

**Major concern 1: To enhance teaching and learning effectiveness through self-directed learning**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Evaluation	
1. To enhance students' self-directed learning strategies and study skills	- Implement E-assessment and self-directed tasks in Core Subjects through E-platform	- At least 2 e-assessments are arranged in each school term - At least 2 self-directed tasks are arranged in each school term for P.1, P.2, P.4 and P.5	Survey	Whole year	CD, Subject Panels, Subject teachers	<p><b>The Targets were achieved.</b></p> <ul style="list-style-type: none"> <li>- Due to Covid-19 online tasks, e-assessments were arranged through the MS 365 platform for P.1-P.6. Students showed great interest in this form of e-assessment and were able to learn through the instant feedback given by teachers. About 60% of students finished the online tasks during school suspension.</li> <li>- For P.1, P.2, P.4 &amp; P.5 core subjects, pre-tasks or self-directed learning tasks were done in the first term</li> <li>- VA subject teachers arranged different self-directed learning tasks for students during school suspension.</li> <li>- Due to the school suspension, Teacher used "Forms" as pre-tasks during school suspension.</li> <li>- The use of self-assessment checklist was implemented in core subjects such as writing tasks in Chinese and English and self-checking in Maths tasks.</li> <li>- According to lesson observation, teachers seldom asked students to do self-reflection at the end of the lesson.</li> </ul> <p><b>Follow-up action:</b></p> <ul style="list-style-type: none"> <li>-E-assessment will be incorporated as</li> </ul>	
	- Increase self-learning components in assignments including worksheets/ tasks	- 75% of students are able to integrate self-learning components in assignments	Teachers' observation				
	- Enhance students' study skill with a focus on high order thinking skill	- 60% of students are able to apply high order thinking skill in the lesson or assignments	Lesson Observation				
	- Encourage students to do self-reflection at the end of the lesson	- 75% of students are able to build up self-reflection habits	Feedback from subject teachers				

						<p>routine work in the coming year.</p> <p>-Assignments will be refined in the coming year.</p>
2. To strengthen students' reading habit	- Provide various reading materials and self-learning activity sheets at the self-learning corner	-75% of students like the reading materials in Self-learning corner	Survey & Record sheet of Self-reading corner	Whole year	School Librarian	<p><b>The Targets were achieved.</b></p> <ul style="list-style-type: none"> <li>- Cross-subject reading program were arranged during project learning week</li> <li>- P.3 English and G.S. teachers agreed that the project enhances students' self-directed learning skills, reading and writing skills</li> <li>- Teachers reflected that it was not easy to collect the self-learning activity sheets.</li> <li>- Theme-based books display and book recommendation were arranged in the first term.</li> <li>- Due to the school suspension, Theme-based books display and book recommendation were cancelled in the second term.</li> <li>- 70% of students agreed that the book displays can help them develop a better reading habit.</li> <li>- 70% of students enjoyed the presentation on book recommendation conducted by schoolmates.</li> </ul> <p><b>Follow-up action:</b></p> <ul style="list-style-type: none"> <li>-Cross-subject reading programmes are suggested to be arranged in the coming year</li> <li>-“Reading Scheme Award” are suggested to combine reading and self-learning corner's record</li> </ul>
	- Develop cross-subject reading programme	- Cross-subject reading programmes are arranged in project learning or core subjects	Survey		CD, Subject panels	
	- Arrange at least 2 theme-based books display in the library to promote reading of different materials	- 70 % of students agree that the book displays can help them develop a better reading habit	Survey and observation		School Librarian	
	- Conduct at least 3 theme-based book recommendation sessions through campus T.V.	70 % of students enjoy the presentation on book recommendation conducted by schoolmates	Survey and observation			

3. To enhance teachers' professional knowledge on self-directed learning	- Arrange at least 2 subject-based teachers' workshops or talks on self-directed learning	- 80% of teachers agree that the workshops enhance their professional knowledge in teaching -	Survey	Whole year	DH, CD	<p><b>The Targets were achieved.</b></p> <ul style="list-style-type: none"> <li>- Talks and workshop on self-directed learning were implemented as scheduled and were found to be effective.</li> <li>- Workshops on the use of MS 365 platform had been arranged for teachers. Teachers reflected that it was really useful for them.</li> <li>- Self-directed learning teaching strategies were discussed in the CLP meetings. Different topics were selected and teaching materials were developed.</li> <li>- Teachers' sharing on self-directed learning were done. Teachers found it very useful. It could help teacher to design their own tasks.</li> <li>- The e-resource bank of self-directed learning materials has been set up. Subject Teachers found that it was more convenient to save and share their teaching materials.</li> </ul> <p><b>Follow-up action:</b></p> <ul style="list-style-type: none"> <li>-Discussion on teaching strategies should focus on self-reflection</li> <li>-Talks or workshops focus on self-reflection could be arranged in the coming year.</li> </ul>
	- Arrange subject panels to run inter-school exchange programme on self-directed learning	- At least one core subject and cross subject meetings are arranged in each school term	Survey		CD, Subject Panels, Subject Teachers	
	- Discuss teaching strategies and students' self-reflective learning element(s) in CLP meetings	- At least 2 subject-based self-directed learning teaching strategies and self-reflective learning element(s) would be discussed in CLP in each school term	Lesson observation		CD, Subject Panels, Subject Teachers	
	- Set up e-resource bank of self-directed learning materials	- The e-resource bank is set up as scheduled	Survey		CD, Subject Panels, IT panel	

**Major concern 2: To cultivate students' positive values with focus on love and care**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Evaluation
1. To foster students with the positive attitude on showing their concerns to the others and surroundings	<ul style="list-style-type: none"> <li>- Arrange at least 2 workshops and 2 educational talks to students for practicing their positive attitude with the focus on 'Love and Care'</li> <li>- Display models of showing care to direct students on putting the value into practice in daily and school lives through Campus TV</li> </ul>	- 90% of teachers agree that the modeling approach helps in building students' positive value on 'Love and Care'	Survey	Whole year	SGPs, teachers concerned and campus TV team	<p><b>The targets were achieved</b></p> <ul style="list-style-type: none"> <li>- 2 workshops and 6 talks about the core value were completed. Topics like honesty, perseverance, self-care and even road safety were covered.</li> <li>- 6 Campus TV programmes were produced as models for pupils. 100% of teachers agreed that the modeling approach was effective to help students build up the value of 'Love yourself' in the first term. The programmes prepared by Campus TV team teachers were of different subjects. The main objective of those programmes was to show students how to put 'Love and Care' into daily life. For example, one of the programmes' topic was about 'Flooding in Venice' which was to raise students' awareness of victims of disasters in the world.</li> <li>- The approach of dividing love and care into two focus to carry out respective activities helped much in organizing comprehensive activities so that the message could be passed to students more effectively. In addition to MCE lesson teaching on the basic concept of 'Love yourself', we also organised a</li> </ul>
	<ul style="list-style-type: none"> <li>- Provide common targets for students as ultimate goals and provide guidance on assessing their own progress and improvement</li> </ul>	- 80% of students can achieve the target related to 'Love and Care'	Survey	Sept/Oct	SGPs and class teachers	

<ul style="list-style-type: none"> <li>- Facilitate students to explore individual's and others' qualities in order to fully understand one self's and others' needs in a community in a pre-target setting session</li> <li>- Give short talk or sharing about caring others during morning assembly</li> </ul>			Survey	Whole year	SGPs	<p>self-care workshop for P.1 about taking good care of themselves by paying attention to toilet hygiene and a talk in collaboration with MTR company about how to protect themselves during emergency in MTR.</p> <ul style="list-style-type: none"> <li>- 87 % of students were able to achieve the targets that they set at the beginning of the school term which were related to 'Love and Care'. Pupils set targets like eating healthy food, being clean and tidy or loving my family in the first term in order to encourage themselves to put 'Love yourself' in the daily life. The pre-target setting talk and the models given in target setting process provided a clear reference for students to set relevant targets easily.</li> </ul>
<ul style="list-style-type: none"> <li>- Launch award schemes which integrate with the whole-school chop award scheme to inculcate the core value 'Love and Care' to students</li> <li>- Implement 'Love and Care Coupon' system to award students who demonstrate love and care to others</li> <li>- Organise annual whole school theme-based activities to consolidate students' sense of the core value of love and care</li> </ul>		<p>- 80% of students agree that the competitions, activities and award schemes could encourage them to put 'Love and Care' into daily practice</p>		Whole year	SGPs and Discipline team	<ul style="list-style-type: none"> <li>- 85 % of students agreed that the activities and awards encouraged them to pay more attention to 'Love and Care' with their family and peers.</li> <li>- On Cultural Day, students and parents were invited to experience Chinese culture through activities like tasting food, watching cultural programmes and making traditional Chinese crafts. The event provided chances for students and parents to care about different cultures.</li> <li>- After school suspension, students were taught to aware that care was actually around us through a special MCE programme named 'Care under the epidemic'. Our SGPs helped to send</li> </ul>

						<p>students' products to different working units that they produced in the MCE lessons after class resumption. Those units including hospital staff, street cleaning staff, school office staff. As students knew that their products would be presented to outside organizations, they worked hard on decorating them.</p> <p><b>Follow-up action:</b></p> <ul style="list-style-type: none"> <li>- Teachers reflected that more timely promotion or reminders in the middle of the activities is needed to enhance students' awareness on related activities or scheme, for example during morning assemblies.</li> </ul>
1. To foster students with the positive attitude on showing their concerns to the others and surroundings	Organize competitions in collaboration with G.S. and Chinese subject disciplines to enhance students' awareness on the core value of love and care	90% of teachers agree that the cross-curricular approach helps enhance students' awareness on the core value	Survey	Nov/ Dec	G.S. and Chinese Subject panels	<p><b>The target was achieved.</b></p> <p>100% of teachers agreed that the cross-curricular approach helped to enhance students' awareness on the core value. The simple but useful activities were helpful in enhancing students' awareness on 'Love and Care'. For example, in Chinese lessons, teachers conducted reading lessons by using texts around the topic 'Love and Care'. In General Studies, teachers conducted special topic teaching of the core value and students make a poster to promote the message as the product of learning.</p> <p><b>Follow-up action</b></p> <p>In the next school year, the discipline stream would work in collaboration with Library Studies stream to foster students' awareness in 'Honesty'.</p>

**Major Concern 3: To enhance parents' involvement in parent education**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Evaluation
1. To enhance parents' connection with school	<ul style="list-style-type: none"> <li>- Display the monthly response rate to E-notice of each class to enhance active involvement by students and their parents</li> <li>- Implement Parent Education Card Scheme - Parents who attend workshops or talks related to parent education will be awarded with stamps. Parents who get 10 or more stamps will be awarded with a certificate of appreciation.</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of classes achieve the response rate of 70% in reading E-notice</li> </ul>	Questionnaire	Whole year	IT Stream	<p><b>The target was achieved.</b></p> <ul style="list-style-type: none"> <li>- Circulars were issued and notified parents through the E-notice platform. The average response rate was 68% among all the levels during the period from October to May. These classes were from Primary 1, 2 and 5. Among these classes, seven classes achieved a response rate of 80% or more.</li> <li>- During the school suspension period, the response rate of February, March, April and May was 64%. Compared with the response rate of 72% in the first term, the response rate in the second term was satisfactory. It was reflected that most parents have developed the habit of reading e-Notice.</li> <li>- Top 5 classes of each month was collected. Certificates were issued to these classes.</li> </ul> <p><b>Follow-up action:</b></p> <ul style="list-style-type: none"> <li>- The implementation of e-Notice would be set as a routine work by IT Stream. Response rate of each class would be collected to ensure parents receive the school information through e-Circulars in a timely manner.</li> </ul>
2. To raise parents' expectation on students' studies	<ul style="list-style-type: none"> <li>- Organize theme-based talks for parents on reading skills or self-directed learning skills</li> <li>- Conduct workshops for parents to learn</li> </ul>	<ul style="list-style-type: none"> <li>- 70% of participants agree that the talks or workshops are useful in providing them the skills concerned in supporting their</li> </ul>	Questionnaire	1 <sup>st</sup> Term	DH, CD, Subject Panels of English, Chinese	<p><b>The target was partially achieved.</b></p> <ul style="list-style-type: none"> <li>- The workshop 'Building Life-long Readers' which was originally planned in February was cancelled due to school suspension.</li> <li>- During school suspension period, most students of all levels attended online teaching and real-time teaching. It was</li> </ul>

	the skills in using the e-assessment platform MS 365	child's study				observed that most parents provided adequate support to their child. <b>Follow-up action:</b> - The reading workshop will be conducted in the new school year. - To align with Major Concern 1, talks on self-directed learning will be conducted on Level Parents Days so that they can understand more about the study skills their children should equip.
	- Invite parents to give rating and comments on students' assignment (A total of 6 pieces of assignment including English Writing, GS mini-project and VA artworks for all levels and Chinese Writing for Chinese Elites students)	- 80% of parents agree that they become more aware of the academic performance of their child				<b>The target was partially achieved.</b> - In inviting parents to give rating and comments on students' assignment, the response from parents of all levels positive. 80% of parents rated and comment in English ELP/PLPR/W writing works while 60% of parents responded in G.S. mini-project and 60% in V.A. works. Most comments were positive and some parents even encouraged their children to set a higher standard in assignment. <b>Follow-up action:</b> - In next school year, other than English, VA and General Studies, parents of P.1 to P.6 Chinese elite class will be invited to rate their children's Chinese writing.
	- Implement Parent-child Co-reading Card to encourage students to develop reading habits at home	- 75% of parent and children agree that they read for at least 15 minutes every day at home		Whole year	DH, Subject Panels of English, G.S., V.A. and Chinese	<b>The target was not achieved</b> - Due to school suspension, 'Parent-child Co-reading Scheme' was not conducted as scheduled. <b>Follow-up action:</b> - The programme would be carried out next year.



<p>3. To enhance parenting skills on providing a healthy life to their children</p>	<p>- Organize parent workshops in collaboration with NGO on preparing healthy diet to their children through workshop on food labels and cooking healthy dishes. Visit to supermarket will be arranged for parents. They will learn and share among parents in selecting healthy food and nutrients for cooking.</p>	<p>- 70% of participants agree that the workshops are useful in enriching the skills concerned to provide better caring for their child</p>	<p>Questionnaire</p>	<p>1<sup>st</sup> Term</p>	<p>DH, SGPs</p>	<p><b>The targets were achieved.</b></p> <ul style="list-style-type: none"> <li>- Five workshops or talks were conducted for parents in the first term. They were listed as follows:                             <ul style="list-style-type: none"> <li>▪ Tea with Headmistress on Student Mental Health (Speaker from Hong Kong Sanatorium &amp; Hospital) and Home Safety (Speaker from United Christian Nethersole Community Health Service)</li> <li>▪ Up-cycling Parent-child Workshop (Tutor from Environmental Campaign Committee)</li> <li>▪ Parent-child Crafts Making Workshop (Tutor from Oi Kwan Social Service)</li> <li>▪ Cooking Workshop for Parents (Malaysian Beans Soup and Dipping Sauce Guacamole for biscuit) (conducted by PTA parent members)</li> <li>▪ Two Yoga Classes (coach from the United Christian Nethersole Community Health Service)</li> </ul> </li> <li>- A total of 43 parents joined the workshops. Majority of the participants were parents of Primary 1 to Primary 3. 82% of the participants agreed that the Parent Education Card Scheme motivated them to join parent workshops or talks.</li> <li>- Due to school suspension in the 2<sup>nd</sup> Term, the workshops and talks for parents were cancelled.</li> </ul> <p><b>Follow-up action:</b></p> <ul style="list-style-type: none"> <li>- Workshops for parents will be organized with a focus on mental health and physical health.</li> </ul>
	<p>- Organize workshops for parents on home safety at the school event “Tea with Headmistress”</p>			<p>2<sup>nd</sup> Term</p>		
<p>- Organize parent or parent-child exercise sessions in collaboration with NGO to raise parents’ awareness of doing exercise.</p>						

