

Annual school plan (2019 – 2020)

Major concern 1: Enhancing Learning and Teaching

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>1. Enhancing the learning and teaching effectiveness</p> <p>a. To enhance students’ motivation to learn and strive for excellence</p>	<ul style="list-style-type: none"> • Promote a positive learning atmosphere and academic excellence in school by providing different platforms for students to explore and develop their academic potential • Encourage subject panels to collaborate with functional groups to incorporate life-wide learning activities to widen students’ horizons and foster an entrepreneurial spirit • Set challenging but achievable tasks to instill in students a sense of achievement • Step up gifted education by encouraging more students to join the pull-out programmes to help them strive for excellence 	<ul style="list-style-type: none"> • About 80% of subject panels have provided different platforms for students’ improvement • Subject panels / functional groups have implemented collaboration involving life-wide learning among different panels and/or between subject panels and functional groups • Students have joined internal / external life-wide learning activities related to the fostering of an entrepreneurial spirit • Students enjoy the challenging tasks and activities 	<ul style="list-style-type: none"> • Check stakeholders report • Check panel minutes, panel / functional group reports and schemes of work • Check students’ work and assignments • Teachers’ observation • School ECA, prizes and participation record • 3-year DLG proposal 	19-20	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • Life-wide learning grant • DLG grant

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<ul style="list-style-type: none"> • Enhance the learning and teaching of Chinese as a second language • Give recognition and praise where appropriate • Give constructive comments to students taking them to the next higher level 	<ul style="list-style-type: none"> • Students have joined activities/courses/competitions related to gifted education to strive for excellence • School-based tailor-made curriculum and lesson arrangement for non-Chinese speaking students • NCS students show learning progress in small steps • About 50% of students show motivation for learning • About 50% of teachers agree that students show motivation for learning 				
<p>b. To cater for the needs of students with weaker academic ability and lower motivation</p>	<ul style="list-style-type: none"> • Incorporate more learning activities to cope with the needs, abilities, learning styles and interests of students • Provide opportunities for success to increase students' sense of achievement in learning 	<ul style="list-style-type: none"> • 90% of subject panels have incorporated appropriate learning activities • More students have a sense of achievement in learning compared with overall HK data 	<ul style="list-style-type: none"> • Check panel minutes, panel reports and schemes of work • Check stakeholders reports • Check APASO reports • Teachers' observation 	19-20	<ul style="list-style-type: none"> • All teachers 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<ul style="list-style-type: none"> • Relate classroom materials to things that students are interested in or have experienced • Empower students to develop study skills 	<ul style="list-style-type: none"> • About 60% of students agree that teachers have given guidance on study skills, like pre-lesson preparation, graphic organizers, study aids and online resources • 90% of teachers agree that they often teach students study skills. 				

<p>c. To enhance learning effectiveness and promote IT in education through e-Learning and interactive learning</p>	<ul style="list-style-type: none"> • Reinforce peer, and teacher-student interaction • Extend and reinforce the practice of incorporating e-Learning, particularly mobile learning, where appropriate • Continue the ‘bring your own device’ (BYOD) in junior forms to facilitate e-Learning and extend it to senior forms wherever needed • Utilize Learning Management System to further facilitate interactive learning • Enrich subject-based mobile learning and e-Learning teaching resource banks • Organize workshops for e-Learning resources and encourage teachers to attend workshops 	<ul style="list-style-type: none"> • 90% of all departments have incorporated mobile learning / e-Learning where appropriate • About 60% of students agree that there is peer, and teacher-student interaction • Positive feedback from students and teachers • More than 90% of teachers attended mobile learning / e-Learning workshop / sharing 	<ul style="list-style-type: none"> • Check stakeholders report • Check panel minutes • Check e-Services training records • Teachers’ observation 	<p>19-20</p>	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • I.T. support and facilities
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<p>d. To further enhance students' self-directed learning strategies</p>	<ul style="list-style-type: none"> • Further incorporate e-Learning, where appropriate, in designing self-directed learning activities • Encourage self-directed learning through various learning activities such as presentation, projects and group work • Invite high-achieving past students of different streams to share their study habits with NSS students • Further make use of Learning Management System to facilitate self-directed learning 	<ul style="list-style-type: none"> • Positive feedback from students and teachers • 80% of teachers agree they encourage self-directed learning through various learning activities such as presentation, projects and group work • About 50% of students agree they can apply self-directed learning strategies 	<ul style="list-style-type: none"> • Check stakeholders report • Teachers' observation • Check students' work and assignments 	<p>19-20</p>	<ul style="list-style-type: none"> • All teachers 	
<p>e. To further enhance teaching effectiveness</p>	<ul style="list-style-type: none"> • Share among teachers effective teaching strategies and values through structured and unstructured means, such as staff development programmes, sharing sessions, workshops or online resources • Encourage peer learning among teachers through different means, such as subject-based collaboration, cross-subject collaboration and class visits or lesson planning 	<ul style="list-style-type: none"> • Positive feedback from teachers • About 90% of teachers have taken part in sharing and/or peer learning 	<ul style="list-style-type: none"> • Check panel minutes • Check Staff Development Committee minutes • Check peer observation forms • Check TCPD record 	<p>19-20</p>	<ul style="list-style-type: none"> • All teachers • Staff Development Committee 	

<p>f. To keep track of students' academic performance and adjust teaching strategies accordingly</p>	<ul style="list-style-type: none"> • Use the eClass Student Data Analysis tool to trace the academic performance of students after the first term and final examinations, and to predict the HKDSE results of F.6 students • Adjust teaching strategies based on the results of analysis where appropriate 	<ul style="list-style-type: none"> • Data analysis is carried out by using the eClass Student Data Analysis tool • Teachers have made use of the results of analysis to adjust teaching strategies where appropriate • Positive feedback from teachers 	<ul style="list-style-type: none"> • Check results of data analysis • Check panel minutes 	<p>19-20</p>	<ul style="list-style-type: none"> • Data Management Team (Academic) • All teachers 	<p>BroadLearning Education (Asia) Ltd.</p>
<p>g. To promote "Reading to Learn" and "Language across the Curriculum"</p>	<ul style="list-style-type: none"> • Further explore different ways in using the reading grant to promote students' reading habit • Include short, student-conducted news or book sharing during the morning reading session with the reading invigilators acting as facilitators • Encourage teachers to stimulate students' interest in reading reference books, novels, fictions, multimedia resources, etc and to promote reading across curriculum. • Implement collaboration between the English department and other departments to promote language across curriculum 	<ul style="list-style-type: none"> • Subject panels have explored various means to use the reading grant • Collaboration between the English department and other departments to promote language across curriculum has been carried out • About 50% of students show interest in reading • Positive feedback from students • All teachers have done sharing in the morning reading session 	<ul style="list-style-type: none"> • Check stakeholders report • Check Library Committee minutes • Check panel minutes 	<p>19-20</p>	<ul style="list-style-type: none"> • All teachers • Library Committee 	<ul style="list-style-type: none"> • Reading grant

	<ul style="list-style-type: none"> • Include various types of book sharing in the morning sessions • Organize book talks and exhibitions 					
<p>2. Curriculum design</p> <p>a. To put more emphasis on generic and/or higher-order thinking skills training</p>	<ul style="list-style-type: none"> • Review the teaching content of junior form curricula to continue the emphasis on in-depth discussion and thinking skills training • Reinforce the higher-order thinking skills in senior forms 	<ul style="list-style-type: none"> • 70% of panels have continued the emphasis on in-depth discussion and thinking skills training • 60% of students agree that teaching is inspiring • Positive feedback from students 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Check stakeholders report • Teachers' observation 	19-20	<ul style="list-style-type: none"> • Panel heads • All teachers 	
<p>b. To further develop the Technology Education curriculum by strengthening STEM Education</p>	<ul style="list-style-type: none"> • Further enrich STEM Education through collaboration between CmL and D&T / C&T / Science / Geography in junior forms • Collaborate between CmL and other departments in using VR in education • Strengthen CmL junior form curricula to incorporate more STEM elements 	<ul style="list-style-type: none"> • Cross-curricular collaboration involving CmL and other subjects is enriched • A STEM room is set up • Students have joined competitions related to STEM education • Appropriate training has been organized 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports 	19-20	<ul style="list-style-type: none"> • CmL, D&T, C&T, Science, Geography teachers 	

	<ul style="list-style-type: none"> • Set up a STEM room • Encourage students to join competitions related to STEM education • Organize training for teachers 					
c. To strengthen values education and Basic Law education	<ul style="list-style-type: none"> • Instill the positive values into the formal curriculum • To strengthen students' understanding of the Basic Law through various relevant topics in LS , Chinese History, History and Geography 	<ul style="list-style-type: none"> • About 70% of departments have incorporated values education into the formal curriculum • Students' understanding of the Basic Law has been strengthened 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Teachers' observation 	19-20	<ul style="list-style-type: none"> • All teachers 	
d. To reinforce the learning of Chinese history and Chinese culture	<ul style="list-style-type: none"> • Reinforce foundation knowledge and develop values to allow students to understand more about China and Chinese culture through formal lessons and various activities 	<ul style="list-style-type: none"> • Students have a better understanding of Chinese history and Chinese culture 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Teachers' observation 	19-20	<ul style="list-style-type: none"> • Chinese and Chinese History teachers 	

Major Concern 2: Character Formation

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<ul style="list-style-type: none"> • Conduct the goal-setting program (compulsory for F.3-4 students). <ul style="list-style-type: none"> a. Keep the individual goal-setting activities and provide more guidelines for teachers to remind students: - <ul style="list-style-type: none"> (i) to set specific and measurable goals for academic performance, extra-curricular participation and moral development (e.g. perseverance, commitment, care for others and doing community service); and (ii) to think up practical ways to achieve their goals. b. A new set of materials will be designed for F.4 students. c. Reserve pages in Student's Handbook for student's personal goals. d. Teachers remind students to do self-reflection. e. Help students to identify their own personal core values / what is important in their life. 	<ul style="list-style-type: none"> • Students' self- motivation is enhanced through the goal-setting activities, and by teachers reminding them to refer to their personal goals in Student's Handbook and do self-reflection. • Values education is strengthened through goal-setting and the revised reading materials provided. 	<ul style="list-style-type: none"> • Students' self-evaluation • Teachers' observation 	19-20	<ul style="list-style-type: none"> • Moral and Civic Education (MCE) Committee • Form Teachers 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<ul style="list-style-type: none"> • Organize a motivation enhancement scheme for junior form students with low motivation for learning, and instill positive values in them (e.g. commitment, self-discipline, responsibility, reciprocal altruism and respect for others). • Strengthen values education (e.g. respect for others, perseverance and care for others) through acknowledging students' academic achievements, learning attitude, effort, and other kinds of achievements. Explore opportunities for quality physical and aesthetic education to nurture students' confidence, perseverance and aesthetic appreciation. a. Promote quality reflection on learning experiences for deep learning. Students share their achievements in different aspects in their own classes during Form-teacher periods (once/twice a year). Reserve an extra Form-teacher period for sharing. 	<ul style="list-style-type: none"> • The self-esteem and self-motivation of the participants are enhanced. • Positive values are strengthened. • Students' academic achievements, learning attitude, efforts and other kinds of achievements are acknowledged, thus their self-esteem is further enhanced and self-motivation for learning is boosted. • More opportunities for quality physical and aesthetic education are provided for students to nurture their confidence, perseverance and aesthetic appreciation. 	<ul style="list-style-type: none"> • Check findings of questionnaire to participants • Teachers' observation • Check minutes of MCE Committee • Form Teachers' feedback in form meetings • Check appreciation corners in classrooms and display boards on school campus • Check minutes of functional groups • Check S.A. Report • Teachers' observation • Students' feedback 	<p>July to Aug 2020</p> <p>19-20</p>	<ul style="list-style-type: none"> • Ms. C. Leung • Teacher(s) concerned • MCE Committee • Ms. C.F. Lee • Form teachers • Vice Principal (student support) • Campus TV • Mr. J. Lee • Principal • All teachers • Student Association (S.A.) 	<p>NGO Learning Support Grant</p> <p>Life-wide Learning Grant</p>

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<p>b. Display students' achievements (e.g. certificates, photos and trophies) in their classrooms and the school campus. More display cabinets will be designated for this purpose.</p> <p>c. Announce students' achievements and tell their success stories through various means such as the school website and the PA system.</p> <p>d. Arrange a platform (e.g. TSK Square) for students to showcase their talents and boost their confidence in public speaking / performance. Students may put on various forms of performances on their own initiative.</p> <ul style="list-style-type: none"> • Help students learn to take responsibility for their own learning. <p>a. Invite teachers or guest speakers (including alumni) to share their learning experience in the morning assembly and inspire students with positive life values.</p>	<ul style="list-style-type: none"> • Students find the sharing inspiring and understand the importance of taking responsibility for their own learning. 	<ul style="list-style-type: none"> • Check morning assembly record • Teachers' observation • Students' feedback 	<p>19-20</p>	<ul style="list-style-type: none"> • Morning Assembly Committee • All teachers • Career Committee • Form Teachers 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
1. To further enhance students' self-esteem and boost their self-motivation for learning	<ul style="list-style-type: none"> b. Teachers provide students with more guidance and encouragement both inside and outside the classrooms; they may invite less active students, especially junior form girls, to share in class. • Provide various in-depth life planning education programs for students at different levels and empower them to set their life/career goal(s). 	<ul style="list-style-type: none"> • Students appreciate the guidance and encouragement by teachers. • Positive feedback of students to the performers • Various in-depth life planning education programs are provided for students at different levels to empower them to set their life/career goals and to develop the required skills. • Positive feedback from teachers, students and parents. 	<ul style="list-style-type: none"> • Check Careers Committee's report 	19-20	<ul style="list-style-type: none"> • Careers Committee 	Life-wide Learning Grant
2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions	<ul style="list-style-type: none"> • Help students further improve their time management skills and advise them to spend less time on electronic devices. a. Convey the message through various means, such as the Principal's sharing, Form teachers' guidance, talks, articles from alumni or senior students, and other reading materials. 	<ul style="list-style-type: none"> • Students further improve their time management skills and are willing to spend less time on electronic devices. • Students' positive feedback on articles. • A positive and serious learning attitude towards both studies and ECA is instilled into students. 	<ul style="list-style-type: none"> • Observation from teachers • Students' feedback • Check morning assembly record • Check minutes of MCE Committee 	19-20	<ul style="list-style-type: none"> • All teachers • Principal • Form teachers • Morning Assembly Committee • MCE Committee 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions</p>	<p>b. Teachers provide individual advice for problem students and their parents.</p> <p>c. Teachers provide students with more guidance and encouragement, e.g. asking students to make good use of the monthly calendar in the Student's Handbook for better time planning.</p> <p>d. Help F.5 students manage or prioritize their time spent on studies, duties and ECA, e.g. further strengthen the element of time management in the Leadership Training Camp.</p> <p>e. Incorporate time and life management topics in Religious Studies and Liberal Studies lessons for positive character formation.</p> <p>f. Publish articles written by achievers in the school press.</p> <p>g. Adopt a whole-school approach to instill a positive and serious learning attitude into students, e.g., collaboration between academic panels and functional groups.</p>	<ul style="list-style-type: none"> • Students find that study groups / buddies can help them with their studies. • F.3 mentors learn to treat others with more care and respect, and develop a stronger sense of commitment. 	<ul style="list-style-type: none"> • Check program of Leadership Training Camp • Check Scheme of Work of R.S. and L.S. Departments • Check school press • Check minutes of academic panels and functional groups 	<p>19-20</p>	<ul style="list-style-type: none"> • Mrs. M. Wong • R.S. Dept. • L.S. Dept. • School press • Academic panels & functional groups 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions</p>	<p>h. Form study groups or pair students up as study buddies with teachers' encouragement, which helps strengthen values education (e.g. care for others, commitment and mutual respect).</p> <ul style="list-style-type: none"> - F.1 (through F.1 Mentoring Program) - F.2–6 (encouraged by Form Teachers and subject teachers of NSS electives) - Revise MCE materials: placing emphasis on forming study groups and its advantages. <ul style="list-style-type: none"> • Help students channel their efforts made in external competitions into academic studies. <ul style="list-style-type: none"> a. Students and alumni with non-academic achievements share their learning experience in the morning assembly, with emphasis on making effort, development of correct moral values and making good use of time. b. Include articles of related topics in School Press. c. Broadcast programs about people channelling their efforts in competitions into academic studies. 	<ul style="list-style-type: none"> • A positive and serious attitude towards both studies and ECA is instilled into students. • Students have a sense of ownership of learning in both studies and ECA, and take responsibility for their own decisions. 	<ul style="list-style-type: none"> • Check findings of the questionnaire to F.1 students • Teachers' observation <ul style="list-style-type: none"> • Teachers' observation • Students' feedback • School Press • Broadcast record of Campus TV 	<p>19-20</p> <p>19-20</p>	<ul style="list-style-type: none"> • All teachers, including Form Teaches & subject teachers of NSS electives • MCE Committee <ul style="list-style-type: none"> • All teachers • Morning Assembly Committee • School Press • Campus TV 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>3. To foster empathy and build caring interpersonal relationships at both the peer and community levels</p>	<ul style="list-style-type: none"> • To conduct a series of programs / activities to help students develop positive values, such as empathy, care and respect for others, responsibility, perseverance, commitment and national identity. a. Require F.3-4 students to complete a certain number of community service hours. b. Teachers discuss related topics in Religious Studies, Liberal Studies and language lessons. c. Form teachers discuss related topics with students whenever appropriate. d. Organize talks / workshops for students. e. Provide training for student volunteers. f. Invite F.4 students with active participation in community service to share their voluntary work experience with F.3 students (e.g. in a Form Teacher period or at the kick-off ceremony of the F.3-4 Community Service Program). g. Add the element of social service to functional group activities or subject-based events. 	<ul style="list-style-type: none"> • Students develop positive values and become more caring, thankful and empathetic towards others. • 80% of the F.3-4 students complete the required number of community service hours. • Positive feedback from students. • Students are inspired by the sharing of the senior form students' voluntary work experience. 	<ul style="list-style-type: none"> • Check records of students' service hours in Community Service Program • Check Scheme of Work of R.S. and L.S. Departments • Check morning assembly record • Check report of Counselling Team • Check reports of CYC, VOT, Civic Education Team & Prefects Team • Observation and feedback from teachers • Feedback from students 	19-20	<ul style="list-style-type: none"> • Community Service Working Group • R.S. Dept. • L.S. Dept. • Form teachers • Counselling Team • CYC • VOT • Civic Education Team • Prefects Team • Functional groups & subject panels • Morning Assembly Committee 	Life-wide Learning Grant

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<ul style="list-style-type: none"> h. Provide information on volunteering opportunities. i. Nurture gratitude and reciprocal altruism among students. j. Invite alumni to share their social service experience and gratitude towards TSK. 			19-20		
<p>4. To increase students' sense of local, national and global identities</p>	<ul style="list-style-type: none"> • Provide students with diversified in-class and life-wide learning activities to foster their sense of local, national and global identities. a. Conduct moral and civic education activities e.g. board display, newspaper cutting, civic education sharing and quizzes on the Basic Law and social issues of Hong Kong, China and the world. b. Through Liberal Studies, Chinese History and History lessons, enable students to understand the importance and the principle of “one country, two systems”, strengthen students' thinking skills and nurture positive values and attitudes including rule of law, justice, democracy, freedom, equality and human rights. 	<ul style="list-style-type: none"> • Students' sense of local, national and global identities is enhanced. • Positive feedback from teachers and students 	<ul style="list-style-type: none"> • Check report of Civic Education Team • Check Scheme of Work of Liberal Studies, Chinese History and History Department • Check minutes of subject panels and functional groups • Observation and feedback from teachers • Feedback from students 	19-20	<ul style="list-style-type: none"> • Civic Education Team • L.S. Dept. • Chinese History Dept. • History Dept. • Subject panels • Functional groups 	Life-wide Learning Grant

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<p>c. Broaden students' horizons through subject panel and functional group activities as well as educational tours.</p> <p>d. Provide Mainland exchange opportunities for students to strengthen their understanding of our country's development through personal experience.</p>					
<p>5. Teachers to play a more significant role and provide more comprehensive care to students</p>	<ul style="list-style-type: none"> • Empower Form Teachers and entrust them with full responsibilities of taking care of student discipline. • Provide opportunities for mutual sharing among teachers during form meetings. • Adopt a whole-school approach to address students' needs (e.g. discipline problems, learning attitude and emotional needs). 	<ul style="list-style-type: none"> • Form teachers are empowered and entrusted with full responsibilities of taking care of the discipline in their classes. • At least 4 form meetings are arranged for mutual sharing among teachers who find the sharing useful. • Students learn that they need to bear the responsibility for their persistent behavior. • Students' needs are identified and then referred to the related parties. 	<ul style="list-style-type: none"> • check students' discipline records • Check email about form meetings • Observation and feedback from teachers 	<p>19-20</p> <p>19-20</p> <p>19-20</p>	<ul style="list-style-type: none"> • Form teachers • Form Coordinators • Principal • All teachers 	<p>School Social Workers & Educational Psychologist</p>

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>5. Teachers to play a more significant role and provide more comprehensive care to students</p>	<ul style="list-style-type: none"> • Help students enhance resilience, develop more positive moral values and increase positive energy. a. Add a topic based on biblical characters' experience to the RS curriculum. b. Revise MCE materials for Form Teachers to use in Form-teacher periods, e.g. definition of success. c. Teachers share their own life experience with students. d. Integrate the related elements and positive values into different subject curricula. e. Organize activities about mental health with the help and support of the additional school social worker. 	<ul style="list-style-type: none"> • Students enhance resilience, develop more positive moral values and increase positive energy. 	<ul style="list-style-type: none"> • Observation and feedback from teachers • Check Scheme of Work of R.S. Department • Check MCE minutes • Observation and feedback from teachers • Check Scheme of Work of different subject panels • Check report of Counselling Team 	19-20	<ul style="list-style-type: none"> • R.S. Dept. • MCE Committee & Form Teachers • All teachers • All subject Panels • Counselling Team 	

Major Concern 3: Resources and Network Building

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>1. Building up the public image of the school by letting the public know our outstanding alumni in different sectors of society</p> <p>a. To strengthen the alumni network so as to recruit more alumni who are willing to contribute to TSK</p>	<ul style="list-style-type: none"> Continue to update the existing database of alumni contacts so as to have a clearer grasp of the year distribution of the Alumni Association members. Continue to enlist the help of ex-colleagues to contact the senior alumni. Arrange homecoming activities for alumni including gathering, photo-taking and ball games competitions, etc. in order to share with them the vision and mission, the recent development and the needs of TSK. 	<ul style="list-style-type: none"> The database of alumni contacts with year distribution is updated. The help of ex-colleagues in contacting the senior alumni is enlisted. More alumni develop a sense of belonging to the school. More alumni express their willingness to make contributions to TSK. The Alumni Invitation Relay in Athletics Meet / Swimming Gala is kept as a tradition in which alumni will be invited to form a team (or teams) to compete with current students. 	<ul style="list-style-type: none"> Check the database Check records / minutes of Alumni Association Feedback from alumni in terms of participation 	19-20	<ul style="list-style-type: none"> Coordinators of Alumni Association 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>b. To encourage the Alumni Association to make use of various social media platforms as publicity channel</p>	<ul style="list-style-type: none"> • Outstanding alumni will be invited by the school press or other school publications for interviews. The articles will also be uploaded to the Facebook Page of the TSK Alumni Association. • Promotion of Alumni Association and activities held by Alumni Association will be carried out through various social media platforms. 	<ul style="list-style-type: none"> • More alumni are invited to join various school activities, e.g. inter-school sports competitions, Walkathon and Speech Day. • Articles about outstanding alumni are published and uploaded to school homepage and Facebook of Alumni Association. • Weibo account is created and managed by Alumni Association. • Senior alumni or alumni who work in Mainland China can know more about the activities and development of TSK via Weibo. 	<ul style="list-style-type: none"> • Check school press (or other school publications) and Facebook • Check Weibo account 	<p>19-20</p>	<ul style="list-style-type: none"> • School press • Coordinators of Alumni Association • Coordinators of Alumni Association 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>2. Tapping into alumni resources</p> <p>a. To support the school development in different aspects</p> <p>b. To further develop our tutoring program for current students</p>	<ul style="list-style-type: none"> • Encourage alumni to make donations to school. • F.6 Form teachers nominate and encourage students to be mentors after graduation. • Invite more graduates with good results in the HKDSE to be tutors and help with the Tutoring Program for F.4-6 students. • Invite alumni to come back and share their careers experience, especially entrepreneurial skills with students. • Notify current teachers regarding activities held by the Alumni Association and encourage them to invite alumni to join the activities. 	<ul style="list-style-type: none"> • Alumni are encouraged to make donations to school. • The alumni concerned express their appreciation to the school. • F.6 students are nominated and encouraged to be mentors. • More graduates with good results in the HKDSE are willing to help with the Tutoring Program. • Life-planning sharing sessions are conducted by alumni during the morning assembly or Form Teacher periods. • Current teachers are notified through email regarding the Alumni Association activities, and they help to invite alumni to join the activities. 	<ul style="list-style-type: none"> • Check record/ minutes of Alumni Association • Check recruitment records of Tutoring Program • Check minutes of Careers Committee • Check email 	19-20	<ul style="list-style-type: none"> • Coordinators of Alumni Association • F.6 Form teachers • Tutoring Team • Careers Committee • Coordinators of Alumni Association 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>c. To strengthen the Student Mentorship Program</p>	<ul style="list-style-type: none"> • Conduct the Student Mentorship Program for F.4-5 students. - Organize an official opening ceremony with different short talks on different career fields given by mentors. - Contact groups are set up between mentors and mentees, and they are at liberty to decide the mode of interaction and/or meetings. • Recruit mentors (alumni) from different career backgrounds and invite them to give advice to the current F.4-5 students in order to provide them with a competitive edge in the job market and equip them with vocational and professional education and training (VPET). 	<ul style="list-style-type: none"> • The Student Mentorship Program for F.4-5 students is conducted. • Mentors from different career backgrounds are recruited and invited to give advice to F.4-5 students. • Positive feedback from mentors and students 	<ul style="list-style-type: none"> • Check results of evaluation form about Student Mentorship Program completed by mentors and mentees 	<p>19-20</p>	<ul style="list-style-type: none"> • Coordinators of Student Mentorship Program 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>3. Preparing for the school's 60th Anniversary Celebrations</p> <p>To encourage the participation of alumni in celebrating the school's 60th anniversary</p>	<ul style="list-style-type: none"> Bring up the message of 60th anniversary celebrations in the meetings of Alumni Association and encourage the involvement of alumni. 	<ul style="list-style-type: none"> The Alumni Association has spread the message of the 60th anniversary celebrations and started to brainstorm the initial planning with the involvement of alumni. 	<ul style="list-style-type: none"> Check record of Alumni Association 	19-20	<ul style="list-style-type: none"> Coordinators of Alumni Association 	