

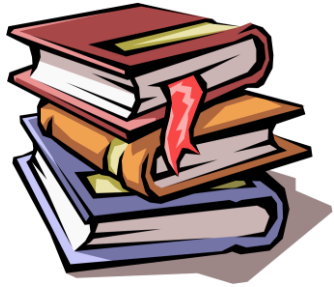


Queen's College

Annual School Plan

2015 - 2016

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 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 PSHE subjects (S1-S3) via e-learning portal in Learning Management System (LMS) (Learning log and reflection are provided in the Learning Management System (LMS))	9.2015 ~ 7.2016	<ul style="list-style-type: none"> 90% of the students have actively used the platform for Self-directed Learning 	<ul style="list-style-type: none"> The number of students who actively used (i.e. 3 times per week) these functions in the platform in the LMS 	<ul style="list-style-type: none"> Major Concern Team 	<ul style="list-style-type: none"> QEF (LMS)
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 – S2)	9.2015 ~ 7.2016	<ul style="list-style-type: none"> 90% of students agree that they have confidence and interest in learning by adopting project learning. 	<ul style="list-style-type: none"> Feedback from students 	<ul style="list-style-type: none"> History, Geography and L.S. teachers from Junior forms HODS 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, oversea study tours and exchange programs	9.2015 ~ 7.2016	<ul style="list-style-type: none"> Active participation of students 	<ul style="list-style-type: none"> Feedback from students 	<ul style="list-style-type: none"> Teacher i/c Teachers leading the trip 	<ul style="list-style-type: none"> Morrison Fund
1.1.4 To promote 'learning without borders' by developing a school-based video archive in the LMS to facilitate Flipped Classroom and SDL	9.2015 ~ 7.2016	<ul style="list-style-type: none"> 90% of the students have actively used the platform for self-directed learning. 	<ul style="list-style-type: none"> The number of students who actively used (i.e. 3 times per week) this function on the platform in the LMS 	<ul style="list-style-type: none"> Major Concern Team Service provider 	<ul style="list-style-type: none"> QEF (LMS) Morrison Fund

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, e.g. Reading Scheme (S1 – S3), Question Bank (HKEdCity)	9.2015 ~ 7.2016	<ul style="list-style-type: none"> 90% of the students have actively used the platform for Self-directed Learning. 	<ul style="list-style-type: none"> The number of students who actively used (i.e. 3 times per week) these Self-learning platforms 	<ul style="list-style-type: none"> Major Concern Team Service provider 	<ul style="list-style-type: none"> Morrison Fund
1.1.6 To enhance S1 students' understanding of their learning styles by adopting 'Learning to Learn' programme, i.e. Learning Styles of Students [了解你的學習風格] (2 workshops, 1 form-based and 1 class-based assessments)	9.2015 ~ 12.2015	<ul style="list-style-type: none"> 90% of students agree that they have got improvement in their Self-directed Learning after they have applied the skills and knowledge being taught in their studies of 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
1.1.7 To introduce Self-directed Learning strategies by inviting old boys and teachers as speakers to share their experiences in university studies conducted in morning assemblies and LWL periods	9.2015 ~ 7.2016	<ul style="list-style-type: none"> 90% of the students agree that both the activities are relevant and useful. 	<ul style="list-style-type: none"> Questionnaires from students 	<ul style="list-style-type: none"> Teacher i/c 	

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 organise Staff Development Day to help teachers in their design and implementation of SDL	9.2015 ~ 12.2015	<ul style="list-style-type: none"> • 90% of teachers find the activities in the staff development day useful 	<ul style="list-style-type: none"> • Questionnaires from teachers after Staff Development Day 	<ul style="list-style-type: none"> • Staff Development Team 	<ul style="list-style-type: none"> • Training Fund
1.2.2 To organise workshops to familiarize teachers with the Learning Management System (LMS)	9.2015 ~ 7.2016	<ul style="list-style-type: none"> • 90% of teachers find the workshop useful 	<ul style="list-style-type: none"> • Questionnaires from teachers after workshops 	<ul style="list-style-type: none"> • IT Team • Major Concern Team 	<ul style="list-style-type: none"> • Morrison Fund
1.2.3 To share SDL experiences in departments / subject meetings and peer lesson observations of pilot group of teachers	9.2015 ~ 7.2016	<ul style="list-style-type: none"> • 90% of teachers find the workshop useful 	<ul style="list-style-type: none"> • Questionnaires from teachers after workshops 	<ul style="list-style-type: none"> • IT Team • Major Concern Team 	<ul style="list-style-type: none"> • Morrison Fund
1.2.4 To design curriculum to strengthen SDL into the Science KLA					
a. refining the curriculum of Creative Science in junior form Integrated Science	9.2015 ~ 7.2016	<ul style="list-style-type: none"> • 90% of teachers find the workshop useful 	<ul style="list-style-type: none"> • Opinions from HODs 	<ul style="list-style-type: none"> • HODs 	<ul style="list-style-type: none"> • QEF
b. introducing MathPlanet in junior form Mathematics	9.2015 ~ 7.2016	<ul style="list-style-type: none"> • Better academic result after the completion of the curriculum 	<ul style="list-style-type: none"> • Academic results of students 	<ul style="list-style-type: none"> • Maths HOD and teachers 	

Objective(s) & Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.2.5 To join external programmes (i.e. Self-directed Learning in Science with e-learning support for learner diversity and smooth primary-secondary transition)	9.2015 ~ 7.2016	<ul style="list-style-type: none"> Better academic performance of students after programme completion 	<ul style="list-style-type: none"> Opinions from teachers 	<ul style="list-style-type: none"> HOD and teachers of I.S. Major Concern Team 	<ul style="list-style-type: none"> Teacher Office staff Resources from HKU

Name of Teacher-in-charge: Wu Lai Mee

Signature: _____

Date: _____

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 one-self and impact of external influences</p> <p>The objective is achieved through a wide range of activities:</p> <ul style="list-style-type: none"> i. Visits (S2-S3) (Life Wide Learning LWL period/after school) ii. Talks (S1-S6) (LWL/after school) iii. Workshops (S1-S3, S5-S6) (LWL) iv. Sharing sessions (S3, S5 & S6) (LWL) v. Career Expos (S4 & S5) (LWL) vi. Parent-teacher Meetings (S3 & S6) vii. Publications (S3-S6) viii. Careers assessment tests (S1-S6) (LWL) 	<p>9. 2015 ~ 7. 2016</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. (vi) & (vii) • 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. (viii) • 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. 	<p>(i), (ii), (iii) & (iv)</p> <ul style="list-style-type: none"> • Teachers' observation <p>(i), (ii), (iii), (iv), (v), (vi), (vii) & (viii)</p> <ul style="list-style-type: none"> • Students' post-activity surveys/reflections • Feedback from teachers and 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 • Civic Education Team • Subject Departments • WebSAMs & IT Teams • Class Teachers • Clubs & Societies • Careers Counsellors 	<ul style="list-style-type: none"> • Old Boys' Association • Parents-teachers' Association • Rotary Club of HK NE • 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 • Financial support: • Careers & Life Planning (CLP) Grant for employment of a temporary teacher and a teaching assistant • 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 ethics, integrity, responsibility and respect) through planned careers activities and business programmes so that they can formulate their career plan and make wise choices of university programmes and work options</p> <p>The objective is achieved through a wide range of specific learning programmes:</p> <ol style="list-style-type: none"> i. Mock Examinations (Hok Yau Club) (S6) ii. Interview Preparation Workshops (S5-S6) iii. Applied Learning Taster Programmes (S4) iv. Engagement Programmes (local universities) (S4-S6) v. Business School Partnership Programme (S4-S6) vi. Job Shadowing (S4) vii. Internship (S5) viii. Summer Career-related Programmes organized by HKACMGM (S5-S6) ix. Junior Achievement Company Programme (S4-S5) 	<p>9.2015 ~ 7. 2016</p>	<p>(i)</p> <ul style="list-style-type: none"> • 80 places for Mock Examinations are filled up. • Student participants comment that they become more familiar with the examination skills and actual arrangements. <p>(ii)</p> <ul style="list-style-type: none"> • At least 80% of senior students attend the workshops. • 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) & (ix)</p> <ul style="list-style-type: none"> • Over 80% of participants find the programmes beneficial. • They find the programmes meaningful as they can have a better understanding of different professions and they are relevant to their occupational interests. • Students comment that they learn leadership skills and essential work ethics traits through participating in the programmes 	<p>(i), (iii), (iv), (v), (vi), (vii), (viii) & (ix)</p> <ul style="list-style-type: none"> • Student participants' surveys/reflections • Feedback from stakeholders such as university programme organizers, host companies and job mentors • Evaluation of students on work ethics after internship programme (Evaluation is based on the identified set of ten work ethics traits such as appearance, attendance, attitude, character, communication, cooperation, respect, teamwork, productivity, and organizational skills.) <p>(ii)</p> <ul style="list-style-type: none"> • Teachers' observation • Feedback from S6 students 		
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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>The objective is achieved through providing individual guidance and supervision on exploring further educational opportunities and multiple pathways:</p> <ol style="list-style-type: none"> i. Workshops on preparing Student Learning Profile, OEA and 20 JUPAS programme choices (S6) ii. Preparing study plan & clear goal setting so as to meet requirements of local and overseas universities (S4-S6) iii. Individual & group counselling services (S3, S4-S6) iv. Mentorship Programme (S6) v. School Assessment Tools (S4-S6) 	<p>9.2015 ~ 7.2016</p>	<p>(i) & (ii)</p> <ul style="list-style-type: none"> • Over 90% of S6 students are able to finalize their JUPAS programme choices and prepare their self-accounts for JUPAS after in-depth discussion with Careers teachers. • Over 90% of senior students 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 in making 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 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 S6 students' progress in preparing SLPs, OEA and JUPAS programme choices • Feedback from S6 students <p>(iii)</p> <ul style="list-style-type: none"> • Feedback from students and teachers <p>(iv)</p> <ul style="list-style-type: none"> • Students' surveys/reflections • Feedback from teachers and mentors • <p>(v)</p> <ul style="list-style-type: none"> • Feedback from students and teachers 		
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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 <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>9. 2015 ~ 7. 2016</p>	<ul style="list-style-type: none"> • Students are able to complete their tasks • Reflections done by students are of good quality. • Students can prepare self-accounts for JUPAS and comment that they can learn interviewing skills through the interview practice. 	<ul style="list-style-type: none"> • Teachers' supervision on the completion of the reflections • Assessment of reflections • Assessment on self-accounts and personal statements • Teachers' observation on students' performance in the mock interview practice • Student participants' post-activities surveys/ reflections 	<ul style="list-style-type: none"> • Chinese Language Department • English Language Department • Liberal Studies Department • Mathematics Departments • BAFS / Economics Department • Link Teachers • Old boys working in various professions • Teaching assistant 	<ul style="list-style-type: none"> • Newspaper articles or editorials related to careers • Venues for mock interviews • Display boards for the Open Days • University professors • Old boys • LWL lessons • Business Advisors

<p>c. Liberal Studies Department:</p> <ul style="list-style-type: none"> • Carrying out project work related to careers (S1) <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"> • Participating in Junior Achievement Company Programme Competition (S4-S5) 		<ul style="list-style-type: none"> • Students' projects are of good quality. Students comment that they have a better understanding of different careers and essential skills needed at work places. • Students acquire a better understanding of the relationship among senior secondary curriculum, university programmes and future careers. • 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 business operations. 	<ul style="list-style-type: none"> • Assessment of LS projects • Feedback from teachers • Students' surveys/ reflections • Feedback from students • Teachers' observation on students' performance in the talks (e.g. questions raised relevant to the main theme) • Student participants' post-programme surveys/reflections • Feedback from Link Teacher, Business Advisors and programme organizer 		
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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
2.3.1 To cultivate the mindset: "Leader in me" through assembly sharing: a proactive approach to nurturing 'new' self related to career and life planning	9. 2015 ~ 6. 2016	<ul style="list-style-type: none"> Teachers and students can share their personal and models' life experiences. 	<ul style="list-style-type: none"> Assessment of the effectiveness of applying Choice Theory in students' life experiences 	<ul style="list-style-type: none"> Counselling Teachers Peer Counsellors & Counselling Prefects 	<ul style="list-style-type: none"> Morning assemblies Life-wide Learning periods
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		<ul style="list-style-type: none"> 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"> Through the study of the progress reports (as a monitoring tool) and monthly reflections to check whether the students can apply "Seven Habits" and "Satir Growth Model" for career and life planning. 		

Remarks:

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

Estimated amount: Salary + MPF (subject to salary adjustment)

- *Employment of a teaching assistant: \$13794 (per month) x 12 months = \$165,528 (Sept 2015 - Aug 2016)*
- *Employment of a teacher: \$26,880 (per month) x 12 months = \$322,560 (Sept 2015 - Aug 2016)*

Use of the Morrison & ECA Funds:

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

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

Signature: _____

Date: _____

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	Methods of evaluation	People Responsible	Resources Required
3.1.1 To organize multifarious celebrating events a. Logo and Souvenir Design Competitions	2.2016 ~ 5.2016	<ul style="list-style-type: none"> At least 100 entries are submitted in each competition. Students submit entries which show variety, creativity and quality. Students show improvement in designing skills. The logo adopted is well received. The souvenirs are popular among stakeholders. At least 10 entries are submitted in the competition. 	<ul style="list-style-type: none"> Feedback from students and teachers Total number of entries Students' performance in the competitions 	<ul style="list-style-type: none"> The 155th Anniversary Organizing Committee Logo and Souvenir Design Competitions Working Group Visual Arts Department 	<ul style="list-style-type: none"> Support from School Office, QCOBA and QCPTA Support from old boys apart from QCOBA I.T. support Support from external organisations
b. Webpage Design Competition	2.2016 ~ 5.2016	<ul style="list-style-type: none"> Students submit entries which show variety, creativity and quality. Students show improvement in designing and IT skills. The webpage adopted is effective in promoting the celebrating events. At least 2000 times of browsing 	<ul style="list-style-type: none"> Feedback from students and teachers The total number of entries Students' performance in the competition The number of browsing per month 	<ul style="list-style-type: none"> The 155th Anniversary Organizing Committee Webpage Design Competition Working Group Visual Arts Department CL/ICT Department IT Technicians 	

Objectives & Strategies	Time Scale	Success Criteria	Methods of evaluation	People Responsible	Resources Required
c. QC History Corridor (Preparation Stage)	9.2015 ~ 7.2016	<ul style="list-style-type: none"> • Design concept is ready. Information, artifacts and photos are collected on time. • Financial and technical preparations are completed on time. 	<ul style="list-style-type: none"> • Feedback from students, teachers, parents and old boys 	<ul style="list-style-type: none"> • The 155th Anniversary Organizing Committee • History Corridor Working Group • History Department • Visual Arts Department 	
d. Publication of Students' English and Chinese Essays (Article Collection Stage)	9.2015 ~ 7.2016	<ul style="list-style-type: none"> • The articles cover a wide range of styles and aspects • High quality of articles are presented; students show improvements in writing skills • More than 500 copies are distributed 	<ul style="list-style-type: none"> • Feedback from language teachers and readers • Statistics of distribution to students, parents, staff and stakeholders 	<ul style="list-style-type: none"> • The 155th Anniversary Organizing Committee • 155th Anniversary Publication Working Group • Chinese and English Departments • Visual Arts Department 	

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 th Anniversary Organizing Committee to coordinate the preparation work of the celebrating events	9.2015 ~ 7.2016	<ul style="list-style-type: none"> The committee is formed with representatives from different departments and teams. At least 3 regular meetings are held in 2015-16. Events are well prepared. 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 Organising Committee 	<ul style="list-style-type: none"> The 155th Anniversary Organizing Committee School Management 	<ul style="list-style-type: none"> Support from School Office, QCOBA and QCPTA I.T. support

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 celebrating events and to invite the press to promote and report the celebrations	9.2015 ~ 7.2016	<ul style="list-style-type: none"> The status and image of our school is raised in the community. The school has a closer relationship and collaboration with the community. Positive media coverage on promotion of 155th anniversary. 	<ul style="list-style-type: none"> Feedback from the general public Self-evaluation of the working groups of celebrating events Collecting news clippings and analyzing the contents of the news reports. 	<ul style="list-style-type: none"> The 155th Anniversary Organizing Committee 	<ul style="list-style-type: none"> Support from Office, QCOBA and QCPTA I.T. support Support from external organisations

Name of Teacher-in-charge: Koo Chi Wa

Signature: _____

Date: _____