

Queen Elizabeth School

Annual School Plan

2024/25

Major Concern 1 : To nurture students to be self-directed leaders with confidence in learning and a global perspective

Briefly list the feedback and follow-up actions from the previous school year:

- Adjust classroom organization by adopting flexible arrangements to promote active student participation and interactive exchange, thus enhancing their confidence and motivation will be targeted in the next cycle. Moreover, suggest to recognize and celebrate the achievements of students in the programs and activities by granting awards, leadership positions and opportunities.
- Regularly evaluate the learning outcomes and adjust learning goals based on the feedback to cultivate students' confidence and acquire self-directed learning skills.
- Empower teachers to adopt innovative pedagogical approaches that promote active student engagement and ownership of the learning process.
- Integrate global perspectives by incorporating more experiential and cross-disciplinary learning opportunities to connect classroom knowledge with real-world applications will be targeted in the next cycle.

Target 1.1 To enhance students' self-directed learning skills

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> • Teachers agree that over 60% of the students show improvements in self-directed learning skills • More than 5% of these students are average or low achievers. • SHS(S) Item 7 (>60%) • APASO 9.1,9.4: Q-score show improvements (>112,107) • Students show fairly good knowledge of the focus or theme of their research in their sharing / presentation. 	<ul style="list-style-type: none"> • Teachers' assessment & observation • SHS Students Item 7 • APASO 9.1,9.4 • Subject-based statistics • Students' presentation 	<ul style="list-style-type: none"> • Organize cross-subject learning projects, for which students conduct (web) research and deliver group presentations 	Whole year	All teachers	
		<ul style="list-style-type: none"> • Conduct induction programme for S.1 students, in which they acquire effective self-directed learning skills. (e.g. effective study skills, time-management skills and good learning habits) • Promote the use of a school planner for S1-S3 students to record all their assignments, tests, exams, and other important academic tasks. Encourage parents to regularly review and sign the planner to help prompt students to complete their work and identify areas for improvement 	1 st term	S.1-3 teachers	
		<ul style="list-style-type: none"> • Refine and improve existing programs which aimed at enhancing students' self-directed learning skills, such as <ul style="list-style-type: none"> - Enriching the Book Fair and Writer's Talks organized in collaboration with the Student Union by conducting surveys to determine students' favorite authors and writers - Refining the Weekly Book Sharing Sessions by focusing on developing students' public speaking and presentation skills - Promoting the Online reading and assessment system 	Whole year	<ul style="list-style-type: none"> • School Library • Student Union • Subject departments 	

Target 1.2 To cultivate students' confidence in learning

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> SHS(S) Item 8 (>45%) APASO 4.1-4.4: (Students' Learning) 75% students are able to set, plan and implement realistic and achievable learning targets based on self-reflection 70% students or above could effectively complete the tasks they set in the beginning of the semester Students participated actively in different types of learning activities Students are eager to demonstrate a sense of success and accomplishment 	<ul style="list-style-type: none"> Students' performance and feedback Teachers' assessment SHS Students Item 8 APASO III (4.1 - 4.4), (7.1 - 7.6), (8.1 - 8.2), (9.1 & 9.4), 	<ul style="list-style-type: none"> Promote cooperative learning and group work, especially to assist peers who are academically weaker Establish an award system that promotes progress and improvement Implement graded exercises and tasks appropriate for different student levels 	Whole year	<ul style="list-style-type: none"> KLA coordinators HODs Subject teachers concerned 	<ul style="list-style-type: none"> School funds EDB grants/support
		<ul style="list-style-type: none"> Set specific, measurable and achievable learning goals Make regularly reflection on achievements and to modify learning goals 	Whole year	<ul style="list-style-type: none"> KLA coordinators HODs Subject teachers 	<ul style="list-style-type: none"> School funds EDB grants/support
		<ul style="list-style-type: none"> Provide various platforms and opportunities to showcase and highlight students' accomplishments both inside and outside the classroom (e.g. speech delivery on stage such as sharing during National Flag Raising ceremony, presentation in English Assembly, subject-based sharing in class, or in LWL activities for non-exam purposes and participation in debating competitions) Provide more opportunities to average or low achievers to take part in public speaking, LWL activities and competitions Diversify the assessment criteria to allow for a more comprehensive evaluation of student performance 	Whole year	<ul style="list-style-type: none"> KLA coordinators HODs Subject teachers English assembly team Functional teams 	<ul style="list-style-type: none"> School funds EDB grants/support

Target 1.3 To develop students as future leaders with global perspective

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> Active participation: The responsiveness of students, as shown by the number of applications being larger than the number of participants. 70% of students with leadership roles show strengthened leadership abilities 70% of students show broadened global perspectives during lessons and activities APASO item 14.2-14.3 (global perspective): To reach Q-score 110 or above 	<ul style="list-style-type: none"> Teacher observations Student's feedback and self-evaluation APASO 14.2-14.3 	<ul style="list-style-type: none"> Provide students with hands-on leadership opportunities to cultivate their sense of responsibility, problem-solving skills, and confidence in enacting positive change within the community. Such opportunities may include: <ul style="list-style-type: none"> Serving on house committees Participating in student union committees Assuming school prefect roles Mentoring as big brothers/sisters Planning extracurricular club events as committee members 	Whole year	<ul style="list-style-type: none"> Functional teams 	<ul style="list-style-type: none"> LWL ECA Fund
		<ul style="list-style-type: none"> Further integrate global perspectives, such as "Sustainable Development Goals", into formal and informal curriculum Conduct international exchange programme at least once a year 	Whole year	<ul style="list-style-type: none"> KLA coordinators HODs Subject teachers Exchange team Functional teams 	<ul style="list-style-type: none"> LWL ECA fund

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Major Concern 2 : To cultivate students' healthy lifestyle, positive values and ethical use of technology

Briefly list the feedback and follow-up actions from the previous school year:

- Promotion of healthy mindset and lifestyle as well as positive values and attitudes will be further addressed with adjusted targets will be further addressed with adjusted targets in the next development cycle.
- Attempt to plan and implement a range of diverse programmes that encourage a healthy lifestyle by adding new elements such as physical and aesthetic activities.
- Attempt to organize more hands-on learning through discussions, immersive experiences through movies and direct exposure through visits to allow active engagement of students.

Target 2.1 To develop sustainable care practices that support students' physical and mental well-being

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> • Students show an alleviation of negative emotions and a positive sense of well-being • APASO item 1.1 (Positive Affect): To reach Q-score 90 or above • APASO item 1.2 (No Negative Affect): To reach Q-score 96 or above • APASO item 1.4 (Showing no anxiety and depression symptoms): To reach Q-score 87 or above 	<ul style="list-style-type: none"> • Teachers' observation • Students' feedback • KPM • APASO 	<ul style="list-style-type: none"> • Emphasize whole-school participation and cross-curricular collaboration based on the 4Rs Mental Health Charter in both the formal and informal curriculum (activities within classrooms and beyond) 	Whole year	<ul style="list-style-type: none"> • Functional teams • Subject Departments • Class teachers • Social workers • PTA 	<ul style="list-style-type: none"> • School fundings • Service provider/ /NGOs
		<ul style="list-style-type: none"> • Encompass multidimensional development of different facets such as intellectual, physical, emotional, social, and spiritual well-being through structured programmes inside and outside classroom • Cooperate with parents to assist students on the setting of timetable/targets for daily screen time 	Whole year		
		<ul style="list-style-type: none"> • Organise physical and mental health training programs for different stakeholders 	Whole year		

Target 2.2 To nurture students with positive values (Respect for Others, Empathy and Benevolence) and equip them on the ethical and responsible use of technology in the digital world

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> SHS(T) Item 65 (>80%) SHS(S) Item 20 (>65%) SHS(S) Item 23 (>65%) SHS(S) Item 25 (>80%) APASO 10.2: (Information Technology (Less Time for Leisure)) increase Q value from 85 to 95 Students participated actively in related activities 75% students or above show positive values or ethical use of technology in assignments of different subjects 	<ul style="list-style-type: none"> APASO 10.2 SHS Teachers' observation Teachers' evaluation Students' assignments 	<ul style="list-style-type: none"> Strengthen the promotion of positive values and information literacy through formal curriculum with well-designed assignments/projects, Class periods and whole school aesthetic related activities. Organize theme-based weeks such as 'Courtesy Week', 'Information Literacy Week' 	Whole year	<ul style="list-style-type: none"> HODs Subject teachers Functional teams Values Education Committee Class teachers 	<ul style="list-style-type: none"> School fundings Service provider/ /NGOs LWL Fund
		<ul style="list-style-type: none"> Provide more opportunities for junior form students to serve the school via self-directed activities 	Whole year	<ul style="list-style-type: none"> Functional teams Community Service Groups Service clubs 	
		<ul style="list-style-type: none"> Encourage stakeholders to attend value education and technological literacy trainings 	Whole year	<ul style="list-style-type: none"> All teachers PTA 	