

Queen Elizabeth School Annual School Plan (2023/24)

Major Concern 1: To strengthen students' self-directed learning capacity and teachers' professional development

Target 1.1 To enhance students' learning effectiveness through different learning modes and arrangements

List of feedback and follow-up actions from the previous school year:

- Encourage students to continue review online materials before class, actively participate during lessons, and complete online assignments afterward to strengthen their learning.
- Together with promoting e-books platform, students are also encouraged to borrow books from the library.
- Promote peer appreciation through reviewing other's works and encourage book recommendation / sharing.
- Arrange QES teachers to conduct English remedial classes, which can effectively enhanced students' English proficiency.

Implementation Strategy		Success Criteria (all % are minimum requirements)	Method of Evaluation	Time Scale	People / Units Responsible	Resources Required
1.1.1	To further enhance students' self-learning capacity through the promotion of blended learning mode	<ul style="list-style-type: none"> • 80% of the students agree that the self-learning projects deployed by different subject departments can enhance their self-learning skills and learning capacity. 	<ul style="list-style-type: none"> • Students' assessments • Students' feedbacks 	Whole year	<ul style="list-style-type: none"> • HODs/ KLA coordinators • Subject teachers concerned 	<ul style="list-style-type: none"> • School funds • EDB grants/ support
1.1.2	To exploit different learning modes to further promote students' learning effectiveness and confidence in their own learning capacity	<ul style="list-style-type: none"> • 80% of the students agree that the learning activities employed by different subject departments can enhance their confidence and learning effectiveness. 				
1.1.3	To enhance learning capacity of average and weak students through a holistic planning of remedial arrangements	<ul style="list-style-type: none"> • 80% of the students agree that the extra support measures employed by different subject departments can help them overcome their learning difficulties. • 80% of the participants agree that the after-school learning support classes arranged for selected levels of the three core subjects can help them acquire the skills for independent learning in the secondary school and overcome their learning difficulties. 	<ul style="list-style-type: none"> • Teachers' evaluation on the measures • Students' assessments • Students' feedbacks 			

Target 1.2 To enhance curriculum flexibility and integration with life-wide learning experiences to cater for students' diverse learning and development needs

List of feedback and follow-up actions from the previous school year:
 - The LWL and STEAM activities enhance students' generic skills, understanding of contemporary issues, and language proficiency through critical thinking, problem solving, and collaboration to address real-world problems. It also provides opportunities for communication through scientific readings, presentations, and sharing, such as S3 presentations at STEM fairs.

Strategies / Tasks		Success Criteria (all % are minimum requirements)	Method of Evaluation	Time Scale	People / Units Responsible	Resources Required
1.2.2	To further promote innovation technology and STEM education	<ul style="list-style-type: none"> 80% of participants agree that their interest in learning innovation technology can be enhanced through the junior level IT/STEAM projects or related learning activities arranged by the subject departments and KLAs. 	<ul style="list-style-type: none"> student participation and achievement records feedback from students and teachers 	Whole Year	<ul style="list-style-type: none"> HODs / KLA coordinators / STEM Team subject teachers concerned 	<ul style="list-style-type: none"> School funds EDB grants/support

Major concern 2: To nurture students to be responsible leaders with positive values, healthy lifestyle and global perspective

Target 2.1 To cultivate students' positive values and attitudes through a holistic and balanced curriculum

List of feedback and follow-up actions from the previous school year:

- Continuing partnerships with tertiary institutes and community organizations is advised to promote value education and service learning.
- Schools can provide new experiences and perspectives through various LWL activities, such as museum visits, field trips, cultural site visits, technological workshops, and exchange programs.
- School can recognize and celebrate the achievements of students in the programs and activities for showcasing their achievement. It helps to demonstrate the value of their involvement and the positive impact it can have on their lives.
- Schools can improve coordination and communication with students and parents to help students to plan and prioritize schedules.
- Schools can hold parent talks and workshops to promote the social, emotional, and physical benefits of value education programs and activities. The talks can emphasize the important of all-rounded education, includes academic achievement and whole-person development.

Strategies / Tasks		Success Criteria (all % are minimum requirements)	Method of Evaluation	Time Scale	People / Units Responsible	Resources Required
2.1.1	To cultivate students' positive values and attitude through the whole-school approach of value education	<ul style="list-style-type: none"> • 80% of the students agree that the positive value education absorbed in the curriculum of all subjects and programmes of functional teams can cultivate their positive values. • 80% of the students agree that the concerned values are internalized and strengthened through the curriculum. 	<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 • Service providers • LWL Fund
2.1.2	To enhance students' empathy through a holistic planning of community services	<ul style="list-style-type: none"> • 80% of the participants agree that their empathy can be enhanced through the community services 	<ul style="list-style-type: none"> • Student activity and award records • Students' feedback/ questionnaire 	Whole year	<ul style="list-style-type: none"> • Functional teams • Community Service Group • Service clubs 	
2.1.3	To enhance students' self-management skills and strengthen their resilience through a holistic planning of the life education programmes	<ul style="list-style-type: none"> • 80% of the students and teachers agree that the life education programmes enhanced students' self-management skills and strengthened their resilience. 	<ul style="list-style-type: none"> • Feedback from students and teachers 	Whole year	<ul style="list-style-type: none"> • Functional teams • Class teachers 	

Target 2.2 To create a harmonious school environment and develop students' healthy mindset and lifestyle

- List of feedback and follow-up actions from the previous school year:
- Arrange health ambassadors and student leaders of BBSS to continue the support of promoting healthy mindset and lifestyle. School should further empower these student leaders by arranging service projects and health promotion activities for them.
 - With the encouraging feedback from students, well-planned programs should be arranged to keep updating students and parents on the knowledge and skills of information literacy.
 - Schools can improve coordination and communication with students and parents to ensure the smooth implementation of various programmes.
 - Programs and activities involving students and their families may be organized to facilitate their collaboration. It provides an opportunity for parents to model and reinforce the values nurtured in school.

Strategies / Tasks		Success Criteria (all % are minimum requirements)	Method of Evaluation	Time Scale	People / Units Responsible	Resources Required
2.2.1	To cultivate students' growth mindset and healthy lifestyle	<ul style="list-style-type: none"> • 80% of students agree that the programmes and activities enhance their awareness of healthy mindset and lifestyle. • 80% of students agree that they will try to learn new things and to pursue a healthy lifestyle. 	<ul style="list-style-type: none"> • Students' feedback /questionnaire 	Whole year	<ul style="list-style-type: none"> • Subject Departments • Functional Teams • Class teachers • Whole personal development team 	<ul style="list-style-type: none"> • School funds • Service providers/ NGOs
2.2.2	To strengthen students' information literacy and capacity to identify and evaluate ethical and legal use of information on social media	<ul style="list-style-type: none"> • 80% of students agree that the programmes and activities help them enhance their information literacy. • 80% of students agree that they are able to use social media effectively to achieve their personal goals. 	<ul style="list-style-type: none"> • Students' feedback /questionnaire 	Whole year	<ul style="list-style-type: none"> • Related Subject Departments • Functional Teams • Class teachers • Whole personal development team 	<ul style="list-style-type: none"> • School funds • Service providers/ NGOs
2.2.3	To strengthen home-school collaboration to create a harmonious environment for student's whole-person development	<ul style="list-style-type: none"> • 80% of respondents agree that the strengthened home-school collaboration can create a harmonious environment for student's whole-person development . 	<ul style="list-style-type: none"> • Respondents' feedback/ questionnaire 	Whole year	<ul style="list-style-type: none"> • Pastoral Care • Functional Teams • Class teachers • PTA 	<ul style="list-style-type: none"> • School funds • Service providers/ NGOs

Target 2.3 To develop students' competency as young leaders with aspirations for future career, national identity and international perspective

List of feedback and follow-up actions from the previous school year:

- Partnerships with local organizations, such as business corporations, hospitals, or community centers, may be a way to offer more opportunities for students with hands-on experience related to future career, national identity, and international perspective.
- School may explore a greater range of opportunities addressing real-world challenges which can help students develop skills and competencies that are directly applicable to real-world situations.
- School can explore a greater range of opportunities for local and oversea exchange programs. It can promote dialogue and collaboration between our students and students from our sister schools and other local schools. It helps create opportunities for sharing their own cultural experiences and perspectives, and to learn from others.

Strategies / Tasks		Success Criteria (all % are minimum requirements)	Method of Evaluation	Time Scale	People / Units Responsible	Resources Required
2.3.1	To develop students' competency through structured programme and hands-on experience in various leading roles	<ul style="list-style-type: none"> • 85% student leaders agree that they are benefited from the trainings and leadership programs. 	<ul style="list-style-type: none"> • Students' feedback • Teachers' evaluation 	Whole year	<ul style="list-style-type: none"> • student bodies as CWA, SU, Prefects, BBSS, House Captains 	<ul style="list-style-type: none"> • DL Grant • LWL Fund
2.3.2	To nurture students' appreciation of Chinese Culture through National Education in school formal and informal Curriculum	<ul style="list-style-type: none"> • 80% of students agree that the National Education absorbed in the school formal and informal curriculum can nurture their appreciation of Chinese Culture. 	<ul style="list-style-type: none"> • Program Evaluation • Teachers' evaluation • Students' feedback 	Whole year	<ul style="list-style-type: none"> • Subject Departments • Functional Teams • Whole personal development team 	<ul style="list-style-type: none"> • LWL Fund
2.3.3	To broaden students' perspective through career related experiences and various exchange programmes	<ul style="list-style-type: none"> • 85% participated students agree that the programmes and activities can broaden their perspective. 	<ul style="list-style-type: none"> • Students' feedback • Teachers' observation • Program Evaluation 	Whole year	<ul style="list-style-type: none"> • Careers and Life Planning Education Committee • Education Visits and School Exchange Program Team • Dept. of Citizenship and Social Dept. 	<ul style="list-style-type: none"> • LWL Fund