

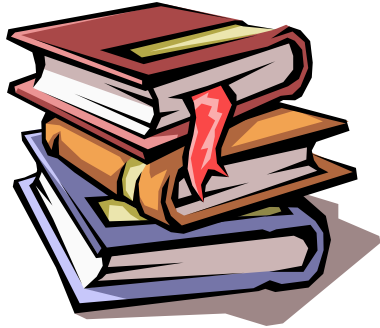


Queen's College

Annual School Plan

2014 - 2015

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.

Areas of Major Concerns for 2014-15 (in order of priority)

1. Enhancing learning and teaching effectiveness
2. Strengthening students' core values
 - 2.1 Character Building: Be a Respectful and Responsible Queenian with Firm Beliefs
 - 2.2 Promotion of social awareness

Area of Major Concern: 1. Enhancing Learning and Teaching Effectiveness

Strategies / Tasks	Activities	Success Criteria	Method of Evaluation	Personnel Responsible	Resources Required
(A) To nurture students' learning capabilities					
To conduct training courses in effective study skills and basic research skills for junior form students	S. 1 Students – Learning Style of Students [了解你的學習風格] (4-hour training) S. 2 Students – Reading Strategies I [讓學習成果看得見] (2-hour training) S. 3 Students – Reading Strategies II [提升閱讀理解能力] (2-hour training)	70% of students agree that they have improved in their learning after they have applied the skills and knowledge being taught into their studies of various subjects	Questionnaires from students	Service Provider	Morrison Fund & LS / LWL lessons
To conduct remedial classes for students with learning difficulties	Remedial classes of Chinese, English and Mathematics are organized for students with poor performance results after school.	70% of the attendants have improved academically.	Measure the number of attendants who have shown improvement in examinations	HODs (Chinese, English and Mathematics)	Teaching Assistants
To enhance students' self-awareness, positive thinking, goal setting and study skills so that their learning motivation can be increased	『築夢前行』 workshops for senior form students with special educational needs by social worker	70% of participants agreed the program is useful	Questionnaires from students	Social Worker	Social Worker

Strategies / Tasks	Activities	Success Criteria	Method of Evaluation	People Responsible	Resources Required
To develop proper learning atmosphere by peer support among students (e.g. cooperative learning)	Cooperative learning strategies are adopted in teaching certain topics of different subjects in junior forms.	70% of groups agree that they have confidence and interest in learning by adopting the cooperative learning approach.	Questionnaires from students	HODs	Teachers QC Intranet
To develop a rich academic atmosphere for students by Academic Ambassadors Program	Tutoring students with learning difficulties by academic ambassadors	70% of the attendants have shown improvement in academic performance.	Measure the number of attendants who have shown improvement in examinations.	Teacher i/c and Gifted Education i/c	Academic ambassadors
To enhance the learning and examination skills of students	Sharing sessions about learning methods are conducted in morning assemblies for both junior and senior students.	Most of the students agree that both the learning and examination skills are relevant and useful.	Observation	Teacher i/c	Assembly i/c QC old boys Academic Ambassadors
To share with DSE students on DSE preparation	DSE Preparation Experience Sharing by OBA representatives	Majority of the students are attentive and involved in the sharing session.	Observation	Career Team i/c	Inviting OBA representatives to share their examination preparation experience
To promote reading	To invite famous commentators to share reading and critical thinking skills	Majority of the students are attentive and involved in the talks.	Observation	Teacher i/c	Morrison Fund

Strategies / Tasks	Activities	Success Criteria	Method of Evaluation	Personnel Responsible	Resources Required
To offer special support to SEN students	Relevant assistance is provided to SEN students to cope with their studies and engage them in their school lives actively.	50% of students have shown improvement in academic performance and work with schoolmates on a harmonious manner.	Questionnaires from teachers concerned	Teacher i/c (SEN)	Teaching Assistant (SEN)

Strategies / Tasks	Activities	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(B) To build up a Learning Circle for Effective Pedagogies					
To enhance curriculum leadership (by attending courses, workshops, seminars, reflections etc.)	Teachers are encouraged to attend relevant courses / seminars / workshops for professional development.	70% of teachers attend relevant activities.	Record the number of teachers attend relevant activities	All Teachers	
Good Practice Sharing (to promote greater collaboration and professional sharing among teachers)	Teachers are encouraged to share their knowledge and skills developed in their professional development.	At least one professional sharing held in the panel meeting and / or cooperative lesson preparation held per year.	Self-evaluation within departments	HODs	

Area of Major Concern : 2. Strengthening Students' Core Values

2.1 Whole School Approach to Character Building:- Be a Respectful and Responsible Queenian with Firm Beliefs (especially on enhancing AQ)

Strategies/Tasks	Time Scale	Success Criteria	Methods of evaluation	People Responsible	Resources Required
<p>Vision--Enhancing the “Third Birth” (to be a congruent and free choice maker)</p> <p>Target Values-- Respect: Nurturing the mindset to respect oneself and others corresponding to situations Responsibility: cultivating the attitude to be responsible for one’s own learning and personal growth Firm beliefs: developing the habit of assertiveness, positive thinking and emotion management</p> <p>Tasks: 1. Assembly and reading session sharing (閱讀悅德計劃) 2. S.1 / S.2 Peer Concern and Guidance Scheme 3. Life-wide Learning Periods (school-based ,AHP, and PATHS sessions) 4. Art lessons (bookmark / comic / thanksgiving card design) 5. Chinese / English / LS lessons (Edifying Reading Scheme) 6. Training on handling adversity and emotion management for peer counselors 7. Learning log system 8. Parenting programs & Parents Meetings</p>	<p>Sept. 2013 /</p> <p>June 2014</p>	<p>Teachers and student leaders are willing to be role models inside and outside classrooms.</p> <p>1. Moral Ed counselors / committee members and peer counselors select relevant articles, life issues and experiences to elaborate positive characters and proper beliefs.</p> <p>2. Peer counselors master debriefing skills to consolidate the effects of the small group sessions. They are willing to be role models when interacting with the S.1 / S.2 students.</p> <p>3. LWL lessons offer a wide coverage of life skills including emotion management, stress management, communication skills, problem solving skills, self acceptance, and so on.</p> <p>4. & 5. Students present their ideas on positive values with reference to their personal experience.</p> <p>6. Peer counselors master the skills in emotion and stress management and guide their junior schoolmates to learn the skills.</p> <p>7. Number of students having black mark is less than 1 %, and number of students being awarded the respectful and responsible learner award is more than 1 %.</p> <p>8. Parents gain knowledge, skills and a</p>	<ul style="list-style-type: none"> • Questionnaire • Statistics • Monthly Reflection (peer counsellors) • Content analysis (dosage for target values) • Feedback from parents and participants • Teachers’ and student leaders’ observation 	<ul style="list-style-type: none"> • Counselling Team • Discipline Team • Moral Education Team • Life-wide Learning Team • Health Education Unit • School Social Worker • Class Teachers 	<ul style="list-style-type: none"> • Prizes for schemes and Competitions • Subsidies from Morrison Fund, Guidance Fund, PTA and SBM • Counselling Prefects • Discipline Prefects • Peer Counsellors • Moral Education Team • Student Council • Department of Health (BLST program of AHP) • TWGHS CROSS Centre (Training on emotion and stress management) • Jockey Club (PATHS)

9. Orienteering training and competitions		proper attitude to nurture the emotion well being and aspiration of their children. 9. Students understand and accept their strengths and limitations, and develop the mindset to face adversity.			
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Area of Major Concern : 2. Strengthening students' core values
2.2 to promote social awareness

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	Personnel responsible	Resources required
<p>2.2.1 Strengthen students' social awareness and their willingness to serve the community & to establish the Elder Academy in QC</p> <p>(a) Organizing long-term leadership training programmes for student leaders through joint-school volunteer training schemes organized by different social service clubs, uniform groups, the Elder Academy and NGOs</p> <p>(b) Promoting fund-raising activities for people in need on different occasions e.g. Dress Special Day for the Community Chest, Open Days and special events occurred throughout the year to promote the concept – “More blessed to give than to receive; 施比受更爲有福”</p> <p>(c) Promoting and encouraging students to participate in regular social services and training such as flag-selling or activities organized by the Elder Academy, social service clubs and uniform groups.</p>	<p>09/2014 to 08/2015</p>	<p>(a) Over 200 students take part in the activities organized by the social service team, other social service groups and uniform groups. At least one service project held on the mainland or overseas organized to broaden students' horizons.</p> <p>(b) Over 90 % of students take part in the fund-raising activities.</p> <p>(c) Over 300 students take part in regular services and training activities. More activities are organized for junior form students to enhance their social awareness and willingness to serve the community.</p> <p>(d) Over 95% of S4 and S5 students take part in</p>	<ul style="list-style-type: none"> ■ Evaluation on willingness and readiness of students' participation in related activities by observation ■ Feedback from parents and participants ■ Feedback from trainers ■ Teachers' and students' surveys ■ No. of students receiving awards or certificates given by external agencies 	<ul style="list-style-type: none"> ■ Discipline Team ■ Counselling Team ■ Life-wide Learning Committee ■ Social Service Team and corresponding clubs ■ Uniform groups ■ Class teachers ■ Student Council ■ PTA ■ Gifted Education Committee ■ School Social Worker ■ Healthy School Team ■ P.E. 	<ul style="list-style-type: none"> ■ Prizes for competitions ■ Subsidies from Morrison Fund, Programme Fund and SMI Fund ■ Certificates and Scholarships from school and external agencies e.g. Social Welfare Department and the Boys' & Girls' Clubs Association of Hong Kong, WI Cheung Scholarship ■ Funding from external agencies e.g. Elderly Commission ■ Other external bodies e.g. Tai Hang Youth Centre, TWGHs

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	Personnel responsible	Resources required
<p>(d) Organizing service training programmes for all SS1 and SS2 students during LWL periods to arouse students' awareness of serving the elderly and disabled people</p> <p>(e) Other Programmes</p> <ul style="list-style-type: none"> ■ Life-wide Learning Periods ■ Morning Assemblies ■ Open Days ■ Hong Kong Mental Health Quiz Competition for Secondary School Students organized by the Mental Health Association of Hong Kong ■ Elderly-students Table-tennis Fun Day <p>(f) Recognition of students' excellent performances in community services through participating in the Hong Kong Volunteer Service Award Scheme organized by the Social Welfare Department or other external agencies</p>		<p>organizing and running service activities. Follow-up activities related to welfare for elderly and disabled people will be introduced after the service learning projects to enhance students' social awareness.</p> <p>(e) Students are guided to acquire correct values to serve the community through involvement in LWL periods, talks, visits, service activities and competitions.</p> <p>(f) (1) More than 30 students obtain the Gold Award, Silver Award and Bronze Award and the school obtained the gold award in the Hong Kong Volunteer Service Award Scheme organized by the Social Welfare Department.</p> <p>(2) Some students obtain the scholarships or awards provided by external agencies.</p>		<p>department</p> <ul style="list-style-type: none"> ■ NGOs 	<p>CROSS Centre, Wan Chai Methodist Centre for the Seniors, Hong Kong Family Welfare Society</p>