

Queen Elizabeth School



Annual School Plan

2017/2018

Year 3 of 2015/16 – 2017/18 Cycle

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School Mission

Our mission is to provide an all-round education to promote the moral, intellectual, physical, social and aesthetic development of students. Through a well-balanced curriculum and a positive learning environment, we offer students opportunities for realizing their potential to the full and growing in a sense of self-discipline, civic responsibility, concern and respect for others as well as commitment to the common good in their service to home, country and humanity.

Major Concern

2017 / 2018

1. To fully develop students' academic potential through optimization of teaching strategies and promotion of self-directed learning
2. To foster students' positive attitude and commitment to their personal development, school and community

Major Concern 1:

To fully develop students' academic potential through optimization of teaching strategies and promotion of self-directed learning

Targets:

1.1 To ensure the effectiveness of teaching

1.2 To promote students' self-directed learning and improve their academic performance

Target 1.1 To ensure the effectiveness of teaching

Strategies / Tasks		Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
1.1.1	To enhance teaching strategies through professional collaboration, staff development programmes and the promotion of professional learning circles	<ul style="list-style-type: none"> ● 75% of the teachers agree that the programmes and sharing sessions are useful for the enhancement of their teaching effectiveness as well as their reflection on pedagogy and strategies employed <ul style="list-style-type: none"> ➤ Collaborative Lesson Preparation (CLP) and Peer Lesson Observation (PLO) are practised in all core subjects at least once per term for selected levels (S1-5) ➤ Cross-subject PLO is practised in other subjects at least once per term for selected levels (S1-5) ➤ Sharing of good practices among teachers in Staff Development Days and professional sharing in departmental meetings ➤ Learning circles of Chinese and English languages are formed with other government secondary schools to promote professional sharing and learning culture among schools of similar background ● Curricula of STEM subjects are tailored to optimise teaching effectiveness and facilitate staff collaboration 	<ul style="list-style-type: none"> ● Teachers' evaluation on the programmes and sharing sessions ● Lesson observation records ● Subject department records 	Whole year	<ul style="list-style-type: none"> ● Staff Development Days Coordination Team ● HODs ● Subject teachers concerned 	<ul style="list-style-type: none"> ● School funds ● EDB grants/support

Strategies / Tasks		Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
1.1.2	To extensively use eLearning to engage students in active learning under the implementation of WiFi900	<ul style="list-style-type: none"> ● 75% of the academic subjects employ eLearning to cater for learners' needs and 75% of students agree that eLearning can enhance their learning ● 75% of teachers agree that the eReading materials can extend the students' scope of knowledge ● English Department collaborates with other subject departments to successfully achieve reading across the curriculum scheme (RaC) through the eReading materials. ● Sharing of good eLearning practices among teachers at least once per term and at least 75% of teachers agree that the sharing sessions are useful. 	<ul style="list-style-type: none"> ● Teachers' lesson records ● Subject department records ● Students' assessments ● Students' feedbacks 	Whole year	<ul style="list-style-type: none"> ● IT Team ● HODs ● Subject teachers concerned 	<ul style="list-style-type: none"> ● School funds ● EDB grants

Target 1.2 To promote students' self-directed learning and improve their academic performance

Strategies / Tasks		Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
1.2.1	To widen students' learning opportunities through STEM education projects and other learning activities beyond classroom	<ul style="list-style-type: none"> ● All KLA and 75% of the subject departments arrange learning opportunities for students outside the classroom (e.g. visits, study tours, enhancement programmes or competitions) at least once per term for selected levels ● At least one STEM education project to be implemented in the junior levels in a school year ● 75% of the participants agree that their interests and ability to integrate and apply knowledge of related disciplines are raised through the STEM project ● 75% of the participants reflect that their self-directed learning skills are enhanced 	<ul style="list-style-type: none"> ● Subject department records ● Student participation and achievement records ● Feedbacks from students and teachers 	Whole year	<ul style="list-style-type: none"> ● HODs / KLA / STEM coordinators ● Subject teachers concerned 	<ul style="list-style-type: none"> ● School funds ● EDB grants e.g. special grant for promotion of STEM education
1.2.2	To optimize support for low achievers through different strategies	<ul style="list-style-type: none"> ● 60% of the target students are more motivated in learning or show improvement in their academic performance <ul style="list-style-type: none"> ➢ Remedial classes or pull-out tutorial lessons are offered to low achievers to consolidate their knowledge ➢ Peer learning and strategic grouping are adopted to enable students to share their learning experience and achievements in learning 	<ul style="list-style-type: none"> ● Subject department records ● Student participation and academic records ● Teachers' observation 	Whole year	<ul style="list-style-type: none"> ● HODs ● Subject teachers concerned ● WebSAMS Team 	<ul style="list-style-type: none"> ● School funds ● EDB grants

Strategies / Tasks		Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
1.2.3	To employ different learning strategies to enhance students' self-directed learning skills	<ul style="list-style-type: none"> ● 75% of the subject departments adopt at least two innovative or effective learning and teaching strategies that promote students' self-directed learning skills, e.g. flipped classroom, activity-based learning, project-based learning, peer assessment, Internet research, library research, conducting surveys, performing self-reflections and self-evaluations. ● 75% of the students agree that the skills they have learnt are useful to their academic pursuit 	<ul style="list-style-type: none"> ● Teachers' lesson records ● Subject department records ● Feedbacks from students and teachers 	Whole year	<ul style="list-style-type: none"> ● HODs ● Subject teachers 	<ul style="list-style-type: none"> ● School funds ● Other grants from the EDB, and other parties concerned

Major Concern 2:

To foster students’ positive attitude and commitment to their personal development, school and community

Targets:

2.1 To help students develop positive attitude towards learning & activities and challenges in life

2.2 To help students develop a sense of responsibility, thankfulness, perseverance and respect for others and strengthen a sense of belonging to school and the community

2.3 To help students set clear goals for learning and life planning and do reflection regularly

Target 2.1 To help students develop positive attitude towards learning & activities and challenges in life

	Strategies / Tasks	Success Criteria	Method of Evaluation	Time scale	People Responsible	Resources Required
2.1.1	To promote positive attitudes and strengthen values education (including moral and civic education and Basic Law education) through formal curriculum in different subjects, class-based activities, talks, workshops and mass programmes	<ul style="list-style-type: none"> Value education covers 5% of the curriculum of all subjects and programmes of functional teams, in which over 70% of the students find them useful 	<ul style="list-style-type: none"> Subject department and functional team records Students’ feedback/ questionnaires 	Whole year	<ul style="list-style-type: none"> Subject departments Functional teams Class teachers 	<ul style="list-style-type: none"> School funds Funding from Healthy School Programme Service providers / NGOs of Healthy School Programme / Joyful School Programme
2.1.2	To organize activities and programmes to raise students’ positive energy in facing challenges and enhance their ability to adjust to challenging situations	<ul style="list-style-type: none"> Over 60% of the students participate in the activities and programmes and find them useful 	<ul style="list-style-type: none"> Students’ feedback/ questionnaires 		<ul style="list-style-type: none"> Functional teams 	

Target 2.2 To help students develop a sense of responsibility, thankfulness, perseverance and respect for others and strengthen a sense of belonging to school and the community

Strategies / Tasks		Success Criteria	Method of Evaluation	Time scale	People Responsible	Resources Required
2.2.1	To empower more students to be competent and responsible leaders	<ul style="list-style-type: none"> Over 50% of the students take up responsible posts and receive leadership training in various forms 	<ul style="list-style-type: none"> Teachers' assessment of student leaders Student activity and award records Student Learning Portfolio 	Whole year	<ul style="list-style-type: none"> Subject departments Functional teams Class teachers 	<ul style="list-style-type: none"> School funds Funding from Healthy School Programme Service providers / NGOs of Healthy School Programme / Joyful School Programme
2.2.2	To encourage students to participate in various service (social and/or internal) learning programmes and activities for the enrichment of their experiential learning	<ul style="list-style-type: none"> Over 70% of the students participate in service (social and/or internal) learning programmes and activities 	<ul style="list-style-type: none"> Student activity and award records Community Service Group records 		<ul style="list-style-type: none"> Functional teams 	

Target 2.3 To help students set clear goals for learning and life planning and do reflection regularly

Strategies / Tasks		Success Criteria	Method of Evaluation	Time scale	People Responsible	Resources Required
2.3.1	To conduct life-planning programmes through talks, visits, group and individual counselling	<ul style="list-style-type: none"> Over 70% of the students participate in comprehensive life-planning programmes and other mass programmes and find them useful 	<ul style="list-style-type: none"> Students' careers guidance records Student activity and award records Student Learning Portfolio Students' feedback/questionnaire 	Whole year	<ul style="list-style-type: none"> Subject departments Functional teams 	<ul style="list-style-type: none"> School funds Funding from Healthy School Programme Service providers / NGOs of Healthy School Programme / Joyful School Programme
2.3.2	To guide students in setting personal goals and cultivate class spirit through class-based activities	<ul style="list-style-type: none"> All students set specific personal goals and find the class-based activities helpful in cultivating class spirit 	<ul style="list-style-type: none"> Class-based activity records Student Learning Portfolio Students' feedback/questionnaire 		<ul style="list-style-type: none"> Subject departments Functional teams Class teachers 	