Annual School Plan (2020 – 2021)

Major Concern 1: Enhancing Learning and Teaching

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
1. Enhancing the learning and teaching effectiveness a. To enhance students' motivation to learn and strive for excellence	• 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 other panels / 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 • Continue to provide gifted education by encouraging more students to join the pull-out programmes to	• About 80% of subject panels have provided different platforms for students' improvement • Collaboration involving life-wide learning has been implemented 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 • Students have joined	• 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 • LWL Grant proposal	20-21	• All teachers	• Life-wide learning grant • DLG grant • External Organizations

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	help them strive for excellence • 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	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				
b. To cater for the needs of students with weaker academic ability and lower motivation	• Continue the good practice of incorporating 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 • Relate classroom materials to things that students are	• 90% of subject panels have incorporated appropriate learning activities • More students have a sense of achievement in learning compared with overall HK data • After-school small-group tutorials for junior form students with weaker academic ability are	• Check panel minutes, panel / functional group reports and schemes of work • Check stakeholders reports • Check APASO reports • Teachers' observation	20-21	• All teachers	

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Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	interested in or have experienced • Provide after-school small-group tutorials for junior form students with weaker academic ability • Empower students to develop study skills	provided • 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.				
c. To enhance learning effectiveness and promote IT in education through e-Learning and interactive learning	• Reinforce peer, and teacher-student interaction • 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	• 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	• Check stakeholders report • Check panel minutes • Check TCPD record • Teachers' observation	20-21	• All teachers	• I.T. support and facilities

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	• Organize workshops for e-Learning resources and encourage teachers to attend workshops					
d. To further enhance students' self-directed learning strategies	• Continue to 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 • Continue to make use of Learning Management System to facilitate self-directed learning	• 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	• Check stakeholders report • Teachers' observation • Check students' work and assignments	20-21	• All teachers	
e. To further enhance teaching effectiveness	• 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	• Positive feedback from teachers • All teachers have taken part in sharing and/or peer learning	• Check panel minutes • Check Staff Development Committee minutes • Check peer observation forms • Check TCPD record	20-21	• All teachers • Staff Development Committee	

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Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	subject-based collaboration, cross-subject collaboration and class visits or lesson planning					
f. To keep track of students' academic performance and adjust teaching strategies accordingly	• 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 - analyze senior form academic performance based on groups instead of classes for core subjects • Adjust teaching strategies based on the results of analysis where appropriate	• 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	• Check results of data analysis • Check panel minutes	20-21	• Data Management Team (Academic) • All teachers	BroadLearning Education (Asia) Ltd.
g. To promote "Reading to Learn" and "Language across the Curriculum"	• 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	• 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	• Check stakeholders report • Check Library Committee minutes • Check panel minutes • Check book sharing record	20-21	• All teachers • Library Committee	• Reading grant

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Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	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 • Include various types of book sharing in the morning sessions • Organize book talks and exhibitions	• Positive feedback from students • All teachers have done sharing in the morning reading session				
2. Curriculum design a. To put more emphasis on generic and/or higher-order thinking skills training	• Continue the emphasis on in-depth discussion and thinking skills training in junior form curricula • Reinforce the higher-order thinking skills in senior forms • Further adopt inquiry-based learning to foster students' critical thinking skills	• 70% of panels have continued the emphasis on in-depth discussion and thinking skills training • 70% of teachers have adopted inquiry-based learning to foster students' critical thinking skills • 60% of students agree that teaching is inspiring • Positive feedback from students	• Check schemes of work, panel minutes and annual reports • Check stakeholders report • Teachers' observation	20-21	• Panel heads • All teachers	

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Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
b. To further develop the Technology Education curriculum by strengthening STEM Education	• Further enrich STEM Education through collaboration between CmL and D&T / C&T / Science / Geography in junior forms • Fully utilize the STEM room to further enhance collaboration between CmL and other departments in using VR in education and strengthen CmL junior form curricula to incorporate more STEM elements • Encourage students to join competitions related to STEM education • Organize training for teachers	• Cross-curricular collaboration involving CmL and other subjects is enriched • Students have joined competitions related to STEM education • Appropriate training has been organized	• Check schemes of work, panel minutes and annual reports	20-21	• CmL, D&T, C&T, Science, Geography teachers	
c. To strengthen values education and Basic Law education	• Incorporate values education into the formal curriculum • Nurture students' resilience through: - reinforcing a positive relationship among students, and between teachers and students - promoting a sense of achievement in students by recognizing their strength	• About 70% of departments have incorporated values education into the formal curriculum • About 70% and 60% of students have a positive relationship with their peers and teachers respectively • More students have a sense of achievement compared with overall HK data	• Check schemes of work, panel minutes and annual reports • Check stakeholders report • Check APASO report • Teachers' observation	20-21	• All teachers	

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Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	- optimizing opportunities to provide a positive learning environment • Strengthen students' understanding of the Basic Law through various relevant topics in LS, Chinese History, History and Civic Education	• About 70% of teachers have optimized opportunities to provide a positive learning environment • Students' understanding of the Basic Law has been strengthened				
d. To reinforce the learning of Chinese history and Chinese culture	• Reinforce foundation knowledge and develop values to allow students to understand more about China and Chinese culture through formal lessons and various activities	• Students have a better understanding of Chinese history and Chinese culture	• Check schemes of work, panel minutes and annual reports • Teachers' observation	20-21	• Chinese and Chinese History teachers	

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Major Concern 2: Character Formation

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	• Conduct the goal-setting program (compulsory for F.3-4 students). a. Keep the individual goal-setting activities and provide more guidelines for teachers to remind students: - (i) to set specific and measurable goals for academic performance, extra-curricular participation and moral development (e.g. resilience, perseverance, commitment, care for others and doing community service); (ii) to develop practical ways to achieve their goals; and (iii) to set long-term goals (especially for F.3 students). b. Reserve pages in Student's Handbook for students' personal goals. c. Teachers remind students to do self-reflection. d. Help students to identify their own personal core values / what is important in their life.	• 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.	• Students' self-evaluation • Teachers' observation	20-21	• Moral and Civic Education (MCE) Committee • Form Teachers	

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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	• Organize a motivation enhancement scheme for junior form students with low motivation for learning, and instill positive values in them (e.g. resilience, commitment, self-discipline, responsibility, reciprocal altruism and respect for others). • Strengthen values education (e.g. resilience, 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. b. Display students' achievements (e.g. certificates, photos, medals and trophies) in their classrooms and on school campus.	• 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.	• 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	July to Aug 2021 20-21	• 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.)	NGO & Learning Support Grant Life-wide Learning Grant

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	c. Announce students' achievements and tell their success stories about overcoming difficulties through various means such as the school website, e-App and the PA system. 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. • Help students learn to take responsibility for their own learning. a. Invite teachers, guest speakers (e.g. those who managed to overcome difficulties in life) or alumni (e.g. those who were doctors or nurses fighting against the coronavirus pandemic in hospital) to share their learning experience in the morning assembly and inspire students with positive life values. b. Teachers provide students with more guidance and encouragement both inside and outside the classrooms; they may invite less active students to share in class.	• Students find the sharing inspiring and understand the importance of taking responsibility for their own learning. • Students appreciate the guidance and encouragement by teachers. • Positive feedback from students to the performers	• Check morning assembly record • Teachers' observation • Students' feedback	20-21	• Morning Assembly Committee • All teachers • Careers Committee • Form Teachers	

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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	• Provide various in-depth life planning education programs for students at different levels and empower them to set their life/career goal(s).	• 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.	• Check Careers Committee's report	20-21	• 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	• 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. b. Teachers provide individual advice and support for students in need (e.g. introverts and those with language barrier) and their parents. c. Teachers provide students with more guidance and encouragement, e.g. asking students to make good use of the monthly calendar in the	• 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.	• Observation from teachers • Students' feedback • Check morning assembly record • Check minutes of MCE Committee	20-21	• All teachers • Principal • Form teachers • Morning Assembly Committee • MCE Committee	

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Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required

2. **To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions**	Student's Handbook for better time planning.
	
	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.
	
	e. Incorporate time and life management topics in Religious Studies and Liberal Studies lessons for positive character formation.
	
	f. Publish articles written by achievers in the school press.
	
	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.
	
	h. Form study groups or pair up students as study buddies with teachers' encouragement, which helps strengthen values education (e.g. care for others, commitment and mutual respect).
	  - F.1 (through F.1 Mentoring Program)
	  - F.2–6 (encouraged by Form Teachers and subject teachers of the NSS electives)
		• 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.
			• 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
			
			• Check findings of the questionnaire to F.1 students
			
			• Teachers' observation
				20-21	• Mr. T. F. Leung
					
					• R.S. Dept.
					• L.S. Dept.
					
					• School press
					
					• Academic panels & functional groups
					• All teachers, including Form Teaches & subject teachers of NSS electives
					• MCE Committee	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions	- To reinforce the practice of forming study groups or having more academic dialogues between teachers and students, and among students, more open areas are used as study corners (e.g. by adding suitable furniture) for students to form study groups or prepare presentations at different places on school campus. • Help students channel their efforts put into external competitions into academic studies. a. Students and alumni with non-academic achievements share their learning experience in the morning assembly, with more emphasis on resilience, putting effort into their work, 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.	• More open areas are used as study corners for students to form study groups or prepare presentations. • Positive feedback from teachers and students. • 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.	• Teachers' observation • Students' feedback • School Press • Broadcast record of Campus TV	20-21	• Vice-principals • All teachers • Morning Assembly Committee • School Press • Campus TV	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
3. To foster empathy and build caring interpersonal relationships at both the peer and community levels	• To conduct a series of programs / activities to help students develop positive values, such as resilience, empathy, care and respect for others, responsibility, perseverance, commitment and national identity. a. Require F.3-4 students to complete a certain number of service learning 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 Service Learning Program). g. Add the element of social service to functional group activities or subject-based events.	• 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.	• 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	20-21	• 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

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Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	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.					
4. To increase students' sense of local, national and global identities	• 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, teachers guide students to understand the importance and the principle of "one country, two systems", strengthen students' thinking skills and nurture positive values and attitudes including resilience, adversity quotient, the rule of law, justice, democracy, freedom, equality and human rights.	• Students' sense of local, national and global identities is enhanced. • Positive feedback from teachers and students	• 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	20-21	• Civic Education Team • L.S. Dept. • Chinese History Dept. • History Dept. • Subject panels • Functional groups	Life-wide Learning Grant

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Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	c. Broaden students' horizons through subject panel and functional group activities as well as educational tours. d. Provide Mainland exchange opportunities for students to strengthen their understanding of our country's development through personal experience.					
5. Teachers to play a more significant role and provide more comprehensive care to students	• 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).	• 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 relevant parties.	• check students' discipline records • Check email about form meetings • Observation and feedback from teachers	20-21	• Form teachers • Form Coordinators • Principal • All teachers	School Social Workers & Educational Psychologist

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Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
5. Teachers to play a more significant role and provide more comprehensive care to students	• 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. using the theme of resilience and adversity quotient. 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 school social workers.	• Students have enhanced resilience, developed more positive moral values and increased positive energy.	• 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	20-21	• R.S. Dept. • MCE Committee & Form Teachers • All teachers • All subject Panels • Counselling Team	

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Major Concern 3: Resources and Network Building

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Building up the public image of the school by letting the public know our outstanding alumni in different sectors of society a. To strengthen the alumni network so as to recruit more alumni who are willing to contribute to TSK b. The Alumni Association will make use of various social media platforms as publicity channel	• Arrange homecoming activities for alumni including gatherings, 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. • 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.	• 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. • More alumni are invited to join various school activities, e.g. inter-school sports competitions (to support TSK students), Walkathon and Speech Day. • Articles about outstanding alumni are published and uploaded to the school website and Facebook of the Alumni Association.	• Check records / minutes of the Alumni Association • Feedback from alumni in terms of participation • Check school press (or other school publications) and Facebook	20-21	• Coordinators of the Alumni Association • School press • Coordinators of the Alumni Association	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	• Promotion of Alumni Association and its activities will be carried out through various social media platforms (i.e. Facebook, School website, IG and Weibo).	• Weibo & IG accounts are created and managed by the Alumni Association. • Senior alumni or alumni who work in Mainland China can know more about the activities and development of TSK via IG and Weibo.	• Check Weibo & IG accounts		• Coordinators of the Alumni Association	
2. **Tapping into alumni resources** a. To support the school development in different aspects b. To further develop our tutoring program for current students	• Encourage alumni to make donations to the 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.	• Alumni are encouraged to make donations to the 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.	• Check record/ minutes of the Alumni Association • Check recruitment records of Tutoring Program • Check minutes of Careers Committee • Check email	20-21	• Coordinators of the Alumni Association • F.6 Form teachers • Tutoring Team • Careers Committee	

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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
c. To strengthen the Student Mentorship Program	• Notify current teachers regarding activities held by the Alumni Association and encourage them to invite alumni to join the activities. • 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).	• Current teachers are notified through email regarding the Alumni Association activities, and they help to invite alumni to join the activities. • 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	• Check results of evaluation form about Student Mentorship Program completed by mentors and mentees		• Coordinators of the Alumni Association • Coordinators of the Student Mentorship Program	

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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3. **Preparing for the school's 60th Anniversary Celebrations** To encourage the participation of alumni in celebrating the school's 60th anniversary	• Bring up the message of 60th anniversary celebrations in the meetings of the Alumni Association and encourage the involvement of alumni.	• The Alumni Association has spread the message of the 60th anniversary celebrations and started to brainstorm the initial planning with the involvement of alumni.	• Check record of the Alumni Association	20-21	• Coordinators of the Alumni Association	

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