

Queen Elizabeth School

Annual School Plan

2025/26

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. • APASO 4.1 – 4.4: Q-score show improvements (>112, 112, 107, 92) • APASO 7.3, 7.4: Q-score show improvements (>112, 112) 	<ul style="list-style-type: none"> • Teachers' assessment & observation • APASO 4.1 – 4.4, 7.3, 7.4, 9.1, 9.4 • SHS Students Item 7 • Subject-based statistics • Students' presentation 	<ul style="list-style-type: none"> • Support students in setting personal learning goals each term and reviewing their progress • Organize subject-based and cross-subject learning projects where students independently research, analyze information, and present findings, fostering critical thinking, self-directed learning, and confidence in knowledge application 	Whole year	All teachers	
		<ul style="list-style-type: none"> • Conduct the S1 Adaptation and Bridging Programme during the summer vacation, featuring a variety of activities, talks, visits, and taster lessons led by guidance and counselling teachers, class teachers, and subject teachers. The programme aims to help new S1 students transition smoothly into secondary school, build confidence in self-directed learning, and develop essential academic and social skills • Promote the use of a school planner for S1-S3 students as a self-directed learning tool, helping them systematically track assignments, tests, and exams. Engage parents in the process through regular reviews and signatures to strengthen students' ability to organize, plan, and take ownership of their learning progress 	1 st term	S.1-3 teachers	

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> APASO 9.1, 9.4: Q-score show improvements (>103, 101) SHS(S) Item 7 (>60%) Students show fairly good knowledge of the focus or theme of their research in their sharing / presentation. 		<ul style="list-style-type: none"> Set up an Assessment Resource Corner as a question bank of sample internal exam papers for S1-S3 students, providing a self-study platform where students can practice exam-style questions independently, refine answering techniques, and build confidence for assessments Set up a "5**" Corner in the school library, providing high-scoring HKDSE answer scripts as a self-directed learning resource, enabling students to independently analyze exemplary responses, refine answering strategies, boost confidence, and reduce exam anxiety Implement the High-Flyer Programme – Challenging Question Bank, where academically strong students independently tackle advanced-level questions at their own pace to deepen understanding and enhance exam performance Refine and improve self-directed learning programmes by enhancing book fairs, writer's talks, and reading initiatives to align with students' interests, strengthening public speaking skills through weekly book-sharing sessions, and promoting online reading and assessment systems—providing students of all academic abilities opportunities to showcase their learning and build confidence 	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 More than 55% of the 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 Items 2, 5, 7, 8, 10, 11, 13, 15 & 22 SHS Teachers Items 48, 52 & 56 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 Class 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): 85% of students agree or strongly agree on the value of statements, indicating a strong sense of global perspective 	<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:

- Relieve students' ever-increasing pressure during the Uniform Test Periods by restructuring the UT Periods after gardening students and teachers' opinions and suggestions developing a more sustainable assessment timetable, and introducing new initiatives to support students' mental well-being in Day 4 Programmes
- Continue to reinforce a variety of programmes that help build a healthy lifestyle, both physically and mentally
- Incorporate values education into both the formal and informal curriculums to embed positive values into students' minds and behaviours
- Further students' understanding of the ethical use of technology through formal curriculum and outside the classroom activities/programmes

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 Improvements are to be shown in KPM, SHS and APASO 	<ul style="list-style-type: none"> Teachers' observation Students' feedback KPM SHS APASO 	<ul style="list-style-type: none"> Organize a variety of physical training programmes that strengthen students' physicality and tenacity 	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 providers/NGOs
		<ul style="list-style-type: none"> Organize a variety of programmes that help develop a better mental health when facing setbacks and adversities as well as enhance self-care life skills 	Whole year		
		<ul style="list-style-type: none"> Restructure the UT Time-table, and a variety of new initiatives in Day 4 Programmes including "One Class One Activity", "Chill Day" and "Inter-house Sports Competition" to alleviate students' stress and enhance their mutual support and bonding 	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"> Students showed a heightened awareness of core values and the ethical and responsible use of technology in behaviour Improvements are to be shown in KPM, SHS and APASO 	<ul style="list-style-type: none"> KPM SHS APASO 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. Encourage department heads and functional team leaders to incorporate values education and technological literacy trainings in their curriculums and programmes 	Whole year	<ul style="list-style-type: none"> Major Concern 2 Committee HODs Functional teams Subject teachers 	<ul style="list-style-type: none"> School fundings Service providers/ /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"> Organize programmes that incorporate reading and values education together through the joint efforts of different departments and committees and hold a "Reading and Values Education Day" 	Whole year	<ul style="list-style-type: none"> All teachers HODs Functional teams Subject teachers 	