positively	● SD Day Questionnaire ● Discussion in Committee meetings	● All members

### 3. Responses to Major Concern I by Joint Students' Affairs Committee

Tasks/ Actions	Student Affairs Unit (SAU)	Life Education Unit (LEU)	Co-curricular Activities Unit (CCAU)	Student Leaders Training Unit (SLTU)	Careers Guidance Unit (CGU)
3.1 To enhance students' civic leadership skills					
3.1.1 Career planning and pursuit of excellence	✓	✓	✓	✓	✓
3.1.1.1 Boost students' self-knowledge and help them with goal setting	✓	✓	✓	✓	✓
3.1.1.2 Create more opportunities for students of different personality traits	✓	✓	✓	✓	✓
3.1.2 Nurture the core value: loving and caring					
3.1.2.1 Raise students' awareness and understanding of the needs of the community	✓	✓	✓	✓	✓
3.1.2.2 Enhance students' willingness to serve and their participation in community services	✓	✓	✓	✓	✓
3.2 To enhance the effectiveness of teachers' work on nurturing students					
3.2.1 Enhance the effectiveness of our committee members at both administrative and managerial levels		✓	✓	✓	✓
3.2.2 Foster our committee members' professional development	✓	✓		✓	✓
3.2.3 Optimize class teachers' work	✓	✓		✓	✓

\* Details of the above table can be found in programme plans of each unit of the Joint Students' Affairs Committee.

#### 4 Responses to Major Concern I by Administration and Development Committee

##### 4.1 To optimize the school administration and management

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources
1. To keep good maintenance of the school premises and facilities / equipment	Whole year	1.1 A policy and procedural manual on maintenance of school premises will be produced before Dec 2016. 1.2 The said procedures will be communicated clearly to staff concerned at least once in this academic year. 1.3 Normally, all defects in premises and facilities / equipment will be fixed within one week.	1.1 The manual should comprise detailed administrative guidelines for both teachers and staff concerned. 1.2 The Administrative Council satisfies with the maintenance works in school.	Sum Ming	School funds
2 To improve and hence implement energy saving measures in using air conditioners in school	Whole year	2.1 The policy and procedural manual on energy saving measures will be optimized before Oct 2016. 2.2 The electricity charge for air conditioning will be reduced by 5% in comparison with that of last year's.	2.1 The proposed energy saving measures is endorsed by the Administrative Council. 2.2 Statistical report of electricity charge on a monthly basis.	Sum Ming	School funds
3 To promote school image through academic programmes with primary schools	Whole year	3.1 A course outline will be worked out before January 2017. 3.2 Two primary schools with not more than 20 students will take part into the programme.	3.1 Reviewed by the Administrative and Development Committee.	Yee Hon	School funds
4 To organize study tours to support the service learning and broaden the horizon of students.	Whole year	4.1 At least same number of study tours which have different learning aims will be organized. 4.2 At least two study tours concerning social service will be held.	4.1 Reviewed by the Administrative and Development Committee.	Sum Ming	School funds Outside Resources
5 To monitor the use of the Strengthening School Administration Management (SAM) Grant	Whole year	5.1 A project list prioritizing the improvement items will be produced. 5.2 A work plan will be drawn up detailing the implementation of the improvement items.	5.1 The project list is approved by the Administrative Council. 5.2 The work plan is approved by the Incorporated Management Committee and be posted on the school website for public access.	Sum Ming	SAM Grant

## Major Concern (II) : Equip staff members (especially middle managers) with concepts and Practices of Self-directed Learning (SDL)

### 1. Responses to Major Concern II by Staff Professional Development Unit

#### 1.1 Equip staff members (especially middle managers) with concepts and practices of Self-directed Learning (SDL)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
<ul style="list-style-type: none"> <li>To refine the theoretical framework on self-directed learning (SDL)</li> </ul>	Sept 2016 – July 2017	<ul style="list-style-type: none"> <li>Practices in school, both existing and new, being incorporated in the model and their relationship with concepts in the model explained</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT (discussion with Dr. Yuen)</li> </ul>
<ul style="list-style-type: none"> <li>To invite professionals from QSIP to conduct seminars/ workshops on concepts and practices of SDL</li> </ul>	Sept 2016 – July 2017	<ul style="list-style-type: none"> <li>Seminars/ workshops are conducted by the professionals from QSIP on SD Day and positively evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>SD Day questionnaire</li> <li>Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CH</li> </ul>
<ul style="list-style-type: none"> <li>To exchange with other schools (for middle management) for stimulating ideas on SDL</li> </ul>	Sept 2016 – July 2017	<ul style="list-style-type: none"> <li>External school visits (for exchanges) are conducted with middle management staff attended and positively evaluated</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire to middle management staff</li> <li>Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CCO</li> </ul>

## Major Concern (III) : Reflection and planning on implementation of Self-directed Learning (SDL) in the school at different level(s)

### 1. Responses to Major Concern III by Academic Affairs Committee

#### 1.1 To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To recognize students' achievements using various means	Whole year	1.1 Photo albums of students' achievement are displayed on the school webpage, school notice boards and the TV in the covered playground. 1.2 Prize giving is arranged in the morning assembly after Uniform Test. 1.3 Students' achievements are displayed near the hall entrance on Parents Day.	1.1 School webpage 1.2 Prize giving in the morning assembly	Wai-yee  I.T. Unit
2. To optimize Assessment for Learning 2.1 To relieve the pressure of homework so that students have more time for SDL 2.2 To help students monitor their own learning progress.	Whole year	2.1 At least 50% of subject panels include Assessment for Learning in their implementation plans. 2.2 At least 50% of subject panels make adjustment of the items and ratio of continuous assessment. 2.3 About 70% students have positive response to the view that the amount of homework is reasonable. 2.4 Over 70% students have positive response to the view that learning is challenging and manageable.	2.1 Subject implementation plans 2.2 Arrangement of continuous assessment of each subjects 2.3 Learning and teaching questionnaires 2.4 Perception of homework questionnaires 2.5 Subject meeting minutes	Wai-yee  Subject Panel Heads
3. To enhance the teaching and learning effectiveness through the implementation of CCL and e-learning - To optimize pre-lesson preparation - To focus on the major areas and difficulty of the topic	Whole year	3.1 The subject panels concerned have positive response to the view that implementation of CCL and e-learning can enhance learning effectiveness. Pre-lesson preparation is closely related to teaching. Over 60% Form One and Form Two students do preparation before the lessons. 3.4 Over 80% Form One and Form Two students have positive response to the view that classroom learning can arouse their interest in learning.	3.1 Lesson observation 3.2 Subject meeting minutes 3.3 Learning and teaching questionnaires	CCL(Ralph) Wai-yee Tsz-fung Subject panel heads
4. At least one appropriate learning skill is tried in Form One and Form Two of each subject department to help students learn more effectively	Whole year	4.1 Experiences of promoting learning skills can be summarized. 4.2 Insufficiency can be revealed for improvement.	4.1 Lesson observation 4.2 Subject meeting minutes	Wai-yee Subject panels



## 2. Responses to Major Concern III by Staff Professional Development Unit

### 2.1 Provide support to CCL implementation for SDL

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
<ul style="list-style-type: none"> <li>To review the concept of CCL and to explain its relationship with SDL to colleagues</li> </ul>	Sept 2016 – July 2017	<ul style="list-style-type: none"> <li>Revisions on CCL concepts with reference to SDL are conducted on SD Day and positively evaluated on the revision</li> </ul>	<ul style="list-style-type: none"> <li>SD Day questionnaire</li> <li>Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CH</li> </ul>
<ul style="list-style-type: none"> <li>To provide subject-based training and support to teachers in applying CCL through                             <ul style="list-style-type: none"> <li>(a) supporting seed teachers in their co-lesson preparation with subject teachers</li> <li>(b) strengthening F.1-2 CCL utilization by lesson observation and post-lesson discussion</li> <li>(c) launching experience sharing sessions in SD Day</li> <li>(d) providing CCL lesson preparation sessions on SD Day</li> </ul> </li> </ul>	Sept 2016 – July 2017	<ul style="list-style-type: none"> <li>Co-lesson preparations are carried out mainly by seed teachers in F.1-2 common free periods of different subjects and are positively evaluated.</li> <li>Supports to seed teachers are carried out through individual discussions and inter-subject exchanges and are positively evaluated.</li> <li>Lesson observations and post-lesson discussions are held, with the aid of QSIP.</li> <li>Trainings and support provided to teachers are considered to be useful.</li> <li>Experience sharing sessions on conducting CCL in lessons are held and positively evaluated by subject teachers.</li> <li>Sessions for CCL lesson preparation are held on SD Day and positively evaluated by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion in Committee and CCL Working Group meetings</li> <li>Feedback from teachers in common free periods</li> <li>Discussion in Committee and CCL Working Group meetings</li> <li>Discussion in subject meetings</li> <li>Feedback from teachers during post-lesson discussions</li> <li>Questionnaire on training and supports</li> <li>Questionnaire on SD Day</li> <li>Evaluation in Committee meeting</li> <li>Questionnaire on SD Day</li> <li>Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CH</li> </ul>
<ul style="list-style-type: none"> <li>To provide support (training and experience sharing) on preparation of LFP on the following aspects:                             <ul style="list-style-type: none"> <li>■ identification of key elements in LFP</li> <li>■ objectives writing</li> <li>■ learning framework identification/ construction</li> <li>■ learning difficulties identification</li> </ul> </li> </ul>	Sept 2016 – July 2017	<ul style="list-style-type: none"> <li>Subject-based training on the preparation of LFP is held.</li> <li>Supports are given during co-lesson preparation for appraisal.</li> <li>Teachers positively indicate that they understand the essence of LFP.</li> <li>Teachers positively indicate that they are able to prepare LFP individually</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers in common free period</li> <li>Feedback from teachers in appraisal</li> <li>SD Day questionnaire</li> <li>Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT</li> </ul>
<ul style="list-style-type: none"> <li>Provide training on CL base group                             <ul style="list-style-type: none"> <li>■ providing rationales of using CL base group for class management</li> <li>■ training on practical skills in managing group dynamics for both class teachers and subject teachers</li> </ul> </li> </ul>	Sept 2016 – July 2017	<ul style="list-style-type: none"> <li>Training/ Discussion session is held on SD Day.</li> <li>Teachers indicate basic understand on the rationales of using group dynamics and how to manage groups through group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>SD Day questionnaire</li> <li>Discussion in Working Group meetings</li> <li>Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CH</li> </ul>

### 3. Responses to Major Concern III by Joint Students' Affairs Committee

Tasks/ Actions	Student Affairs Unit (SAU)	Life Education Unit (LEU)	Co-curricular Activities Unit (CCAU)	Student Leaders Training Unit (SLTU)	Careers Guidance Unit (CGU)
3.1 To identify the common traits of TKPSS boys and girls					
3.2 Prepare for students' self-directed learning (personal growth) in the next 3-year plan	✓	✓	✓	✓	✓
3.2.1 Set development frameworks for students of different stages	✓	✓	✓	✓	✓
3.2.2 Modify the work of different units to build a solid foundation for development	✓	✓	✓	✓	✓
3.2.3 Focus on the major concerns of JCSA while improving the cooperation among all units	✓	✓	✓	✓	✓
3.2.4 Tap into the external resources for optimizing student development frameworks	✓	✓	✓	✓	✓

\* Details of the above table can be found in programme plans of each unit of the Joint Students' Affairs Committee.

#### 4 Responses to Major Concern III by Administration and Development Committee

##### 4.1 Planning on implementation of Self-directed Learning (SDL) at the school administration level

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources
1. To design new student handbook to strengthen self-management skill of students	Sept 2016	1.1 The student handbook is designed before the start of 2016/17 academic year	1.1 The Administrative Council satisfies with the design 1.2 Feedback from the Joint Student Affairs Committee	Sum Ming	-
2. To display students' achievements via different means to enhance learning motivation	Whole year	2.1 Record of students' achievement are shown via on the school webpage, campus TV etc.	2.1 Reviewed by the Administrative and Development Committee	Sum Ming	-
3. To set up a support team to assist the invigilation work of supplementary tests to back up the assessment for learning	Whole year	3.1 A procedural manual will be produced before October 2016. 3.2 A support team organized by senior students will be set up before October 2016.	3.1 Reviewed by the Administrative and Development Committee	Yee Hon	Book coupons for encouragement
4. To employ a new routing system to strengthen the in-house communication	Whole year	4.1 Staff are familiarized with the routing system.	4.1 Reviewed by the Administrative and Development Committee 4.2 The Administrative Council satisfies with the system.	Sum Ming	SAM Grant

## Appendix : Programme Plans of Units of Joint Students' Affairs Committee (2016-2017)

### 1. Student Affairs Unit

#### Major Concern (I) :Enhance students' civic leadership skills

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
1. Boost students' self-knowledge , Create more opportunities for students of different personality traits	<p><b>a) Guidance</b></p> <p><b>i. Shining Hearts</b></p> <ul style="list-style-type: none"> <li>▪ The student whose academic performance is average / below average but overall performance is satisfactory will be the target students as the mentors (sun).</li> </ul> <p><b>ii. Small Group Counselling</b></p> <p>Some selected students may not be the targets but they can help organise and lead the group.</p>	15-16	<p><b>a) Guidance</b></p> <p><b>i. Shining Hearts :</b></p> <p>Some students with the following criteria will be chosen to be the suns:</p> <ul style="list-style-type: none"> <li>▪ apply for picking up the post</li> <li>▪ be nice, kind and positive</li> <li>▪ be enthusiastic in school service</li> <li>▪ be nominated by teachers</li> </ul> <p><b>ii. Small Group Counselling :</b></p> <p>Helpers will be selected. They are capable of leading the group.</p>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Questionnaire</li> <li>▪ Attendance</li> <li>▪ Comments of form liaisons and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ CWS (Leanne)</li> <li>▪ CKM</li> <li>▪ CWS (Alex)</li> <li>▪ KY</li> <li>▪ SSW (Christine)</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ SYM</li> </ul>
	<p><b>b) Prefect:</b> Provide ample opportunities for students to gain a sense of achievement</p> <ul style="list-style-type: none"> <li>▪ Provide focused trainings and practice opportunities (in Training Day, Activity Day and Annual Meeting) for prefect leaders, seed prefects and aspiring prefects, to strengthen their management and leadership skills as well as equip them with skills to perform their duties.</li> <li>▪ Continue to increase the exposure of prefect leaders in whole-school events, such as sharing in junior-form assembly and managing the discipline of junior forms in morning exercise, to build up their confidence and are proud of</li> </ul>		<p><b>b) Prefect</b></p> <ul style="list-style-type: none"> <li>▪ Trainings have been provided according to the needs of prefects</li> <li>▪ Overall participation rate is more than 90%</li> <li>▪ Prefects show responsiveness and commitment</li> <li>▪ Prefects are effective in their role with exemplary performances</li> <li>▪ Prefects have a positive image and establish a good rapport with other students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Comments of instructors both inside and outside the school</li> <li>▪ Student's Survey</li> <li>▪ Records</li> <li>▪ Comments of Student Affairs Unit members (form liaisons).</li> <li>▪ Report by the members-in-charge of S.A.U</li> <li>▪ Observation</li> <li>▪ Monitors' score given by the class committee</li> <li>▪ Monitors' self-reflections</li> </ul>	<ul style="list-style-type: none"> <li>▪ LWP</li> <li>▪ LYC</li> <li>▪ SYM</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ SSW (Christine)</li> </ul>

	being prefect leaders.			<ul style="list-style-type: none"> <li>▪ Comments of both class teachers and subject teachers</li> <li>▪ Comments of Student Affairs Unit members (form liaisons).</li> <li>▪ Report by the members-in-charge of S.A.U</li> </ul>	
	<p><b>c) Monitors</b></p> <ul style="list-style-type: none"> <li>▪ In order to build up their important role as student leaders, all form one monitors will be continued to gain support from both class teachers, form liaisons of S.A.U. and members-in-charge of S.A.U. Duties are assigned to assist their class teachers in managing their class.</li> <li>▪ Experience sharing lunchtime meetings are arranged to monitors at the same form with form liaisons of S.A.U. Problems may also be shared so teachers can learn about what monitors are facing and offer support accordingly.</li> <li>▪ Strong emphasis is put on praising monitors who perform satisfactorily and act as role models.</li> </ul>		<p><b>c) Monitors</b></p> <ul style="list-style-type: none"> <li>▪ Monitors master the role of student leaders and assist teachers in managing the class.</li> </ul>		<ul style="list-style-type: none"> <li>▪ LWP</li> <li>▪ LYC</li> <li>▪ SYM</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ SSW (Christine)</li> </ul>
	<p><b>d) Chief subject monitors</b></p> <ul style="list-style-type: none"> <li>▪ Training for chief subject monitors through chief subject monitors meetings and lunchtime meetings</li> <li>▪ Continue to acquaint them with the requisite qualities as a chief subject monitor and expectations from the school.</li> <li>▪ Strong emphasis is put on praising chief subject monitors who perform satisfactorily and act as role models.</li> </ul>		<p><b>d) Chief subject monitors</b></p> <ul style="list-style-type: none"> <li>▪ Chief Subject Monitors are effective in assisting subject monitors, subject teachers and class teachers.</li> <li>▪ Their performance is recognised by both class teachers and subject teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Comments of both class teachers and subject teachers</li> <li>▪ Comments of Student Affairs Unit members (form liaisons).</li> <li>▪ Report by the members-in-charge of S.A.U</li> </ul>	<ul style="list-style-type: none"> <li>▪ LWP</li> <li>▪ LYC</li> <li>▪ SYM</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ SSW (Christine)</li> </ul>

	<p><b>e) Class Teacher</b></p> <ul style="list-style-type: none"> <li>▪ Class teachers assign students to different posts according to their unique traits</li> <li>▪ Work with the Student Leadership Training Unit to provide training for class association members</li> </ul>		<ul style="list-style-type: none"> <li>▪ Class teachers match tasks to the students</li> <li>▪ Class association members are trained and run the association smoothly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questionnaire</li> <li>▪ Reports of the form meetings and conduct meetings</li> <li>▪ Opinions of the form liaisons and class teachers</li> <li>▪ Report by the concerned teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ CLH</li> <li>▪ CKM</li> <li>▪ CYK</li> <li>▪ CH</li> <li>▪ Student Affairs Unit members</li> <li>▪ SYM</li> </ul>
<p>2. Nurture the core value: loving and caring</p> <p>2.1 Raise students' awareness and understanding of the needs of the community</p> <p>2.2 Enhance students' willingness to serve and their participation in community services</p>	<p><b>a) Guidance</b></p> <p><b>i. Shining Hearts</b></p> <ul style="list-style-type: none"> <li>▪ With a view of promoting the spirit of "Loving and Caring – Community", senior mentors (suns) will promote and help organize a series of activities echoing the theme. The activities are as follows: <ul style="list-style-type: none"> <li>➢ <i>Assembly</i></li> <li>➢ <i>Love is All Around</i></li> <li>➢ <i>Photo Exhibition</i></li> </ul> </li> <li>▪ All members have to do voluntary work, such as visiting rehabilitation centres, taking care of the needy and organizing activities to the needy.</li> </ul> <p><b>ii. Small Group Counselling</b></p> <ul style="list-style-type: none"> <li>▪ The students of some of the counselling groups have to be involved in voluntary work, which is most probably cooperated with other voluntary agencies.</li> </ul>		<p><b>i. Shining Hearts</b></p> <ul style="list-style-type: none"> <li>▪ There will be at least FOUR promotions of the programme in the coming academic year.</li> <li>▪ There should be effective collaboration among Student Affairs Unit members, class teachers and Life Education Department for the activity "Love is All Around" and preparations for the yearly assembly.</li> <li>▪ The participation rate of organising, preparing for voluntary work and visiting the needy should reach 85%.</li> </ul> <p><b>ii. Small Group Counselling</b></p> <ul style="list-style-type: none"> <li>▪ Voluntary work should be included in the activities of at least FOUR counselling groups. The overall participation rate should reach 90%.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Questionnaire</li> <li>▪ Attendance</li> <li>▪ Comments of form liaisons and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> <li>▪ Evaluation reports written by the organisations which design and lead the programmes</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ CWS (Leanne)</li> <li>▪ CKM</li> <li>▪ CWS (Alex)</li> <li>▪ KY</li> <li>▪ SSW (Christine)</li> <li>▪ form liaisons</li> <li>▪ SYM</li> </ul>
	<p><b>b) Prefect</b></p> <ul style="list-style-type: none"> <li>▪ Integrate 'care' into the training programmes of prefects.</li> <li>▪ Acquaint them with the ideology that maintaining good discipline of students is a way</li> </ul>		<ul style="list-style-type: none"> <li>▪ Prefects show commitment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Comments of instructors</li> <li>▪ Student's Survey</li> <li>▪ Comments of Student Affairs Unit members (form liaisons).</li> </ul>	<ul style="list-style-type: none"> <li>▪ LWP</li> <li>▪ LYC</li> <li>▪ SYM</li> <li>▪ Student Affairs Unit members</li> </ul>

	to show their ‘care’ to fellow students, teachers and school.			▪ Report by the members-in-charge of S.A.U	▪ SSW (Christine)
	<p><b>c) Class Teacher</b></p> <p>i. Set core values of the class and address them afterwards</p> <ul style="list-style-type: none"> <li>▪ Work with the Life Education Unit to kick off the core values program during the 1st Life Education lesson and set core values of the class, one of which must be loving care</li> <li>▪ Board design competition (1st term): Loving Care as the theme</li> <li>▪ At least one class teacher period should be on loving care (class association/school/community)</li> <li>▪ Thematic event: Loving Care (school/community)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Class core values are set during the 1st Life Education lesson</li> <li>▪ The core values are addressed by both class teachers and class associations in concrete ways</li> <li>▪ Classes take the core values they set as the theme of board design</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questionnaire</li> <li>▪ Reports of the form meetings and conduct meetings</li> <li>▪ Opinions of the form liaisons and class teachers</li> <li>▪ Report by the concerned teachers</li> <li>▪ Board design competition rating</li> </ul>	<ul style="list-style-type: none"> <li>▪ CLH</li> <li>▪ CKM</li> <li>▪ CYK</li> <li>▪ CH</li> <li>▪ Student Affairs Unit members</li> <li>▪ SYM</li> </ul>

**Major Concern (II) : Enhance the effectiveness of teachers’ work on nurturing students**

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
1. Optimize class teachers’ work	<p><b>a) Guidance</b></p> <p><b>i. Small Group Counseling</b></p> <ul style="list-style-type: none"> <li>▪ The role of class teachers in the counselling group will be enhanced, particularly selection of target students and follow-up work.</li> <li>▪</li> </ul> <p><b>ii. “Striving for Excellence”</b></p> <ul style="list-style-type: none"> <li>▪ The programme will be organised for Form 2 only. It will focus on their daily performance (i.e. punctuality, home submission, tidiness and card tapping), politeness and obedience to school regulations. Class teachers have to play a very important role to raise students’ awareness on the above issues.</li> </ul>	15-16	<p><b>a) Guidance</b></p> <p><b>i) Small Group Counseling</b></p> <ul style="list-style-type: none"> <li>▪ Class teachers should continue to select target students and give information about the target students in each group.</li> <li>▪ Class teachers should discuss with the target students at least once if necessary after receiving evaluation reports.</li> </ul> <p><b>ii) “Striving for Excellence”</b></p> <p>Class teachers should arouse students’ awareness on their daily performance regularly.</p> <p><b>b) Class Teacher</b></p>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Survey</li> <li>▪ Questionnaire</li> <li>▪ Attendance</li> <li>▪ Comments of form liaisons and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> <li>▪ Questionnaire</li> <li>▪ Class teachers’ reflections</li> <li>▪ Reports of the form meetings and conduct</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ CWS (Leanne)</li> <li>▪ CKM</li> <li>▪ CWS (Alex)</li> <li>▪ KY</li> <li>▪ SSW (Christine)</li> <li>▪ form liaisons</li> <li>▪ SYM</li> <li>▪ CLH</li> <li>▪ CKM</li> <li>▪ CYK</li> </ul>

	<p><b>b) Class Teacher</b></p> <ul style="list-style-type: none"> <li>▪ <b>Class teacher appraisal:</b> looking for indicators to conduct class teacher appraisal</li> <li>▪ Provide teaching materials for class teachers and watch over students' performance, assisting class teachers to improve the quality of their lessons.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Class teacher appraisal arrangements are proposed</li> <li>▪ Class teacher periods are effectively conducted</li> </ul>	<p>meetings</p> <ul style="list-style-type: none"> <li>▪ Opinions of the form liaisons and class teachers</li> <li>▪ Report by the concerned teachers</li> <li>▪ Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>▪ CH</li> <li>▪ Student Affairs Unit members</li> <li>▪ SYM</li> </ul>
2. Foster form liaisons and our committee members' professional development	<p><b>a) Student Counseling Record</b></p> <ul style="list-style-type: none"> <li>▪ Form liaisons should encourage other colleagues to fill in the Student Counselling Record in order to get more detailed information of the cases. Besides this, regular distribution and collection "Student Counselling Record Forms" and clear guidelines on filling out the form are the effective ways to let teachers get a clear picture of the target students.</li> </ul> <p><b>b) Class teacher period</b></p> <ul style="list-style-type: none"> <li>▪ Form liaisons will take up one class teacher period with a view to creating communication channel between form liaisons and class teachers</li> </ul>		<p><b>a) Student Counseling Record</b></p> <p>The record will be collected once a year, just after the exam.</p> <p><b>b) Class teacher period</b></p> <ul style="list-style-type: none"> <li>▪ Form liaisons teach the class teacher period and discuss with the class teachers about students' learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records</li> <li>▪ Comments of form liaisons and class teachers</li> </ul> <ul style="list-style-type: none"> <li>▪ Questionnaire</li> <li>▪ Class teachers' reflections</li> <li>▪ Opinions of the form liaisons and class teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ CWS (Leanne)</li> <li>▪ CKM</li> <li>▪ CWS (Alex)</li> <li>▪ KY</li> <li>▪ SSW (Christine)</li> <li>▪ form liaisons</li> <li>▪ SYM</li> </ul> <ul style="list-style-type: none"> <li>▪ CLH</li> <li>▪ CKM</li> <li>▪ CYK</li> <li>▪ CH</li> <li>▪ Student Affairs Unit members</li> <li>▪ SYM</li> </ul>
	<p><b>c) Professional training</b></p> <ul style="list-style-type: none"> <li>▪ Committee members take professional training course as a mean to improve their guidance and disciplinary skills</li> </ul>		<p><b>c) Professional training</b></p> <ul style="list-style-type: none"> <li>▪ <b>Training schedule will be set</b></li> <li>▪ Committee members take professional training course on schedule</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training schedule</li> <li>▪ Training Records</li> </ul>	<ul style="list-style-type: none"> <li>▪ CH</li> <li>▪ KY</li> <li>▪ Student Affairs Unit members</li> <li>▪ SYM</li> </ul>



**Major Concern (III) : Prepare for students' self-regulation in the next 3-year plan**

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
1. Explore development frameworks for student's self-regulation and modify the work of different units	<p><b>a) Shining Hearts</b></p> <p>i. Senior mentors (Senior Suns) will not only take care of junior form students (Seeds) but also organise the activities, including the training programme for the new mentors (Suns) of Shining Hearts.</p> <p>ii. "Seedlings" can take up the role of "Suns" with Senior Suns' guidance.</p> <p>iii. The SUN training programme will focus on some counselling skills how to organise activities.</p> <p><b>b) Small Group Counselling</b></p> <p>Some target students can also be selected as leaders. Their responsibilities are to help organise the activities and be a liaison between teachers and the target students.</p> <p><b>c) Prefect</b></p> <p>i. reinforce the leadership role of prefect leaders by in charging of activities for prefects and administrative documents of whole-school activities</p> <p>ii. organize gathering for prefects to enhance the sense of belonging and team spirit</p> <p>iii. coordinate the administrative arrangement, including queuing and seat allocation, of swimming gala</p>	15-16	<p><b>a) Shining Hearts</b></p> <ul style="list-style-type: none"> <li>▪ At least FIVE senior suns are asked to design and organise the junior sun training programme and lead all the activities.</li> <li>▪ Some seeds in each group will be chosen to be the sun.</li> </ul> <p><b>b) Small Group Counselling</b></p> <ul style="list-style-type: none"> <li>▪ There is at least ONE student leader in each counselling group.</li> </ul> <p><b>c) Prefect</b></p> <ul style="list-style-type: none"> <li>▪ Prefect leaders can accomplish the tasks independently and satisfactorily</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Survey</li> <li>▪ Questionnaire</li> <li>▪ Attendance</li> <li>▪ Comments of form liaisons and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> <li>▪ Evaluation reports written by the organisations which design and lead the programmes</li> </ul> <ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Comments of teachers</li> <li>▪ Prefect leaders' self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ CWS (Leanne)</li> <li>▪ CKM</li> <li>▪ CWS (Alex)</li> <li>▪ KY</li> <li>▪ SSW (Christine)</li> <li>▪ form liaisons</li> <li>▪ SYM</li> </ul> <ul style="list-style-type: none"> <li>▪ LWP</li> <li>▪ LYC</li> <li>▪ SYM</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ SSW (Christine)</li> </ul>
2. Tap into the external resources for optimizing student development frameworks	<p><b>a) Shining Hearts</b></p> <ul style="list-style-type: none"> <li>▪ All the programmes are designed by HKLSS Jockey Club Yung Shing Lutheran Integrated Service Centre. Its social workers also help train the mentors (Suns).</li> </ul>	15-16	<ul style="list-style-type: none"> <li>▪ All the counselling programmes should be designed by different organisations according to the information about students' characteristics provided by the school.</li> <li>▪ Whether the programmes should be kept or modified depends on the comments given by teachers and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Survey</li> <li>▪ Questionnaire</li> <li>▪ Attendance</li> <li>▪ Comments of form liaisons and</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ CWS (Leanne)</li> <li>▪ CKM</li> <li>▪ CWS (Alex)</li> <li>▪ KY</li> </ul>

	<p>b) <b>Net Issue</b></p> <ul style="list-style-type: none"> <li>▪ Our school will continue to cooperate with Hong Kong Christian Service and The Boys' &amp; Girls' Clubs Association of Hong Kong to organise a counselling group for Form 1 students about Net Addiction.</li> <li>▪ A seminar about “Healthy Use of Internet” for Form 1 students will also be held. The social worker of Tung Wah Group of Hospital will be invited to make a speech.</li> <li>▪ For Form 3 students, a representative from Hong Kong Police Force will be invited to make a speech about Cyber Crime.</li> </ul>		students. (e.g. questionnaires, observation, etc.)	<p>class teachers</p> <ul style="list-style-type: none"> <li>▪ Reported by the teachers-in-charge</li> <li>▪ Evaluation reports written by the organisations which design and lead the programmes</li> </ul>	<ul style="list-style-type: none"> <li>▪ SSW (Christine)</li> <li>▪ form liaisons</li> <li>▪ SYM</li> </ul>
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**Major Concern (IV) : Enhance the effectiveness of student guidance**

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
1. Provide counseling and guidance	<p>a) <b>Shining Hearts – Peer Guidance Scheme</b></p> <ul style="list-style-type: none"> <li>▪ The suns give advice and take care of the seeds in order to let the seeds adapt our new school environment.</li> </ul> <p>b) <b>Small Group Counselling</b></p> <ul style="list-style-type: none"> <li>▪ There will be one or two different themes in each form. The themes are designed according to the students’ need. For junior forms, the themes focus on net issue and peer relationship. The themes of senior forms are about studies, e.g. learning motivation and learning stress.</li> </ul>	15–16	<p>a) <b>Shining Hearts – Peer Guidance Scheme</b></p> <ul style="list-style-type: none"> <li>▪ Each group should have lunch gathering at least four times a year</li> <li>▪ Each group should organise group activities at least once in each term</li> <li>▪ There will be FOUR general meetings</li> <li>▪ The participation rate should reach 85%.</li> </ul> <p>b) <b>Small Group Counselling</b></p> <ul style="list-style-type: none"> <li>▪ There should be effective collaboration among social workers, form liaisons and form teachers in selecting target students, the work progress and the follow-up work.</li> <li>▪ The overall participation rate should reach 85%.</li> <li>▪ The organisations holding the groups should submit evaluation reports in order to provide more detail information about the students’ progress to form liaisons and class teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Survey</li> <li>▪ Questionnaire</li> <li>▪ Attendance</li> <li>▪ Comments of form liaisons and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> <li>▪ Evaluation reports written by the organisations which design and lead the programmes</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ CWS (Leanne)</li> <li>▪ CKM</li> <li>▪ CWS (Alex)</li> <li>▪ KY</li> <li>▪ SSW (Christine)</li> <li>▪ form liaisons</li> <li>▪ SYM</li> </ul>

**TS : Time Scale SC : Success Criteria MOE : Methods of Evaluation PIC : People in Charge RR : Resources Required**

2. Co-Curricular Activities Unit

Major concern (I): Maintain the effectiveness of the existing strengths with focus on teaching and learning and student development

Tasks / Actions	TS	SC	MOE	PIC	RR
<b>1. Enhance students' civic leadership skills</b>					
<b>1.1 Career planning and pursuit of excellence</b>					
<b>1.1.1 Boost students' self-knowledge and help them with goal setting</b>	<ul style="list-style-type: none"> <li>◆ To plan personal CCA development</li> <li>◆ To participate in different competitions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sept-Nov</li> <li>◆ Whole year</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students can set goal in CCA development through life-edu lesson</li> <li>◆ Increase in no. of participants</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review from students (Life-edu evaluation at the end of school year)</li> <li>◆ Statistics(Greenfield)</li> </ul>	<ul style="list-style-type: none"> <li>◆ CCA members</li> <li>◆ CCA assistant</li> </ul>
<b>1.1.2 Create more opportunities for students of different personality traits</b>	<ul style="list-style-type: none"> <li>◆ Recommend advanced programme or new activities for talented students</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>◆ Students participate in advanced programme or new activities</li> </ul>	<ul style="list-style-type: none"> <li>◆ Report in CCA meeting</li> </ul>	<ul style="list-style-type: none"> <li>◆ CCA members /All CCA teachers and co-ordinators</li> <li>◆ CCA assistant</li> </ul>
<b>1.2 Nurture the core value: loving and caring</b>					
<b>1.2.1 Raise students' awareness and understanding of the needs of the community</b>	<ul style="list-style-type: none"> <li>◆ To promote the sense of responsibility and perseverance through CCA</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>◆ Students are responsible in their duties.</li> <li>◆ Increase in no. of active participation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Observation</li> <li>◆ Review from both teachers and students</li> <li>◆ Records (document and photo)</li> </ul>	<ul style="list-style-type: none"> <li>◆ CCA members</li> <li>◆ /All CCA teachers and co-ordinators</li> <li>CCA assistant</li> </ul>
<b>1.2.2 Enhance students' willingness to serve and their participation in community services</b>	<ul style="list-style-type: none"> <li>◆ To participate in volunteer service</li> <li>◆ To participate or organize fund-raising activity</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>◆ Increase in no. of school team for participating volunteer service</li> </ul>	<ul style="list-style-type: none"> <li>◆ Record (e.g. photo)</li> </ul>	<ul style="list-style-type: none"> <li>◆ CCA teachers</li> <li>CCA assistant</li> </ul>

<b>2. Enhance the effectiveness of teachers' work on nurturing students</b>						
<b>2.1 Enhance the effectiveness of our committee members at both administrative and managerial levels</b>	◆ To develop the different strengths of committee members	Whole year	◆ Some members will try on holding different duties.	◆ Record (documents)	◆ CCAU members	CCA assistant

**Major concern (II): Management Level : Reflection and planning on implementation of self-directed learning(SDL) in the school at different levels**

Tasks / Actions	TS	SC	MOE	PIC	RR	
<b>1. Identify the common traits of TKPSS boys and girls</b>						
<b>1.1 Prepare for students' self-regulation in the next 3-year plan</b>						
<b>1.1.2 Modify the work of different units to build a solid foundation for development</b>	◆ To develop e-election in SU and 4 houses ◆ To co-operate with Life-education Unit in development of students	Aug -Oct	◆ Try on e-election ◆ Students set goal and evaluation of CCA through life-edu period.	◆ Record (e.g. e-template) ◆ Observation and records	◆ CCAU members, E-learning group ◆ CCAU, LEU	◆ CCA assistant ◆ Support from IT unit
<b>1.1.3 Focus on the major concerns of JCSEA while improving the cooperation among all units</b>	◆ To integrate the goal-setting of CCA for student with life-edu lesson	Sept	◆ Students can set goal in CCA development through life-edu lesson	◆ Review from students (Life-edu evaluation at the end of school year)	◆ CCAU, LEU ◆ CCAU, SGC	◆ CCA assistant ◆ Support from IT unit
	◆ To co-operate with SGU to monitor the balanced life of students	Sept -July	◆ CCAU and SGU communicate regularly concerning	◆ Records		
<b>1.1.4 Tap into the external resources for optimizing student development frameworks</b>	◆ To explore new post-exam activity ◆ To explore new OLE activity	Whole year	◆ Apply new activity	◆ Observation and records	◆ CCAU members	◆ CCA assistant

**TS : Time Scale    SC : Success Criteria    MOE : Methods of Evaluation    PIC : People in Charge    RR : Resources Required**

### 3. Life Education Unit

#### Major Concern (I) : Enhance students' civic leadership skills

Tasks / Actions	Criteria of Achievement	Evaluation methods	Person-in-charge
<b>1.1 Career planning and pursuit of excellence</b>			
<p>1.1.1 Boost students' self-knowledge and help them with goal setting</p> <ul style="list-style-type: none"> <li>● Integrate the related courses , optimize the courses about personality development in order to enhance the effectiveness of establishing students' positive values</li> <li>● Optimize the lesson plans of Form One and Two to meet the needs of students, so as to consolidate moral education at foundation level</li> </ul> <p>1.1.2 Create more opportunities for students of different personality traits</p> <ul style="list-style-type: none"> <li>● Establish a network of voluntary work with the organizations in the community and motivate students to actively participate in activities and voluntary work organized by the community groups</li> </ul>	<ul style="list-style-type: none"> <li>● Self-understanding course can be implemented according to the needs of students at all levels,</li> <li>● Through self-reflection or evaluation, students can point out the state of their achievement in reaching their targets.</li> <li>● To strengthen the promotion and support of junior volunteer services with QSIP plan, the number of participants and the hours of service in junior forms are expected to increase.</li> <li>● Class-based volunteer services are promoted in the staff meetings</li> <li>● Increase the no. of service hours for both junior and senior form students</li> <li>● To increase the types of volunteer services by cooperating with communal agencies, the no. of service hours for both junior and senior form students are expected to increase</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate the effectiveness in the Joint Student Affairs Committee meetings</li> <li>● Use curriculum evaluation forms to collect teachers' opinions</li> <li>● Review in the meetings of the Life Education Unit</li> <li>● Collect feedback from students who participate in voluntary services.</li> </ul>	<ul style="list-style-type: none"> <li>● Unit head and vice unit head</li> <li>● Form coordinators</li> <li>● Assigned staff</li> </ul>
<b>1.2 Nurture the core value: loving and caring</b>			
<p>1.2.1 Raise students' awareness and understanding of the needs of the community</p> <p>1.2.2 Enhance students' willingness to serve and their participation in community services</p>	<ul style="list-style-type: none"> <li>● Strengthen the system of volunteer service, and to strengthen students' cognition before service and stimulate reflection after service</li> <li>● To implement relevant weekly assemblies, life education lessons and class-teacher periods to promote volunteer work program, and to consolidate students' spirit of doing services</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate in the meetings of Life Education Unit</li> <li>● Collect the feedback from students who have done voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>● Unit head and vice unit head</li> <li>● Form coordinators</li> <li>● Assigned staff</li> </ul>

**Major Concern (II) : Enhance the effectiveness of teachers' work on nurturing students' growth**

Tasks / Actions	Criteria of Achievement	Evaluation methods	Person-in-charge
2.1 Enhance the effectiveness of our committee members at both administrative and managerial levels	<ul style="list-style-type: none"> <li>● Establish a clear framework with focus on the three-year plan</li> <li>● To integrate present work, assign posts to teachers in the unit according to the teachers' expertise</li> </ul>	<ul style="list-style-type: none"> <li>● Collect class teachers' feedback with the use of evaluation forms</li> <li>● Evaluate in the meetings of Life Education Unit</li> </ul>	Unit head and vice unit head
2.2 Foster our committee members' professional development	<ul style="list-style-type: none"> <li>● Form coordinators optimize lesson plans and materials to meet the needs of students in the form, and to optimize the effectiveness of the courses</li> <li>● Form coordinators can optimize external resources, such as teaching kits, and join the activities and training related to moral education</li> <li>● Make use of external resources to optimize the effectiveness of moral education</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate in the meetings of Life Education Unit</li> <li>● Collect class teachers' feedback with the use of evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>● Unit head and vice unit head</li> <li>● Form coordinators</li> </ul>
2.2 Optimize class teachers' work	<ul style="list-style-type: none"> <li>● To optimize self-understanding programs and materials according to students' needs of different levels</li> <li>● Class teachers can master the framework of the curriculum</li> <li>● Form coordinators report the aims and progress regularly in the form meetings, so class teachers can master the framework of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Review through form meetings, Students' Affairs Committee and Life Education Unit</li> <li>● Collect feedback from teachers involved</li> </ul>	<ul style="list-style-type: none"> <li>● Form coordinators</li> <li>● Assigned staff</li> </ul>

**Major Concern (III) : Identify the common traits of TKPSS boys and girls**

Tasks / Actions	Criteria of Achievement	Evaluation methods	Person-in-charge
3.1 Prepare for students' self-regulation in the next 3-year plan			
3.1.1 Set development frameworks for students of different stages	<ul style="list-style-type: none"> <li>● Students and teachers can master the growth patterns of students and learning objectives of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Review through form meetings, Student Affairs Committee and Life Education Units, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Joint Student Affairs Committee</li> <li>● Vice Principal, Mr Wong Hau Wo</li> <li>● Unit head and vice unit head</li> </ul>
3.1.2 Modify the work of different units to build a solid foundation for development	<ul style="list-style-type: none"> <li>● To clarify the learning objectives of different units so as to avoid repetition and to increase the working efficiency</li> </ul>		
3.1.3 Focus on the major concerns of JCSA while improving the cooperation of all units			
3.1.4 Tap into the external resources for optimizing student development frameworks	<ul style="list-style-type: none"> <li>● To collect resources in moral education from the community, so as to increase the quality and quantity of existing resources</li> <li>● Staff in the administrative level can at least attend one seminar and sharing session in order to gain experience from the external agencies.</li> </ul>		

#### 4. Student Leaders Training Unit

##### Major Concern (1): Civic leadership development

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
1.1 To acquaint with strengths and weaknesses, foster leadership traits.	Whole school year	<input type="checkbox"/> Standards and focus of training are specified, training activities are refined <input type="checkbox"/> Provide opportunities for knowing personal characteristics, like morning session of S1 camp <input type="checkbox"/> Students have learned their own traits and improve daily living habits in S1 training (related to SDL) <input type="checkbox"/> More than 85% of students show great engagement and exhibit team spirit and collaboration in CCL training <input type="checkbox"/> More than 80 percent of the parents confirm the positive outcome of the programs	<input type="checkbox"/> Students' survey form <input type="checkbox"/> Data of the participation of training <input type="checkbox"/> Students' reflection <input type="checkbox"/> Committee meetings	<input type="checkbox"/> All members
1.2 Encourage more students to join different programmes or competitions outside school.	Whole school year	<input type="checkbox"/> The person time of joining outside programmes should increase <input type="checkbox"/> Try to join at least one new programme or competition.	<input type="checkbox"/> Data of participation of training outside school <input type="checkbox"/> Committee meetings	<input type="checkbox"/> KSM <input type="checkbox"/> YTM <input type="checkbox"/> YTY

##### Major Concern(II): Elevate training effectiveness

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
2.1 To provide opportunities in experiencing planning, implementing, evaluating and debriefing for every member in different training programme. (Staff development)	Whole school year	<input type="checkbox"/> Every member knows the basic procedures of every training. <input type="checkbox"/> Every member has a chance to lead an activity	<input type="checkbox"/> Observation <input type="checkbox"/> Committee meeting	<input type="checkbox"/> KSM <input type="checkbox"/> WWC
2.2 To increase the cooperation with class teachers so that the effectiveness can be elevated	Whole school year	<input type="checkbox"/> To let the class teachers know the objectives of training <input type="checkbox"/> help class teachers be knowledgeable about the procedures of training (more communication) <input type="checkbox"/> 80% of class teachers shows positive attitude to our training.	<input type="checkbox"/> Feedback from colleagues <input type="checkbox"/> Observation <input type="checkbox"/> Committee meeting	<input type="checkbox"/> KSM <input type="checkbox"/> CCO <input type="checkbox"/> WWC <input type="checkbox"/> PLP

**Main Concern (III): Reflection and planning on implementation of Self-directed Learning(SDL) in the school**

<b>Tasks/ Actions</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Staff Responsible</b>
3.1 Optimize training framework	Whole school year	<input type="checkbox"/> The framework aim at fundamental development of SDL <input type="checkbox"/> Response to the major concern III (SDL) of JCSA.(like setting development frameworks for students of different stages→S3 camp)	<input type="checkbox"/> Review on the training framework and related programs <input type="checkbox"/> Committee meeting <input type="checkbox"/> JCSA meeting	<input type="checkbox"/> KSM <input type="checkbox"/> ENG TA
3.2 Improving cooperation among other units in JCSA (about SDL)	Whole school year	<input type="checkbox"/> Hope the trained students can match the post of CCAU and SDU <input type="checkbox"/> Increase the cooperation of different activities(like CGU-S1 goal setting, LEU-voluntary work)	<input type="checkbox"/> Evaluation <input type="checkbox"/> Committee meetings <input type="checkbox"/> JCSA meeting	<input type="checkbox"/> KSM <input type="checkbox"/> CCO <input type="checkbox"/> YTM



## 5. Careers Guidance Unit

### Major Concern (I) : Enhance students' civic leadership skills

#### 1.1 Career planning and pursuit of excellence

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.1.1 Boost students' self-knowledge and help with goal setting	To further implement F.5 Individual Counseling	9/16-05/17	60 F.5 students received individual counseling	Reports from HKFYG and feedback from F.5 Ss	TYH, TKT +HKFYG	Career and Life Planning Grant (CLP).
1.1.2 Create more opportunities for students of different personality traits	To explore Non-JUPAS Opportunities for Ss.	9/16-05/17	15 students got offers from University in Taiwan and Mainland.	Statistics	MNS	Career and Life Planning Grant (CLP)

#### 1.2 Nurture the core value: loving and caring

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.2.1 Raise Ss' awareness and understanding of the needs of the community	To develop Career Understanding Group	9/16-05/17	2 Career Understanding Workshops and 1 university visit	Feedback from participants involved and Photos taken	CWY	Career and Life Planning Grant (CLP).
1.2.2 Enhance Ss' willingness to serve and their participation in services	To promote Career Related Program	9/16-05/17	10 students joined career related program	Feedback from participants and teachers involved	TKT	Career and Life Planning Grant (CLP)

**Major Concern (II) : Enhance the effectiveness of teachers’ work on nurturing students**

**2.1 Enhance the effectiveness of our committee members at both administrative and managerial levels**

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
2.2. Foster our committee members’ professional development	1. To develop F.6 Group Counseling	9/16-05/17	50 F.6 students received Group career counseling	Feedback from participants and F.6 Class teachers	KCC	Staff Support
	2. To receive Career and Life Planning Training	9/16-05/17	Career Teacher received training	Certificate taken from recognized institute	1 Career Teacher	EDB
2.3 Optimize class teachers’ work	1. To help senior form Equip with Individual Counseling and e-counseling skills	25/08/2016	1 training for senior form teachers	Feedback from audiences and speakers.	TYH + TKT +KCC	1 SD day  1 Training Session
	2. To help junior form Class teachers to keep The career life planning strategies abreast		1 training for junior form teachers	Feedback from audiences and speakers.	CWY + MNS + HKFYG	

**Major Concern (III) : Identify the common traits of TKPSS boys and girls**

**3.1 Prepare for students' self-directed learning (Personal Growth) in the next 3-year plan.**

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
3.1.1 Set development framework for students of different stages	To implement Career Life Planning Lessons in S1-S6	9/16-05/17	Development of Life Education Lesson Plan	Feedback from class teachers and students	S2 MNS S3 CWY S4 KCC S5 KCC S6 TYH	Staff Support
	To help S1 students Study with clear objectives	9/16-05/17	Design career and life planning materials with other committee units	Feedback from other units	S1 TKT + TYH	
3.1.2 Modify the work of different units to build a solid Foundation for development	To carry out JUPAS online application	9/16-05/17	<ol style="list-style-type: none"> <li>1. Held JUPAS Talk</li> <li>2. Starts collecting SRR for academic performance and personal &amp; General Abilities earlier.</li> <li>3. Ends the internal deadline earlier for following up action.</li> <li>4. Modify the procedure on input SLP, OEA and additional Information.</li> </ol>	Held on time	TYH + IT Unit	Staff Support
3.1.3 Tap into the external resources for optimizing student development frameworks	To organize a Parent Talk	20/11	80 parents joined the talk	Feedback from class teachers and students	TYH + MNS	Staff Support

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
	To organize Study abroad Information Talk	Post-exam period	All S3 and S4 students	Feedback from class teachers and students	TKT + MNS	Staff Support
	To organize Interview Skills workshop for S6 Ss	S6 Before Dec	20 S6 students	Feedback from class teachers and students	KCC	Staff Support
	To organize Interview skill talk For S5 students	Post-exam period	All S5 students	Feedback from class teachers and students	KCC	Staff Support