

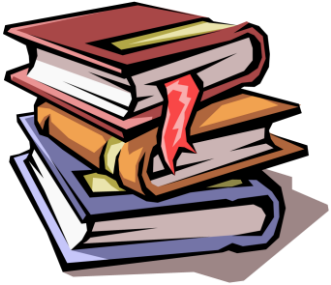


Queen's College

Annual School Plan

2017 - 2018

Queen's College School Vision & Mission



OUR VISION

It is our vision to provide students with an all-round education aimed at excellence in moral, intellectual, physical, inter-personal and aesthetic development, whereby they can achieve self-fulfillment in all respects throughout their lives and become leaders of tomorrow.

SCHOOL MISSIONS

1. To nurture in students a love of life-long learning;
2. To promote the spirit in the school motto – *Labor Omnia Vincit*;
3. To develop students' mind and inculcate in them a strong sense of responsibility, self-discipline, integrity and, above all, self-esteem;
4. To ensure that students attain a high level of intellectual development in preparation for further scholastic achievements;
5. To provide students with a balanced range of activities conducive to good health and to make them aware of the importance of sports and sportsmanship;
6. To impress upon students the significance of harmonious inter-personal relationship and of serving the community and the world at large as well as developing their skills of leadership;
7. To cultivate students' creative talents and appreciation of aesthetics;
8. With a view to realizing the aforesaid goals, to encourage the involvement of parents, alumni and members of the community in the activities of the school and to provide opportunities for enhancing the professional development and commitment of the staff.

CORE VALUES

Staff – Commitment, Mutual Respect, Partnership, Care, Self Evaluation, Pursuit of Excellence, Creativity, Fiscal Conservation.

Students – Diligence, Brotherhood, Pursuit of Excellence, Integrity, Responsibility.

Queen's College
Annual School Plan 2017-2018

Major Concern: 1. Promotion of Self-Directed Learning

1.1 To nurture students' knowledge and skills in SDL through e-learning and extended learning activities so as to equip them as capable life-long learners

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.1.1 To facilitate students' SDL and self-accessed learning in different academic subjects via e-learning portals by incorporating SDL in some lessons in at least one or more levels of their scheme of work	9.2017 ~ 7.2018	<ul style="list-style-type: none"> 15 departments devise plans for promoting SDL using e-learning portal. 	<ul style="list-style-type: none"> Number of departments using e-learning portals in the lessons Evaluation in departmental meetings 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> e-learning portals One-off IT grant
1.1.2 To provide opportunities for students to develop SDL through the implementation of Project Learning in PSHE subjects (L.S. S1, S5) and Integrated Science	9.2017 ~ 7.2018	<ul style="list-style-type: none"> Students complete project learning with good performance. 	<ul style="list-style-type: none"> Feedback from subject teachers 	<ul style="list-style-type: none"> HODs and teachers from respective subjects 	<ul style="list-style-type: none"> Morrison Fund
1.1.3 To expose students to the learning environment outside school to encourage open and self-directed exploration through field experiences, orienteering, visits, overseas study tours and exchange programmes	9.2017 ~ 7.2018	<ul style="list-style-type: none"> 80% of students agree that the excursions broaden their horizons and consolidate their knowledge. 	<ul style="list-style-type: none"> Feedback from students 	<ul style="list-style-type: none"> Teacher i/c Teachers leading the trips 	<ul style="list-style-type: none"> Morrison Fund ECA Fund

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.1.4 To enhance students' SDL via extended learning activities related to STEM e.g. GreenMech Contest, Physics Olympiad, Mathematics Olympiad, etc.	9.2017 ~ 7.2018	<ul style="list-style-type: none"> Student show active participation in these activities. 	<ul style="list-style-type: none"> Performance of students 	<ul style="list-style-type: none"> Teacher i/c 	<ul style="list-style-type: none"> Morrison Fund ECA Fund
1.1.5 To promote SDL among students by adopting various self-learning platforms for Chinese, English, and Mathematics, and Question Bank (HKEdCity) for Physics, Chemistry, Biology, ICT, Geography, Economics and Mathematics	9.2017 ~ 7.2018	<ul style="list-style-type: none"> 90% of relevant departments actively use these self-learning platforms to promote SDL. 	<ul style="list-style-type: none"> The number of subject departments using the platforms to enhance students' Self-directed Learning 	<ul style="list-style-type: none"> Teachers Service providers 	<ul style="list-style-type: none"> Morrison Fund Composite IT Grant
1.1.6 Morning Reading Scheme (S1 and S2) To introduce biographies of famous people and cross-curricular reading materials, and encourage students to answer one or two in-depth questions and search for more relevant information through the suggested online extended reading materials	9.2017 ~ 7.2018	<ul style="list-style-type: none"> Students show improvement in their English and Chinese skills and enrich their knowledge of famous people in various fields and their achievements. 	<ul style="list-style-type: none"> Questionnaires from students 	<ul style="list-style-type: none"> Morning Reading Scheme Team 	

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.1.7 To enhance S1 students' understanding of their learning styles by adopting 'Learning to Learn' programme, i.e. Learning Styles of Students	9.2017 ~ 12.2017	<ul style="list-style-type: none"> 85% of students agree that they have made improvement in Self-directed Learning after they have applied the skills and knowledge taught in various subjects. 	<ul style="list-style-type: none"> Questionnaires from students 	<ul style="list-style-type: none"> Service provider 	<ul style="list-style-type: none"> Morrison Fund
1.1.8 To introduce Self-directed Learning strategies by inviting old boys as speakers to share their experiences in university studies during morning assemblies or LWL periods	9.2017 ~ 7.2018	<ul style="list-style-type: none"> 80% of students agree that the activities are relevant and inspiring. 	<ul style="list-style-type: none"> Questionnaires from students 	<ul style="list-style-type: none"> Teacher i/c 	
1.1.9 To promote 'Learning without Borders' by developing a school-based video archive on an e-learning portal to facilitate Flipped Classroom and SDL e.g. S2 Liberal Studies lessons, studying past examination paper questions, etc.	9.2017 ~ 7.2018	<ul style="list-style-type: none"> 90% of students have actively used the platform for self-directed learning. 	<ul style="list-style-type: none"> The number of students who actively use the platform during the designated period 	<ul style="list-style-type: none"> Major Concern Team Service provider 	<ul style="list-style-type: none"> e-learning portals Morrison Fund
1.1.10 Download software and other educational resources to be posted in the school intranet system	9.2017 ~ 7.2018	<ul style="list-style-type: none"> Students can use the tools to enrich their learning through SDL. 	<ul style="list-style-type: none"> Improvement in students' academic performance 	IT Team / Homepage Team	

1.2 To enhance teachers' professional knowledge and skills in learning and assessment design for SDL, and use of e-learning tools in SDL design and implementation

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.2.1 To organize training courses or workshops to help teachers in their design and implementation of SDL	9.2017 ~ 7.2018	<ul style="list-style-type: none"> 80% of teachers agree that the in-house training helps them enhance their skills in using e-learning devices 	<ul style="list-style-type: none"> Questionnaires from teachers 	<ul style="list-style-type: none"> IT Team 	
1.2.2 To enhance e-learning and use innovative teaching and learning methodologies by encouraging teachers to attend seminars and training courses	9.2017 ~ 7.2018	<ul style="list-style-type: none"> 80% of teachers who have attended seminars / workshops related to e-learning and innovative teaching and learning methodologies agree that these activities help them enhance their skills in using e-learning devices 	<ul style="list-style-type: none"> Teachers' feedback 	<ul style="list-style-type: none"> All teachers 	
1.2.3 To share SDL experiences in departments / subject meetings and peer lesson observations To promote e-learning through a whole-school approach by providing iPads to teachers on request	9.2017 ~ 7.2018	<ul style="list-style-type: none"> Teachers share how they use SDL learning strategies in panel meetings, peer lesson observations and post-lesson discussions. 	<ul style="list-style-type: none"> Annual reports of subject departments 	<ul style="list-style-type: none"> HODs and teachers of various subjects 	
1.2.4 To design a curriculum to strengthen SDL in the Science KLA by refining the curriculum of Creative Science in S1 and S2 Integrated Science to help students develop the skills related to scientific investigation and solving problem systematically	9.2017 ~ 7.2018	<ul style="list-style-type: none"> Students develop the skills related to scientific investigation. 	<ul style="list-style-type: none"> Opinions from HOD and teachers of Integrated Science 	<ul style="list-style-type: none"> HOD & teachers of Integrated Science 	

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.2.5 To plan, implement, monitor and evaluate the e-learning development to explore various learning platforms and tools which can facilitate SDL and can be introduced to various departments	9.2017 ~ 7.2018	<ul style="list-style-type: none"> Academic departments have devised plans for promoting e-learning. 	<ul style="list-style-type: none"> Evaluation conducted in departmental meetings 	<ul style="list-style-type: none"> HODs and teachers of various subjects 	<ul style="list-style-type: none"> Morrison Fund
1.2.6 To provide IT technical and user support to teachers by purchasing iPads, educational Apps and related items and providing maintenance	9.2017 ~ 7.2018	<ul style="list-style-type: none"> Teachers can get support from the IT Team whenever necessary. 	<ul style="list-style-type: none"> Evaluation conducted in the IT Team meetings 	<ul style="list-style-type: none"> IT Team 	<ul style="list-style-type: none"> Composite IT Grant
1.2.7 The school will provide international exposure opportunities to teachers so that they can bring back new and innovative teaching and learning methodologies on SDL to be shared with colleagues.	9.2017 ~ 7.2018	<ul style="list-style-type: none"> Teachers have the chance to engage in international exchange. 	<ul style="list-style-type: none"> Evaluation by participants 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> John Stokes Memorial Fund Morrison Fund EDB

Major Concern: 2. Strengthening of Life Planning Education and Careers Guidance

2.1 To organize Career and Life Planning programmes

Objective(s) & Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>2.1.1 To enable students to acquire adequate knowledge on further education and workplace in order to understand one-self and impact of external influences</p> <p>Strategies/activities to achieve through a wide range of talks and meetings:</p> <p>i. Visits (S2-S3) (LWL)</p> <p>ii. Talks (S1-S6) (LWL)</p> <p>iii. Workshops (S1-S6) (LWL)</p> <p>iv. Sharing Sessions (S3, S5 & S6) (LWL)</p> <p>v. Career Expos (S4 & S5) (LWL & Post-exam Periods)</p> <p>vi. Parent-Teacher Meetings (S3 & S6)</p> <p>vii. Publications(S3 & S6)</p> <p>viii. Personality & Career Tests (S1-S6) (LWL)</p>	<p>9.2017</p> <p>~</p> <p>7.2018</p>	<p>(i), (ii), (iii), (iv) & (v)</p> <ul style="list-style-type: none"> Over 80% of students find the programmes and activities effective in attaining the respective objectives. <p>(vi) & (vii)</p> <ul style="list-style-type: none"> Over 80% of parents and students attend the functions and they find the advice given relevant to their needs. Over 80% of students comment that the publications can provide them with sufficient and updated information on senior secondary curriculum, JUPAS programmes and admission scores. <p>(viii)</p> <ul style="list-style-type: none"> Over 90% of students complete the test. They agree that the test helps them find out what personality traits they possess and so as to find studies / professions that are a good fit for those characteristics. 	<p>(i), (ii), (iii) & (iv)</p> <ul style="list-style-type: none"> Teachers' observation and comments <p>(i), (ii), (iii), (iv), (v), (vi), (vii) & (viii)</p> <ul style="list-style-type: none"> Feedback from students and teachers Feedback from other stakeholders such as parents, graduates, Old Boys and guest speakers 	<ul style="list-style-type: none"> Career and Life Planning Team Life-wide Learning Committee Counselling Team Subject Departments WebSAMs & IT Teams Class Teachers ECA Team Clubs & Societies Careers Counsellors 	<ul style="list-style-type: none"> Old Boys' Association Parents-teachers' Association Rotary Club of HK Northeast Local Universities Hong Kong Family Welfare Society Hok Yau Club Hong Kong Employment Development Service Hong Kong Association of Careers Masters & Guidance Masters Course Providers <p>Financial support:</p> <ul style="list-style-type: none"> Transitional Career & Life Planning (CLP) Grant Morrison Fund ECA Fund

<p>2.1.2 To enable students to acquire necessary skills (skills related to examinations, leadership, communication, collaboration, creativity, decision-making) and attitude (workplace ethnics, integrity, responsibility and respect) through planned careers activities and business programmes so that they can formulate their career plan and make wise choices for university programmes and work options</p> <p>Strategies and activities to achieve through a wide range of specific learning programmes:</p> <p>i. Mock Examinations (Hok Yau Club) (S6)</p> <p>ii. Interview preparation workshops (S6)</p> <p>iii. Applied Learning Taster Programmes (S4)</p> <p>iv. University Engagement Programmes (Local Universities) (S2-S6)</p> <p>v. Business Partnership Programmes (S4-S6)</p> <p>vi. Job Shadowing (S5-S6)</p> <p>vii. Internship (S5-S6)</p> <p>viii. Summer Career-related Programmes organized by HKACMGM (S5-S6)</p>	<p>9.2017 ~ 7.2018</p>	<p>(i)</p> <ul style="list-style-type: none"> • 70 places for Mock Examinations are filled up. • Student participants comment that they become more familiar with the examination atmosphere and actual arrangements. <p>(ii)</p> <ul style="list-style-type: none"> • Student participants find the interview practice useful. They comment that they find the mock interview practice can help them better prepare for the interviews in terms of presentation skills, etiquette and confidence. <p>(iii), (iv), (v), (vi), (vii) & (viii)</p> <ul style="list-style-type: none"> • Participants find the programmes / activities beneficial. They found the programmes meaningful as they can have a better understanding of different professions and relevant to their occupational interests. 	<p>(i), (ii), (iii), (iv), (v), (vi), (vii), & (viii)</p> <ul style="list-style-type: none"> • Teachers' observation • Evaluation of feedback from stakeholders such as participants, interviewers, university programme organizers, host companies and job mentors 		
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<p>2.1.3 To investigate multiple options (opportunities and constraints) of learning and work and to make decision, and to formulate and act out plans to manage changes and transition from secondary to tertiary education</p> <p>Strategies to achieve through providing individual guidance and supervision on exploring further educational opportunities and multiple pathways:</p> <p>i. Workshops on preparing Student Learning Profile, OEA and 20 JUPAS Programme Choices (S6)</p> <p>ii. Preparing study plan & clear goal setting so as to meet requirements of local and overseas universities (S4-S6)</p> <p>iii. Individual & group counselling services (S3, S4-S6)</p> <p>iv. Mentorship Programme (S5)</p> <p>v. School Assessment Tools - Predicted Grades (S5-S6)</p>	<p>9.2017 ~ 7.2018</p>	<p>(i) & (ii)</p> <ul style="list-style-type: none"> • 90% of S6 students are able to finalize their JUPAS program choices and prepare their self-accounts for JUPAS after in-depth discussion with Careers Teachers. • They agree that they learn the importance of goal setting and decision-making, and its relationship with career planning. <p>(iii)</p> <ul style="list-style-type: none"> • Over 90% of S3- S6 students agree that the counseling service is useful and can assist them to make the right choices. <p>(iv)</p> <ul style="list-style-type: none"> • Over 80% of student participants agree that the mentors can provide them valuable advice on career planning. <p>(v)</p> <ul style="list-style-type: none"> • Over 80% of students find the assessment tools useful in helping them to understand their strengths and weaknesses in preparing for HKDSE Examination. 	<p>(i) & (ii)</p> <ul style="list-style-type: none"> • Feedback from teachers on students' progress in preparing SLPs, OEA and JUPAS program choices • Feedback from S6 students <p>(i), (iii) & (v)</p> <ul style="list-style-type: none"> • Feedback from students and teachers <p>(iv)</p> <ul style="list-style-type: none"> • Feedback from mentees and their mentors 		
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2.2. To organize subject-related programmes

Objectives & Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>2.2.1 To enable students to acquire knowledge and skills related to future careers through subject-related activities</p> <p>a. Chinese Language Department</p> <ul style="list-style-type: none"> • Reading newspaper articles related to careers prospects and writing self-reflections (S4-S5) <p>b. English Language Department:</p> <ul style="list-style-type: none"> • Organizing workshops for preparing self-account and personal statement (S5-S6) • Organizing Mock Interview practice (S4-S6) <p>c. Liberal Studies Department:</p> <ul style="list-style-type: none"> • Conducting a workshop related to related to their learning styles and career and life planning (S1) 	<p>9.2017 ~ 7.2018</p>	<p>(a)</p> <ul style="list-style-type: none"> • Students are able to complete their tasks • Good quality of reflections done by students <p>(b)</p> <ul style="list-style-type: none"> • Students can prepare their self-account for JUPAS and comment that they can learn interviewing skills through the interview practice. <p>(c)</p> <ul style="list-style-type: none"> • The workshop is able to integrate career and life planning elements in the lesson activities and improve students' life planning awareness. They comment that they have a better understanding of their learning styles, different careers and essential skills in the workplace. 	<p>(a)</p> <ul style="list-style-type: none"> • Checking by teachers on the completion of the reflections. • Assessment on reflections <p>(b)</p> <ul style="list-style-type: none"> • Assessment on self-accounts and personal statements • Observation on students' performance in the Mock interview practice • Feedback from student participants <p>(c)</p> <ul style="list-style-type: none"> • Teachers' observation • Evaluation from students and teachers 	<ul style="list-style-type: none"> • Chinese Language Department • English language Department • Liberal Studies Department • Mathematics Departments • BAFS / Economics Department • Departments related to Science, Technology or Humanities (such as Physics, Chemistry, Biology, ICT, Geography) • Link Teacher • Old Boys working in various professions • Teaching assistant 	<ul style="list-style-type: none"> • Newspaper articles or editorials related to careers • Spare rooms for Mock Interviews • Display boards for the Open Days • University Professors • Old Boys • LWL lessons • Business Advisors

<p>d. Mathematics Department</p> <ul style="list-style-type: none"> Teaching career-related topics such as use of Statistics (S5-S6) Organizing talks relevant to the relationship among teaching curriculum, university programmes and career planning (S5-S6) such as Quantitative Finance & Risk Management (S5-S6) <p>e. BAFS / Economics Department</p> <ul style="list-style-type: none"> Organizing Junior Achievement Company Programme Competition (S4-S5) <p>f. Geography Department</p> <ul style="list-style-type: none"> Introduction of SS Geography curriculum & job-related course offered in universities (S3) Visit to Centre Caritas Chan Chun Ha Field Studies Centre (S4-S5) Visit to CUHK Geography and Resources Management Centre (S6) <p>g. Department(s) of Integrated Science, Physics, Chemistry or Biology (S2-S5)</p> <ul style="list-style-type: none"> Relevant talks and workshops (organized by various institutes) will be arranged for interested students. 		<p>(d)</p> <ul style="list-style-type: none"> Students should have a better understanding of the relationship among teaching curriculum, university programmes and future careers. <p>(e)</p> <ul style="list-style-type: none"> Successful completion of the programme with share issuance and production of items for sales at the trade fair Student participants agree that they learn the relevant concepts related to Economics and BAFS, and how to run a business. <p>(f)</p> <ul style="list-style-type: none"> Student participants can know more about the prospects of studying Geography. Student participants can know more about the prospects of being an education officer in centre. <p>(g)</p> <ul style="list-style-type: none"> Student participants not only learn more about scientific knowledge, but also related careers prospects. 	<p>(d)</p> <ul style="list-style-type: none"> Feedback from students Teachers' observation on students' performance in the talks (e.g. questions raised relevant to the main theme) <p>(e)</p> <ul style="list-style-type: none"> Feedback from student participants, Link Teacher, and business advisors <p>(f)</p> <ul style="list-style-type: none"> Feedback and evaluation from organizations, teachers and students <p>(g)</p> <ul style="list-style-type: none"> Feedback and evaluation from student participants and various institutes 		
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2.3 To facilitate students’ personal growth and leadership development through organizing year-round extra-curricular programmes

Objectives & Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>2.3.1 To cultivate the mind-set: “Leader in me” through assembly sharing, LWL periods and training courses: a proactive approach to nurture ‘new’ self related to career and life planning</p> <p>2.3.2 To cultivate the attitude: “Personal Leadership” through Peers Concern and Guidance Scheme: nurturing the skills of self-understanding and goal setting related to career and life planning through small group tutoring sessions and mass programmes</p>	<p>9.2017 ~ 6.2018</p>	<ul style="list-style-type: none"> • Teachers and students can share their personal and models’ life experiences. • Peer Counsellors, Counselling Prefects, S1 and S2 students can learn effectively in the small group tutorials to enhance self-understanding and goal setting. 	<ul style="list-style-type: none"> • Assessment on the effectiveness of applying Choice Theory to relate students’ experience to life • Through the study of the progress reports (as a monitoring tool) and monthly reflections to check whether the students apply “Seven Habits” and Satir Growth Model for career and life planning. 	<ul style="list-style-type: none"> • Counselling Teachers • Peer Counsellors & Counselling Prefects 	<ul style="list-style-type: none"> • Morning assembly – allocate sufficient time for 4-minute sharing in order to elaborate the idea of mindsets with concrete examples • Life-wide Learning periods - include small group tutoring sessions in LWL to facilitate guidance by teachers

Remarks:

Use of the Morrison Funds & ECA Funds: organizing activities/programmes related to three major aspects: Career and Life Planning, Subject-related activities and Leadership Development

Major Concern: 3. Promotion of School Ethos through Celebrating 155th Anniversary

3.1 To reinforce a positive school ethos and facilitate students' life-wide learning through the celebration of the school's 155th Anniversary

Objectives & Strategies	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
<p>3.1.1 To organize multifarious celebration events</p> <p>a. Celebrity Talk 4 Guest of Honour: Mr. Wong Yan-lung, SC, JP</p>	29.9.2017	<ul style="list-style-type: none"> The content of the talk is of high quality. At least 500 students are involved. At least 50 student guests from other schools attend the talk. The feedback from students, staff and guests is positive. 	<ul style="list-style-type: none"> Number of students involved Questionnaire 	<ul style="list-style-type: none"> Staff 155th Anniversary Committee 	Hall and respective facilities
<p>b. Opening of Stanley Ho Astronomical Observatory (Tai Tam Campus)</p>	10~11.2017	<ul style="list-style-type: none"> The observation facilities are of high quality. The feedback from visitors is positive. 	<ul style="list-style-type: none"> Oral feedback from visitors Number of visitors 	<ul style="list-style-type: none"> QCOBA 	Nil
<p>c. 155th Anniversary Yellow Dragon</p>	11.2017	<ul style="list-style-type: none"> Students' passages and designs are of high quality. At least 1100 books are published with over 90% of the total sold. Sponsorships form at least 50% of overall expenditure. 	<ul style="list-style-type: none"> Positive oral feedback from readers Number of copies published and sold Amount of sponsorship 	<ul style="list-style-type: none"> Yellow Dragon editorial board 155th Anniversary Committee Chinese and English Departments QCPTA QCOBA 	<ol style="list-style-type: none"> Printing expenses Government Logistics Department

Objectives & Strategies	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
d. Celebrity Talk 5 Guest of Honour: Professor Tony Chan Fan-cheong	13.11.2017	<ul style="list-style-type: none"> At least 500 students are involved. At least 50 student guests from other schools attend the talk. The feedback from students, staff and guests is positive. 	<ul style="list-style-type: none"> Number of students Involved Questionnaire 	<ul style="list-style-type: none"> Staff 155th Celebration Committee 	Hall and respective facilities
e. 155 th Anniversary Gala Dinner	25.11.2017	<ul style="list-style-type: none"> More than 1000 participants attend the dinner. A warm and welcoming atmosphere is created. The bonding between different stakeholders of QC is strengthened. 	<ul style="list-style-type: none"> Number of guests Feedback by guests 	<ul style="list-style-type: none"> QCOBA Staff School Office 155th Anniversary Committee 	<ul style="list-style-type: none"> Transportation expenses AsiaWorld-Expo
f. 155 th Anniversary Speech Day	8.12.2017	<ul style="list-style-type: none"> More than 200 guests attend the Speech Day. A warm and welcoming atmosphere is created. Students and parents are proud of students' achievements. 	<ul style="list-style-type: none"> Number of guests Feedback by guests 	<ul style="list-style-type: none"> Staff Speech Day Committee School Office 	<ul style="list-style-type: none"> School Hall and Classrooms
g. 155 th Anniversary Concert	20.12.2017	<ul style="list-style-type: none"> The music performances are of high quality and a wide variety. Number of students and audience participated The feedback from the 	<ul style="list-style-type: none"> Oral feedback from the audience Observation of performance Number of tickets sold/issued 	<ul style="list-style-type: none"> Staff Music Department School office QC OB String Orchestra and 	<ul style="list-style-type: none"> Coaching fees Rehearsal Venues Hong Kong City Hall Support from

Objectives & Strategies	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
		audience is positive. <ul style="list-style-type: none"> • Different groups of stakeholders and guests from the community are involved. • At least one joint-school item is involved. • The concert features performance from old boys' group(s). 	<ul style="list-style-type: none"> • At least one item involving guest schools 	Choir <ul style="list-style-type: none"> • QCPTA • QCOBA 	QCOBA and QCPTA

3.2 To consolidate unity of parents, old boys, students and teachers and promote a stronger sense of belonging to our school

Objectives & Strategies	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
3.2.1 Continue to run the 155 th Anniversary Organizing Committee to coordinate the preparation work of the celebration event: working groups responsible for new events in 2017-18 are formed	9~12.2017	<ul style="list-style-type: none"> • At least 2 regular meetings are held by the Organizing Committee in 2017-2018. • The working groups are formed comprising teachers, parents, old boys and students. • The events are planned and implemented effectively. • Good rapport is established among all stakeholders 	<ul style="list-style-type: none"> • Evaluation meetings with various working groups composed of students, parents, teachers and old boys • Self-evaluation of the Organizing Committee and Working Groups 	<ul style="list-style-type: none"> • The 155th Anniversary Organizing Committee • Various working groups for specific events • School Office 	<ul style="list-style-type: none"> • Support from QCOBA and QCPTA • Student Council • I.T. support

3.3 To further promote the school's prestigious status in the community

Objectives & Strategies	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
<p>3.3.1 To invite public figures and the general public to join the celebration events and to invite the press to promote and report the major celebration events</p> <p>a. Celebrity Talks 4 & 5</p> <p>b. Opening of Stanley Ho Astronomical Observatory (Tai Tam Campus)</p> <p>c. 155th Anniversary Yellow Dragon</p> <p>d. 155th Anniversary Gala Dinner</p> <p>e. 155th Anniversary Speech Day</p> <p>f. 155th Anniversary Concert</p>		<ul style="list-style-type: none"> • The status and image of our school is further enhanced in the community. • The school has a closer relationship and collaboration with the community. • The media coverage on promotion of the 155th anniversary is positive. 	<ul style="list-style-type: none"> • Feedback from the general public • Self-evaluation of the working groups of celebration events • Collecting news clippings and analysing the contents of the news reports 	<ul style="list-style-type: none"> • The 155th Anniversary Organizing Committee • Various working groups for specific events as mentioned in 3.2.1 • School Office 	<ul style="list-style-type: none"> • Support from QCOBA and QCPTA • Support from external organisations