



QUEEN'S COLLEGE
ANNUAL SCHOOL PLAN
2019-2020

Queen's College

OUR VISION

It is our vision to provide students with an all-round education aimed at excellence in moral, intellectual, physical, social 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. Promoting Deep Learning through Experiential Learning

關注項目一： 透過體驗學習，深化學習層階。

1.1 To implement experiential learning by developing subject-based activities inside and outside classrooms

以全方位科本活動，實踐體驗學習。

| Strategies/Tasks | Time scale | Success Criteria | Method of Evaluation | People responsible | Resources required |
|--|-----------------------|---|---|---|---|
| 1.1.1 To enhance learning atmosphere and motivation by incorporating experiential learning into classroom learning & teaching: Experience, Reflect and Share, Generalize, Apply | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> 90% of subject departments have conducted at least two experiential activities. Students are keen to explore and share in class Students share their learning outcomes through various means such as publications, video clips or learning celebrations. | <ul style="list-style-type: none"> Questionnaire for each department Evaluation in departmental meetings Lesson observation Assignment inspection | <ul style="list-style-type: none"> Heads of subject departments Subject teachers | <ul style="list-style-type: none"> Baseline reference provision (subject block grant) Teaching assistants |
| 1.1.2 To organize experiential learning activities across subjects/ KLAs outside classrooms | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> At least 1 cross-curricular learning activity per level is held for S1 – S5 | <ul style="list-style-type: none"> Questionnaire for each department Feedback from subject teachers Students' performance | <ul style="list-style-type: none"> Heads of subject departments Subject teachers Teacher-in-charge of different clubs or societies | <ul style="list-style-type: none"> Teaching assistants Morrison Fund |
| 1.1.3 To organize in-house sharing of good practices on experiential learning | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> Teachers participate in training workshops / seminars on experiential learning. Teachers find the workshops / seminars / sharing useful. | <ul style="list-style-type: none"> Questionnaire for each teacher | <ul style="list-style-type: none"> All teachers | <ul style="list-style-type: none"> Sharing of good practices among teachers OR Programmes provided by EDB or guest speakers |

1.2 To foster good learning skills and strategies in experiential learning

利用體驗學習，培育學生良好學習技巧和策略。

| Strategies/Tasks | Time scale | Success Criteria | Method of Evaluation | People responsible | Resources required |
|---|-----------------------|--|---|--|--|
| 1.2.1 To build effective learning habits and study skills in junior levels | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> Junior form students understand their learning style and reflect on their learning Junior form students foster self-directed learning skills such as preparation for lessons note-making and filing, etc. | <ul style="list-style-type: none"> Scrutiny of Annual Plans of Subject Departments Feedback from teachers and students Lesson observation Assignment inspection | <ul style="list-style-type: none"> Heads of Subject Department Subject Teachers Junior form students | <ul style="list-style-type: none"> Baseline reference provision (subject block grant) Morrison fund |
| 1.2.2 To promote students' striving for knowledge beyond textbooks through e-reading strategies (junior levels) and discussion forum (senior levels) | 9.2019 ~ 7.2020 | <p>Junior Levels:</p> <ul style="list-style-type: none"> An electronic library is set up to cultivate reading habits At least 3 subjects implement reading programmes. Junior form students show good performance in the examination questions related to the reading materials. <p>Senior Levels:</p> <p>80% of students use e-learning platform to extend their learning.</p> <ul style="list-style-type: none"> Students can use tools in different learning platforms to | <ul style="list-style-type: none"> Scrutiny of Annual Plans of Subject Departments Borrowing records of books Examination on the utilization rate of the e-Learning platform Students' survey | <ul style="list-style-type: none"> IT Team Librarian Reading to Learn Team Heads of Subject Department Subject Teachers All students | <ul style="list-style-type: none"> Promotion of Reading Grant Morrison Fund Teaching assistants |

| Strategies/Tasks | Time scale | Success Criteria | Method of Evaluation | People responsible | Resources required |
|---|-----------------------|--|--|---|--|
| | | enrich their learning. <ul style="list-style-type: none"> 50% of teachers create forum for discussion and questioning | | | |
| 1.2.3 To excel brotherhood through study groups (senior levels) and peer tutoring (seniors coaching juniors) | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> Study groups are formed among students of same class/electives Peer tutoring groups are formed and have regular meetings after school At least 80% of students find the peer tutoring useful. Students show improvement in tests and examinations | <ul style="list-style-type: none"> Feedback from students and tutors (senior form students and old boys) Students' surveys Analysis of exam results | <ul style="list-style-type: none"> Subject teachers Senior form students Old boys S1 students | <ul style="list-style-type: none"> Morrison Fund Teaching assistants |

1.3 To develop the spirit of exploration and innovation among students by promoting STEM education and entrepreneurship experience

推展 STEM 教育，發展學生探索精神和創意。

| Strategies/Tasks | Time scale | Success Criteria | Method of Evaluation | People responsible | Resources required |
|---|-----------------------|---|--|--|---|
| 1.3.1 To promote problem-based learning in classroom teaching | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> 50% of subject departments have incorporated problem-based learning in classroom teaching | <ul style="list-style-type: none"> Scrutiny of Annual Plans of Departments Lesson observation Assignment inspection | <ul style="list-style-type: none"> STEM Team Heads of Subject Department Subject Teachers | <ul style="list-style-type: none"> Baseline reference provision (subject block grant) Morrison Fund ECA Fund |

| Strategies/Tasks | Time scale | Success Criteria | Method of Evaluation | People responsible | Resources required |
|--|-----------------------|---|--|--|---|
| 1.3.2 To organize school-based STEM-related activities | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> At least 5 school-based STEM-related activities are held. | <ul style="list-style-type: none"> Checking the number of participants in the activities Students' performance in the activities Feedback from students | <ul style="list-style-type: none"> STEM Team Teacher i/c of different clubs and societies | <ul style="list-style-type: none"> Morrison Fund ECA Fund |
| 1.3.3 To provide platform for entrepreneurship experience | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> Students are given a taste of entrepreneurship in S3 curriculum and activities outside classrooms | <ul style="list-style-type: none"> Scrutiny of Annual Plans of Departments Students' performance in the activities Feedback from teachers and students | <ul style="list-style-type: none"> Subject teachers Teacher i/c of different clubs and societies | <ul style="list-style-type: none"> Baseline reference provision (subject block grant) Morrison Fund ECA Fund |

Name of teacher-in-charge: YU Wai-keung

Signature: _____

Date: _____

Major Concern 2 : Empowerment of students with good qualities of empathy, respect and commitment so as to face the challenges in the future

關注項目二：培養學生良好素質，使他們具有同理心，懂得尊重及樂於承擔，為迎接未來的挑戰作準備。

2.1 To provide learning environment and experience for students in promoting positive values and attitudes (Theme : Gratitude)

為學生提供學習環境及經歷，協助他們培養正面價值觀及態度。(主題 : 感恩)

| Strategies / Tasks | Time scale | Success Criteria | Method of Evaluation | People / Team Responsible | Resources required |
|--|-----------------------|--|--|---|--|
| 2.1.1 To foster gratitude to nature, families, school and community through classroom teaching and outside classroom activities | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> • Students showed gratitude to what they possess • Students stayed positive to who they are | <ul style="list-style-type: none"> • Scrutiny of program plans and scheme of work • Students' performance • Feedback from teachers and students | <ul style="list-style-type: none"> • Subject teachers • Class Teachers • Teachers-in-charge of Student Development Committee | <ul style="list-style-type: none"> • Baseline reference provision (subject block grant) • Morrison Fund • ECA Fund • Teaching assistants |

2.2 To strengthen students' bonding with others in families, school and community (Theme : Caring culture in Brotherhood)

強化學生在家庭、學校及社會內與其他人的聯繫。(主題 : 兄弟互愛)

| Strategies / Tasks | Time scale | Success Criteria | Method of Evaluation | People / Team Responsible | Resources required |
|---|-----------------------|--|--|---|--|
| 2.2.1 To enhance sense of belonging through Class Ethos Scheme | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> Class goals, class logos and class photos are designed at the beginning of the term Creativity and collaboration are shown in the process Enhancement of class spirit and atmosphere | <ul style="list-style-type: none"> Displays of classrooms Students' performance Feedback from teachers and students | <ul style="list-style-type: none"> Level coordinators and class teachers Teachers-in-charge of Student Development Committee | <ul style="list-style-type: none"> Baseline reference provision (subject block grant) Morrison Fund ECA Fund Teaching assistants |
| 2.2.2 To promote a harmonious class atmosphere and cultivate strong bonding through inter-class / inter-house activities | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> Cooperation and team work of classmates Keen participation of class mates or house mates Stronger bonding are built among students | <ul style="list-style-type: none"> Scrutiny of program plans and scheme of work Feedback from teachers and students Students' surveys | <ul style="list-style-type: none"> Heads of Subject Departments Subject teachers Level coordinators and class teachers ECA Team House Masters/ Mistresses Teachers-in-charge of different teams and clubs | <ul style="list-style-type: none"> Baseline reference provision (subject block grant) Morrison Fund ECA Fund Teaching assistants |

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|--|--------------------------------|--|--|---|--|
| <p>2.2.3 To excel brotherhood by offering peer support to school mates</p> | <p>9.2019 ~ 7.2020</p> | <ul style="list-style-type: none"> • Students supported each other through group dads system • Study groups are formed and functioned effectively • Experienced committee members coached new committee members. • Stronger bonding are built among students | <ul style="list-style-type: none"> • Scrutiny of program plans • Feedback from teachers and students • Students' performance • Students' surveys | <ul style="list-style-type: none"> • Heads of Subject Departments • Subject teachers • Level coordinators and class teachers • ECA Team • House Masters/ Mistresses • Teachers-in-charge of different teams and clubs | <ul style="list-style-type: none"> • Baseline reference provision (subject block grant) • Morrison Fund • ECA Fund • Teaching assistants |
|--|--------------------------------|--|--|---|--|

2.3 To further enhance and sustain students' sense of commitment to their respective roles so as to enable them to become contributing members to their families, school and community (Theme : Self-discipline)

進一步增強學生的承擔精神，以便他們能對家庭、學校及社會作出貢獻。（主題：自律）

| Strategies / Tasks | Time scale | Success Criteria | Method of Evaluation | People / Team Responsible | Resources required |
|---|--------------------------------|--|--|--|--|
| <p>2.3.1 To build self-discipline through goal setting in study, play and service through individual planning</p> | <p>9.2019 ~ 7.2020</p> | <ul style="list-style-type: none"> • Students have prepared individual goal setting plans in both study, play and service • Students leaders have a clear understanding of their rights and responsibilities | <ul style="list-style-type: none"> • Scrutiny of program plans and subject tools • Feedback from teachers and students • Students' performance • Students' surveys | <ul style="list-style-type: none"> • Heads of Subject Departments • Subject teachers • Level coordinators and class teachers • ECA Team • House Masters/ Mistresses • Teachers-in- | <ul style="list-style-type: none"> • Morrison Fund • ECA Fund • Teaching assistants |

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|---|-----------------------|---|---|--|--|
| | | | | charge of different teams and clubs | |
| 2.3.2 To enhance students' competence in problem-solving and sense of responsibility through leadership training programs | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> Students' keen participation in leadership training programmes Improvement shown in students' problem-solving skills and sense of responsibility | <ul style="list-style-type: none"> Feedback from teachers and students Students' performance Students' surveys | <ul style="list-style-type: none"> Level coordinators and class teachers ECA Team House Masters/ Mistresses Teachers-in-charge of different teams and clubs All staff | <ul style="list-style-type: none"> Morrison Fund ECA Fund Teaching assistants |
| 2.3.3 To build students' resilience and perseverance in order to face challenges and adversities through various developmental programs on positive thinking and stress management | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> Students' keen participation in related programmes Improvement shown in students' attitude towards challenges | <ul style="list-style-type: none"> Feedback from teachers and students Students' performance Students' surveys | <ul style="list-style-type: none"> Level coordinators and class teachers ECA Team House Masters/ Mistresses Teachers-in-charge of different teams and clubs All staff | <ul style="list-style-type: none"> Morrison Fund ECA Fund Teaching assistants |

2.4 To develop teachers' professionalism in empowering students with good qualities of empathy, respect and commitment so as to face the challenges in the future (Theme : Professional Sharing)

加強教師團隊的專業培訓及交流，以協助學生發展良好素質，使他們具有同理心，懂得尊重及樂於承擔，為迎接未來的挑戰作準備。

(主題 : 專業交流)

| Strategies / Tasks | Time scale | Success Criteria | Method of Evaluation | People / Team Responsible | Resources required |
|---|-----------------------|--|---|---|--|
| 2.4.1 To raise teachers' awareness and competence in promoting positive values and caring culture through in-house sharing of good practices and professional training | 9.2019 ~ 7.2020 | <ul style="list-style-type: none"> Teachers share good practices and a sharing culture among staff is built | <ul style="list-style-type: none"> Observe the atmosphere of formal and informal sharing Feedback from teachers | <ul style="list-style-type: none"> Class teachers Teachers-in-charge of different teams and clubs Subject teachers | <ul style="list-style-type: none"> Morrison Fund ECA Fund Teaching assistants |

Name of teacher-in-charge: LEE Wai-chu

Signature: _____

Date: _____