Annual School Plan (2022 – 2023)

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 1.1 To enhance students' motivation to learn and strive for excellence	1.1 a. Promote a positive learning atmosphere and academic excellence in school by providing different platforms for students to explore and develop their academic potential 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 c. Set challenging but achievable tasks to instill in students a sense of achievement d. Give constructive	• About 85% 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 teachers agree that they have given constructive feedback to	• Check stakeholders' survey 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 / DLG Grant proposal	22-23	• All teachers	• Life-wide learning grant • DLG grant • External organiza-tions

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	comments to students, taking them to the next higher level e. Continue to provide gifted education by encouraging talented students to join the pull-out programmes to help them strive for excellence f. Enhance the learning and teaching of Chinese as a second language	students. • Over 50% of students agree that they have the motivation to learn. • Over 50% of teachers agree that students have the motivation to learn • Gifted education has been offered to the talented students. • School-based curriculum has been tailor-made for non-Chinese speaking (NCS) students with special lesson arrangements. • 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	1.2 a. Continue the good practice of incorporating learning activities to cope with the needs, abilities, learning styles and interests of students b. Provide opportunities for success to increase students' sense of achievement in learning	• Over 90% of subject panels have incorporated appropriate learning activities and provided opportunities for success to increase students' sense of achievement in learning. • More students have a sense of achievement in learning compared with the territory-	• Check panel minutes, panel / functional group reports and schemes of work • Check stakeholders' survey reports • Check APASO reports	22-23	• All teachers	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	c. Arouse students' interest in learning by relating classroom materials to students' interest and experience d. Provide after-school small-group tutorials for students with weaker academic ability e. Provide support to students with weaker ability via various communication channels outside class time	wide data. • Over 50% of teachers agree that students have shown interest in learning through relating classroom materials to students' interest and experience • After-school small-group tutorials for students with weaker academic ability have been provided. • Students with weaker ability have shown more confidence in learning after attending tutorials • 90% of teachers provide support to weaker-ability students via various communication channels	• Teachers' observation			
1.3 To further promote IT in education and interactive learning through e-Learning	1.3 a. Further reinforce peer, and teacher-student interaction through e-platforms and apps under the new normal b. Organize e-Learning workshops or sharing sessions and encourage teachers to create resources for e-Learning	• 90% of all departments have incorporated e-Learning for interactive learning where appropriate • About 60% of students agree that there is peer, and teacher-student interaction • Positive feedback from students and teachers	• Check stakeholders' survey report • Check panel minutes • Check TCPD record • Teachers' observation	22-23	• All teachers	• I.T. support and facilities • e-platforms • Learning Management

	Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
			• More than 90% of teachers attended e-Learning workshops or sharing sessions				Systems
1.4	To further enhance students' self-directed learning strategies	1.4 a. Encourage self-directed learning, and provide more hands-on experience and various learning activities such as presentations, projects, and group activities in order to enhance students' sense of ownership in learning b. Make better use of e-Learning resources to facilitate self-directed learning c. Invite high-achieving past students from different streams to share their study habits with senior form students	• Positive feedback from students and teachers • 80% of teachers agree that they encourage self-directed learning through hands-on experience and various learning activities such as presentations, projects, and group activities, as well as providing more e-Learning resources • Over 50% of students agree that they have the motivation to learn. • About 50% of students agree they can apply self-directed learning strategies • High-achieving past students from different streams have been invited.	• Check stakeholders' survey report • Teachers' observation • Check students' work and assignments	22-23	• All teachers	Learning Management Systems, teaching resources provided by publishers and different bodies

	Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
1.5	To further enhance teaching effectiveness	1.5 a. Share among teachers effective teaching strategies and values through staff development programmes, sharing sessions, workshops, or online resources b. Encourage peer learning among teachers through different means, such as subject-based collaboration, cross-subject collaboration and class visits or lesson planning c. Develop teachers' skills in using students' academic data to enhance teaching effectiveness	• Positive feedback from teachers • All teachers have taken part in sharing and/or peer learning. • 80% of teachers have participated in training. • Usage of students' academic data to enhance teaching effectiveness has been reflected in panel minutes.	• Check panel minutes • Check Staff Development Committee minutes • Check peer observation forms • Check TCPD record	22-23	• All teachers • Staff Develop-ment Committee	
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	• Subject panels have explored various means to use the reading grant • All teachers have done sharing or act as facilitators either in regular classes or in online mode • About 50% of students show interest in reading	• Check stakeholders' survey report • Check the minutes of Library Committee • Check panel minutes • Check book sharing record	22-23	• All teachers • Library Committee	Reading grant, Teaching resources provided by EDB, publishers and NGOs

Annual School Plan (2022-23)

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	c. Organize various types of book sharing sessions and book talks during the morning assemblies and book exhibitions d. Provide different reading activities to encourage "reading to learn" in different subjects e. To promote language across the curriculum through designing teaching and learning resources for students in different subjects with the use of EMI, and collaboration between the English Department and other departments	• Positive feedback from students • About 60% of subject panels have provided different reading activities to encourage reading to learn • About 50% of subject panels have promoted language across the curriculum.	• Check students' work and assignments			
2. Curriculum design 2.1 To implement national security education, and strengthen Basic Law and values Education	2.1 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	• National security education has been integrated into different subjects, values education and learning activities. • Students' understanding of the Basic Law has been strengthened	• Check the archived learning and teaching materials • Check schemes of work, panel minutes and annual reports	22-23	• All teachers	Teaching resources provided by EDB, publishers and NGOs

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	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 c. Strengthen students' understanding of the Basic Law through various relevant topics in L&S, Chinese History, History, Economics, and Citizenship and Social Development d. Incorporate values education into the formal curriculum	• Over 70% of departments have incorporated values education into the formal curriculum	• Check stakeholders' survey report • Check APASO report • Teachers' observation			
2.2 To put more emphasis on generic and/or higher-order thinking skills training	2.2 a. Further tailor the junior form curricula to release time for developing study skills like summarizing learning concepts, and using graphic organizers, study aids and online resources.	• About 60% of students agree that teachers have developed their study skills • Over 90% of teachers agree that they teach students study skills, especially in junior forms • 80% of panels have	• Check schemes of work, panel minutes and annual reports • Check stakeholders' survey report	22-23	• Panel heads • All teachers	

7

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	b. Arrange collaboration among departments to focus on developing key study skills in F.1 c. Continue the emphasis on training of thinking skills in junior form curricula d. Reinforce the higher-order thinking skills, e.g. critical thinking skills in senior forms	continued the emphasis on training of thinking skills in junior forms • 70% of teachers have fostered students' higher-order thinking skills in senior forms • 60% of students agree that teaching is inspiring • Positive feedback from students	• Teachers' observation			
2.3 To further develop the Technology Education curriculum by strengthening STEM Education	2.3 a. Further enrich STEM Education through collaboration between CML and Math / Chinese Language / D&T / C&T / Science / Visual Arts / Home Economics in junior forms b. Fully utilize the InnoHub to further enhance collaboration between CML and other departments, and to incorporate more STEM elements into CML curricula c. Encourage students to join competitions related to STEM education d. Organize training for teachers and students	• 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	22-23	• CML, Math, Chinese Language, D&T, C&T, Science, Visual Arts and Home Economics teachers	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
2.4 To reinforce the learning of Chinese history and Chinese culture	2.4 Reinforce students' foundation knowledge about Chinese history and culture, and develop their positive values through formal lessons and various co-curricular activities	• Students have a better understanding of Chinese history and Chinese culture	• Check schemes of work, panel minutes and annual reports • Teachers' observation	22-23	• Chinese and Chinese History teachers	
2.5 To deepen students' understanding of school history through celebration of Diamond Jubilee of the school	2.5 a. Continue to incorporate information related to school history into formal and informal curricula where appropriate b. Arrange visits to History Gallery during English, History, L&S and Visual Arts lessons	• Information related to school history is incorporated into formal and informal curricula where appropriate • Visits to History Gallery during English, History, L&S and Visual Arts lessons are arranged • Students' understanding of school history has been deepened	• Check schemes of work, panel minutes and annual reports • Teachers' observation	22-23	• All teachers	

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-motivation for learning and encourage a sense of ownership in learning	**1.1 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. perseverance, commitment, care for others and community service);
	  (ii) to develop practical ways to achieve their goals.
	b. Reserve pages in Student's Handbook for students' personal goals.
	c. Remind students to do self-reflection.
	d. Help students to identify their own personal core values / what is important in their life.
	e. Show appreciation and celebrate with the students after they have achieved their goals.
		• Students' self- motivation and sense of ownership are enhanced through the goal-setting activities, and by teachers reminding them to refer to their personal goals in the Student's Handbook and do self-reflection.
		• Students appreciate the positive reinforcement by teachers (e.g. prizes & appreciation cards).
			• Students' self-evaluation
			• Teachers' observation
				22-23	• Moral, Civic and National Education (MCNE) Committee
					• Form Teachers	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	1.2 Organize a motivation enhancement scheme for junior form students with low motivation for learning, and instil positive values (e.g. perseverance, resilience, commitment, self-discipline, responsibility, reciprocal altruism and respect for others) in them.	• Students' self-motivation for learning and sense of ownership in learning are enhanced. • Students' sense of achievement, positive values and generic skills are enhanced. • Positive feedback from students.	• Check findings of questionnaire given to participants • Teachers' observation	July to Aug 2023	• 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. in terms of 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. in forms of certificates, photos and videos) in their classrooms and on school campus.	• 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'	• 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 • Check viewers' response on social media	22-23	• Principal • Vice Principal (Student support) • Form Teachers • All Teachers • MCNE Committee • Campus TV • Social Media Team • Mr. J. Lee	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	c. Publish students' achievements in the School Press (in the form of articles or interviews.) d. Form teachers announce the students' achievements in the class group via eApp or other digital platforms. e. More communication channels with students, parents and alumni are provided to display students' achievements.	academic achievements, learning attitude and effort, and other achievements. • More updated information is shared with different stakeholders through various communication channels. • Positive feedback from the community.	• Teachers' observation • Students' feedback			
	1.4 Help students learn to take responsibility for their own learning. 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. b. Teachers provide students with more encouragement both inside and outside the classrooms. c. Promote students' autonomy in learning in order to help them enhance self-motivation for learning.	• Students find the sharing inspiring and understand the importance of taking responsibility for their own learning. • Students appreciate the guidance and encouragement of teachers. • Students show initiative in learning. • Positive feedback from teachers and students.	• Check Morning Assembly schedule • Check Form Teacher period record • Check reports of subject panels and functional groups • Teachers' observation • Students' feedback	22-23	• Morning Assembly Committee • Vice Principal (Student support) • Head of subject panels and functional groups • All teachers	
	1.5 Provide various in-depth life	• Various in-depth life	• Check Careers	22-23	• Careers	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	planning education programs for students at different levels and empower them to set their life/career goal(s).	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.	Committee reports		Mistress • Form teachers	
	1.6 Help students channel their efforts put into competitions into academic studies. a. Students and alumni with non-academic achievements share their learning experience or their experience of pursuing their dreams in the morning assembly, with more emphasis on perseverance, resilience, putting effort into their work and the development of correct moral values. b. Students with outstanding academic performance or remarkable progress in studies are encouraged to participate in the Athletes Academic Enhancement Scheme, and they are encouraged to maintain their academic	• A positive and serious attitude towards both studies and ECA is instilled in 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.	• Check Morning Assembly schedule • Check Athletes Academic Enhancement Scheme statistics • Check ECA minutes • Teachers' observation • Students' feedback	22-23	• Morning Assembly Committee • ECA Mistress • Team and club advisors • Head of PE Department	

13

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	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. forgiveness for this school year) through different panels and functional groups.	• Students show better understanding of the school motto and are able to manifest it in their daily life. • Positive feedback from teachers and students.	• Check minutes of subject panels and functional groups • Check Morning Assembly schedule • Check ECA minutes • Teacher's observation	22-23	• Principal • Vice Principals • Head of subject panels and functional groups • Morning Assembly Committee • ECA Mistress • 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 design school items (e.g. files, single line paper, pens, pencil cases, memo pads, phone accessories, iPad cases, stickers, water bottles, shoe bags, mask cases, etc. with school logo or designed by students) to enhance their sense of belonging to the school. c. Conducting inter-class activities to	• Students show better understanding of the school history. • Positive feedback from teachers and students. • Students welcome the new school items.	• 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	22-23	• Principal • Vice Principals • Head of subject panels and functional groups • ECA Mistress • Morning Assembly Committee • Diamond Jubilee celebration working group and subcommittees	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	enhance students' class spirit. d. Enhancing recognition of students' participation and achievements. e. Conducting alumni sharing to increase the bond among students. f. Further reinforcing a caring school environment, e.g. teachers provide more individual care and support for students and their parents. g. Enhancing students' involvement in the organization of the Diamond Jubilee celebrations.		Assembly schedule • Check records of the Diamond Jubilee celebration working group and subcommittees • Teachers' observation		• All teachers	
	2.3 To help teachers boost their sense of belonging to the school by a. Strengthening new teachers' understanding of our school history and culture through the induction program and mentoring program. b. Organizing staff development activities. c. Further empowering teachers to organize activities (e.g. hiking, cycling and jogging). d. Providing better facilities for teachers.	• New teachers find the induction program and mentoring program useful and supportive. • Better facilities for teachers are provided. • Positive feedback from teachers.	• Check minutes of Staff Development Committee • Check record of the Staff Exco • Observation and feedback from teachers	22-23	• Principal • Vice Principals • Staff Development Committee • An ad hoc committee on providing better facilities for teachers	
3. To foster empathy and	**Conduct a series of programs and activities to help students become**	• Students develop positive values and become more	• Check records of students'	22-23	• Service Learning Team	Life-wide Learning

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
build caring interpersonal relationships at both the peer and community levels	**more caring and develop empathy.** a. Require target participants among F.3-4 students to participate in service learning. b. Teachers discuss related topics in Religious Studies, Life & Society 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. h. Provide information on volunteering opportunities. i. Nurture gratitude towards the school and reciprocal altruism among students. j. Invite alumni to share their social service experience and gratitude	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.	service hours in the 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		• R.S. Dept. • L.S. Dept. • Form teachers • Counselling Team • CYC • VOT • Civic Education Team • Prefects Team • Functional groups & subject panels • Morning Assembly Committee	Grant

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	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 the 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, Flag-raising Squad, Scout, Chinese Language and Literature, Citizenship and Social Development, Chinese History, History, Physical Education, Science subjects, Music etc.) 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.)	• Learning materials or activities related to strengthening national identity are adopted into the curriculum of various subjects and the work plans of functional groups. • Students' sense of national identity is enhanced. • Positive feedback from teachers and students.	• 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	22-23	• MCNE Committee • National Security Education Working Group • Heads of subject panels and functional groups • ECA Mistress	Life-wide Learning Grant and other government funding
5. To promote mental wellness	**5.1 Adopt a whole-school approach** to address students' emotional	• Students' emotional needs are identified and then	• Check records of Counselling	22-23	• Principal	

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

among students and teachers	needs in the new normal.
	a. More time slots and venues will be provided and reserved for form teachers to strengthen bonding with students.
	b. Teachers make use of students' data concerning academic performance, discipline records and extra-curricular activities to support students' personal growth and development.
	  (i) Explore more comprehensive online platforms for data analysis.
	  (ii) Provide training for teachers to handle the data.
	c. Teachers further strengthen the interaction with students through different communication channels.
	d. Invite students to be buddies to help the students in need.
	e. Arrange various kinds of interest classes (e.g. Zentangle, Western calligraphy) to relieve students' stress.
		referred to the relevant parties.
		• Positive feedback from teachers and students.
		• Online platforms are explored, e.g. eClass.
			Team, Discipline Team and ECA Committee
			• Check questionnaire survey
			• Observation and feedback from teachers
					• Vice Principal (Student support)
					• Discipline Team
					• Counselling Team
					• Data Management Team
					• IT Team
					• ECA Committee
					• All teachers	

	5.2 Help students enhance resilience	• Positive feedback from Form teachers	• Check MCNE report	22-23	• MCNE Committee	

Targets	Strategies	Success criteria	Methods of evaluation	Time Scale	People in charge	Resources required
	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. c. Integrate the related elements and positive values into different subject curricula and functional group work plans. d. Implement a comprehensive program entitled Joyful Scheme（「好心情計劃」）for junior form students and parents.	• Students enhance resilience, develop more positive moral values and increase positive energy. • Positive feedback from teachers and student participants of the program「尊重生命，逆境同行」	• Observation and feedback from teachers • Check minutes of subject panels and functional groups • Check Counselling Team records		• Form Teachers • Heads of functional groups and subject panels • Counselling Team	
	5.3 Enhance the mental wellness of teachers a. Organize activities related to mental wellness. b. Improve school facilities (e.g. a cosy common area).	• Positive feedback from teachers	• Check minutes of Staff Development Committee • Staff consultation survey	22-23	• 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
1. Building up the public image of the school via the alumni network To utilize the alumni network so as to encourage more alumni to contribute to TSK	a. Continue to update and make use of the existing database of alumni contacts for communication.	• The database is used for communicating with the alumni to encourage them to participate in school and alumni activities.	• Check records / minutes of Alumni Association	22-23	• Coordinators of Alumni Association	
	b. Arrange homecoming activities for alumni including Diamond Jubilee celebrations, 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.	• 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), Diamond Jubilee celebrations, Walkathon and Speech Day.	• Feedback from alumni in terms of participation	22-23	• 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 Diamond Jubilee celebrations, interviews, students' achievements, etc.	• Articles or videos are published in the mass media and internal publications.	• Check School publications, YouTube channels and Facebook • Check mass media	22-23	• Coordinators of Alumni Association • Person-in-charge of School publications and YouTube channels	
	d. Outstanding alumni will be invited by school publications for interviews. The articles will also be uploaded to the Facebook Page of the TSK Alumni Association.	• Outstanding alumni are invited for interviews. • Articles are uploaded to the Facebook Page of the TSK Alumni Association.	• Check school publications • Check Facebook	22-23	• Person-in-charge of School publications	
	e. To make use of the two YouTube channels (*TSK Video Gallery* and *TSK Recital Studio*) to share school life and display students' musical talents	• Videos are uploaded regularly to the two channels. • QR codes linked to the relevant videos on the YouTube channel(s) are included in the Diamond Jubilee Magazine.	• Check YouTube channels	22-23	• Persons-in-charge of the two YouTube channels	

Annual School Plan (2022-23)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
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 development and facilities of the school via platforms such as the YouTube channel *TSK Video Gallery*	• Videos about the school's latest development and facilities are uploaded. • QR codes linked to the relevant videos on the YouTube channel(s) that showcase school facilities are included in the Diamond Jubilee Magazine.	• Check YouTube channel	22-23	• Campus TV • Teachers-in-charge of *TSK Video Gallery*	
	b. Encourage alumni and parents to make donations to school. c. Continue to explore the possibilities of utilizing online platforms for receiving donations.	• Alumni are encouraged to make donations to the school. • The possibilities of utilizing online donation platforms are explored. Meetings regarding this are convened.	• Check record / minutes of Alumni Association	22-23	• Coordinators of Alumni Association • IT Team • 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.	• F.6 students are nominated and encouraged to be mentors.	• Check recruitment records of Tutoring Program	22-23	• 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.	• More graduates with good results in the HKDSE are willing to help with the Tutoring Program.	• Check recruitment records of Tutoring Program	22-23	• Tutoring Team	

	c. Invite guests (including alumni, parents and others) to share their career or life experience with students.	• Guests are contacted to share their career or life experience at different events.	• Check minutes of Careers Committee and PTA	22-23	• 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.	• Current teachers are notified through email and eApp regarding the Alumni Association activities, and they help to invite alumni to join the activities.	• Check email and eApp	22-23	• Coordinators of Alumni Association	
2.3 To strengthen the Student Mentorship Program	2.3 Conduct the Student Mentorship Program for F.4-5 students	• 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	22-23	• Careers Committee • Alumni Association • 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.	• Entities from the business sector or NGO are approached.	• Check records / minutes of Careers Committee and Service Learning Team	22-23	• Service Learning Team • Careers Committee	

23

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3. Planning for the school's 60th anniversary celebrations 3.1 To encourage participation in celebrating the school's 60th anniversary	3.1 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. b. Promote the school's 60th anniversary celebration activities (e.g. Diamond Jubilee Thanksgiving Service, Open Day, Celebration Dinner and Walkathon) through various social media platforms and in every forthcoming activity.	• Alumni and parents are encouraged to participate in the celebrations at various meetings. • Alumni and parents participate actively in the celebration events. • Celebration activities are promoted on social media platforms, email and different activities.	• Check record of Alumni Association and PTA • Check record of Diamond Jubilee Celebrations Organizing Committee • Check Facebook posts • Check YouTube channels	22-23	• Coordinators of Alumni Association • PTA • Diamond Jubilee Celebrations Organizing Committee	
3.2 To get alumni and parents involved in the promotion of the 60th anniversary	3.2 a. Invite teachers and parents to promote the school's 60th anniversary through their relationship with alumni. b. Enlist the help of former colleagues to contact the senior alumni.	• Alumni are well informed of the 60th anniversary celebration events. • Senior alumni are informed of the 60th anniversary celebration events.	• Check record of Alumni Association	22-23	• Coordinators of Alumni Association • PTA	

Annual School Plan (2022-23)

	c. Organize design competitions (e.g. instant messenger stickers) and ball games for students and alumni. d. Design infographic for the 60th anniversary activities. e. Invite alumni, parents and former teachers to contribute articles and photos for publication of the Diamond Jubilee Magazine.	• The design competition and ball games are held. • The design is completed. • Articles and photos are collected from alumni, parents and former teachers.	• Check the infographic published • Check the Diamond Jubilee Magazine to be published in December 2023		• Art teacher • Diamond Jubilee Magazine Committee	