

Queen Elizabeth School Annual School Plan (2022/23)

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

Targets:

- 1.1 To enhance students' learning effectiveness through different learning modes and arrangements
- 1.2 To enhance curriculum flexibility and integration with life-wide learning experiences to cater for students' diverse learning and development needs
- 1.3 To strengthen Teacher Professional Development in different aspects of education

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

Strategies / Tasks		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"> • All KLA and 75% of the subject departments deploy self-learning projects with elements of online learning to widen students' learning opportunities • 75% of the participants agree that the self-learning projects can enhance their self-learning skills and learning capacity 	<ul style="list-style-type: none"> • Teachers' lesson records • Subject department records • 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"> • All KLA and 75% of the subject departments employ a variety of learning activities that can boost students' confidence and learning effectiveness to widen students' learning opportunities • 75% of the participants agree that the learning activities 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"> • 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 learning support is arranged for selected levels of the three core subjects and 75% of the participants agree that the classes 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 • Subject department records 			

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

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"> At least one innovation technology or STEM education project can be implemented in each junior level in a school year. Departments and KLAs jointly arrange innovation technology learning activities outside the classroom. 75% of participants reflect that their interest in learning innovation technology can be further enhanced 	<ul style="list-style-type: none"> Subject department records 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

Target 1.3 To strengthen Teacher Professional Development in different aspects of education

Strategies / Tasks		Success Criteria (all % are minimum requirements)	Method of Evaluation	Time Scale	People / Units Responsible	Resources Required
1.3.1	To nurture young teachers through staff mentorship/adaptation scheme	<ul style="list-style-type: none"> 70% of the participants agree that the New Teacher Induction Programme can strengthen their roles as teachers 70% of the participants agree that the mentorship programme "Big Teacher Scheme (BTS) can strengthen their roles as teachers 	<ul style="list-style-type: none"> Teachers' evaluation 	Whole Year	<ul style="list-style-type: none"> Staff professional development team Subject departments Functional teams Leaders Mentor 	<ul style="list-style-type: none"> School funds EDB grants/support
1.3.2	To empower teachers' professional role and promote their Professional Growth in SEN Training	<ul style="list-style-type: none"> 60 % of teachers complete the training programmes according to their plans 70% of the participants agree that the professional sharing activities/in-house training programmes are beneficial to their professional growth 70% of the teachers agreed that there has been an increasing number of SEN cases in school and that attending relevant SEN training courses is essential in coping with the inclusive classroom setting. 60% of the teachers who have not attended SEN courses applied for relevant training and courses. 	<ul style="list-style-type: none"> Teachers' evaluation Subject departments records Lesson observations CPD records 			

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

Targets:

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

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

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

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

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"> Positive value education covers 15% of the curriculum of all subjects and programmes of functional teams, in which over 70% of the students find them useful. 70% 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"> 70% of the students participated in the community services find them useful. 	<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	<ul style="list-style-type: none"> 70% of the class teachers find the life education programmes useful. 70% of the students participated in the activities find them useful. 	<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

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. 70% 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

Strategies / Tasks		Success Criteria (all % are minimum requirements)	Method of Evaluation	Time Scale	People / Units Responsible	Resources Required
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. 70% 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"> 70% of respondents agree that they are engaged in a respectful partnership working together to support students' needs. 70% of respondents agree that they work with school to promote quality education through partnership and cooperation. 	<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

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 hand-on experience in various leading roles	<ul style="list-style-type: none"> 80% 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"> 90% of subject departments and 60% functional teams absorbed the appreciation of Chinese Culture in at least one of the selected levels. 	<ul style="list-style-type: none"> Records of scheme of work Program Evaluation 	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"> 80% 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