

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 promote self-directed learning through e-learning	<ul style="list-style-type: none"> - Implement e-assessment in core subjects - Implement E-platform (MS Office 365) in core subjects in upper levels by phases 	<ul style="list-style-type: none"> - At least 2 e-assessments are arranged in each school term - At least 2 self-directed tasks are arranged in each school term for selected levels 	Survey	Whole year	Subject Teachers	<ul style="list-style-type: none"> - E-assessments were done in all levels to enhance students' learning - For P.1 and P.4 core subjects, pre-tasks or self-directed learning tasks were prepared in the form of worksheets or e-platform - Follow-up action: - E-assessments would be carried out in P.2 and P.5 - Refine the P.1 and P.4 assignments by setting more specific tasks for students - For lower levels students, they have login problem to access the websites, it was suggested a printed-out label should be given to students in each school term.
2. To enhance students' self-directed learning skills	<ul style="list-style-type: none"> - Help students set learning targets and evaluate their performance - Integrate subject-based self-learning components in assignments <ul style="list-style-type: none"> • Pre-lesson worksheet/ task • Self-checking/ editing - Build up students' self-reflection habits at the end of the lesson - Set up Self-learning corner 	<ul style="list-style-type: none"> - 75% of students are able to set targets in assignment/task/project learning - 75% of students are able to integrate self-learning components in assignments - 75% of students are able to build up self-reflection habits - 75% of students find the materials in the self-learning corner useful 	<ul style="list-style-type: none"> - Teachers' observation on students' worksheets/ tasks - Lesson observation feedback from subject teachers - Questionnaire 	Whole year	CD, Subject Panels, Subject teachers	<ul style="list-style-type: none"> - Subject teachers reflected that P.1 and P.4 students are able to evaluate their learning goals in the project. They also learnt how to set targets and evaluate their performance in core subjects. - Through pre-lesson works /task enquiry, students learnt to prepare for lessons. They could access relevant websites to seek information regarding the topics they were going to explore. - Self-checking/editing elements were integrated in assignments including English writing tasks, G.S. mini project. - Self-learning corner was established. Lower levels students were more interested to do the worksheets in their free time at school. - Follow-up action: - According to lesson observation and peer lesson observation, more focus on building up students' self-reflection habits should be done in the lesson.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Evaluation
3. To cultivate students' reading habit	<ul style="list-style-type: none"> - Promote reading through different reading materials, such as story books, fiction, magazines, newspaper, on-line reading - Conduct a student sharing session on reading through campus T.V. - Refine the school-based reading skills and worksheets 	<ul style="list-style-type: none"> - 60% of students complete their reading records - At least 3 sharing sessions are arranged in each school term - The reading skills in different levels should be developed 	<ul style="list-style-type: none"> - Survey - Observation on students' presentation - Teachers' observation on students' worksheets 	Whole year	School Librarian	<ul style="list-style-type: none"> - Different reading materials were provided in the self-learning corner. Students liked reading books from self-learning corner. - Over 60% of students were able to complete "Students' reading records". However, only 50% of students completed their book report. <p>Follow-up action:</p> <ul style="list-style-type: none"> - Regarding the sharing session on reading conducted by students, each student usually takes turn to do at least one book sharing. To further promote different reading materials, a theme-based book recommendation through campus T.V. was suggested so that students would be able to explore a wide variety of reading materials - A theme-based book display in the library was suggested to promote reading.
4. To develop students' reading skills	<ul style="list-style-type: none"> - Teach students the reading skills in gathering information for cross-curriculum project - Teach KS1 students to use graphic organizers to visualize text information and KS2 students to write a summary of the information 	<ul style="list-style-type: none"> - 80% of students are able to apply the reading skills in the project 	Questionnaire	Whole year	School Librarian GS Subject Panels & teachers	<ul style="list-style-type: none"> - Students were able to apply the reading skills upon the completion of the project, subject-based tasks such as note taking, organizing information for writing etc. <p>Follow-up action:</p> <ul style="list-style-type: none"> - As students have already equipped with the skills of gathering information in their writing, these skills will be incorporated as routine work in the next school year. - High order thinking skill was suggested to enhance students' self-directed learning strategies and study skills.

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<p>5. To enhance teachers' professional knowledge on self-directed learning</p>	<ul style="list-style-type: none"> - Organize school-based teachers' workshops or talks on self-directed learning - Discuss teaching strategies on self-directed learning in CLP meetings - Set up a resource bank of self-directed learning materials - Conduct Teachers' professional sharing during Friday Sharing sessions or subject meetings 	<ul style="list-style-type: none"> - At least 2 workshops are arranged - At least 2 subject-based self-directed learning assignments would be discussed in CLP in each school term - A resource bank is set up - At least 3 sharing sessions are arranged in each school term 	<ul style="list-style-type: none"> - Survey - CLP records, Lesson observation - Survey - Friday sharing session records, Subject meeting records 	<p>Whole year</p>	<p>DH, CD</p> <p>CD, Subject Panels, Subject Teachers</p> <p>CD, Subject Panels</p>	<ul style="list-style-type: none"> - Talks and workshops on self-directed learning were implemented as scheduled and were found to be effective. - Subject-based self-directed learning assignments were discussed in CLP. - Pre-tasks or self-directed learning tasks were done for P.1 and P.4 core subjects. - Teachers reflected that the sharing session on self-directed learning strategies were useful for them as they can gather the e-resources for easy reference and an e-resource bank should be set up. <p>Follow-up actions:</p> <ul style="list-style-type: none"> - To support teachers' professional development, school-based teachers' workshops on self-directed learning will be arranged again next year. - More sharing sessions on good practices should be arranged for teachers to share the good practices. - A school-based resource bank should be further developed for teachers to share their e-resources. - Core subjects meetings and cross subjects meeting will be arranged to strengthen subject panels professional development in the subject area.

Major Concern 2: To cultivate students' positive values

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Evaluation
1. To cultivate students' positive values on presenting their gratitude to others	<ul style="list-style-type: none"> - Arrange at least 2 workshops and 2 educational talks for students on the theme 'Gratitude' - Display role models of being thankful to direct students on putting the core value into practice in daily and school lives through Campus TV 	- 90% of teachers agree that the role model approach is helpful in molding students' positive value on 'Gratitude'	Questionnaire	Whole year	SGPs, teachers concerned Discipline Stream, Teacher i/c of Campus TV	<ul style="list-style-type: none"> - The target is achieved by having 93.9% of teachers agreed the approach is effective. - "Whole Person Development Programme" was implemented with a focus on 'Gratitude'. True experiencing approach helped pupils understand effectively the difficulties of disabled so as to treasure themselves as a healthy person. - 2 workshops and 2 educational talks for students on 'Gratitude' were arranged. - 11 programmes on 'Gratitude' produced by teachers, SGPs and parent representative were broadcasted during Friday lunch time. Winners of external competitions were interviewed and expressed their thank you messages through broadcast programmes. - 90.9% of teachers agreed that the English writing competition and VA drawing competitions were able to enhance students' awareness on 'Gratitude'. - 87.9% of teachers agreed that the awards scheme encouraged students to express their gratitude to people around them. However, teachers found that it was difficult to assess students' performance because teachers could not follow students closely and gave them chops from time to time. Teachers' suggested that
	<ul style="list-style-type: none"> - Organise level-based English writing competition and V.A. drawing competition on the topic 'Gratitude' to enhance students' awareness on the core value 	- 90% of teachers agree that the cross-curricular approach helps enhance students' awareness on the core value	Questionnaire	Sept/Oct	V.A. and English Subject Panels	
	<ul style="list-style-type: none"> - Launch the whole-school chop award scheme to inculcate the core value to students' attitude with special stamps given to pupils on 'Gratitude' 	- 80% of students agree that the competitions, activities and award schemes can encourage them to put 'Gratitude' into daily practice	Questionnaire	Whole year	SGPs	
	<ul style="list-style-type: none"> - A whole school theme-based activity named 'Cultural Day' would be organized to enhance students' sense on showing 'Gratitude' to school and others on creating a harmonious learning environment to oneself 			Feb	All teachers	

	<ul style="list-style-type: none"> - Establish 'Gratitude Coupon' system to award students who showed thankful behaviour e.g. winning related competitions in school 			Whole year	Discipline team	<p>amendments on the award scheme should be made for 'Love and Care' programme in the next academic year.</p> <ul style="list-style-type: none"> - On Cultural Day, students showed gratitude to teachers and parent helpers for arranging the activities for them. The event also helped to enhance the harmonious environment among students of different ethnicity.
	<ul style="list-style-type: none"> - Set-up 'Note of Thanks' platform for students to display their thank you messages to different personnel around them 	<ul style="list-style-type: none"> - 80% of students use the platform to thank others who have helped them 	Statistics on the number of participants	Whole year	Discipline team	<ul style="list-style-type: none"> - Top three of each class in the gratitude chops programme were invited to attend a dessert making workshop arranged by the parent helpers since students enjoy making food by themselves. - More than 90% of students wrote 'Note of Thanks' to thank others. - SGPs organized students and parents to pay a visit to the street cleaners near the school for their hard work after the hit by typhoon Mangkhut. <p>Follow up actions:</p> <ul style="list-style-type: none"> - Students have developed the habit of showing gratitude and appreciation in different occasions. Therefore, the discipline stream would focus on another aspect next school year. The focus would be drawn on cultivating students' positive values on love and care.

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	- Appraise classes who give active response to E-notice by displaying on board and issuing certificates for the top 5 classes each month	- 70% of classes are being selected as one of the top 5 classes in a year	Questionnaire	Whole year	IT Stream	<p>- The target was partially achieved.</p> <p>- Most of the classes achieved a 50% or more response rate in reading circulars through E-notice. Most classes showed a higher response rate in the 2nd term than in the 1st term.</p> <p>- Certificates were issued to classes which ranked top 5 in each month. They were also granted scores in SEK Award. To encourage students, classes which showed better response rate than the previous month were also granted scores. The improvement reflected that more parents and students have developed the habit of reading e-notice.</p> <p>Follow-up action</p> <p>- It was agreed by teachers that the success criteria should be adjusted to evaluate the monthly response rate of each class instead of choosing the top 5 in response rate. Therefore, the school will implement this strategy in the next school year with the aim of having more parents read E-notice.</p>

2.To raise parents' expectation on students' studies	- Organize theme-based talks for parents on reading skills and study skills and generic skills in doing projects on Level Parents' Days - Arrange workshops for parents to learn the skills in using e-assessment platform	- 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	DH, CD, Subject Panels of English, Chinese	- The targets were achieved. - Two sessions of storytelling workshops were conducted for parents in the 2 nd Term. Parents found the workshops useful in teaching them how to conduct reading with their children.
	- Invite parents to give rating and comments on students' assignment (Writing, GS mini-project and selected VA artworks) on the checklist provided. A total of not more than 5 pieces of assignment will be selected by school for parents' comment	- 70% of parents agree that they become more aware of the academic performance of their child		Whole year	DH, Subject Panels of English, G.S. and V.A.	- In inviting parents to give rating and comments on students' assignment, the response from parents of all levels was very positive. 81% of parents gave rate and comment in English ELP/PLPR/W writing works while 82% of parents responded in G.S. mini-project and 84% in V.A. works. Most comments were positive and some parents even encouraged their children to set a higher standard in assignment.
	- Introduce Parent-child Reading Card to encourage students to develop reading habits at home	- 70% of parents agree that their child read for at least 15 minutes every day at home		Whole year	DH, Librarian	- 70% of P.1 – P.3 parents and students participated in Parent-child Reading Card Scheme. Follow-up action - These targets will be implemented in the next school year again for more involvement from parents. Chinese will also be included in inviting parents to give comments on their child's assignment. Since Chinese is the second language to most of the students at school, the school will set phases of implementation. In next school year, parents of the Chinese elite class will be the invited to rate their children's Chinese writing.

<p>3. To enhance parenting skills on providing a healthy life to their children</p>	<ul style="list-style-type: none"> - Organize parent workshops on providing a healthy diet to their children - Organize course for parents on basic first aid knowledge 	<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>1st Term 2nd Term</p>	<p>DH, SGPs</p>	<ul style="list-style-type: none"> - The targets were achieved. - Two parent dietitian workshops were conducted and parents learnt the ways to prepare healthy and tasty meals for their children. 80% of the parents found the workshops allowed them to learn different skills for preparing healthy diet. - A basic first aid workshop was conducted. Parents learnt the basic first aid knowledge and also practiced how to do the basic first aid skills. 85% of the parents found the workshop useful. <p>Follow-up action</p> <ul style="list-style-type: none"> - Workshops on healthy diets and home safety will be implemented in the next school year. For the workshop on healthy diet, the school will arrange workshops on both understanding food labels and cooking. For the workshop on home safety, scenarios will be given for parents' sharing and discussion.
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