

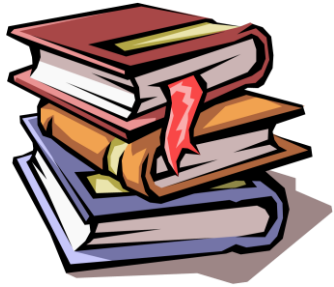


# **Queen's College**

## **Annual School Plan**

**2016 - 2017**

# 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.

## 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

Objective(s) & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1.1 To facilitate students' SDL and self-accessed learning in different academic subjects via e-learning portal in Learning Management System (LMS) by incorporating SDL in some lessons in at least one level in their scheme of work	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>• 10 subject departments devise plans for promoting SDL using LMS</li> </ul>	<ul style="list-style-type: none"> <li>• Number of departments using LMS in the lessons</li> <li>• Evaluation in departmental meetings</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> </ul>
1.1.2 To provide opportunities for students to develop SDL through the implementation of Project Learning in PSHE subjects (History S5 – S6, Geography S3, L.S. S1, S5)	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>• Students complete project learning with good performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• HoDs from respective subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison Fund</li> </ul>
1.1.3 To expose students to the learning environment outside school to encourage open and self-directed exploration through field experiences, orienteering, overseas study tours and exchange programmes	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>• 90% of students agreed that the excursions are useful</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher i/c</li> <li>• Teachers leading the trips</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison Fund</li> </ul>
1.1.4 To enhance students' SDL via extended learning activities related with STEM e.g. GreenMech Contest, HK Youth Science and Technology Innovation Competition, Physics Olympiad, Mathematics Olympiad, and etc.	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>• Active participation of students</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of students</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher i/c</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison Fund</li> <li>• ECA Fund</li> </ul>

Objective(s) & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1.5 To strengthen SDL by adopting various self-learning platforms of Chinese, English, Mathematics and Question Bank (HKEdCity)	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>90% of relevant departments actively used these self-learning platforms to promote SDL</li> </ul>	<ul style="list-style-type: none"> <li>The number of subject departments used the platforms to enhance students' Self-directed Learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Service provider</li> </ul>	<ul style="list-style-type: none"> <li>Morrison Fund</li> </ul>
1.1.6 Morning Reading Scheme (S1 and S2) by introducing biographies of famous people and answer one or two in-depth questions. Students can search more relevant information with the suggested online extended reading	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>Improvement in reading of both English and Chinese and knowledge in specific fields of famous people and their specific fields of achievement</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires from students</li> </ul>	<ul style="list-style-type: none"> <li>Morning Reading Scheme Team</li> </ul>	
1.1.7 To enhance S1 students' understanding of their learning styles by adopting 'Learning to Learn' programme, i.e. Learning Styles of Students	9.2016 ~ 12.2016	<ul style="list-style-type: none"> <li>85% of students agree that they have got improvement in Self-directed Learning after they have applied the skills and knowledge taught in various subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires from students</li> </ul>	<ul style="list-style-type: none"> <li>Service provider</li> </ul>	<ul style="list-style-type: none"> <li>Morrison Fund</li> </ul>

Objective(s) & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1.8 To introduce Self-directed Learning strategies by inviting old boys as speakers to share their experiences in university studies conducted during morning assemblies or LWL periods	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>80% of the students agree that the activities are relevant and useful.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires from students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher i/c</li> </ul>	
1.1.9 To promote 'Learning without Borders' by developing a school-based video archive in the LMS to facilitate Flipped Classroom and SDL e.g. S2 Liberal Studies lessons, studying past examination paper questions, etc.	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>90% of the students have actively used the platform for self-directed learning.</li> </ul>	<ul style="list-style-type: none"> <li>The number of students who actively used the platform during the designated period.</li> </ul>	<ul style="list-style-type: none"> <li>Major Concern Team</li> <li>Service provider</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>Morrison Fund</li> </ul>

## 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

Objective(s) & Strategies	Time Scale	Success Criteria	Methods 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	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>90% of teachers find the activities during Staff Development Days and in-house training useful</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires from teachers</li> </ul>	<ul style="list-style-type: none"> <li>Staff Development Team</li> <li>IT Team</li> </ul>	
1.2.2 To enhance e-learning and use innovative teaching and learning methodologies by encouraging teachers to attend seminars and training courses	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>Active participation of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' attendance of relevant seminars and courses</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	
1.2.3 To share SDL experiences in departments / subject meetings and peer lesson observations of the pilot group of teachers	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>Strong willingness of teachers to share their experience</li> </ul>	<ul style="list-style-type: none"> <li>% of teachers sharing SDL experience in peer lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	
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 of scientific investigation and solving problem systematically	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>Performance of students</li> </ul>	<ul style="list-style-type: none"> <li>Opinions from HoDs</li> </ul>	<ul style="list-style-type: none"> <li>I. S. HoD</li> </ul>	

Objective(s) & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.2.5 To join external programmes e.g. Self-directed Learning in Science with e-learning support for learner diversity and smooth primary-secondary transition, Aquaponics / Hydroponics project	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>Better academic performance shown after programme completion</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires from teachers</li> </ul>	<ul style="list-style-type: none"> <li>HoD and teachers of I.S.</li> </ul>	<ul style="list-style-type: none"> <li>Resources from HKU</li> </ul>
1.2.6 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	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>Academic departments have devised plans for promoting e-learning.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate in departmental meetings</li> </ul>	<ul style="list-style-type: none"> <li>HoDs and teachers of various subjects</li> </ul>	<ul style="list-style-type: none"> <li>Morrison Fund</li> </ul>
1.2.7 To promote IT technical and user support to teachers by purchasing and maintaining iPads, educational Apps and related items	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>Teachers can get support from the IT Team whenever necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation at the meetings of the IT Team</li> </ul>	<ul style="list-style-type: none"> <li>IT Team</li> </ul>	<ul style="list-style-type: none"> <li>Composite IT Grant</li> </ul>

Name of Teacher in charge: Wu Lai Mee

Signature: \_\_\_\_\_

Date: 21 June 2016

## 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	Methods 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 oneself and impact of external influences</p> <p>Strategies/activities to be achieved through a wide range of talks and meetings:</p> <p>i. Visits (S2-S3) (Life –wide Learning Periods)</p> <p>ii. Talks (S1-S6) (Life –wide Learning Periods)</p> <p>iii. Workshops (S1-S6) (LWL)</p> <p>iv. Sharing Sessions (S3, S5 &amp; S6) (Life –wide Learning Periods)</p> <p>v. Career Expos (S4 &amp; S5) (Post-exam Periods)</p> <p>vi. Parent-teacher Meetings (S3 &amp; S6)</p> <p>vii. Publications (S3-S6)</p> <p>viii. Personality &amp; Career Tests (S1-S6) (Life –wide Learning Periods)</p>	<p>9.2016 ~ 7.2017</p>	<p>(i), (ii), (iii), (iv) &amp; (v)</p> <ul style="list-style-type: none"> <li>• Over 80% of students find the programmes and activities effective in attaining the respective objectives.</li> </ul> <p>(vi) &amp; (vii)</p> <ul style="list-style-type: none"> <li>• Over 80% of parents and students attend the functions and they find the advice given relevant to their needs.</li> <li>• 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.</li> </ul>	<p>(i), (ii), (iii) &amp; (iv)</p> <ul style="list-style-type: none"> <li>• Teachers’ observation and comments</li> </ul> <p>(i), (ii), (iii), (iv), (v), (vi) (vii) &amp; (viii)</p> <ul style="list-style-type: none"> <li>• Feedback from students and teachers</li> <li>• Feedback from other stakeholders such as parents, graduates, Old Boys and guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Career and Life Planning Team</li> <li>• Life-wide Learning Committee</li> <li>• Counselling Team</li> <li>• Subject Departments</li> <li>• WebSAMs &amp; IT Teams</li> <li>• Class Teachers</li> <li>• ECA Team</li> <li>• Clubs &amp; Societies</li> <li>• Careers Counsellors</li> </ul>	<ul style="list-style-type: none"> <li>• QC Old Boys’ Association</li> <li>• QC Parents-teachers’ Association</li> <li>• Rotary Club of HK Northeast</li> <li>• Local universities</li> <li>• Hong Kong Family Welfare Society</li> <li>• Hok Yau Club</li> <li>• Hong Kong Employment Development Service</li> <li>• Hong Kong Association of Careers Masters &amp; Guidance Masters</li> <li>• Course Providers</li> </ul>



Objective(s) & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2.1.2 To enable students to acquire necessary skills (skills related to examinations, leadership, communication, collaboration, creativity, decision-making) and attitude (workplace ethics, 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>9.2016 ~ 7.2017</p>	<p>(viii)</p> <ul style="list-style-type: none"> <li>• Over 90% of students complete the test. They agree that the test helps them find out what personality traits they possess and then find studies / professions that are a good fit for those characteristics.</li> </ul> <p>(i)</p> <ul style="list-style-type: none"> <li>• 80 places for Mock Examinations are taken up.</li> <li>• Student participants comment that they become more familiar with the examination atmosphere and actual arrangements.</li> </ul> <p>(ii)</p> <ul style="list-style-type: none"> <li>• Student participants find the interview practice useful. They comment that they find the mock interview practice can help them</li> </ul>	<p>(i), (ii), (iii), (iv), (v), (vi), (vii), &amp; (viii)</p> <ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Evaluation of feedback from stakeholders such as participants, interviewers, university programme organizers, host companies and job mentors</li> </ul>		<p>Financial support:</p> <ul style="list-style-type: none"> <li>• Career &amp; Life Planning (CLP) Grant for employment of a temporary teacher and a Teaching Assistant</li> <li>• Morrison Fund</li> <li>• ECA Fund</li> </ul>

Objective(s) & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>Strategies and activities to be achieved through a wide range of specific learning programmes:</p> <ul style="list-style-type: none"> <li>i. Mock Examinations ( Hok Yau Club) (S6)</li> <li>ii. Interview preparation workshops (S6)</li> <li>iii. Applied Learning Taster Programmes (S4)</li> <li>iv. Engagement Programmes (Local Universities) (S2-S6)</li> <li>v. Business Partnership Programmes (S4-S6)</li> <li>vi. Job Shadowing (S5-S6) Internship (S5-S6)</li> <li>vii. Summer Career-related Programmes organized by HKACMGM (S5-S6)</li> </ul> <p>2.1.3 To investigate multiple options (opportunities and constraints) of learning and work and to make decisions, and to formulate and act out plans to manage changes and transition from secondary to tertiary education</p>	<p>9.2016 ~ 7.2017</p>	<p>better prepare for the interviews in terms of presentation skills, etiquette and confidence.</p> <p>(iii), (iv), (v), (vi), (vii) &amp; (viii)</p> <ul style="list-style-type: none"> <li>• Participants find the programmes / activities beneficial. They found the programmes meaningful as they can have a better understanding of different professions relevant to their occupational interests.</li> </ul> <p>(i) &amp; (ii)</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• They agree that they learn</li> </ul>	<p>(i) &amp; (ii)</p> <ul style="list-style-type: none"> <li>• Feedback from teachers on students' progress in preparing SLPs, OEA and JUPAS program choices</li> <li>• Feedback from S6 students</li> </ul>		

Objective(s) & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>Strategies to be achieved through providing individual guidance and supervision on exploring further educational opportunities and multiple pathways:</p> <ul style="list-style-type: none"> <li>i. Workshops on preparing Student Learning Profile, OEA and 20 JUPAS programme choices (S6)</li> <li>ii. Preparing study plans &amp; clear goal setting so as to meet requirements of local and overseas universities (S4-S6)</li> <li>iii. Individual &amp; group counselling services (S3, S4-S6)</li> <li>iv. Mentorship Programme (S5)</li> <li>v. School Assessment Tools - Predicted Grades (S4-S6)</li> </ul>		<p>the importance of goal setting and decision-making, and their relationship with career planning.</p> <p>(iii)</p> <ul style="list-style-type: none"> <li>• Over 90% of S3- S6 students agree that the counseling service is useful and can assist them to make the right choices.</li> </ul> <p>(iv)</p> <ul style="list-style-type: none"> <li>• Over 80% of student participants agree that the mentors can provide them valuable advice on career planning.</li> </ul> <p>(v)</p> <ul style="list-style-type: none"> <li>• Over 80% of students find the assessment tools useful in helping them to understand their strengths and weaknesses in preparing for HKDSE Examination.</li> </ul>	<p>(ii)(iii) &amp; (v)</p> <ul style="list-style-type: none"> <li>• Feedback from students and teachers</li> </ul> <p>(iv)</p> <ul style="list-style-type: none"> <li>• Feedback from mentees and their mentors</li> </ul>		

## 2.2. To organize subject-related programmes

Objectives & Strategies	Time Scale	Success Criteria	Methods 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"> <li>• Reading newspaper articles related to careers prospects and writing self-reflections (S4-S5)</li> </ul> <p>b. English Language Department:</p> <ul style="list-style-type: none"> <li>• Organizing workshops for preparing self-accounts and personal statements (S5-S6)</li> <li>• Organizing mock interview practice (S4-S6)</li> </ul> <p>c. Liberal Studies Department:</p> <ul style="list-style-type: none"> <li>• Conducting a workshop related to their learning styles and career and life planning (S1)</li> </ul>	<p>9.2016 ~ 7.2017</p>	<p>(a)</p> <ul style="list-style-type: none"> <li>• Students are able to complete their tasks</li> <li>• Good quality of reflections written by students</li> </ul> <p>(b)</p> <ul style="list-style-type: none"> <li>• Students can prepare self-accounts for JUPAS and comment that they can learn interviewing skills through the interview practice.</li> </ul> <p>(c)</p> <ul style="list-style-type: none"> <li>• The workshop is able to integrate career and life planning elements in the</li> </ul>	<p>(a)</p> <ul style="list-style-type: none"> <li>• Checking by teachers students' reflections.</li> <li>• Assessment on reflections</li> </ul> <p>(b)</p> <ul style="list-style-type: none"> <li>• Assessment on self-accounts and personal statements</li> <li>• Observation on students' performance in the mock interview practice</li> <li>• Feedback from student participants</li> </ul> <p>(c)</p> <ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Evaluation from students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese Language Department</li> <li>• English language Department</li> <li>• Liberal Studies Department</li> <li>• Mathematics Departments</li> <li>• BAFS / Economics Department</li> <li>• Departments related to Science or Humanities (such as Physics, Chemistry, Biology, ICT, History or Geography)</li> <li>• Link Teacher</li> <li>• Old Boys working in various professions</li> <li>• Teaching Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper articles or editorials related to careers</li> <li>• Venues for mock interviews</li> <li>• Display boards for the Open Days</li> <li>• University professors</li> <li>• Old Boys</li> <li>• LWL lessons</li> <li>• Business Advisors</li> </ul>

Objectives & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>d. Mathematics Department</p> <ul style="list-style-type: none"> <li>• Teaching career-related topics such as Statistics (S5-S6)</li> <li>• Organizing talks relevant to the relationship among senior secondary curriculum, university programmes and career planning (S5-S6) such as Quantitative Finance &amp; Risk Management (S5-S6)</li> </ul> <p>e. BAFS / Economics Department</p> <ul style="list-style-type: none"> <li>• Participating in the Junior Achievement Company Programme Competition (S4-S5)</li> </ul>		<p>lesson activities and improve students' life planning awareness. Students acquire better understanding of their learning styles, career orientations and essential skills in the workplace.</p> <p>(d)</p> <ul style="list-style-type: none"> <li>• Students should have a better understanding of the relationship among teaching curriculum, university programmes and future careers.</li> </ul> <p>(e)</p> <ul style="list-style-type: none"> <li>• Successful completion of the programme with share issuance and production of items for sales at the trade fair</li> <li>• Student participants agree that they learn the</li> </ul>	<p>(d)</p> <ul style="list-style-type: none"> <li>• Feedback from students</li> <li>• Teachers' observation on students' performance in the talks (e.g. questions raised relevant to the main theme)</li> </ul> <p>(e)</p> <ul style="list-style-type: none"> <li>• Feedback from student participants, Link Teacher, and Business Advisors</li> </ul>		

Objectives & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>f. Geography Department</p> <ul style="list-style-type: none"> <li>• Introduction of SS Geography curriculum &amp; university job-related courses (S3)</li> <li>• Visit to Centre Caritas Chan Chun Ha Field Studies Centre (S4-S5)</li> <li>• Visit to CUHK Geography and Resources Management Centre (S6)</li> </ul>		<p>concepts related to Economics, BAFS and business operations.</p> <p>(f)</p> <ul style="list-style-type: none"> <li>• Student participants can know more about the prospect of studying Geography.</li> <li>• Student participants can know the prospects of being an Education Officer at the centre.</li> </ul>	<p>(f)</p> <ul style="list-style-type: none"> <li>• Feedback and evaluation from organizations, teachers and students</li> </ul>		

### 2.3 To facilitate students' personal growth and leadership development through organizing year-round extra-curricular programmes

Objectives & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
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	9. 2016 ~ 6. 2017	<ul style="list-style-type: none"> <li>Teachers and students can share their personal life experience.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment on the effectiveness of applying Choice Theory to relate students' experience to life</li> </ul>	<ul style="list-style-type: none"> <li>Counselling Teachers</li> <li>Peer Counsellors &amp; Counselling Prefects</li> </ul>	<ul style="list-style-type: none"> <li>Morning assembly – a 4-minute sharing to elaborate the idea of mind-sets with concrete examples</li> <li>Life-wide Learning periods - small group guidance sessions in LWL to facilitate guidance by teachers</li> </ul>
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 guidance sessions and mass programmes		<ul style="list-style-type: none"> <li>Peer Counsellors, Counselling Prefects, S1 and S2 students can learn effectively in the small group guidance to enhance self-understanding and goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>The progress reports (as a monitoring tool) and monthly reflections are collected to check whether the students apply "Seven Habits" and Satir Growth Model for career and life planning.</li> </ul>		

Remarks:

Use of the CLP Grant: for releasing the workload of Careers teachers:

- Employment of a Teaching Assistant: \$13,776 (per month) x 12 months = \$165,312 (Sept 2016 - Aug 2017)
- Employment of a teacher: \$35,585 (per month) x 12 months = \$427,020 (Sept 2016 - Aug 2017)

Use of the Morrison & ECA Funds:

- Organizing activities/programmes related to three major aspects: Career and Life Planning, Subject-related and Leadership Development

Names of Teacher-in-charge: Lam Kwok Yin & Lee Chui Fan

Signature: \_\_\_\_\_

Date: 21 June 2016

**Major Concern: 3. Promotion of School Ethos through Celebrating 155<sup>th</sup> Anniversary**

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

Objectives & Strategies	Time Scale	Success Criteria	Methods of evaluation	People Responsible	Resources Required
<p>3.1.1 To organize multifarious celebrating events</p> <p>a. Souvenir design and production.</p>	<p>10.2016 ~ 3.2017</p>	<ul style="list-style-type: none"> <li>The souvenirs are well received by students, teachers, parents and stakeholders</li> <li>High aesthetic quality of the souvenirs</li> <li>The souvenirs are practical and durable</li> <li>At least 100 of each type of souvenir are sold / distributed</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, teachers, parents and stakeholders</li> <li>The total number of souvenirs distributed / sold</li> </ul>	<ul style="list-style-type: none"> <li>The 155<sup>th</sup> Anniversary Organizing Committee</li> <li>Souvenir Working Group, Visual Arts Department</li> </ul>	<ul style="list-style-type: none"> <li>\$40,000</li> <li>Storage space</li> <li>Support from School Office</li> </ul>
<p>b. Webpage Design Competition</p>	<p>9.2016 ~ 12.2017</p>	<ul style="list-style-type: none"> <li>The webpage design adopted is effective in promoting the celebrating events.</li> <li>The webpage design selected will be a platform of information and news.</li> <li>At least 2000 times of browsing</li> </ul>	<ul style="list-style-type: none"> <li>Setting a browser counter on the 155<sup>th</sup> Anniversary Celebration Webpage</li> <li>Feedback and comments from webpage visitors</li> </ul>	<ul style="list-style-type: none"> <li>Webpage Working Group</li> </ul>	<p>Effective I.T. support from I.T. Department</p>



Objectives & Strategies	Time Scale	Success Criteria	Methods of evaluation	People Responsible	Resources Required
c. QC History Corridor	All stakeholders	<ul style="list-style-type: none"> <li>Design concept is ready. Information, artifacts and photos are collected on time.</li> <li>Financial and technical preparations are completed on time.</li> </ul>	<ul style="list-style-type: none"> <li>The information for History Corridor is collected by old boys before January 2017 and displayed from March 2017</li> <li>Feedback and comments from visitors</li> </ul>	<ul style="list-style-type: none"> <li>Principal and Assistant Principals, old boys and ASD.</li> <li>History Corridor Working Group</li> </ul>	<ul style="list-style-type: none"> <li>\$100,000</li> <li>Support from School Office</li> <li>Displaying venue: From school office to staff room B and from N12 to N15</li> </ul>
d. Publication of Students' English and Chinese Essays (Articles Collection and publication stage)	9.2016 ~ 4.2017	<ul style="list-style-type: none"> <li>The articles are well received by readers.</li> <li>More than 500 copies are distributed.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from readers</li> <li>Statistics on distribution of copies</li> </ul>	<ul style="list-style-type: none"> <li>The 155<sup>th</sup> Anniversary Organizing Committee</li> <li>Publication Working Group, Chinese and English Departments</li> </ul>	<ul style="list-style-type: none"> <li>\$50,000</li> <li>Storage space</li> <li>Support from School Office</li> </ul>
e. Fund Raising Walkathon	9.2016 ~ 10.2016	<ul style="list-style-type: none"> <li>At least 200 parents / students participate in the Walkathon in March 2017</li> <li>Donations to the event reach over \$80,000</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from participants</li> <li>Total number of participants</li> <li>Total amount of donations</li> </ul>	<ul style="list-style-type: none"> <li>The 155<sup>th</sup> Anniversary Organizing Committee</li> <li>Walkathon Working Group</li> </ul>	<ul style="list-style-type: none"> <li>Support from School Office, QCPTA and QCOBA</li> <li>PE Department</li> <li>Student Council</li> </ul>

Objectives & Strategies	Time Scale	Success Criteria	Methods of evaluation	People Responsible	Resources Required
f. Kick-off Ceremony	23.1.2017	<ul style="list-style-type: none"> <li>At least 1000 teachers and students participate in the event.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from participants</li> <li>Total number of participants</li> </ul>	<ul style="list-style-type: none"> <li>The 155<sup>th</sup> Anniversary Organizing Committee</li> <li>Kick-off Ceremony Working Group</li> </ul>	<ul style="list-style-type: none"> <li>Support from School Office, QCPTA and QCOBA</li> <li>Student Council</li> </ul>
g. QC Celebrity Talks	Jan 2017 ~ Dec 2017	<ul style="list-style-type: none"> <li>At least 500 teachers and students participate in the events.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from participants</li> <li>Total number of participants</li> </ul>	<ul style="list-style-type: none"> <li>The 155<sup>th</sup> Anniversary Organizing Committee</li> <li>Celebrity Talks Working Group</li> </ul>	<ul style="list-style-type: none"> <li>Support from School Office, QCPTA and QCOBA</li> <li>Student Council</li> </ul>
h. Joint School Art Exhibition	9.2016 ~ 3.2017	<ul style="list-style-type: none"> <li>At least 1000 guests and students visit the exhibition</li> <li>The students demonstrate high quality and different style of artistic works</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from guests</li> <li>Headcount on the number of visitors at the venue</li> </ul>	<ul style="list-style-type: none"> <li>The 155<sup>th</sup> Anniversary Organizing Committee</li> <li>Joint School Art Exhibition Working Group, Visual Arts Department</li> </ul>	<ul style="list-style-type: none"> <li>\$30,000</li> <li>Support from School Office</li> </ul>

Objectives & Strategies	Time Scale	Success Criteria	Methods of evaluation	People Responsible	Resources Required
i. Open Days	2.2017 ~ 3.2017	<ul style="list-style-type: none"> <li>At least 5000 guests and visitors during the Open Days</li> <li>The displays and activities are interesting, academic and demonstrate different levels of knowledge</li> <li>The Open Days can promote the values and ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>Number of guests</li> <li>Feedback from visitors</li> <li>Comments by teachers</li> </ul>	<ul style="list-style-type: none"> <li>The 155<sup>th</sup> Anniversary Organizing Committee</li> <li>Open Days Working Group</li> </ul>	<ul style="list-style-type: none"> <li>\$150,000</li> <li>The whole school as the venue</li> <li>Support from School Office, QCPTA and QCOBA</li> <li>Student Council</li> </ul>
j. Anniversary Concert	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>There are more than 1000 audience.</li> <li>Students demonstrate high levels of skill, understanding and potentials in music.</li> <li>A wide range of genres are presented in the music performances.</li> </ul>	<ul style="list-style-type: none"> <li>Number of tickets sold</li> <li>Type of genres in the Anniversary Concert</li> <li>Feedback from the audience and members of the community</li> </ul>	<ul style="list-style-type: none"> <li>The 155<sup>th</sup> Anniversary Organizing Committee</li> <li>Anniversary Concert Working Group, Music Department</li> </ul>	<ul style="list-style-type: none"> <li>\$150,000</li> <li>Rehearsal venues and time</li> <li>Coaches and conductors</li> <li>Support from School Office, QCPTA and QCOBA</li> </ul>

### 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	Methods of evaluation	People Responsible	Resources Required
3.2.1 To set up the 155 <sup>th</sup> Anniversary Organising Committee to coordinate the preparation work of the celebrating event: working groups responsible for events are formed.	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>• At least 3 regular meetings of the Organising Committee are held in 2016-2017.</li> <li>• The working groups are formed comprising teachers, parents, old boys and students.</li> <li>• Events are planned and implemented effectively.</li> <li>• Good rapport is established among all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation meetings with various working groups composed of students, parents, teachers and old boys</li> <li>• Self-evaluation of the Organising Committee and Working Groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The 155<sup>th</sup> Anniversary Organizing Committee</li> <li>• School Management</li> <li>• Various working groups for specific events</li> </ul>	<ul style="list-style-type: none"> <li>• Support from School Office, QCOBA and QCPTA</li> <li>• Student Council</li> <li>• I.T. support</li> </ul>

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

Objectives & Strategies	Time Scale	Success Criteria	Methods of evaluation	People Responsible	Resources Required
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: a. Kick off ceremony b. Open Days c. Joint School Art Exhibition c. Anniversary Concert	9.2016 ~ 7.2017	<ul style="list-style-type: none"> <li>The status and image of our school is further enhanced in the community.</li> <li>The school has a closer relationship and collaboration with the community.</li> <li>Positive media coverage on promotion of 155<sup>th</sup> anniversary.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from the general public</li> <li>Self-evaluation of the working groups of celebrating events</li> <li>Collecting news clippings and analyzing the contents of the news reports</li> </ul>	<ul style="list-style-type: none"> <li>The 155<sup>th</sup> Anniversary Organizing Committee</li> <li>Various Working Groups as mentioned in 3.2</li> </ul>	<ul style="list-style-type: none"> <li>Support from School Office, QCOBA and QCPTA</li> <li>I.T. support</li> <li>Support from external organisations</li> </ul>

Name of Teacher-in-charge: Koo Chi Wa

Signature: \_\_\_\_\_

Date: 21 June 2016