

Annual School Plan (2021 – 2022)

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>1.1 To enhance students' motivation to learn and strive for excellence</p>	<p>1.1</p> <p>a. Promote a positive learning atmosphere and academic excellence in school by providing different platforms for students to explore and develop their academic potential</p> <p>b. 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</p> <p>c. Set challenging but achievable tasks to instill in students a sense of achievement</p>	<ul style="list-style-type: none"> • About 80% of subject panels have provided different platforms for students' improvement. • Different panels and/or between subject panels and functional groups have collaborated to carry out life-wide learning activities. • Internal / external life-wide learning activities have been organized to foster an entrepreneurial spirit. • The challenging tasks and activities set by teachers have given students a sense of achievement. • Over 50% of students agree that they have 	<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 • LWL Grant proposal 	21-22	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • Life-wide learning grant • DLG grant • External organizations

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<p>d. Give constructive comments to students taking them to the next higher level</p> <p>e. Continue to provide gifted education by encouraging more students to join the pull-out programmes to help them strive for excellence</p> <p>f. Enhance the learning and teaching of Chinese as a second language</p>	<p>motivation to learn.</p> <ul style="list-style-type: none"> Over 50% of teachers agree that students have motivation to learn. Gifted education has been offered to the talented students by arranging them to join various activities, competitions and pull-out programmes. School-based curriculum has been tailor-made for non-Chinese speaking (NCS) students with special lesson arrangement. NCS students have made gradual progress in learning Chinese. 				
1.2 To cater for the needs of students with weaker academic ability and lower motivation	<p>1.2</p> <p>a. Continue the good practice of incorporating learning activities to cope with the needs, abilities, learning styles and interests of students</p> <p>b. Provide opportunities for success to increase students' sense of achievement in learning</p>	<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 the territory-wide data. After-school small-group tutorials for students with weaker academic ability have been provided. 	<ul style="list-style-type: none"> Check panel minutes, panel / functional group reports and schemes of work Check stakeholders' reports Check APASO reports Teachers' 	21-22	<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"> c. Relate classroom materials to things that students are interested in or have experienced d. Provide after-school small-group tutorials for students with weaker academic ability e. Empower students to develop study skills like pre-lesson preparation, and using graphic organizers, study aids and online resources f. Provide support to students with weaker ability via various communication channels outside class time 	<ul style="list-style-type: none"> • Students with weaker ability have shown more confidence in learning after attending tutorials • About 60% of students agree that teachers have developed their study skills • Over 90% of teachers agree that they often teach students study skills • 90% of teachers provide support to weaker ability students via various communication channels 	observation			
1.3 To further promote IT in education through e-Learning and interactive learning	<p>1.3</p> <ul style="list-style-type: none"> a. Further reinforce peer, and teacher-student interaction on e-platforms, e.g. TEAMS especially in case of class suspension b. Utilize Learning Management Systems to further facilitate interactive learning c. Organize workshops for creating 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 e-Learning workshops / sharing sessions 	<ul style="list-style-type: none"> • Check stakeholders report • Check panel minutes • Check TCPD record • Teachers' observation 	21-22	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • I.T. support and facilities • e-platforms • Learning Management Systems

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
1.4 To further enhance students' self-directed learning strategies	1.4 a. Encourage self-directed learning through various learning activities such as presentation, projects and group work b. Make better use of e-Learning and Learning Management Systems to facilitate self-directed learning c. Provide more e-Learning resources to enhance self-directed learning d. Invite high-achieving past students from different streams to share their study habits with senior form students	<ul style="list-style-type: none"> • Positive feedback from students and teachers • 80% of teachers agree that 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 • 80% of teachers have provided more e-Learning resources to enhance self-directed learning • High-achieving past students from different streams have been invited. 	<ul style="list-style-type: none"> • Check stakeholders report • Teachers' observation • Check students' work and assignments 	21-22	<ul style="list-style-type: none"> • All teachers 	Learning Management Systems, teaching resources provided by publishers and different bodies
1.5 To further enhance teaching effectiveness	1.5 a. Share among teachers effective teaching strategies and values through structured and unstructured means, such as staff development programmes, sharing sessions, workshops or online resources	<ul style="list-style-type: none"> • Positive feedback from teachers • All 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 	21-22	<ul style="list-style-type: none"> • All teachers • Staff Development Committee 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	b. Encourage peer learning among teachers through different means, such as subject-based collaboration, cross-subject collaboration and class visits or lesson planning		record			
1.6 To promote “Reading to Learn” and “Language across the Curriculum”	1.6 a. Further explore different ways in using the reading grant to promote students’ reading habit b. Carry out short teacher- or student-conducted news or book sharing during the morning reading sessions or in online mode during class suspension c. Organize various types of book sharing sessions and book talks during the morning assemblies and book exhibitions d. Provide different reading activities for reading to learn in different subjects e. Design teaching and learning resources for students in different subjects with the use of	<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 or act as facilitators either in regular classrooms or in online mode during class suspension • About 60% of subject panels have provided different reading activities 	<ul style="list-style-type: none"> • Check stakeholders’ report • Check the minutes of Library Committee • Check panel minutes • Check book sharing record • Check students’ work and assignments 	21-22	<ul style="list-style-type: none"> • All teachers • Library Committee 	Reading grant, Teaching resources provided by EDB, publishers and NGOs

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	EMI to promote language across the curriculum through the collaboration between English Department and other departments	for reading to learn				
2. Curriculum design 2.1 To review and plan the curricula in a holistic manner and optimize curricula of the 4 senior secondary core subjects according to the measures proposed by the EDB	2.1 a. Make use of the lesson time released to optimize students' learning of the senior secondary core and elective subjects b. Provide more diversified curricula and learning experiences to broaden students' horizons	<ul style="list-style-type: none"> • Senior secondary core and elective subjects can make use of the lesson time released to optimize students' learning • More diversified curricula such as personal growth education and personal finance education are provided • More students have been arranged to take part in alternative forms of learning, e.g. drama, visits or outings • Positive feedback from teachers 	Check schemes of work, panel minutes and annual reports	21-22	<ul style="list-style-type: none"> • All teachers 	External organization, LWL grant

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
2.2 To implement national security education and strengthen Basic Law and values Education	<p>2.2</p> <p>a. Adopt a “multi-pronged and coordinated” approach to promote national security education holistically through related Key Learning Areas/subjects, values education, as well as learning activities within and beyond the classroom</p> <p>b. Integrate the elements of national security education into the curriculum contents of various relevant subjects whenever appropriate based on the Curriculum Frameworks of National Security Education and the teaching resources provided by the EDB</p> <p>c. Strengthen students’ understanding of the Basic Law through various relevant topics in L&S, Chinese History, History and Citizenship and Social Development</p>	<ul style="list-style-type: none"> • National security education has been integrated into different subjects, values education and learning activities. • Students’ understanding of the Basic Law has been strengthened • Relevant school-based learning and teaching materials related to Constitution and Basic Law education and national security education have been reviewed, developed and kept as an archive for at least two school years • About 70% of departments have incorporated values education into the formal curriculum 	<ul style="list-style-type: none"> • Check the archived learning and teaching materials • Check schemes of work, panel minutes and annual reports • Check stakeholders’ report • Check APASO report • Teachers’ observation 	21-22	<ul style="list-style-type: none"> • All teachers 	Teaching resources provided by EDB, publishers and NGOs

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<p>d. Strengthen the school-based monitoring mechanism by:</p> <ul style="list-style-type: none"> - instructing relevant academic departments and functional groups to review and archive the school-based learning and teaching materials related to Constitution and Basic Law education and national security education - imposing a requirement for retention of such materials for relevant key stages of learning for at least two school years <p>e. Incorporate values education into the formal curriculum</p>					
2.3 To put more emphasis on generic and/or higher-order thinking skills training	<p>2.3</p> <p>a. Continue the emphasis on in-depth discussion and thinking skills training in junior form curricula</p> <p>b. Reinforce the higher-order thinking skills in senior forms</p>	<ul style="list-style-type: none"> • 80% of panels have continued the emphasis on in-depth discussion and thinking skills training • 70% of panels have continued the emphasis on in-depth discussion and thinking skills training 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Check stakeholders report • Teachers’ 	21-22	<ul style="list-style-type: none"> • Panel heads • All teachers 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	c. Further adopt inquiry-based learning to foster students' critical thinking skills	<ul style="list-style-type: none"> 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 	observation			
2.4 To further develop the Technology Education curriculum by strengthening STEM Education	<p>2.4</p> <p>a. Further enrich STEM Education through collaboration between CML and Math / D&T / C&T / Science / Geography / Visual Arts / Home Economics in junior forms</p> <p>b. Fully utilize the InnoHub to further enhance collaboration between CML and other departments in using VR and laser cutter in education and strengthen CML junior form curricula to incorporate more STEM elements</p> <p>c. Encourage students to join competitions related to STEM education</p> <p>d. Organize training for teachers and students</p>	<ul style="list-style-type: none"> Cross-curricular collaboration involving CML and other subjects is enriched 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 	21-22	<ul style="list-style-type: none"> CML, Math, D&T, C&T, Science, Geography, Visual Arts and Home Economics teachers 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
2.5 To reinforce the learning of Chinese history and Chinese culture	2.5 Reinforce students' foundation knowledge about Chinese history and culture and develop their positive values 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 	21-22	<ul style="list-style-type: none"> Chinese and Chinese History teachers 	
2.6 To deepen students' understanding of school history through celebration of Diamond Jubilee of the school	2.6 a. Incorporate information related to school history into formal and informal curricula where appropriate b. Arrange visits to History Gallery during History, L&S and Visual Arts lessons	<ul style="list-style-type: none"> Information related to school history is incorporated into formal and informal curricula where appropriate Visits to History Gallery during History, L&S and Visual Arts lessons are arranged Students' understanding of school history has been deepened 	<ul style="list-style-type: none"> Check schemes of work, panel minutes and annual reports Teachers' observation 	21-22	<ul style="list-style-type: none"> All 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-motivation for learning and encourage a sense of ownership in learning</p>	<p>1.1 Conduct the goal-setting program (compulsory for F.3-4 students).</p> <p>a. Keep the individual goal-setting activities and provide more guidelines for teachers to remind students: -</p> <p>(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);</p> <p>(ii) to develop practical ways to achieve their goals; and</p> <p>(iii) to set long-term goals (especially for F.3 students).</p> <p>b. Reserve pages in Student's Handbook for students' personal goals.</p> <p>c. Teachers remind students to do self-reflection.</p> <p>d. Help students to identify their own personal core values / what is important in their life.</p>	<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. 	<ul style="list-style-type: none"> Students' self-evaluation Teachers' observation 	21-22	<ul style="list-style-type: none"> Moral, Civic and National Education (MCNE) Committee Form Teachers 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
1. To further enhance students' self-motivation for learning and encourage a sense of ownership in learning	1.2 Organize a motivation enhancement scheme for junior form students with low motivation for learning, and instill positive values in them (e.g. perseverance, resilience, commitment, self-discipline, responsibility, reciprocal altruism and respect for others).	<ul style="list-style-type: none"> The participants' self-motivation for learning and sense of ownership in learning are enhanced. 	<ul style="list-style-type: none"> Check findings of questionnaire to participants Teachers' observation 	July to Aug 2022	<ul style="list-style-type: none"> Vice Principal (Student support) Mr. T. F. Leung 	NGO & Learning Support Grant
	1.3 Provide more opportunities for students to demonstrate their academic achievements, learning attitude and effort, and other achievements (e.g. aesthetics, sports and services) both inside and outside the classroom, including electronic means as positive reinforcement, and encourage students to strive for excellence. a. Students share their achievements in different aspects in their own classes during form-teacher periods. b. Display students' achievements (e.g. certificates, photos and videos) in their classrooms and on school	<ul style="list-style-type: none"> Students' academic achievements, learning attitude, efforts and other kinds of achievements are acknowledged, thus their perseverance 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. More opportunities are provided for students to demonstrate students' academic achievements, 	<ul style="list-style-type: none"> Check minutes of MCNE Committee Form Teachers' feedback in form meetings Check appreciation corners in classrooms and display boards on school campus Check minutes of functional groups Teachers' observation Students' feedback 	21-22	<ul style="list-style-type: none"> Principal Vice Principal (Student support) Form Teachers All Teachers MCNE Committee Campus TV Mr. J. Lee 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
1. To further enhance students' self-motivation for learning and encourage a sense of ownership in learning	<p>campus.</p> <p>c. Publish students' achievements in the School Press (in the form of articles or interviews.)</p> <p>d. Form teachers announce the students' achievements in the class group via eApp or other digital platforms.</p>	learning attitude and effort, and other achievements.				
	<p>1.4 Help students learn to take responsibility for their own learning.</p> <p>a. Invite teachers, guest speakers (e.g. those who managed to overcome difficulties in learning) or alumni to share their learning experience in the morning assembly and inspire students with positive life values.</p> <p>b. Teachers provide students with more encouragement both inside and outside the classrooms.</p> <p>c. Promote students' autonomy in learning in order to help them enhance self-motivation for learning.</p>	<ul style="list-style-type: none"> • Students find the sharing inspiring and understand the importance of taking responsibility for their own learning. • Students appreciate the guidance and encouragement by teachers. • Students show initiative in learning • Positive feedback from teachers and students 	<ul style="list-style-type: none"> • Check Morning Assembly schedule • Check of Form Teacher period record • Check reports of subject panels and functional groups • Teachers' observation • Students' feedback 	21-22	<ul style="list-style-type: none"> • Morning Assembly Committee • VP (Student support) • Head of subject panels and functional groups • All teachers 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>1. To further enhance students' self-motivation for learning and encourage a sense of ownership in learning</p>	<p>1.5 Provide various in-depth life planning education programs for students at different levels and empower them to set their life/career goal(s).</p>	<ul style="list-style-type: none"> • 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 reports 	21-22	<ul style="list-style-type: none"> • Careers Mistress • Form teachers 	
	<p>1.6 Help students channel their efforts put into competitions into academic studies.</p> <p>a. Students and alumni with non-academic achievements share their learning experience in the morning assembly, with more emphasis on perseverance, resilience, putting effort into their work and development of correct moral values.</p> <p>b. Students with outstanding academic performance or remarkable progress in studies are encouraged to participate in the Athletes Academic Enhancement Scheme, and they are</p>	<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 in both studies and ECA, and take responsibility for their own decisions. • Positive feedback from teachers and students 	<ul style="list-style-type: none"> • Check Morning Assembly schedule • Check Athletes Academic Enhancement Scheme statistics • Teachers' observation • Students' feedback 	21-22	<ul style="list-style-type: none"> • Morning Assembly Committee • Team and club advisors • Head of PE Department 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	encouraged to maintain their academic performance.					
2. To strengthen the sense of belonging to the school among students and teachers	2.1 To reinforce the understanding and manifestation of the school motto (i.e. perseverance this school year) through different panels and functional groups.	<ul style="list-style-type: none"> • Students show better understanding of the school motto and are able to manifest it in their daily life. • Positive feedback from teachers and students 	<ul style="list-style-type: none"> • Teacher's observation 	21-22	<ul style="list-style-type: none"> • Principal • Vice Principals • Head of subject panels and functional groups • Morning Assembly Committee • All teachers 	
	2.2 To help students boost their sense of belonging to the school by a. Strengthening students' understanding of our school history through functional groups and subject panels. b. Encouraging students to create and design school items (e.g. school tie pin, face mask with school logo) to enhance their sense of belonging to school c. Conducting inter-class activities to enhance students' class spirit	<ul style="list-style-type: none"> • Students show better understanding of the school history • Positive feedback from teachers and students • Students welcome the new school items. 	<ul style="list-style-type: none"> • Check minutes of subject panels and functional groups • Check Student's stakeholder survey and APASO • Check S.A. report • Check inter-class activity record • Check Morning Assembly schedule • Teachers' observation • Check records of the Diamond Jubilee celebration 	21-22	<ul style="list-style-type: none"> • Principal • Vice Principals • Head of subject panels and functional groups • ECA Mistress • Morning Assembly Committee • Diamond Jubilee celebration working group • All teachers 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
2. To strengthen the sense of belonging to the school among students and teachers	<p>d. Enhancing recognition of students' participation and achievements.</p> <p>e. Conducting alumni sharing to increase the bond among students.</p> <p>f. Further reinforcing a caring school environment, e.g. teachers provide more individual care and support for students and their parents.</p> <p>g. Preparing for Diamond Jubilee celebrations</p>		working group			
	<p>2.3 To help teachers boost their sense of belonging to the school by</p> <p>a. Strengthening new teachers' understanding of our school history and culture through the induction program and mentoring program.</p> <p>b. Organizing staff development activities</p> <p>c. Further empowering teachers to organize activities</p> <p>d. Providing better facilities for teachers (e.g. a cozy common area)</p>	<ul style="list-style-type: none"> • New teachers find the induction program and mentoring program useful and supportive. • Better facilities for teachers are provided. • Positive feedback from teachers. 	<ul style="list-style-type: none"> • Check minutes of Staff Development Committee • Check record of the Staff Exco 	21-22	<ul style="list-style-type: none"> • Vice Principals • Staff Development Committee 	

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>	<p>Conduct a series of programs and activities to help students become more caring and develop empathy.</p> <p>a. Require target participants among F.3-4 students to participate in service learning.</p> <p>b. Teachers discuss related topics in Religious Studies, Life & Society and language lessons.</p> <p>c. Form teachers discuss related topics with students whenever appropriate.</p> <p>d. Organize talks / workshops for students.</p> <p>e. Provide training for student volunteers.</p> <p>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).</p>	<ul style="list-style-type: none"> • Students develop positive values and become more caring, thankful and empathetic towards others. • 80% of the target participants 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 Service Learning Program • Check Scheme of Work of L&S and R.S. Departments • Check morning assembly schedule • Check report of Counselling Team • Check reports of CYC, VOT, Civic Education Team & Prefects Team • Observation and feedback from teachers • Feedback from students 	<p>21-22</p>	<ul style="list-style-type: none"> • Service Learning Team • R.S. Dept. • L.S. Dept. • Form teachers • Counselling Team • CYC • VOT • Civic Education Team • Prefects Team • Functional groups & subject panels • Morning Assembly Committee 	<p>Life-wide Learning Grant</p>

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	g. Add the element of social service to functional group activities or subject-based events. 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 national identity	Adopt a holistic approach to strengthen students' sense of national identity a. Conduct moral, civic and national education (MCNE) activities e.g. newspaper cutting and quizzes on Basic Law, National Security Law and social issues of Hong Kong, China and the world. b. Increase students' sense of national identity through subject panels and functional groups. (e.g. MCNE Committee, Chinese Language and Literature, Citizenship and Social	<ul style="list-style-type: none"> • Learning materials or activities related to strengthening national identity are adopted into the curriculum of various subjects and work plan of functional groups. • Students' sense of national identity is enhanced. • Positive feedback from teachers and students 	<ul style="list-style-type: none"> • Check report of MCNE Committee • Check report of National Security Working Group • Check minutes of subject panels and functional groups • Check ECA reports • Teacher's observation 	21-22	<ul style="list-style-type: none"> • MCNE Committee • National Security Education Working Group • Heads of subject panels and functional groups • ECA Mistress 	Life-wide Learning Grant and other government funding

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	Development, Chinese History and History.) c. Broaden students' horizons and strengthen their understanding of our country's development. (e.g. provide Mainland exchange opportunities or organize education tours for students to strengthen their understanding of our country's development through personal experience.)					
5. To promote mental wellness among students and teachers	5.1 Adopt a whole-school approach to address students' emotional needs in the new normal.	<ul style="list-style-type: none"> Students' emotional needs are identified and then referred to the relevant parties. 	<ul style="list-style-type: none"> Check Counselling Team and Discipline Team records Observation and feedback from teachers 	21-22	<ul style="list-style-type: none"> Principal All teachers 	
	5.2 Help students enhance resilience and increase positive energy. a. Revise MCNE materials for Form Teachers to use in Form-teacher periods. b. Teachers share their own life experience with students.	<ul style="list-style-type: none"> Positive feedback from Form teachers Students have enhanced resilience, developed more positive moral values and increased positive energy. Positive feedback from teachers and student 	<ul style="list-style-type: none"> Check MCNE report Observation and feedback from teachers Check minutes of subject panels and functional groups 	21-22	<ul style="list-style-type: none"> MCNE Committee Form Teachers Heads of functional groups and subject panels Counselling 	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	<p>c. Integrate the related elements and positive values into different subject curricula and functional group work plans.</p> <p>d. Implement a comprehensive program entitled Joyful Scheme (「好心情計劃」) for junior form students and parents.</p>	<p>participants of the program 「尊重生命，逆境同行」</p>	<ul style="list-style-type: none"> • Check Counselling Team records 		Team	
	<p>5.3 Enhance the mental wellness of teachers</p> <p>a. Organize activities related to mental wellness.</p> <p>b. Improve school facilities (e.g. a cozy common area).</p>	<ul style="list-style-type: none"> • Positive feedback from teachers 	<ul style="list-style-type: none"> • Check minutes of Staff Development Committee • Staff consultation survey 	21-22	<ul style="list-style-type: none"> • Staff Development Committee • Vice Principals 	

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 via the alumni network</p> <p>To utilize the alumni network so as to encourage more alumni to contribute to TSK</p>	a. Continue to update and make use of the existing database of alumni contacts for communication.	<ul style="list-style-type: none"> The database is used for communicating with the alumni to encourage them to participate in school and alumni activities. 	<ul style="list-style-type: none"> Check records / minutes of Alumni Association 	21-22	<ul style="list-style-type: none"> Coordinators of Alumni Association 	
	b. Arrange homecoming activities for alumni including lunch 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Feedback from alumni in terms of participation 	21-22	<ul style="list-style-type: none"> Coordinators of Alumni Association 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	c. To liaise with alumni working in journalism industry to arrange media exposure for interviews, students' achievements, etc.	<ul style="list-style-type: none"> Articles or videos are published in the mass media and internal publications. 	<ul style="list-style-type: none"> Check School Press (or other school publications) and Facebook 	21-22	<ul style="list-style-type: none"> Coordinators of Alumni Association 	
	d. 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.	<ul style="list-style-type: none"> Outstanding alumni are invited for interviews. Articles are uploaded to the Facebook Page of the TSK Alumni Association. 	<ul style="list-style-type: none"> Check School Press or other school publications Check Facebook 	21-22	<ul style="list-style-type: none"> Person-in-charge of School Press or School Brochure 	
	e. Set up a YouTube channel to share videos of school life.	<ul style="list-style-type: none"> A YouTube channel is set up and at least one video is shared with the public. 	<ul style="list-style-type: none"> Check YouTube channel 	21-22	<ul style="list-style-type: none"> IT Team 	
2. Tapping into resources available from alumni, parents and society 2.1 To support the school development in different aspects	2.1 a. Showcase the latest developments and facilities of the school via platforms such as a YouTube channel.	<ul style="list-style-type: none"> A YouTube channel is set up and at least one video is shared with the public. A donation platform (e.g. FPS) is built up. Parents and alumni find the platform useful. 	<ul style="list-style-type: none"> Check YouTube channel 	21-22	<ul style="list-style-type: none"> Campus TV IT Team Coordinators of Alumni Association 	
	b. Encourage alumni and parents to make donations to school. Provide digital platforms for	<ul style="list-style-type: none"> Alumni are encouraged to make donations to the school. 	<ul style="list-style-type: none"> Check record / minutes of Alumni Association 	21-22	<ul style="list-style-type: none"> Coordinators of Alumni Association 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	receiving donations and dispatching receipts.	<ul style="list-style-type: none"> The alumni concerned express their appreciation to the school. 			<ul style="list-style-type: none"> PTA 	
2.2 To further develop our mentoring and tutoring programs for current students	2.2 a. Teachers nominate and encourage students to be mentors after graduation.	<ul style="list-style-type: none"> F.6 students are nominated and encouraged to be mentors. 	<ul style="list-style-type: none"> Check recruitment records of Tutoring Program 	21-22	<ul style="list-style-type: none"> F.6 subject teachers Tutoring Team 	
	b. Invite graduates with good results in the HKDSE to be tutors to cater for the needs of students in different subjects.	<ul style="list-style-type: none"> More graduates with good results in the HKDSE are willing to help with the Tutoring Program. 	<ul style="list-style-type: none"> Check recruitment records of Tutoring Program 	21-22	<ul style="list-style-type: none"> Tutoring Team 	
	c. Invite guests (including alumni, parents and others) to share their career or life experience with students.	<ul style="list-style-type: none"> Guests are contacted to share their career or life experience at different events. 	<ul style="list-style-type: none"> Check minutes of Careers Committee and PTA 	21-22	<ul style="list-style-type: none"> Careers Committee PTA 	
	d. Notify current teachers via eApp regarding activities held by the Alumni Association and encourage them to invite alumni to join the activities.	<ul style="list-style-type: none"> Current teachers are notified through email and eApp regarding the Alumni Association activities, and they help to invite alumni to join the activities. 	<ul style="list-style-type: none"> Check email and eApp 	21-22	<ul style="list-style-type: none"> Coordinators of Alumni Association 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.3 To strengthen the Student Mentorship Program	2.3 Conduct the Student Mentorship Program for F.4-5 students; a minimum of 3 mentor-mentee meetings are held.	<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 	21-22	<ul style="list-style-type: none"> Coordinators of the Student Mentorship Program 	
2.4 To explore the possibility of different partnership programmes with the business sector and NGOs	2.4 Approach companies and NGOs to discuss possible partnership programmes	<ul style="list-style-type: none"> Entities from business sector or NGO are approached. 	<ul style="list-style-type: none"> Check records / minutes of Careers Committee and Service Learning Team 	21-22	<ul style="list-style-type: none"> Service Learning Team Careers Committee 	
3. Planning for the school's 60th anniversary celebrations	<p>3.1</p> <p>a. Continue to encourage alumni and parents to participate in the school's 60th Anniversary celebrations at the meetings of the Alumni Association and PTA.</p>	<ul style="list-style-type: none"> Alumni and parents are encouraged to participate in the celebrations at various meetings. 	<ul style="list-style-type: none"> Check record of Alumni Association and PTA 	21-22	<ul style="list-style-type: none"> Coordinators of Alumni Association PTA Diamond Jubilee Celebrations Organizing Committee 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 To encourage participation in celebrating the school's 60 th anniversary	b. Promote the school's 60 th anniversary celebration activities through various social media platforms and in every forthcoming activity.	<ul style="list-style-type: none"> • Celebration activities are promoted on social media platforms, email and different activities. 	<ul style="list-style-type: none"> • Check Facebook posts 			
3.2 To get alumni and parents involved in the promotion of the anniversary	<p>3.2</p> <p>a. Invite teachers and parents to promote the school's 60th anniversary through their relationship with alumni.</p> <p>b. Enlist the help of ex-colleagues to contact the senior alumni.</p> <p>c. Organise design competitions (e.g. instant messenger stickers) and ball games for students and alumni.</p> <p>d. Design infographic for the 60th anniversary activities.</p>	<ul style="list-style-type: none"> • Alumni are well informed of the 60th anniversary celebration events. • Senior alumni are informed of the 60th anniversary celebration events. • Details of the design competitions are confirmed and preliminary plans for the ball games are available. • The design is in progress. 	<ul style="list-style-type: none"> • Check record of Alumni Association • Check draft design 	21-22	<ul style="list-style-type: none"> • Coordinators of Alumni Association • PTA • Art teacher 	