



**QUEEN'S COLLEGE**  
**ANNUAL SCHOOL PLAN**  
**2020-21**

# 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	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>• All subject departments have conducted at least two experiential activities.</li> <li>• Students are keen to explore and share in class</li> <li>• Students share their learning outcomes through various means such as publications, video clips or learning celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire for each department</li> <li>• Evaluation in departmental meetings</li> <li>• Lesson observation</li> <li>• Assignment inspection</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of subject departments</li> <li>• Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline reference provision</li> <li>• Teaching assistants</li> </ul>
1.1.2 To organize experiential learning activities across subjects/ KLAs outside classrooms	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>• At least 1 cross-curricular learning activity per level is held for S1 – S5</li> <li>• Students share their learning outcomes to schoolmates</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire for each department</li> <li>• Feedback from subject teachers</li> <li>• Students' performance</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of subject departments</li> <li>• Subject teachers</li> <li>• Teacher-in-charge of different clubs or societies</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants</li> <li>• Morrison Fund</li> </ul>

1.1.3	To organize in-house sharing of good practices on experiential learning	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>90% of teachers participate in training workshops / seminars / sharing on experiential learning.</li> <li>90% of teachers find the workshops / seminars / sharing useful.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire for each teacher</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of good practices among teachers OR</li> <li>Programmes provided by EDB or guest speakers</li> </ul>
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## 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	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>90% of junior form students understand their learning style and reflect on their learning</li> <li>90% of junior form students foster self-directed learning skills such as preparation for lessons note-making and filing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of Annual Plans of Subject Departments</li> <li>Feedback from teachers and students</li> <li>Lesson observation</li> <li>Assignment inspection</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Subject Department</li> <li>Subject Teachers</li> <li>Junior form students</li> </ul>	<ul style="list-style-type: none"> <li>Baseline reference provision</li> </ul>



1.2.3 To excel brotherhood through study groups (senior levels) and peer tutoring (seniors coaching juniors)	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>• Study groups are formed among students of same class/electives</li> <li>• Peer tutoring groups are formed and have regular meetings after school</li> <li>• At least 80% of students find the peer tutoring useful.</li> <li>• Students show improvement in tests and examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students and tutors (senior form students and old boys)</li> <li>• Students' surveys</li> <li>• Analysis of exam results</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teachers</li> <li>• Senior form students</li> <li>• Old boys</li> <li>• All students</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison Fund</li> <li>• Teaching assistants</li> </ul>
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### 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	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>• 50% of subject departments have incorporated problem-based learning in classroom teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of Annual Plans of Departments</li> <li>• Lesson observation</li> <li>• Assignment inspection</li> </ul>	<ul style="list-style-type: none"> <li>• STEM Team</li> <li>• Heads of Subject Department</li> <li>• Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline reference provision</li> <li>• Morrison Fund</li> <li>• ECA Fund</li> <li>• Life-wide Learning Grant</li> </ul>
1.3.2 To organize school-based STEM-related activities	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>• At least 5 school-based STEM-related activities are held.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking the number of participants in the activities</li> <li>• Students' performance in the activities</li> </ul>	<ul style="list-style-type: none"> <li>• STEM Team</li> <li>• Teacher i/c of different clubs and societies</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison Fund</li> <li>• ECA Fund</li> <li>• Life-wide Learning Grant</li> </ul>

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
			<ul style="list-style-type: none"> <li>• Feedback from students</li> </ul>		
1.3.3 To provide platform for entrepreneurship experience	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>• All S3 students are given a taste of entrepreneurship in S3 curriculum and activities outside classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of Annual Plans of Departments</li> <li>• Students' performance in the activities</li> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teachers</li> <li>• Teacher i/c of different clubs and societies</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline reference provision</li> <li>• Morrison Fund</li> <li>• ECA Fund</li> <li>• Life-wide Learning Grant</li> </ul>

**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 : Cherish with 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 : 珍惜與感恩 )

Strategies / Tasks	Time scale	Success Criteria	Method of Evaluation	People / Team Responsible	Resources required
2.1.1 To cultivate students' sense of appreciation towards what they possess and foster their gratitude to nature, families, school and community through classroom teaching and outside classroom activities	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>Students show sense of appreciation and gratitude for what they possess</li> <li>Students stay positive about who they are</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of program plans and schemes of work</li> <li>Students' performance</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Subject Departments</li> <li>Subject teachers</li> <li>Class Teachers</li> <li>Teachers-in-charge of Student Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>Baseline reference provision</li> <li>Morrison Fund</li> <li>ECA Fund</li> <li>Life-wide Learning Grant</li> <li>Teaching Assistants</li> </ul>

## 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 establish a positive culture in the class and enhance a sense of belonging through Class Ethos Scheme	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>Class goals, class logos and class photos are designed at the beginning of the term</li> <li>Creativity and collaboration are shown in the process</li> <li>Enhancement of class spirit and atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Displays of classrooms</li> <li>Students' performance</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Subject Departments</li> <li>Subject teachers</li> <li>Class teachers</li> <li>Teachers-in-charge of Student Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>Baseline reference provision</li> <li>Morrison Fund</li> <li>ECA Fund</li> <li>Life-wide Learning Grant</li> <li>Teaching Assistants</li> </ul>
2.2.2 To promote a harmonious atmosphere and cultivate strong bonding among students and between teachers and students	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>Cooperation and teamwork of schoolmates</li> <li>Keen participation of schoolmates or housemates</li> <li>Stronger bonding is built among students and between teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of program plans and schemes of work</li> <li>Feedback from teachers and students</li> <li>Students' surveys</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Subject Departments</li> <li>Subject teachers</li> <li>Level coordinators and class teachers</li> <li>ECA Team</li> <li>House Masters/ Mistresses</li> <li>Teachers-in-charge of different teams and clubs</li> </ul>	<ul style="list-style-type: none"> <li>Baseline reference provision</li> <li>Morrison Fund</li> <li>ECA Fund</li> <li>Life-wide Learning Grant</li> <li>Teaching Assistants</li> </ul>

<p>2.2.3 To excel brotherhood by offering peer coaching and support to schoolmates</p>	<p>9.2020 ~ 7.2021</p>	<ul style="list-style-type: none"> <li>• Students support each other through the group dad system</li> <li>• Study groups are formed and function effectively</li> <li>• Experienced committee members coach new committee members</li> <li>• Stronger bonding is built among students</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of program plans</li> <li>• Feedback from teachers and students</li> <li>• Students' performance</li> <li>• Students' surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Subject Departments</li> <li>• Subject teachers</li> <li>• Level coordinators and class teachers</li> <li>• ECA Team</li> <li>• House Masters/ Mistresses</li> <li>• Teachers-in-charge of different teams and clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline reference provision</li> <li>• Morrison Fund</li> <li>• ECA Fund</li> <li>• Life-wide Learning Grant</li> <li>• Teaching Assistants</li> </ul>
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**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 and Perseverance )**

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：自律與堅毅）

Strategies / Tasks	Time scale	Success Criteria	Method of Evaluation	People / Team Responsible	Resources required
2.3.1 To reinforce self-discipline and self-management of students through goal setting	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>Students prepare individual goal setting plans with regard to their roles in the context of families, school and community</li> <li>Student leaders have a clear understanding of their rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of program plans and subject tools</li> <li>Feedback from teachers and students</li> <li>Students' performance</li> <li>Students' surveys</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Subject Departments</li> <li>Subject teachers</li> <li>Level coordinators and class teachers</li> <li>ECA Team</li> <li>House Masters/ Mistresses</li> <li>Teachers-in-charge of different teams and clubs</li> </ul>	<ul style="list-style-type: none"> <li>Morrison Fund</li> <li>ECA Fund</li> <li>Life-wide Learning Grant</li> <li>Teaching Assistants</li> </ul>
2.3.2 To enhance students' competence in problem-solving, collaboration, communication and sense of responsibility through leadership training	9.2020 ~ 7.2021	<ul style="list-style-type: none"> <li>Students' keen participation in leadership training programs</li> <li>Improvement shown in students' problem-solving skills and sense of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>Students' performance</li> <li>Students' surveys</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>ECA Team</li> <li>House Masters/ Mistresses</li> <li>Teachers-in-charge of different teams and clubs</li> </ul>	<ul style="list-style-type: none"> <li>Morrison Fund</li> <li>ECA Fund</li> <li>Life-wide Learning Grant</li> <li>Teaching Assistants</li> </ul>

<p>2.3.3</p> <p>To strengthen students' perseverance and resilience in order to face challenges and adversities through various developmental programs on positive thinking and stress management</p>	<p>9.2020 ~ 7.2021</p>	<ul style="list-style-type: none"> <li>• Students' keen participation in related programs</li> <li>• Improvement shown in students' attitude towards challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• Students' performance</li> <li>• Students' surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Level coordinators and class teachers</li> <li>• ECA Team</li> <li>• House Masters/ Mistresses</li> <li>• Teachers-in-charge of different teams and clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison Fund</li> <li>• ECA Fund</li> <li>• Life-wide Learning Grant</li> <li>• Teaching Assistants</li> </ul>
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**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
<p>2.4.1</p> <p>To raise teachers' awareness and competence in promoting positive values and caring culture through in-house sharing of good practices and professional training</p>	<p>9.2020 ~ 7.2021</p>	<ul style="list-style-type: none"> <li>• An in-house sharing culture of good practices among staff is built</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the atmosphere of formal and informal sharing</li> <li>• Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Level coordinators and class teachers</li> <li>• Teachers-in-charge of different teams and clubs</li> <li>• Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison Fund</li> <li>• ECA Fund</li> <li>• Life-wide Learning Grant</li> <li>• Teaching Assistants</li> </ul>

