Queen Elizabeth School

Annual School Plan

2018/2019

Year 1 of 2018/19 – 2020/21 Cycle
I. School Mission

II. Major Concern for 2018/2019

1. To further enhance students’ learning capacity and teachers’ collaboration

2. To nurture students to be contributing members of the community in a caring and loving school environment
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.
1. To further enhance students’ learning capacity and teachers’ collaboration

2. To nurture students to be contributing members of the community in a caring and loving school environment
Major Concern 1 (2018/19)

Major Concern 1: To further enhance students’ learning capacity and teachers’ collaboration

Targets:
1.1 To engage students in active and meaningful learning
1.2 To help students develop a positive attitude towards learning and good study habits
1.3 To promote a collaborative and learning culture in teaching

Target 1.1 To engage students in active and meaningful learning

<table>
<thead>
<tr>
<th>Strategies / Tasks</th>
<th>Success Criteria (all % are minimum requirements)</th>
<th>Method of Evaluation</th>
<th>Time Scale</th>
<th>People Responsible</th>
<th>Resources Required</th>
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</thead>
</table>
| 1.1.1 To boost students’ learning capacity through self-directed learning skills | ● All KLA and 75% of the subject departments employ eLearning to widen students’ learning opportunities  
● 75% of the participants agree that the eLearning platforms can enhance their self-learning skills and learning capacity | ● Teachers’ lesson records  
● Subject department records  
● Students’ assessments  
● Students’ feedbacks | Whole year | ● HODs/ KLA coordinators  
● Subject teachers concerned | ● School funds  
● EDB grants/ support |
| 1.1.2 To broaden students’ learning experiences | ● All KLA and 60% of the subject departments arrange project-based learning activities at least once per year for selected levels  
● 75% of the participants agree that they can broaden their learning experiences  
➢ L&S/L.S. and STEM-related subjects showcase students’ quality work in Open Day | ● Subject department records  
● Student participation and achievement records  
● Feedbacks from students and teachers | Whole year | ● HODs/ KLA/ STEM/ ECA coordinators  
● Subject teachers concerned | ● School funds  
● EDB grants |
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| 1.1.3 To enhance students’ capability to apply knowledge and skills across the curriculum | - All KLA and 75% of the subject departments design assignments with elements of students’ peer learning at least once per term for selected levels  
- All KLA and 75% of the subject departments arrange learning activities 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 can be implemented in the selected level(s) in a school year  
- 75% of the participants reflect that their incentive to learn can be enhanced | - Teachers’ lesson records  
- Subject department records  
- Students’ assessments  
- Students’ feedbacks | Whole year | - HODs/ KLA/ STEM coordinators  
- Subject teachers concerned | - School funds  
- EDB grants |
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| 1.2.1 To optimize learning support for average and weak students | ● 75% of the subjects employ extra support measures for average and weak students, and 75% of the students involved agree that the support measures help them overcome their learning difficulties.  
● After-school homework support classes are arranged for S1 students, and 75% of the participants agree that the classes help them overcome their learning difficulties. | ● Teachers’ evaluation on the measures  
● Subject department records | Whole year | ● HODs  
● TAs  
● Subject teachers concerned | ● School funds  
● EDB grants |
| 1.2.2 To enable students to learn and utilize good study habits | ● 75% of the academic subjects introduce at least one good study habit/skill to students, such as note-taking techniques, pre-lesson preparation skills, time management, scaffolding, mind-mapping and memory skills.  
● Each student practises the good study habits/skills, and 75% of them agree that the study habits/skills help improve their learning. | ● Teachers’ evaluation on the measures  
● Subject department records | Whole year | ● HODs  
● TAs  
● Subject teachers concerned | ● School funds  
● EDB grants |
## Target 1.3 To promote a collaborative and learning culture in teaching

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| 1.3.1 To enhance teachers’ teaching skills and optimise students’ learning outcomes through co-planning of lessons and sharing of teaching resources | • 75% of the teachers agree that co-planning of lessons and sharing of teaching materials are useful for the enhancement of their teaching effectiveness as well as their reflection on pedagogy and strategies employed.  
  ➢ Collaborative Lesson Preparation (CLP) is practised in all core subjects for selected levels (S1-S5) through strategic timetabling.  
  ➢ Sharing of teaching resources among teachers is widely practised in subject departments.  
  ➢ Professional sharing is conducted in departmental meetings. | • Teachers’ evaluation  
  • Lesson observation records  
  • Subject department records | Whole year | • Coordination Team  
  • HODs  
  • Subject Teachers concerned  
  • Timetabling Team | • School funds  
  • EDB grants/support |
| 1.3.2 To conduct cross-departmental lesson observation and sharing                | • 75% of the teachers agree that the cross-departmental lesson observation and sharing are useful.  
  ➢ Cross-subject PLO is practised at least once per term for selected levels (S1-5).  
  ➢ Sharing of good practices is conducted at least once per term in departmental meetings. | • Teachers’ evaluation  
  • Lesson observation records  
  • Subject department records | Whole year | • Learning & Teaching Coordination Team  
  • HODs  
  • Subject Teachers concerned | • School funds  
  • EDB grants
Major Concern 2 (2018/19)

Major Concern 2: To nurture students to be contributing members of the community in a caring and loving school environment

Targets:
2.1 To create a harmonious and supportive school environment in which appreciation, respect and love are emphasized
2.2 To reinforce connections among students of the same form and across levels by engaging students in inter-class and class-based programmes
2.3 To foster the sense of national identity and citizenship

Target 2.1 To create a harmonious and supportive school environment in which appreciation, respect and love are emphasized

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<tr>
<td>2.1.1 To enable students to get access to values that cultivate them with love and care</td>
<td>Positive value (appreciation) education covers 10% of the curriculum of all subjects and programmes of functional teams, in which over 70% of the students find them useful.</td>
<td>Subject department and functional team records</td>
<td>Whole year</td>
<td>Subject departments</td>
<td>School funds</td>
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<td></td>
<td></td>
<td>Students’ feedback/questionnaires</td>
<td></td>
<td>Functional teams</td>
<td>Funding from Healthy School Programme</td>
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<td></td>
<td></td>
<td>Class teachers</td>
<td>Service providers / NGOs of Healthy School Programme / Joyful@ School Programme</td>
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<tr>
<td>Subject departments design lessons/activities to inculcate positive value (appreciation) to students</td>
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<td>Functional Teams strengthen students’ positive values through workshops, QESTV and Day 4 Programme</td>
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<td>Provide opportunities for students to show appreciation and gratitude to teachers, parents and supporting staff</td>
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<td>Nurturing the sense of appreciation through organizing different exchange programmes</td>
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| 2.1.2 | To organize theme-based activities to promote a joyful and healthy school environment | ● Over 70% of the students participate in the activities and programmes and find them useful. | ● Students’ feedback/questionnaires | Whole year | ● Functional teams | ● School funds  
● Funding from Healthy School Programme  
● Service providers / NGOs of Healthy School Programme / Joyful @School Programme |
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| **2.2.1** To positively reinforce values such as a sense of belonging by adopting class management strategies | ● Over 50% of the teachers find the workshops useful.  
● Over 70% of the students participate in the activities and find them useful. | ● Teachers’ feedback/questionnaires  
● Students’ feedback/questionnaires | Whole year | ● Functional teams  
● Class teachers | ● School funds  
● Funding from Healthy School Programme  
● Service providers / NGOs of Healthy School Programme / Joyful @ School Programme |
| ✓ Reinforce teachers’ class management skills and techniques through in-house workshops  
✓ Cultivating a positive culture of appreciation and strengthening unity / teacher-student interaction through class-based activities | | | | | |
| **2.2.2** To encourage active participation of class teachers and students in inter-class activities | ● Over 70% of the students participate in the activities. | ● Activity records | | | |
### Target 2.3 To foster the sense of national identity and citizenship

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<td>2.3.1 To provide students with a wide range of learning activities so as to develop their sense of national identity</td>
<td>• Over 60% of the students participate in the learning activities and find them useful.</td>
<td>• Student activity and award records • Students’ feedback/questionnaire</td>
<td>Whole year</td>
<td>• Subject departments • Functional teams • Class teachers • ECA team</td>
<td>• School funds</td>
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