

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	Resources Required
1. To enhance students' self-directed learning strategies and study skills	<ul style="list-style-type: none"> - Increase self-learning components in assignments including worksheets/ tasks/mini projects - Enhance students' study skill with a focus on high order thinking skill - Encourage students to do self-reflection and self-evaluation of their learning goals and progress 	<ul style="list-style-type: none"> - At least 2 self-directed tasks are arranged in each school term for P.1- P.6 - 75% of students are able to integrate self-learning components in assignments - 60% of students are able to apply high order thinking skill in the lesson or assignments - 70% of students are able to write self-reflection or self-evaluation of their learning goals and progress <ul style="list-style-type: none"> ▪ P.1 – P.3: verbal reflection ▪ P.4 – P.6: writing reflection 	Survey Teachers' observation Lesson Observation Feedback from subject teachers	Whole year	CD, Subject Panels, Subject teachers	
2. To improve students reading habit	<ul style="list-style-type: none"> - Implement 'Reading award scheme' to engage students' reading habit - Develop cross-subject reading programme - Arrange at least 2 theme-based books display in the library to promote reading of different materials - Conduct at least 3 theme-based book recommendation sessions through campus T.V. 	<ul style="list-style-type: none"> - 75% of students hand in reading Award scheme record - Cross-subject reading programmes are arranged in project learning or core subjects - 70 % of students agree that the book displays can help them develop a better reading habit - 70 % of students enjoy the presentation on book recommendation conducted by schoolmates 	Reading award scheme record Survey and observation Survey and observation Survey and observation	Whole year	School Librarian CD, Subject panels School Librarian School Librarian	

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<p>3. To enhance teachers' professional knowledge on self-directed learning</p>	<ul style="list-style-type: none"> - Arrange at least 2 subject-based teachers' workshops or talks on self-directed learning focus on self-reflection - Arrange subject panels to run inter-school exchange programme on self-directed learning - Discuss teaching strategies and students' self-reflective learning element(s) in CLP meetings 	<ul style="list-style-type: none"> - 80% of teachers agree that the workshops enhance their professional knowledge in teaching - At least one core subject and cross subject meetings are arranged in each school term - 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 	<p>Survey</p> <p>Survey</p> <p>Lesson observation</p>	<p>Whole year</p>	<p>DH,CD</p> <p>CD, Subject Panels, Subject Teachers</p> <p>CD, Subject Panels, Subject Teachers</p>	

Major concern 2: To cultivate students' positive values with focus on honesty

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources required
1. To foster students with the positive attitude on reporting the truth to personnel around them.	<ul style="list-style-type: none"> - Arrange at least 2 workshops and 2 educational talks to students for practicing their positive attitude with the focus on 'Honesty' - Display models of showing honesty to direct students on putting the value into practice in daily and school lives through Campus TV 	- 90% of teachers agree that the modeling approach helps in building students' positive value on 'Honesty'	Survey	Whole year	SGPs, teachers concerned and campus TV team	
	<ul style="list-style-type: none"> - Provide common targets about honesty for students as ultimate goals and provide guidance on assessing their own progress and improvement 	- 80% of students can achieve the target related to 'Honesty'	Survey	Sept/ Oct	SGPs, MCE teacher in-charge and class teachers	
	<ul style="list-style-type: none"> - Facilitate students to think about the importance of honesty in a community in a pre-target setting session - Morning assemblies sharing about honesty will be arranged. 	- 80% of students agree that the activities and award schemes can reinforce them to show 'Honesty in Communications' and 'Honesty in Conduct' in every day life.	Survey	Whole year	SGPs	
	<ul style="list-style-type: none"> - Integrate 'honesty' into whole-school chop award scheme as one of the awarding criteria to inculcate the core value 'Honesty' to students - Implement 'Honest Kid' programme of which 'Honest Note' will be awarded to students who behave honestly 			Whole year	SGPs and Discipline team	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To foster students with the positive attitude on reporting the truth to personnel around them.	- Organize activity in collaboration with Library Studies subject disciplines to enhance students' awareness on the core value of honesty. Stories on the theme 'Honesty' will be shared during library lessons and students are required to share their reflection.	- 90% of teachers agree that the cross-curricular approach helps enhance students' awareness on the core value	Survey	1 st School Term	Library Studies Subject Panels	

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To raise parents' expectation on students' studies	- Organize theme-based talks for parents on reading skills e.g. building life-long readers	- 70% of participants agree that the talks or workshops are useful in providing them the skills concerned in supporting their child's study	Questionnaire	1 st term (October)	DH	/
	- Conduct workshops for parents about self-directed learning			1 st term	DH, CD	
	- Invite parents to give rating and comments on students' assignment. A total of 6 pieces of assignment will be collected. These include <ul style="list-style-type: none"> ▪ English Writing (1 piece of writing for each term) ▪ GS Project ▪ VA artworks (1 piece of artwork for each term) ▪ Chinese Writing for P.1 – P.6 Chinese Elites students 	- 80% of parents agree that they become more aware of the academic performance of their child		1 st term and 2 nd term	DH, Subject Panels of English, Chinese, G.S. and V.A.	/
	- Implement Parent-child Co-reading Card to encourage students to develop reading habits at home.	- 75% of parents and children agree that they read for at least 15 minutes every day at home		Whole year (Commence in October)	DH, Librarian	Reading Cards for P.1–P.3 students
2. To enhance parenting skills on providing a healthy life to their children	- Organize parent workshops on food nutrients in collaboration with NGO on preparing healthy diet to their children.	- 70% of participants agree that the workshops are useful in enriching the skills concerned to provide better caring for their child	Questionnaire	1 st Term	DH, SGPs	NGO
	- Organize workshops for parents on home safety at the school event 'Tea With Headmistress'			1 st Term and 2 nd Term		
	- Organize parent exercise sessions in collaboration with NGO to raise parents' awareness of doing exercise. These include Tai Chi, Dancing and Meditation.			2 nd Term		

