QUEEN'S COLLEGE

ANNUAL SCHOOL PLAN

2018-2019

Queen's College

OUR VISION

It is our vision to provide students with an all-round education aimed at excellence in moral, intellectual, physical, social and aesthetic development, whereby they can achieve self-fulfillment in all respects throughout their lives and become leaders of tomorrow.

SCHOOL MISSIONS

1. To nurture in students a love of life-long learning ;
2. To promote the spirit in the school motto – *Labor Omnia Vincit*;
3. To develop students' mind and inculcate in them a strong sense of responsibility, self-discipline, integrity and, above all, self-esteem;
4. To ensure that students attain a high level of intellectual development in preparation for further scholastic achievements;
5. To provide students with a balanced range of activities conducive to good health and to make them aware of the importance of sports and sportsmanship;
6. To impress upon students the significance of harmonious inter-personal relationship and of serving the community and the world at large as well as developing their skills of leadership;
7. To cultivate students' creative talents and appreciation of aesthetics;
8. With a view to realizing the aforesaid goals, to encourage the involvement of parents, alumni and members of the community in the activities of the school and to provide opportunities for enhancing the professional development and commitment of the staff.

CORE VALUES

Staff – Commitment, Mutual Respect, Partnership, Care, Self Evaluation, Pursuit of Excellence, Creativity, Fiscal Conservation.
Students – Diligence, Brotherhood, Pursuit of Excellence, Integrity, Responsibility.

Major Concern: 1. Promoting Deep Learning through Experiential Learning
關注項目一： 透過體驗學習，深化學習層階。

1.1 To implement experiential learning by developing subject-based activities inside and outside classrooms

	Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.1.1	To incorporate experiential learning into classroom teaching: Experience, Reflect and Share, Generalize, Apply	9.2018 ~ 7.2019	• 90% of subject departments have conducted at least one experiential activity.	• Questionnaire for each department • Evaluation in departmental meetings	• Heads of subject departments • Subject teachers	• Teaching assistants
1.1.2	To organize experiential learning activities outside classrooms	9.2018 ~ 7.2019	• 50% of subject departments organize experiential learning activities outside classrooms.	• Questionnaire for each department • Feedback from subject teachers and students	• Heads of subject departments • Subject teachers • Teacher-in-charge of different clubs or societies	• Morrison Fund • Teaching assistants
1.1.3	To arrange learning activities across subjects/KLAs	9.2018 ~ 7.2019	• At least 5 cross-curricular learning activities are held.	• Questionnaire for each department • Feedback from subject teachers • Students' performance	• Heads of subject departments • Subject teachers • STEM Team	• Teaching assistants • Morrison Fund
1.1.4	To organize training workshops/seminars on experiential learning for teachers	9.2018 ~ 7.2019	• Teachers participate in training workshops / seminars on experiential learning. • Teachers find the workshops / seminars useful.	• Questionnaire for each teacher	• All teachers	• Programs provided by EDB or organized by school

1.2 To foster good learning skills and strategies in experiential learning

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.2.1 Students apply e-learning to extend their learning experience	9.2018 ~ 7.2019	• 80% of students use e-learning platform to extend their learning. • Students can use the tools in different learning platforms to enrich their learning.	• Examination on the utilization rate of the e-Learning platform • Students' survey	• IT Team • All teachers and students	• Morrison Fund • OITG • Teaching assistants
1.2.2 Students adopt reading strategies to enhance their learning	9.2018 ~ 7.2019	• An electronic library was set up to cultivate reading habits • At least 3 subjects implement reading programmes. • S.1 students read regularly. • Students (S.1) show good performance in the examination questions related to the reading materials.	• Borrowing records of books • Inspection of schemes of work • Students' survey • Students' performance in exam	• Librarian • IT Team • Reading to Learn Team • Heads of Subject Department • Subject Teachers • S1 students	• Morrison Fund • OITG • Teaching assistants
1.2.3 Students of the same class/elective form study groups to carry out peer tutoring	9.2018 ~ 7.2019	• Study groups were formed among the after-school tutorial classes. • At least 80% of students find the peer tutoring useful. • Students showed improvement in tests and examinations	• Feedback from students and tutors (higher form students and TAs) • Students' surveys • Analysis of exam results	• Subject teachers • Tutors from higher form students • S1 students	• Teaching assistants

1.2 To develop the spirit of exploration and innovation among students by promoting STEM education

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.3.1 To implement school-based STEM curriculum	9.2018 ~ 7.2019	• 50% of subject departments have incorporated STEM education in their curricula.	• Inspection of Annual Plans of Departments	• STEM Team • Heads of Subject Department • Subject Teachers	• Morrison Fund • ECA Fund • STEM funding
1.3.2 To organize school-based STEM-related activities	9.2018 ~ 7.2019	• At least 5 school-based STEM-related activities are held.	• Checking the number of participants in the activities • Students' performance in the activities • Feedback from students	• STEM Team • Teacher i/c from different clubs and societies	• Morrison Fund • ECA Fund

Name of Teacher in charge: YU Wai-keung   Signature: _____   Date: 19 / 6 / 2018

Major Concern 2: Empowerment of students with good qualities of empathy, respect and commitment so as to face the challenges in the future

關注項目二： 培養學生良好素質，使他們具有同理心，懂得尊重及樂於承擔，為迎接未來的挑戰作準備。

2.1 To provide learning environment and experience for students in promoting positive values and attitudes

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People/Team responsible	Resources required
2.1.1 Adopt a whole-school approach to promote positive values and attitudes by highlighting specific virtues as the Theme of the Year and subject departments and functional teams incorporate in their respective curricula and program plans the instillation of those positive values					
a. To coordinate closely with subject departments and functional teams on their work progress in their curricula / plans b. To facilitate collaboration among some subjects / functional teams in designing tailor-made teaching materials / programmes for promoting positive values and attitudes in junior forms	9.2018 ~ 7.2019	• All subjects / teams show their support in their curricula / programmes • Students show positive concern and improvement in the related values • Subject departments (e.g. IS, Humanities) and teams (e.g. CLP, Moral Education) work in collaboration to promote positive values and attitudes in junior forms • Students show keen interest and positive attitude in the teaching materials / programmes	• Bi-monthly progress surveys • Observations • Questionnaires • Debriefing	• Subject departments • Functional teams	Government and Non-government Funds

2.1.2 Refine and enrich values education curriculum in junior forms with the inclusion of service learning

a. To plan and implement a school-based formal values education curriculum in S.1 b. To design and produce learning and teaching resources of values education for S.1 c. To plan and organize experiential learning activities in cultivating positive values and attitudes among S.1 students	9.2018 ~ 7.2019	70% of S.1 students get a positive change in the attitudes as reflected in the learning portfolio	• Observations • Questionnaires • Curriculum framework and teaching schedule of values education • Record of learning and teaching resources of values education • Learning Portfolio of the students	• Subject Department of Liberal Studies • Functional teams	• Government and Non-government Funds • Additional manpower (Teaching assistant)

2.1.3 Organize talks, workshops or personal growth programs to promote positive values and attitudes

To organize talks, workshops or personal growth programs for students from S.1 to S.5 with the objective of instilling positive values and attitudes into the minds of our students	9.2018 ~ 7.2019	• Number of student participants involved • 80% of the student participants being surveyed agree that the talks / workshops/ personal growth program can help promote positive values and attitudes	• Observations • Questionnaires • Teachers' comments	Functional teams such as Counselling Team, Moral and Civic Education Team, Life-wide Learning	Government and Non-government Funds

2.2 To strengthen students' bonding with others in family, school and community

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People/Team responsible	Resources required
2.2.1 Organize class-based activities and cultivate a stronger sense of belonging to respective classes among students.					
a. To organize a drama contest on *Empathy & Respect* for S.2-3 with emphasis on: - how well the themes are presented (40%) - how well students can reflect on their learning experience (30%) - others items (30%) Senior form student representatives will serve as adjudicators and give comments. b. To organize a class-based competition on their degree of participation in all sports and music activities for S.1	9.2018 ~ 7.2019	• The scripts and performance show the degree of class participation and students' deep reflection on the values • 70% of the classes involved show great enthusiasm in participation of such activities • Provision of suggested guidelines as reference materials for teachers on the establishment of positive class climate • 70% of the teachers adopt strategies to promote the establishment of positive class climate	• Observations • Feedback from contestants and audience (teachers, students and parents) • Questionnaires • Feedback collected from form meetings and meetings with class representatives of different forms	• Class teachers • Language teachers • PE teachers • Music teachers • Functional teams	• Government and Non-government Funds • Audio-visual aids and technical support

2.2.2 Provide opportunities for students to show gratitude to others in family, school and community.

a. To invite dedicated old boys to share their experiences in serving their alma mater b. To encourage students to express their appreciation and gratitude to their peers, teachers, old boys and parents on specific days, e.g. Teachers' Day, S.6 Graduation Day, Parents' Day etc.	9.2018 ~ 7.2019	• Students show positive feedback and appreciation for alumni's dedicated attitude • Over 80% of the students invited take part in presenting Thank-you cards / souvenirs to respective stakeholders	• Observations • Questionnaires • Number of Thank-you cards / souvenirs presented	• Student Ambassadors • Old boys • Class teachers • Student Council • Functional teams such as Moral Education • PTA • QCOBA	Government and Non-government Funds

2.2.3 Arrange parent education programs.

a. To organize workshops with special reference to the 3 qualities for parents through PTA b. Encourage parents to express their care and concern for their sons on Parents' Day	9.2018 ~ 7.2019	• Parents attending the workshops show positive feedback • Over 70% of parents attending the Parents' Day give their sons cards of encouragement	• Observations • Questionnaires • Number of cards issued	• PTA • Class teachers • Functional teams	Government and Non-government Funds

2.3 To further enhance and sustain students' sense of commitment to their respective roles so as to enable them to become contributing members to their families, schools and community.

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People/Team responsible	Resources required
2.3.1 Arrange learning activities for students to develop sense of identity as a citizen on a local or even global scale and get a deeper understanding of their own roles					
a. To organize an inauguration ceremony signifying student leaders' commitment to serve the school for representative leader groups (e.g. Discipline / Counselling Prefects, House Captains). The groups also present their performance pledges to all students on the occasion. b. To hold evaluation sessions for the leader groups whereby progress reports are presented to students	9.2018 ~ 10.2018 1.2019 ~ 7.2019	• The performance pledges presented show student leaders' determination to address students' needs. • The progress reports presented show a high standard of achievements and reflective work.	• Feedback from teachers and students • Observations	Functional teams	Government and Non-government Funds
2.3.2 Organize leadership training programs to enhance students' competence in problem-solving and sense of responsibility.					
a. To organize training programmes for the representative leader groups with special focuses on building vision, mission, team spirit and the completion of Performance Pledges b. To organize training workshops for other student leaders (e.g. monitors, club officials, library prefects, student ambassadors etc)	9.2018 ~ 7.2019	• The leader groups have a thorough understanding of their responsibilities and are able to devise good-quality Performance Pledges • The leader groups have a thorough understanding of their responsibilities	• Feedback from teachers and students • Observations • Questionnaires	Functional teams (e.g. Leadership Training Team)	Government and Non-government Funds

2.3.3 Arrange developmental programs in promoting mental health so as to enable students to take on challenges with courage.

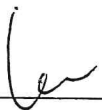|					
To take part in the 'Joyful @ School' Campaign and offer programs to students, parents and teachers concerning the promotion of mental health	9.2018 ~ 7.2019	70% of the participants (students, parents and teachers) agree that the activities they join help promote mental health	• Feedback collected by the NGOs • Observation	• Counselling Team • Health and Sex Education Team	Government and Non-government Funds

2.4 To develop teachers' professionalism in empowering students with good qualities of empathy, respect and commitment so as to face the challenges in the future

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People/Team responsible	Resources required
2.4.1 Encourage and support teachers to take part in professional training on understanding and promoting positive values and cultures, creating supportive school atmosphere, reinforcing and sustaining students' sense of commitment.					
To encourage all teachers to take part in professional training on understanding and promoting positive values and cultures, creating supportive school atmosphere, reinforcing and sustaining students' sense of commitment	9.2018 ~ 7.2019	80 % of the teachers attending agree that the training can provide them insights about the promotion of value education	Questionnaires	All teachers	- Government and Non-government Funds - Information about the availability of the relevant training

2.4.2 Raise teachers' capabilities on understanding and promoting positive values and cultures, creating supportive school atmosphere, reinforcing and sustaining students' sense of commitment by professional sharing.

To provide opportunities for teachers to share their school-based experiences in Staff Meetings and Staff Development Days	9.2018 ~ 7.2019	80 % of the staff agree that the sharing of school-based experiences can enrich their insights and create a supportive atmosphere among staff.	Questionnaires	- All teachers - Staff Development Team	Government and Non-government Funds

Name of Teacher-in-charge: LEE Wai-chu   Signature: _____   Date: _19 – 6 – 2018_