

Evaluation of Annual School Plan (2019 – 2020)

Major Concern 1: Enhancing Learning and Teaching

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. Enhancing the learning and teaching effectiveness</p> <p>a. To enhance students' motivation to learn and strive for excellence</p>	<ul style="list-style-type: none"> Promote a positive learning atmosphere and academic excellence in school by providing different platforms for students to explore and develop their academic potential Encourage subject panels to collaborate with functional groups to incorporate life-wide learning activities to widen students' horizons and foster an entrepreneurial spirit 	<ul style="list-style-type: none"> About 80% of subject panels have provided different platforms for students' improvement Subject panels / functional groups have implemented collaboration involving life-wide learning among different panels and/or between subject panels and functional groups 	<ul style="list-style-type: none"> Check stakeholders report Check panel minutes, panel / functional group reports and schemes of work Check students' work and assignments Teachers' observation School ECA, prizes and participation record 3-year DLG proposal 	<p>Nearly all subject panels had provided different platforms to enhance learning and teaching effectiveness. Some planned activities were cancelled because of class suspension as a result of the coronavirus pandemic.</p> <ul style="list-style-type: none"> - Chinese: Students were encouraged to take part in the Speech Festival and writing competitions, which were conducted online due to the class suspension. The Chinese Department worked with the Chinese History Department to join external competitions. An inter-class quiz about Chinese and Chinese Culture was cancelled due to class suspension. - English: Students joined the Speech Festival, three external writing competitions and two friendly debates. English Carnival and the joint-school speaking practice were cancelled. - Mathematics: Students joined external competitions such as AIMO and Nanfang International Mathematics Competition. HKMO, Hong Kong Mathematical High Achievers Selection Contest and HKU Enrichment programme were cancelled.

	<ul style="list-style-type: none"> • Set challenging but achievable tasks to instill in students a sense of achievement • Step up gifted education by encouraging more students to join the pull-out programmes to help them strive for excellence • Enhance the learning and teaching of Chinese as a second language • Give recognition and praise where appropriate • Give constructive comments to students taking them to the next higher level 	<ul style="list-style-type: none"> • Students have joined internal / external life-wide learning activities related to the fostering of an entrepreneurial spirit • Students enjoy the challenging tasks and activities • Students have joined activities/courses/competitions related to gifted education to strive for excellence • School-based tailor-made curriculum and lesson arrangement for non-Chinese speaking students • NCS students show learning progress in small steps 		<ul style="list-style-type: none"> - LS: F.4 students joined a fair trade programme and attended two workshops jointly organised with Civic Ed. Team. A video-making competition on organ donation (HKOTF) and a life-wide learning activity to Disneyland were cancelled. - Geography: Students of different forms were invited to join various external activities, namely Geopark School Programme organized by AFCD, Jockey Club – Fluvial Liveliness of Water Gathering Grounds organized by Green Power and field study courses organized by the Caritas Chan Chun Ha Field Studies Centre till Jan 2020. However, activities proposed to be held in the 2nd term were cancelled. - Chinese History: F.3 students joined an external project learning activity and senior form students joined the joint-school mock exam. - CmL: Students joined the Minecraft for History, GirlsSpark2020, YITAA, Code2App and STEM4Girls competitions. Python competition was cancelled. • Subject panels collaborated with other panels/functional groups to incorporate life-wide learning activities to widen students’ horizons. Some planned activities were cancelled due to class suspension as a result of the coronavirus pandemic. - Chinese department, in collaboration with the Religious Department and Christian Fellowship, organized a Book Crossing event in November, 2019.
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		<ul style="list-style-type: none"> • About 50% of students show motivation for learning • About 50% of teachers agree that students show motivation for learning 		<ul style="list-style-type: none"> - The Chinese Department, Chinese History Department, Putonghua Club and the Campus TV organized a large-scale Chinese Cultural Festival, but it was cancelled. Some activities funded by life-wide learning grant were cancelled, including “A walk in Literature 文學散步” and a study tour to Hualian 花蓮 (Taiwan). A Chinese Chess Competition jointly organized by the Chinese Department, Drama Club, Campus TV and Mathematics Society was also cancelled. - English and LS departments jointly organized a cross-curricular project for F.1 students. - English and IS departments jointly organized a project about visiting the Science Museum for F.2 students. - A Micro Bit Smart Plant Growing project for all F.2 students jointly organized by the IS Department, Mathematics Department and CmL Department in the second term was cancelled. - Geography Department collaborated with the Environmental Education Committee to arrange for students to visit the Hong Kong Wetland Park on 30 Dec 2019. Through guided tour and vegetation maintenance work, students’ horizons were widened. - Funded by the life-wide learning grant, the Cultural and STEM study tour to Japan co-organized by the Chinese History Department and IS Department was held in early January 2020. 60 students took part in the tour.
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				<ul style="list-style-type: none"> - Careers Team, English, BAFS and Economics departments nominated 7 students in F.4 & 5 to join a 7-week online entrepreneurship programme provided by EtonX, which aimed at fostering an entrepreneurial spirit. - LS department and VOT jointly organized a life-wide learning activity – War Zone 90 for F.4-5 students. A visit to the High Court and Legislative Council jointly organized by the LS Department and the Civic Education Team was cancelled. - A study tour to Germany in the summer holiday jointly planned by the English, Economics and Science Departments was cancelled. - A Math and Science Trail activity jointly organized by the Science and Mathematics departments was cancelled. - A Robot Car competition organized by the CmL and C&T departments was cancelled. • Other internal / external life-wide learning activities were organized. Some planned activities were cancelled due to class suspension as a result of the coronavirus pandemic. <ul style="list-style-type: none"> - Geography department: <ul style="list-style-type: none"> ▪ OMNIMAX Show "Volcanoes: The Fires of Creation" at the Hong Kong Space Museum on 24 Oct 2019. ▪ Green tour with the elderly on 27 Dec 2019. ▪ Field study courses organized by the Caritas Chan Chun Ha Field Studies Centre on 20-21 Jan 2020.
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				<ul style="list-style-type: none"> ▪ A visit to the Hong Kong Wetland Park on 30 Dec 2019. - Careers Team: <ul style="list-style-type: none"> ▪ Start up your business programme jointly organized with an NGO <ul style="list-style-type: none"> Part 1: Sharing by YouTubers with senior form students in school was conducted successfully. Part 2: Proposal for starting up a business: Only one out of 5 sessions was completed. ▪ Activities jointly organized with the Great Eagle Group which would include sharing, site visits and job shadowing was cancelled. - Economics: ‘TSK Entrepreneur’ was cancelled. - Library Committee: An activity which requires students to read the book ‘The Lion King’, do a book report and then watch the musical was cancelled. • Challenging but achievable tasks were provided by different panels. Some planned tasks were cancelled due to class suspension as a result of the Coronavirus pandemic. - Chinese: A project for F.1 students was jointly organized with the CmL Department. Students were required to use VR to appreciate poems. Challenging tests and enrichment materials were designed to enhance students’ motivation.
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				<ul style="list-style-type: none"> - Mathematics: Junior form students were given chances to attempt DSE questions whereas DSE students studying M2 worked on past HKALE Pure Mathematics papers to train their problem-solving skills and higher-order mathematics skills. In senior forms, bonus mark questions focusing on enrichment topics were included in the final examination. An enrichment project related to STEM was conducted in F.1 elite class. - English: Graded tasks were given to students of all forms. Teachers of higher-ability DSE groups were encouraged to make good use of past AS-UE papers to stretch students' potentials. - Science: More challenging question types were given to junior and senior form students in the elite classes. An investigative project for F.1 students and a project which requires F.2 students to design and make an electrically powered device were cancelled. - Geography: More able junior form students were asked to write in paragraphs with less guidance. F.3 students were assigned to conduct their own fieldwork to investigate the measures against landslides. - LS: Challenging questions were given to more able students in class. Some Chinese terms were given to students in the junior forms. - CmL: Programming skills were introduced in F.1 second term and a VR project presentation was conducted in F.1.
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				<ul style="list-style-type: none"> - Chinese History: Junior form students were given chances to attempt DSE questions. • Students were invited to join activities / courses / competitions related to gifted education to strive for excellence. Some planned activities were cancelled due to class suspension as a result of the coronavirus pandemic. - Two students passed the Hong Kong Academy for Gifted Education (HKAGE) Secondary Mathematics and Secondary English Online Learning Programmes for Screening respectively. Nine F.4-5 students were nominated to join the EDB web-based Learning Courses for Gifted / More Able Students (offered by EDB and HKAGE). The programmes they attended included ‘Earth Science’, ‘Mathematics’ and ‘The Changing Hong Kong Economy’. - Chinese: A public speaking course funded by DLG grant for more able students in the senior form was organized in the first term. The course was a great success. - English: Twenty-five F.4 and F.5 students joined a writing and public speaking workshop organized by the British Council. - Physics: The Physics Olympiad organized by the HKAGE (to be held in early May 2020) was cancelled. - LS: The top 50 F.4 students would be invited to join an enrichment course held in summer.
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				<ul style="list-style-type: none"> - Science: The Young Inventor Competition organized by IMechE Hong Kong Branch, ASME Hong Kong Section, HKIE MMN and Polytechnic University was cancelled. • School-based tailor-made curriculum was designed and lessons were specially arranged for non-Chinese speaking students. Teachers agreed that NCS speaking students showed improvements in small steps. - In addition to allowing non-Chinese speaking students to study mainstream Chinese language courses, small group teaching was also conducted. There were also pull-out learning (抽離學習) and after-school tutorial classes, where teachers could take care of non-Chinese speaking students more effectively and improve their Chinese language proficiency. The NCS students responded positively and found the approaches practical. - In addition to assisting senior form non-Chinese speaking students with the GCE (General Education Diploma Examination) and IGCSE (International General Diploma of Education Examination), they were also taught a variety of other Chinese language topics. Teachers set higher learning goals, provided appropriate courses and help with the aim of improving their language skills, and assisted them in trying to take the DSE. As for the performance, most of the students in Form 4 and Form 5 were serious and devoted.
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				<ul style="list-style-type: none"> - F.6 non-Chinese speaking students were given extra help, such as interview skills, and life planning skills, in learning the Chinese Language. Students agreed that they could apply what they have learned. Teachers pointed out that students were highly motivated to learn Chinese, and could actively participate in classroom discussions. Students were also focused on learning. They could master the content of reading articles and express their opinions through oral presentation. However, the students wrongly applied spoken language features in their writing. They made improvement after being given reminders from teachers. - NCS students were encouraged to join external competitions such as calligraphy competitions. Some students received prizes in the competitions. They were also encouraged to host Chinese cultural activities. - Chinese teachers continued to participate in professional development courses or seminars so as to help them in teaching Chinese as a second language. • Most teachers gave recognition and praise to students where appropriate. They gave constructive comments to students. The constructive comments might push some students to reach the next higher level. - Chinese and English: Encouragement and constructive feedback in writing were given. Post-writing, for example, collective feedback and good samples were given in English.
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				<ul style="list-style-type: none"> - Mathematics and Geography: Students' good work was shown in class during the feedback session, so as to praise the students concerned and illustrate useful skills with concrete examples. - Biology: Good work by junior form students were shown in class. • No statistics from stakeholders report were available due to class suspension. • Teachers agreed that students in general showed motivation for learning. • Way forward: <ul style="list-style-type: none"> - Teachers will continue to enhance students' motivation. - Some activities which are cancelled will be re-organized in the next academic year. - Various kinds of competitions / programmes / courses will be organized to unleash students' potential. - To further enhance the learning and teaching of Chinese as a second language.
b. To cater for the needs of students with weaker academic ability and lower motivation	<ul style="list-style-type: none"> • Incorporate more learning activities to cope with the needs, abilities, learning styles and interests of students • Provide opportunities 	<ul style="list-style-type: none"> • 90% of subject panels have incorporated appropriate learning activities • More students have a sense of 	<ul style="list-style-type: none"> • Check panel minutes, panel reports and schemes of work • Check stakeholders reports • Check APASO 	<ul style="list-style-type: none"> • All subject panels had incorporated appropriate learning activities. - Most subjects: Graded tests, dictation, tailor-made worksheets and various online platforms (Kahoot, Quizlet, Schoology, Nearpod) were used to motivate less able students. More clues and guidelines were given to less able students. - LS, Chinese and English: Pair work, small group

	<p>for success to increase students' sense of achievement in learning</p> <ul style="list-style-type: none"> • Relate classroom materials to things that students are interested in or have experienced • Empower students to develop study skills 	<p>achievement in learning compared with overall HK data</p> <ul style="list-style-type: none"> • About 60% of students agree that teachers have given guidance on study skills, like pre-lesson preparation, graphic organizers, study aids and online resources • 90% of teachers agree that they often teach students study skills. 	<p>reports</p> <ul style="list-style-type: none"> • Teachers' observation 	<p>discussions and role-plays were organized to motivate less able students.</p> <ul style="list-style-type: none"> - Mathematics: Software such as Geogebra, Desmos and 3D-models were used to explain abstract concepts. Relevant resources were put on Schoology for all forms. - Science: More guidelines were given to students to write essays. - Geography: e-Learning activities were used to raise students' interest. - Chinese History: An alumnus was invited to translate some notes for junior NCS students. Some alumni were invited to give tutorials to NCS students. - Rewards such as candies and stickers were given to raise students' motivation. • Statistics from APASO and stakeholders reports were not available due to class suspension. • Based on teachers' observation, students in general enjoyed the activities which helped improve their learning. • Teachers always related classroom materials to things that students are interested in or have experienced. - Chinese: Examples (social issues, songs) are given
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				<p>to help students understand ancient Chinese. Students were invited to set challenging questions for their classmates to answer so as to train their comprehension skills. More able students are asked to help the weaker ones.</p> <ul style="list-style-type: none"> - English: A project was jointly organized with LS department to encourage F.1 students to explore their community and research on the topics they are interested in. - Mathematics: Teachers made use of GeoGebra to design e-Learning materials for students to work on iPad. Students found the tasks easier to complete and could gain a sense of achievement. Questions required higher order thinking skills were designed for more able students as follow-up. - Geography, English and Science: Current issues were used to illustrate some concepts. • All teachers agreed that they often teach students study skills. - Students were guided to do pre-lesson preparation, make use of different study aids and online resources in various subjects. - Mathematics: websites on how to strategically complete M.C. questions and perform mistakes analysis were used in teaching. • As students were often empowered to develop study skills, teachers believed that students should have shown improvement to a certain extent.
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				<ul style="list-style-type: none"> Way forward: <ul style="list-style-type: none"> - Continue to develop more learning materials relevant to students' interests and experience. - Continue to strengthen students' study skills and time management skills.
c. To enhance learning effectiveness and promote IT in education through e-Learning and interactive learning	<ul style="list-style-type: none"> Reinforce peer, and teacher-student interaction Extend and reinforce the practice of incorporating e-Learning, particularly mobile learning, where appropriate Continue the 'bring your own device' (BYOD) in junior forms to facilitate e-Learning and extend it to senior forms wherever needed Utilize Learning Management System to further facilitate interactive learning Enrich subject-based mobile learning and e- 	<ul style="list-style-type: none"> 90% of all departments have incorporated mobile learning / e-Learning where appropriate About 60% of students agree that there is peer, and teacher-student interaction Positive feedback from students and teachers More than 90% of teachers attended mobile learning / e-Learning workshop / sharing 	<ul style="list-style-type: none"> Check stakeholders report Check panel minutes Check e-Services training records Teachers' observation 	<ul style="list-style-type: none"> All departments had incorporated mobile learning / eLearning where appropriate. <ul style="list-style-type: none"> - English / Chinese / LS / History / Chinese History: Both senior and junior forms students used different platforms on iPads for learning, e.g. Nearpod, Kahoot, Schoology, Padlet, Quizlet and Loilonote. - Mathematics: Teachers made use of Schoology, GeoGebra, Desmos and HKEdcity online question bank in teaching. - Science: Kahoot and Quizizz were used in teaching. Google forms were used to draw the experimental data. During class suspension, other means / platforms, such as Zoom, WebEx, iSolution, HKEdCity, Google classroom, eAssessment on eClass, uploading videos onto eClass, YouTube, Google drive, and OneDrive were adopted in different departments. <ul style="list-style-type: none"> - Chinese: Screen recording, Google form, OBS, Padlet were used to assist students' learning during class suspension.

	<p>Learning teaching resource banks</p> <ul style="list-style-type: none"> Organize workshops for e-Learning resources and encourage teachers to attend workshops 			<ul style="list-style-type: none"> - Mathematics: MC exercises were given on iQuiz and HKEdCity for junior and senior students respectively. Positive feedback was received. Videos and PowerPoint slides were uploaded to eClass. Students were asked to upload homework and feedback on eClass. - English: Nearpod, PowerLesson and Socrative were used to enhance the interaction among students, and the interaction between teachers and students. Students were quite attentive. Teachers found the Breakout rooms, a feature on Zoom, useful in teaching speaking. Teachers also found using online lessons effective in going over assignments or conducting pop quizzes. - Geography: eClass exercises were used to check the presence and understanding of the students during live lessons. For senior forms, self-learning packages, including notes, videos, online materials and quizzes were uploaded on Facebook. This was useful for smaller classes. Also, the online MC questions on HKEdCity were used for consolidation. - Chinese History: Tests and exercises were given using Google forms. • Teachers agreed that uploading videos and teaching materials for students' self-learning before giving live lessons to clarify abstract concepts was effective.
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				<ul style="list-style-type: none"> • Whether the live lessons are effective depends on students' self-discipline. To encourage senior form students to be more attentive, teachers kept asking questions or asked students to submit follow-up exercises after the live lessons. Teachers might also need to do follow-up work such as making phone calls to parents and students. Some technical problems might arise especially when using multiple platforms in a live session. • All departments agreed that they had enriched subject-based mobile learning and an e-Learning resource banks. • More than 90% of teachers attended e-Learning workshops and benefitted from the sharing of other teachers. <ul style="list-style-type: none"> - Workshops on learning how to use VR, Zoom and WebEx were organised for all teachers. - Mathematics, Science and Geography: Micro Bit Smart plant workshop was organized. - Mathematics: Sharing on e-Learning was carried out in panel meetings. • No statistics from stakeholders reports were available due to class suspension. • There was positive feedback from both teachers and students. For example, students were guided to visualize abstract concepts in an easier way.
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				<ul style="list-style-type: none"> • Way forward: <ul style="list-style-type: none"> - e-Learning will become an important component of our mode of learning/teaching. Teachers will continue to explore new platforms to enhance interaction with students through e-Learning. - Organize more workshops on e-Learning for teachers.
d. To further enhance students' self-directed learning strategies	<ul style="list-style-type: none"> • Further incorporate e-Learning, where appropriate, in designing self-directed learning activities • Encourage self-directed learning through various learning activities such as presentation, projects and group work • Invite high-achieving past students of different streams to share their study habits with NSS students • Further make use of Learning Management System to facilitate self-directed learning 	<ul style="list-style-type: none"> • Positive feedback from students and teachers • 80% of teachers agree they encourage self-directed learning through various learning activities such as presentation, projects and group work • About 50% of students agree they can apply self-directed learning strategies 	<ul style="list-style-type: none"> • Check stakeholders report • Teachers' observation • Check students' work and assignments 	<ul style="list-style-type: none"> • E-Learning was incorporated in designing learning activities. • Over 80% of teachers agreed they encouraged self-directed learning through various learning activities such as presentation, projects and group work. <ul style="list-style-type: none"> - Links, notes and PowerPoint slides were given to students before live lessons as pre-lesson preparation in various subjects such as Mathematics, IS and Biology. - English: Articles would be shared before live lessons, and quizzes would be used to test students' understanding during live lessons. A feedback session after the quizzes would be used for reinforcement. - Mathematics: Students could choose different levels of questions on HKEdCity platform based on their needs. - LS: Case studies to find causes, effects and solutions to issues were conducted.

				<ul style="list-style-type: none"> - Geography: F.3 students were required to do case study reports and Form 4 students had to learn basic fieldwork skills on their own and quizzes were used to check their understanding after self-learning. - IS: Projects involving scientific investigation and designing devices using science concepts were cancelled. • No statistics from stakeholders reports were available due to class suspension. • High-achieving past students of different streams were invited to share their study habits with NSS students. The feedback was satisfactory. - English and LS: Alumni were invited to share their experience on how to prepare for DSE. - Chinese: Alumni with good speaking performance conducted speaking practice with the current students. - Chinese History: Alumni were invited to give guidance and inspiration to more able students. - Economics: Alumni were invited to give guidance and inspiration. • Various departments have further made use of learning management systems, such as eClass and Schoology to facilitate self-directed learning.
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				<ul style="list-style-type: none"> Way forward: Continue to use various platforms and learning management systems for learning and assessments.
e. To further enhance teaching effectiveness	<ul style="list-style-type: none"> Share among teachers effective teaching strategies and values through structured and unstructured means, such as staff development programmes, sharing sessions, workshops or online resources Encourage peer learning among teachers through different means, such as subject-based collaboration, cross-subject collaboration and class visits or lesson planning 	<ul style="list-style-type: none"> Positive feedback from teachers About 90% of teachers have taken part in sharing and/or peer learning 	<ul style="list-style-type: none"> Check panel minutes Check Staff Development Committee minutes Check peer observation forms Check TCPD record 	<ul style="list-style-type: none"> Formal and informal sharing among teachers on effective teaching strategies and values was conducted. <ul style="list-style-type: none"> - Sharing was done in panel meetings and department meetings in various subjects. In Mathematics, LS and English, teachers would discuss e-Learning strategies and share teaching materials in WhatsApp groups. - On the First Staff Development Day on Nov 1, 2019, an activity about service learning and enhancing students' moral values was conducted. Formal class visits were cancelled due to class suspension. Teachers had conducted informal peer sharing and class visits for development purpose. Subject-based collaboration was conducted in Chinese and Mathematics. <ul style="list-style-type: none"> - Chinese: Teachers discussed various useful ways to further enhance teaching effectiveness. In addition, teachers also focused on how to help non-Chinese speaking students in learning Chinese effectively. - Teachers agreed that sharing allowed them to focus on the actual classroom teaching, bringing together their expertise and ideas to enhance the quality of teaching and to establish a culture of mutual communication.

				<ul style="list-style-type: none"> • Cross-subject collaboration was implemented by English and LS in this year's F.1 project. • Way forward: Continue to use various platforms to share effective learning strategies to improve learning and teaching.
f. To keep track of students' academic performance and adjust teaching strategies accordingly	<ul style="list-style-type: none"> • Use the eClass Student Data Analysis tool to trace the academic performance of students after the first term and final examinations, and to predict the HKDSE results of F.6 students • Adjust teaching strategies based on the results of analysis where appropriate 	<ul style="list-style-type: none"> • Data analysis is carried out by using the eClass Student Data Analysis tool • Teachers have made use of the results of analysis to adjust teaching strategies where appropriate • Positive feedback from teachers 	<ul style="list-style-type: none"> • Check results of data analysis • Check panel minutes 	<ul style="list-style-type: none"> • Most departments have made use of the Student Data Analysis tool to trace the academic performance of students and adjusted the teaching strategies accordingly. <ul style="list-style-type: none"> - Students' performance across the form can be traced, compared and analyzed. Teachers found it convenient as statistical analyses can be generated automatically. The statistical analyses can be used to adjust teaching strategies and predict public examination results. • Some teachers were not familiar with the Data Analysis tool and more time is required for teachers to further explore the different functions of the tool. • Some bugs were discovered in the system and BroadLearning would try to remedy the problems. • Way forward: <ul style="list-style-type: none"> - To further promote the use of the data analysis tool - After fixing the bugs, the core subjects in senior forms will have group-based, instead of class-based, data analysis.

<p>g. To promote “Reading to Learn” and “Language across the Curriculum”</p>	<ul style="list-style-type: none"> • Further explore different ways in using the reading grant to promote students’ reading habit • Include short, student-conducted news or book sharing during the morning reading session with the reading invigilators acting as facilitators • Encourage teachers to stimulate students’ interest in reading reference books, novels, fictions, multimedia resources, etc and to promote reading across curriculum • Implement collaboration between the English department and other departments to promote language across curriculum • Include various types of book sharing in the morning sessions 	<ul style="list-style-type: none"> • Subject panels have explored various means to use the reading grant • Collaboration between the English department and other departments to promote language across curriculum has been carried out • About 50% of students show interest in reading • Positive feedback from students • All teachers have done sharing in the morning reading session 	<ul style="list-style-type: none"> • Check stakeholders report • Check Library Committee minutes • Check panel minutes 	<ul style="list-style-type: none"> • Different ways in using the reading grant to promote students’ reading habit were further explored. <ul style="list-style-type: none"> - The Reading Grant was used by the Library Committee to conduct a talk on “Popular Science” on Oct 30, 2019. - The Chinese Department bought inspirational books for students. The books allowed students to broaden their horizons from readings on different topics and materials of different nature. - A Book Crossing event was organized by the Chinese, Religious Department and Christian Fellowship. • Collaboration between the English department and other departments to promote language across curriculum had been carried out. <ul style="list-style-type: none"> - A word list was given to students to prepare for the Spelling Bee competition, which was cancelled due to classes suspension. • Short, student-conducted news or book sharing during the morning reading sessions was conducted. <ul style="list-style-type: none"> - Chinese History: Class visits were made by senior forms students to promote good reading habits during the reading session. - English Society: Making of book sharing videos to be shown during the reading sessions was cancelled.
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	<ul style="list-style-type: none"> Organize book talks and exhibitions 			<p>- The Library Committee and the Moral and Civic Education Committee jointly organized a sharing session in which F.3 mentors shared about reading books or magazines in the F.1 Mentoring Program. This activity received positive feedback from teachers, mentors and mentees.</p> <ul style="list-style-type: none"> In the first term, over 90% of teachers had done sharing in the morning reading sessions. No statistics from stakeholders reports were available due to class suspension. Based on teachers' observation, students still need to be encouraged to read more books. Way forward: Continue to promote a reading culture, reading to learn, and language across the curriculum.
<p>2. Curriculum design</p> <p>a. To put more emphasis on generic and/or higher-order thinking skills training</p>	<ul style="list-style-type: none"> Review the teaching content of junior form curricula to continue the emphasis on in-depth discussion and thinking skills training Reinforce the higher-order thinking skills in senior forms 	<ul style="list-style-type: none"> 70% of panels have continued the emphasis on in-depth discussion and thinking skills training 60% of students agree that teaching is inspiring 	<ul style="list-style-type: none"> Check schemes of work, panel minutes and annual reports Check stakeholders report Teachers' observation 	<ul style="list-style-type: none"> Most panels have reviewed the teaching content of the junior form curricula to include higher-order thinking skills training. - Chinese: Junior form students learned analytical skills which would be tested in the examination. Senior form students learned to analyze philosophical concepts and debating skills. - English: Curriculum and textbook materials were tailored to help students adapt to the DSE curriculum. A set of reading skills notes was designed for junior forms.

		<ul style="list-style-type: none"> • Positive feedback from students 	<ul style="list-style-type: none"> - Mathematics: Questions requiring higher-order thinking skills would be included in the final examination for students to score bonus marks. For stronger classes, level 3 (cross-topic) questions were covered. - LS: The curriculum in junior forms is pitched at an entry-level that focuses on basic examination skills and analytical skills. - Chinese History: The curriculum of junior forms had been updated. It focuses on developing students' critical thinking skills and sourcing information rather than reciting facts. - Science: Students had learned unifying concepts in F.1 and F.2 to prepare them to develop high-order thinking skills. Graphical skills and question analysis skills were introduced in senior forms. - Geography: Students were trained to analyse information in different formats and make inferences from it. Higher-order thinking skills, especially evaluation skills, were reinforced in upper forms. - History: Students were guided and trained to analyze and interpret different types of written and non-written historical sources. High-order thinking skills were further reinforced in senior forms. • No statistics from stakeholders reports were available due to class suspension. Students were able to follow the guidance from teachers and some students showed improvement in their thinking skills.
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				<ul style="list-style-type: none"> Way forward: Continue to emphasize the development of generic and higher-order thinking skills.
<p>b. To further develop the Technology Education curriculum by strengthening STEM Education</p>	<ul style="list-style-type: none"> Further enrich STEM Education through collaboration between CmL and D&T / C&T / Science / Geography in junior forms Collaborate between CmL and other departments in using VR in education Strengthen CmL junior form curricula to incorporate more STEM elements Set up a STEM room Encourage students to join competitions related to STEM education Organize training for teachers 	<ul style="list-style-type: none"> Cross-curricular collaboration involving CmL and other subjects is enriched A STEM room is set up Students have joined competitions related to STEM education Appropriate training has been organized 	<ul style="list-style-type: none"> Check schemes of work, panel minutes and annual reports 	<ul style="list-style-type: none"> Cross-curricular collaboration involving CmL and other subjects was enriched. <ul style="list-style-type: none"> The Chinese department, in collaboration with CmL Department, encouraged students to use AR in their Chinese projects. Through the design and coding programme run by the CmL department, junior form students were able to put knowledge learnt into practice by creating their robot cars and other devices in C&T lessons. STEM generic skills (simple computer programming language, logic, mathematical skills) were covered in CmL lessons in junior forms. Components such as AI and virtual reality were included in F.1 syllabus. STEM elements were incorporated in different subjects. <ul style="list-style-type: none"> Mathematics: STEM components were planned to be included in F.1 and F.2 elite classes. Chinese History: VR was used to let students see the terracotta warriors. A STEM room would be set up in the summer holiday. Students were encouraged to join competitions, such as App inventor, Python and Minecraft related to STEM education.

				<ul style="list-style-type: none"> • Training and workshops, such as Micro Bit Smart plant workshop, workshops on how to operate VR, Zoom and WebEx, intensive training programme on STEM education were organized for Science, CmL and Mathematics teachers. • Way forward: Continue to include more collaboration with various departments such as CmL, Science, Mathematics, Visual Arts, D&T (F.1,2) and C&T (F.3) to train students in STEM education.
c. To strengthen values education and Basic Law education	<ul style="list-style-type: none"> • Instill the positive values into the formal curriculum • To strengthen students' understanding of the Basic Law through various relevant topics in LS , Chinese History, History and Geography 	<ul style="list-style-type: none"> • About 70% of departments have incorporated values education into the formal curriculum • Students' understanding of the Basic Law has been strengthened 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Teachers' observation 	<ul style="list-style-type: none"> • About 70% of departments had incorporated positive values education into the formal curriculum. - Chinese: Teachers incorporated moral and affective values into the teaching of the language; positive values were promoted through reading and listening materials, or sharing of teachers' experience. - English: Reading skills on differentiating between facts and opinions were taught. - Positive values were also incorporated into various topics. <ul style="list-style-type: none"> ▪ LS: Fostering a healthy relationship with one's family and friends ▪ CmL: How to process information ▪ Chinese History: Conservation of cultural heritage ▪ History: Importance of family and filial piety ▪ Mathematics: Tax responsibilities of citizens

				<ul style="list-style-type: none"> ▪ Biology and Geography: Importance of environmental conservation ▪ Economics: Being a responsible citizen <ul style="list-style-type: none"> • Students' understanding of the Basic Law was strengthened through various relevant topics. <ul style="list-style-type: none"> - Civic Ed: An inter-class Basic Law competition was organized but only phase one was completed due to class suspension. - LS: Hong Kong Today (The Government and I) in F.4 and National identity in F.5 - Chinese History: The Opium War, the establishment of People's Republic of China in 1949 and the Reform and Opening-up in 1979 - History: The historical background to the signing of the Sino-British Joint Declaration and introduction of the Basic Law - Geography: Teachers were not able to cover the knowledge of the Basic Law because the related modules were not chosen to be taught in junior forms due to the tight teaching schedule. • Way forward: Continue to organize activities to promote values education and moral education.
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<p>d. To reinforce the learning of Chinese history and Chinese culture</p>	<ul style="list-style-type: none"> • Reinforce foundation knowledge and develop values to allow students to understand more about China and Chinese culture through formal lessons and various activities 	<ul style="list-style-type: none"> • Students have a better understanding of Chinese history and Chinese culture 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Teachers' observation 	<ul style="list-style-type: none"> • Students had a better understanding of Chinese history and Chinese culture. <ul style="list-style-type: none"> - Chinese: Through teaching S4 elective units and cultural topics as well as organizing different activities such as book crossing activities, foundation knowledge was reinforced and values were developed. NCS students also joined a calligraphy competition organized by HKU. The Chinese Cultural Festival was cancelled due to classes suspension. - Chinese History: Book sharing and a study tour to Japan were organized. Students learned more about the relationship between Chinese and Japanese cultures through the tour. - LS: Students learned more about Chinese culture through modules such as “An overview of the life of urban and rural residents”. - Careers: F.5 students visited different ancient buildings by joining a programme called ‘Young Architect’ organised by Hang Lung Group. • Way forward: Continue to organize activities to enhance students' understanding of Chinese history and Chinese culture.
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Major Concern 2: Character Formation

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<ul style="list-style-type: none"> • Conduct the goal-setting program (compulsory for F.3-4 students). <ol style="list-style-type: none"> a. Keep the individual goal-setting activities and provide more guidelines for teachers to remind students: - <ol style="list-style-type: none"> (i) to set specific and measurable goals for academic performance, extra-curricular participation and moral development (e.g. perseverance, commitment, care for others and doing community service); and (ii) to think up practical ways to achieve their goals. 	<ul style="list-style-type: none"> • Students' self-motivation is enhanced through the goal-setting activities, and by teachers reminding them to refer to their personal goals in Student's Handbook and do self-reflection. • Values education is strengthened through goal setting and the revised reading materials provided. 	<ul style="list-style-type: none"> • Students' self-evaluation • Teachers' observation 	<ul style="list-style-type: none"> • Students' self-motivation for learning was enhanced through the first goal-setting activity in October 2019. However, the adjustment and evaluation activities in the second term were cancelled due to class suspension as a result of the coronavirus pandemic. <ol style="list-style-type: none"> a. Most students set specific and measurable goals while some F.3 students tended to set short-term goals. More guidance from Form teachers was thus needed to broaden students' horizons. b. The revised reading materials and guidelines provided in the reading session the day before the activity were said to be useful in helping students set goals. c. Using Student's Handbook for goal setting was regarded as appropriate and effective. d. Teachers reminded students to do self-reflection and gave them individual comments. Students felt cared for individually by teachers. e. From the reading materials and with the guidance of Form teachers, values education was strengthened; students were reminded to cherish what they have and stay positive.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<p>b. A new set of materials will be designed for F.4 students.</p> <p>c. Reserve pages in Student's Handbook for student's personal goals.</p> <p>d. Teachers remind students to do self-reflection.</p> <p>e. Help students to identify their own personal core values / what is important in their life.</p> <ul style="list-style-type: none"> • Organize a motivation enhancement scheme for junior form students with low motivation for learning, and instill positive values in them (e.g. commitment, self-discipline, responsibility, reciprocal altruism and respect for others). 	<ul style="list-style-type: none"> • The self-esteem and self-motivation of the participants are enhanced. • Positive values are strengthened. 	<ul style="list-style-type: none"> • Check findings of questionnaire to participants • Teachers' observation 	<p><u>Way forward:</u></p> <ul style="list-style-type: none"> • More guidance from Form teachers is needed to help students, especially F.3 students who are less mature to set long-term goals. • It was suggested the element of resilience be added to the goal-setting activities. <ul style="list-style-type: none"> • The scheme held in the summer holidays was cancelled in order to reduce the risk of coronavirus infection and safeguard students' health. <ul style="list-style-type: none"> - Helpful support was provided by Caritas in previous years. The activities in the scheme were well-received by students and much appreciated by parents. It was hoped that the scheme would be organized again next year. - The social service element was found particularly motivating. It was suggested that the scheme will become a regular activity for students so that they will subsequently have a stronger sense of ownership.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<ul style="list-style-type: none"> Strengthen values education (e.g. respect for others, perseverance and care for others) through acknowledging students' academic achievements, learning attitude, effort, and other kinds of achievements. Explore opportunities for quality physical and aesthetic education to nurture students' confidence, perseverance and aesthetic appreciation. 	<ul style="list-style-type: none"> Students' academic achievements, learning attitude, efforts and other kinds of achievements are acknowledged, thus their self-esteem is further enhanced and self-motivation for learning is boosted. More opportunities for quality physical and aesthetic education are provided for students to nurture their confidence, perseverance and aesthetic appreciation. 	<ul style="list-style-type: none"> Check 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 	<ul style="list-style-type: none"> Values education was strengthened through acknowledging students' academic achievements, learning attitude, effort and other achievements. (Some examples are listed below.) Their self-esteem was further enhanced and self-motivation for learning was boosted. <ul style="list-style-type: none"> Reports provided by the Chinese Online learning platform 看看中文網 were used to motivate students to strive for better performance. Students discussed among themselves and were interested in taking part in the mini contest. Values education (e.g. filial piety, respect for others and perseverance) was included in the NSS electives of the Chinese Language. Christian values were strengthened through Religious Studies (R.S.) lessons and self-directed learning. Students took the initiative to do self-reflection. Positive social values (e.g. respecting human rights, the rule of law and equality) were introduced in various Civic Education activities. A counselling activity that encouraged students to write gratitude cards to parents was carried out in January 2020. Sportsmanship was enhanced through house activities. Students were trained to serve others and be good leaders.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<p>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.</p>			<ul style="list-style-type: none"> • More opportunities for quality physical and aesthetic education were explored to nurture students' confidence, perseverance and aesthetic appreciation. This also enhanced students' self-esteem and boosted their self-motivation for learning. <ul style="list-style-type: none"> - Students won the certificates of merits among 300 competitors in the photography competition entitled '觸動眼球·關愛有禮' with the theme of 'respect and tolerance', 'caring', 'responsibility', 'politeness' and 'character'. - The 'Focus Band' (a band of music lovers with intellectual disabilities supported by Hong Chi Association) held a music performance for all students. Both teachers and students enjoyed the concert and had more understanding about the intellectually disabled. - Students participated in a drama competition with the visually impaired. <p>Due to prolonged class suspension in the second term, other activities were cancelled. More opportunities for quality physical and aesthetic education will be explored and provided for students in the coming year.</p> <p>a. The experience sharing activities were cancelled due to class suspension as a result of the coronavirus pandemic. They will be conducted again next year.</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<p>b. Display students' achievements (e.g. certificates, photos and trophies) in their classrooms and on school campus. More display cabinets will be designated for this purpose.</p> <p>c. Announce students' achievements and tell their success stories through various means such as the school website and the PA system.</p> <p>d. Arrange a platform (e.g. TSK Square) for students to showcase their talents and boost their confidence in public speaking / performance. Students may put on various forms of performances on their own initiative.</p>			<p>b. The display of students' achievements in their classrooms and on school campus (e.g. certificates, photos, medals and good work of students) proved to be very effective for students to get appreciated. More display cabinets were installed for displaying trophies at the school entrance and other areas on campus. This helped to enhance the school reputation and students' self-esteem.</p> <p>c. Announcements of students' achievements were made via channels such as the PA system and school website (News Updates). Students' outstanding performance in external competitions was announced through e-App; teachers found this practice helpful as they could praise students and give them encouragement when they saw them on school campus. Moreover, outstanding videos were broadcast on the plasma TV at the covered playground during lunchtime.</p> <p>d. The activity was cancelled due to prolonged class suspension from February to May 2020 as a result of the coronavirus pandemic. It will be organized in the coming year.</p> <p><u>Way Forward:</u></p> <ul style="list-style-type: none"> • It was suggested that the old trophies be relocated to the History Gallery to free up space for new trophies.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<ul style="list-style-type: none"> • Help students learn to take responsibility for their own learning. a. Invite teachers or guest speakers (including alumni) 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, especially junior form girls, to share in class. 	<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. • Positive feedback of students to the performers 	<ul style="list-style-type: none"> • Check morning assembly record • Teachers' observation • Students' feedback 	<ul style="list-style-type: none"> • Students were guided to take responsibility for their own learning. <ul style="list-style-type: none"> a. Teachers, school social workers, alumni and guest speakers were invited to share their experience in learning in the morning assembly. The topics included 'Developing Good Habits' (students were encouraged to take the initiative to manage their learning and make self-improvement), religious experience sharing and book talk. There was also careers path sharing by five alumni in an extended Form-teacher period. Students found the sharing inspiring and useful. Other sharing activities were cancelled due to prolonged class suspension from February to May 2020 as a result of the coronavirus pandemic. b. Students appreciated the guidance and continuous encouragement from teachers both inside and outside the classroom, and this enhanced their mutual understanding. E-sharing of good work among students was also recommended. <ul style="list-style-type: none"> - The Principal and teachers sent out words of encouragement via WhatsApp groups and other class-based communication channels to encourage students to face the difficult times during class suspension. In particular, they gave greetings cards and small gifts to F.6 students to encourage them to work hard for the HKDSE Examinations. - In some classes, male students instead of female students needed more encouragement. Giving them encouragement in various forms, (e.g. on memo notes) was considered useful.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>	<ul style="list-style-type: none"> • Provide various in-depth life planning education programs for students at different levels and empower them to set their life/career goal(s). 	<ul style="list-style-type: none"> • Various in-depth life planning education programs are provided for students at different levels to empower them to set their life/career goals and to develop the required skills. • Positive feedback from teachers, students and parents. 	<ul style="list-style-type: none"> • Check Careers Committee's report 	<ul style="list-style-type: none"> - Some less active students were encouraged to participate in external activities, e.g. Speech Festival. - Form teachers selected less outgoing students to take up different posts in class, such as Class Librarian and member of the Class Committee. - More junior form students were recruited as helpers in school functions such as Speech Day, Parents' Day and F.1 Information Day. This helped to enhance their self-esteem and sense of achievement. • Various in-depth life planning education programs were provided for students at different levels. <ul style="list-style-type: none"> - The F.1-3 School-based Careers and Life Planning (CLP) activities were conducted in Oct 2019. Due to class suspension, the second phase was cancelled. - The F.4-5 Life Planning activities based on the booklet 'Careers Mapping' were conducted in Oct 2019. The second phase was cancelled due to class suspension. - All F.1 students attended the Self-understanding Workshop arranged by social workers from St. James' Settlement. - The F.4-6 students joined various activities organised by different parties: <ul style="list-style-type: none"> ➤ (F.6) JA Future Skills Workshop organized by Bloomberg in September 2019 ➤ (F.6) JUPAS Sharing Session by alumni from September to November 2019 ➤ (F.5) Heng Lung Young Architecture Program from September 2019 to May 2020 (It became an online program from March to May 2020.)

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To further enhance students' self-esteem and boost their self-motivation for learning</p>				<ul style="list-style-type: none"> ➤ (F.4-5) Towngas CLP Talk on Interview Skills in October 2019 ➤ (F.4) Entrepreneurial Spirit Talk sponsored by UBS in Nov 2019 ➤ (F.4-5) 20 students joined Towngas Careers in Nutshell Program – 3 workshops and firm visit were conducted in November and December 2019. Due to class suspension, the remaining 3 were postponed. ➤ (F.6) University Interview Skills Workshop and Mock Interview Session in December 2019 ➤ (F.5) Start-up your Business Program, UBS – the first session was conducted in January 2020. Due to class suspension, the remaining 3 sessions were cancelled. ➤ (F.5) Career Live (simulation game funded by Life Wide Learning) in January 2020 ➤ A life planning small group activity was arranged for F.3 SEN students. They found the individual guidance and support for them helpful. ➤ Life planning education and simulated job interviews were provided for F.6 non-Chinese speaking students. They found it challenging but useful. - Other CLP activities were cancelled because of prolonged class suspension as well as to reduce the risk of coronavirus infection and safeguard students' health. They will be provided for students next year. • There was positive feedback from teachers, students and parents. Students thought the in-depth life planning education programs were useful and could empower them to set their life/career goals.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions</p>	<ul style="list-style-type: none"> • Help students further improve their time management skills and advise them to spend less time on electronic devices. a. Convey the message through various means, such as the Principal's sharing, Form teachers' guidance, talks, articles from alumni or senior students, and other reading materials. b. Teachers provide individual advice for problem students and their parents. 	<ul style="list-style-type: none"> • Students further improve their time management skills and are willing to spend less time on electronic devices. • Students' positive feedback on articles. • A positive and serious learning attitude towards both studies and ECA is instilled into students. 	<ul style="list-style-type: none"> • Observation from teachers • Students' feedback • Check morning assembly record • Check minutes of MCE Committee 	<ul style="list-style-type: none"> • Students were provided with chances to learn about time management. It was hoped that they would further improve their time management skills and have a more positive and serious learning attitude. a. - Quality talks on time management were given in the morning assembly as well as during Form teacher periods by teachers, guest speakers and alumni. Students were inspired by their sharing. The topics included (i) Developing Good Habits, (ii) Time Management & Preparations for Examination, (iii) Internet Addiction & Mental Health, and (iv) Preparations for Public Examinations. <ul style="list-style-type: none"> - Reading materials on time management were given to F.3-4 students before the goal-setting activity. - Students were reminded by the Principal and teachers from time to time not to spend too much time on electronic devices. - Junior form students were guided to plan their time for exam preparations and equipped with study skills in three Form teacher periods organized by the Counselling Team. - A talk for F.4 students by the School Educational Psychologist was cancelled due to class suspension as a result of the coronavirus pandemic. The talk will be arranged again next year. b. - Teachers often contacted the problem students and their parents to give them advice. <ul style="list-style-type: none"> - There was close interaction between parents and teachers (both form teachers and subject teachers),

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions</p>	<p>c. Teachers provide students with more guidance and encouragement, e.g. asking students to make good use of the monthly calendar in the Student's Handbook for better time planning.</p> <p>d. Help F.5 students manage or prioritize their time spent on studies, duties and ECA, e.g. further strengthen the element of time management in the Leadership Training Camp.</p> <p>e. Incorporate time and life management topics in Religious Studies and Liberal Studies lessons for positive character formation.</p>		<ul style="list-style-type: none"> • Check program of Leadership Training Camp • Check Scheme of Work of R.S. and L.S. Departments 	<p>e.g. team coaches kept close contact with parents, and teachers called parents to give them positive feedback. Parents appreciated teachers' effort in getting them informed of their children's behavior and learning.</p> <p>c. - A new design of the Student's Handbook was proposed by the Student Association: monthly calendars were added. The addition was well-received by students. The same design will be adopted next year.</p> <ul style="list-style-type: none"> - Reminders about time management were given by subject teachers before exams. - It was observed that teachers provided guidance and support for students whenever necessary. <p>d. F.5 students were guided to manage or prioritize their time spent on studies, duties and ECA through various activities.</p> <ul style="list-style-type: none"> - A talk entitled 'Prepare for the New Challenge' was conducted in early September 2019. - The element of time management was further strengthened in the Leadership Training Camp. - ECA student leaders were given training and guidance on time management. <p>e. For positive character formation, topics related to time and life management were incorporated in L.S. lessons (F.1: Time Management & F.4: Personal Development). Values education about time management was incorporated in F.2 & F.4 R.S. lessons.</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions</p>	<p>f. Publish articles written by achievers in the school press.</p> <p>g. Adopt a whole-school approach to instill a positive and serious learning attitude into students, e.g., collaboration between academic panels and functional groups.</p>		<ul style="list-style-type: none"> • Check school press • Check minutes of academic panels and functional groups 	<p>f. The 2nd issue of the school press was cancelled due to prolonged class suspension in the second term. Articles written by achievers will be published next year.</p> <p>g. A whole-school approach was adopted to instill a positive and serious learning attitude into students.</p> <ul style="list-style-type: none"> - A book talk was conducted by Dr Eddy Lee Wai Choi in a morning assembly in late October 2019. - There was collaboration between academic panels and functional groups. For example: <ul style="list-style-type: none"> ➤ The Reading Sharing by F.3 mentors in the F.1 Mentoring Program was jointly organized by the Moral and Civic Education (MCE) Committee and Library Committee. This activity received positive feedback from teachers, mentors and mentees. ➤ Students' participation in the training of BOCHK Schools Sports Volunteer Scheme: joint effort by the PE Department and Community Service Working Group - Students were encouraged to pair up during the class suspension period so as to help or remind each other to hand in e-assignments or attend real-time online lessons. - A 'Joyful' day camp was arranged for selected F.1 and F.2 students who were identified to be in need of further support (academic and emotional) as reflected in a questionnaire completed before. However, a series of 'Joyful' activities designed for the 20 students and their schoolmates were cancelled due to prolonged class suspension in the 2nd term as a result of the coronavirus pandemic.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions</p>				<ul style="list-style-type: none"> - Good videos produced by the Campus TV were broadcast at the covered playground to instill a positive and serious learning attitude into students. - Under the TSK Athletes Academic Enhancement Scheme for prospective F.6 students, sports team members who could not meet the academic requirements had to appeal to the school by drafting action plans for better managing their time before they could take part in any inter-school competitions in F.6. - Some activities were not carried out due to social incidents and prolonged class suspension from February to May 2020 as a result of the coronavirus pandemic. For example: <ul style="list-style-type: none"> ➤ Inter-house Quiz Competition (collaboration between various subject panels and the House Committee) ➤ Talk on study skills for F.4 ➤ Project A for F.1-2 (after-school study groups helped by senior form students) ➤ Rocket Car Competition ➤ English Carnival ➤ Visit to the Legislative Council (organized by the L.S. Department & Civic Education Team) <p><u>Way forward:</u></p> <ul style="list-style-type: none"> • Selected activities will be organized for students next year.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions</p>	<p>h. Form study groups or pair students up as study buddies with teachers' encouragement, which helps strengthen values education (e.g. care for others, commitment and mutual respect).</p> <ul style="list-style-type: none"> - F.1 (through F.1 Mentoring Program) - F.2–6 (encouraged by Form Teachers and subject teachers of the NSS electives) - Revise MCE materials: placing emphasis on forming study groups and its advantages. 	<ul style="list-style-type: none"> • Students find that study groups / buddies can help them with their studies. • F.3 mentors learn to treat others with more care and respect, and develop a stronger sense of commitment. 	<ul style="list-style-type: none"> • Check findings of the questionnaire to F.1 students • Teachers' observation 	<p>h. Study groups were formed in the hope of helping students with their studies. Positive feedback was received from both students and teachers.</p> <ul style="list-style-type: none"> - Some F.1 students took the initiative to form study groups themselves and study together in the library. - F.1 study groups were formed through the F.1 Mentoring Program. Each F.3 mentor took care of three to four F.1 students in the group. For example, in a form-teacher period in November 2019, F.3 mentors shared their learning experience with F.1 students and gave them advice on how to make a revision timetable before the First Term Exam. The F.1 participants found the activity useful in helping them achieve better academic results, while the F.3 mentors got the experience in learning to treat others with more care and respect, and also developed a stronger sense of commitment. - Some short-term study groups were voluntarily formed. - Some senior form students took the initiative to form study groups. - Under the guidance of Form Teachers, students were making progress. - Teachers shared their experience in forming study groups to inspire students to form theirs. <p><u>Way Forward:</u></p> <ul style="list-style-type: none"> • To reinforce the practice of forming study groups and having more academic dialogues among students, it was suggested the school try to provide some public venues for students to study together after class.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions</p>	<ul style="list-style-type: none"> • Help students channel their efforts made in external competitions into academic studies. a. Students and alumni with non-academic achievements share their learning experience in the morning assembly, with emphasis on making effort, development of correct moral values and making good use of time. b. Include articles of related topics in School Press. c. Broadcast programs about people channelling their efforts in competitions into academic studies. 	<ul style="list-style-type: none"> • A positive and serious attitude towards both studies and ECA is instilled into students. • Students have a sense of ownership of learning in both studies and ECA, and take responsibility for their own decisions. 	<ul style="list-style-type: none"> • Teachers' observation • Students' feedback • School Press • Broadcast record of Campus TV 	<ul style="list-style-type: none"> • Due to prolonged class suspension from February to May 2020 as a result of the coronavirus pandemic, the following strategies could not be adopted this year. <ul style="list-style-type: none"> a. Alumni sharing could not be carried out. b. The second issue of the School Press was cancelled. c. Broadcast of programs could not be conducted. These activities will be organized next year. <p><u>Way forward:</u></p> <ul style="list-style-type: none"> • It was suggested that students and alumni with non-academic achievements or low academic achievers be invited to share their learning experience in the morning assembly.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>3. To foster empathy and build caring interpersonal relationships at both the peer and community levels</p>	<ul style="list-style-type: none"> • To conduct a series of programs / activities to help students develop positive values, such as empathy, care and respect for others, responsibility, perseverance, commitment and national identity. a. Require F.3-4 students to complete a certain number of community service hours. b. Teachers discuss related topics in Religious Studies (R.S.), Liberal Studies (L.S.) and language lessons. c. Form teachers discuss related topics with students whenever appropriate. d. Organize talks / workshops for students. 	<ul style="list-style-type: none"> • Students develop positive values and become more caring, thankful and empathetic towards others. • 80% of the F.3-4 students complete the required number of community service hours. • Positive feedback from students. • Students are inspired by the sharing of the senior form students' voluntary work experience. 	<ul style="list-style-type: none"> • Check records of students' service hours in Community Service Program • Check Scheme of Work of R.S. and L.S. Departments • Check morning assembly record • Check report of Counselling Team • Check reports of CYC, VOT, Civic Education Team & Prefects Team • Observation and feedback from teachers • Feedback from students 	<ul style="list-style-type: none"> • A series of programs / activities was conducted to help students develop positive values and become more caring, thankful and empathetic towards others. a. Due to the social incidents and prolonged class suspension as a result of the coronavirus pandemic, 9 out of 21 social service activities had to be cancelled. As a result, while 80% of the F.4 students (100 in total) met the minimum requirements, only 34% of the F.3 students (40 in total) managed to do so. b. Related topics were discussed in lessons: - <ul style="list-style-type: none"> - R.S. (e.g. the life of Jesus & Good Samaritans) - L.S. (e.g. topics related to personal growth, interpersonal relationships and socio-economic participation) - F.3 L.S. (a new chapter on McRefugees) - F.1 Chinese (Dufu - the compassionate poet) - F.5 English (reading and writing about giving) - Chinese Language and English Language (e.g. articles about empathy were shared) - English Literature (e.g. poems about perseverance and short stories about personal growth) c. Form teachers discussed related topics with students whenever appropriate. d. Activities that were organized included a day camp for junior form students and mental health workshops for F.5 students conducted by the school social worker in R.S. lessons. Positive feedback was received from both teachers and students. Some talks were cancelled due to class suspension. They will be organized for students next year.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>3. To foster empathy and build caring interpersonal relationships at both the peer and community levels</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 Community Service Program).</p> <p>g. Add the element of social service to functional group activities or subject-based events.</p>			<p>e. Trainings were given to:</p> <ul style="list-style-type: none"> - Prefects in September and October - F.3 mentors in the F.1 Mentoring Program - Members of Volunteers of TSK (VOT) and Community Youth Club (CYC) - Student Environmental Protection Ambassadors - Fair Trade Ambassadors - Participants of the BOCHK Sports Volunteer scheme (Inter-school Athletics Meet & Indoor Rowing Competition) <p>f. - At the kick-off ceremony of the F.3-4 Community Service Program, several outstanding F.4 students shared their voluntary work experience.</p> <ul style="list-style-type: none"> - Devoted volunteers were interviewed and their sharing was published in the school press. <p>g. The element of social service was added to functional group activities and subject-based events. For example:</p> <ul style="list-style-type: none"> - The VOT and Civic Education Team members visited the home-alone elderly in Wan Chai. - Our Drama Club members collaborated with the visually impaired and took part in a drama competition. - Students participated in the Community Greening Project in which they practised organic farming, went on a green tour with the elderly and took part in the vegetation maintenance works in the HK Wetland Park. Various environmental workshops were also arranged for our students and the elderly.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>3. To foster empathy and build caring interpersonal relationships at both the peer and community levels</p>	<p>h. Provide information on volunteering opportunities.</p> <p>i. Nurture gratitude and reciprocal altruism among students.</p> <p>j. Invite alumni to share their social service experience and gratitude towards TSK.</p>			<p>Some social service activities were cancelled due to the social incidents and prolonged class suspension as a result of the coronavirus pandemic, e.g. visiting the elderly home jointly organized by the Civic Education Team and the R.S. Department, the service of BOCHK by TSK Sports Federation, and ‘Food Angel’ jointly organized by L.S. Department and Civic Education Team. They will be organized again in the coming year.</p> <p>h. Detailed information on volunteering opportunities was provided for students: -</p> <ul style="list-style-type: none"> - Posted on the board (Service Corner) in classrooms - Through various communication channels by teachers in different functional groups <p>i. - Activities were organized to nurture gratitude and reciprocal altruism among students: -</p> <ul style="list-style-type: none"> ➤ Gratitude and Appreciation cards were given to parents and teachers by students on Parents’ Day and Teachers’ Day respectively. ➤ Positive feedback on the <i>Box of Hope</i> campaign was received from teachers. Students in many classes were keen to fill the shoeboxes with various items to show their love for the underprivileged children in Mainland China. <p>i. & j. Due to the social incidents and prolonged class suspension from February to May 2020 as a result of the coronavirus pandemic, other activities were cancelled and they will be organized again next year.</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>4. To increase students' sense of local, national and global identities</p>	<ul style="list-style-type: none"> ● Provide students with diversified in-class and life-wide learning activities to foster their sense of local, national and global identities. a. Conduct moral and civic education activities e.g. board display, newspaper cutting, civic education sharing and quizzes on the Basic Law and social issues of Hong Kong, China and the world. b. Through Liberal Studies, Chinese History and History lessons, enable students to understand the importance and the principle of “one country, two systems”, strengthen students’ thinking skills and nurture positive values and attitudes including rule of law, justice, democracy, freedom, 	<ul style="list-style-type: none"> ● Students’ sense of local, national and global identities is enhanced. ● Positive feedback from teachers and students 	<ul style="list-style-type: none"> ● Check report of Civic Education Team ● Check Scheme of Work of Liberal Studies, Chinese History and History Department ● Check minutes of subject panels and functional groups ● Observation and feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● To increase students’ sense of local, national and global identities, a diverse range of in-class and life-wide learning activities were held by the Civic Education Team, subject panels and functional groups. <ul style="list-style-type: none"> a. - Phase I of the Inter-class Quiz Competition on the Basic Law and HK news were held. Related reading materials were provided for students as reference before the competition. Classes with good performance were given prizes in the morning assembly. - Phase II of the above competition was cancelled due to class suspension. - Information about the Basic Law was displayed on school campus. - Voluntary service was provided for the Methodist Community Centre in Wan Chai. Students’ caring acts were highly appreciated by the community. b. - Topics on Hong Kong history and national identities was included in junior form Chinese History curriculum. <ul style="list-style-type: none"> - Topics on the history of Hong Kong and China were taught in F.1 to F.3 History and Chinese History lessons, e.g. topics related to the historical background of Hong Kong, one country two systems. - The F.1 English curriculum covered the topic of festivals and cultures of different countries. - In L.S. lessons (junior forms & F.5), the module on modern China was taught. Students participated actively in class discussions and other learning activities.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>4. To increase students' sense of local, national and global identities</p>	<p>equality and human rights.</p> <p>c. Broaden students' horizons through subject panel and functional group activities as well as educational tours.</p> <p>d. Provide Mainland exchange opportunities for students to strengthen their understanding of our country's development through personal experience.</p>			<p>- Topics on the colonial past of Hong Kong and sense of identity were taught in NSS L.S. lessons.</p> <p>a. & b. Due to the prolonged class suspension from February to May 2020, other activities were cancelled and will be organized again next year.</p> <p>c. The Japan Education Tour was organized for 60 students in January 2020 to broaden their horizons. It was aimed at STEM and cultural studies as well as exploring the Chinese influence on Japanese architecture. Participants were also given the chance to experience the Japanese culture on the trip.</p> <p>c. & d. Other education tours (e.g. Germany Education Tour, Volleyball Overseas Training Tour, CEI Tour and Chinese Literature Mainland Tour) were cancelled in order to reduce the risk of coronavirus infection and safeguard students' health. It was suggested to organize the tours again in the coming year.</p>
<p>5. Teachers to play a more significant role and provide more comprehensive care to students</p>	<ul style="list-style-type: none"> Empower Form Teachers and entrust them with full responsibilities of taking care of student discipline. 	<ul style="list-style-type: none"> Form teachers are empowered and entrusted with full responsibilities of taking care of the discipline in their classes. 	<ul style="list-style-type: none"> Check students' discipline records 	<ul style="list-style-type: none"> Teachers expressed that the empowerment was a good practice and they appreciated the flexibility given, especially in classes with SEN students. Some students were more willing to cooperate when they realized that their form teachers were willing to make allowance for them and cater for their individual needs. Parents of students with persistent behavioral problems also appreciated the flexibility.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>5. Teachers to play a more significant role and provide more comprehensive care to students</p>	<ul style="list-style-type: none"> • 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). • Help students enhance resilience, develop more positive moral values and increase positive energy. <ol style="list-style-type: none"> a. Add a topic based on biblical characters' experience to the RS curriculum. b. Revise MCE materials for Form Teachers to use in Form-teacher periods, e.g. definition of success. 	<ul style="list-style-type: none"> • At least 4 form meetings are arranged for mutual sharing among teachers who find the sharing useful. • Students learn that they need to bear the responsibility for their persistent behavior. • Students' needs are identified and then referred to the related parties. • Students enhance resilience, develop more positive moral values and increase positive energy. 	<ul style="list-style-type: none"> • Check email about form meetings • Observation and feedback from teachers • 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 	<ul style="list-style-type: none"> • Four form meetings were arranged for mutual sharing among teachers. • Teachers found the sharing useful. • The whole-school approach was adopted. There was close collaboration among form teachers, subject teachers, the Discipline Team, Counselling Team, school social workers and educational psychologist. Joint effort was made to address students' needs concerning their discipline problems, learning attitude and emotional needs. Timely action was also taken including contacting parents for family support. • Students were guided to enhance resilience, develop more positive moral values and increase positive energy. <ol style="list-style-type: none"> a. Topics based on biblical characters' experience were added to the R.S. curriculum (e.g. F.3 – Paul's missionary journeys; F.2 – Jesus' s life) b. The MCE materials were revised using the theme of success. c. Teachers shared their life experience and learning skills with students during the lessons and form teacher periods as well as in School Press. d. The related elements and positive values were integrated into different subject curricula. In addition, the Sports Federation organized an anti-drug program.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>5. Teachers to play a more significant role and provide more comprehensive care to students</p>	<p>c. Teachers share their own life experience with students.</p> <p>d. Integrate the related elements and positive values into different subject curricula.</p> <p>e. Organize activities about mental health with the help and support of the additional school social worker.</p>		<ul style="list-style-type: none"> • Check report of Counselling Team 	<p>The organ donation workshop organized by the L.S. Department was cancelled due to class suspension.</p> <p>e. Mental health activities were carried out to enhance students' mental health. For example:</p> <ul style="list-style-type: none"> - Joyful Day Camp for F.1-2 students was well-received by the participants. The camp was conducted by our school social worker instead of collaborating with other NGOs as in previous years. - The teaching and self-direct learning in R.S. lessons - A talk for F.1-3 students about Internet addiction and mental health - The school social worker conducted a mental health activity in an R.S. lesson in each of the F.5 classes. <p>Other activities could not be carried out due to class suspension as a result of the coronavirus pandemic. They will be conducted again next year.</p> <p><u>Way forward:</u></p> <ul style="list-style-type: none"> • MCE materials will be revised for form teachers to use in form-teacher periods. The following themes will be explored, e.g. adversity quotient (AQ), overcoming difficulties, using peer support to enhance resilience and promoting mutual support.

Major Concern 3: Resources and Network Building

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<p>1. Building up the public image of the school by letting the public know our outstanding alumni in different sectors of society</p> <p>a. To strengthen the alumni network so as to recruit more alumni who are willing to contribute to TSK</p>	<ul style="list-style-type: none"> • Continue to update the existing database of alumni contacts so as to have a clearer grasp of the year distribution of the Alumni Association members. • Continue to enlist the help of ex-colleagues to contact the senior alumni. • Arrange homecoming activities for alumni including gathering, photo-taking and ball games competitions, etc. in order to share with them the vision and mission, the recent development and the needs of TSK. 	<ul style="list-style-type: none"> • The database of alumni contacts with year distribution is updated. • The help of ex-colleagues in contacting the senior alumni is enlisted. • More alumni develop a sense of belonging to the school. • More alumni express their willingness to make contributions to TSK. 	<ul style="list-style-type: none"> • Check the database • Check records / minutes of Alumni Association • Feedback from alumni in terms of participation 	<ul style="list-style-type: none"> • Senior alumni were contacted by committee members of the Alumni Association and the database of alumni contacts with year distribution was updated. • The majority of the current F.6 students joined the Alumni Association through the Form teacher periods in October and early November 2019. The enrolment rate was satisfactory. It was suggested that the same practice and timeline be followed in the coming years. • The high enrolment rate of the current F.6 students joining the Alumni Association showed their sense of belonging to the school. • More alumni developed a sense of belonging to the school and were willing to offer support for school functions. For example: <ul style="list-style-type: none"> - A number of alumni joined the current parents in the parent-teacher relay competition in the Swimming Gala.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
		<ul style="list-style-type: none"> • 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, Walkathon and Speech Day. 		<ul style="list-style-type: none"> - Some alumni came back for the Athletics Meet and formed a team in the Alumni Invitation Relay. - More alumni came back to school for JUPAS peer sharing and provided strategies for F.6 students on JUPAS choice and other study tips. • The homecoming activity for senior alumni was arranged on 23 November 2019 (in spite of the social incidents). More than 50 alumni who have graduated for 30 years returned to school with their former teachers and had a big reunion dinner in the hall. The Principal took the opportunity to share with them the vision and mission, the recent development and the needs of TSK, and rallied their support for their alma mater. • Other homecoming activities were cancelled because of prolonged class suspension from February to May 2020 and to reduce the risk of coronavirus infection. They will be organized again in the coming year. • The AGM of the Alumni Association was supposed to be conducted in November 2019. Due to the social incidents and coronavirus pandemic, it was postponed until July 2020.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<p>b. To encourage the Alumni Association to make use of various social media platforms as publicity channel</p>	<ul style="list-style-type: none"> • Outstanding alumni will be invited by the school press or other school publications for interviews. The articles will also be uploaded to the Facebook Page of the TSK Alumni Association. • Promotion of Alumni Association and activities held by Alumni Association will be carried out through various social media platforms. 	<ul style="list-style-type: none"> • Articles about outstanding alumni are published and uploaded to school homepage and Facebook of Alumni Association. • The Weibo account is created and managed by Alumni Association. • Senior alumni or alumni who work in Mainland China can know more about the activities and development of TSK via Weibo. 	<ul style="list-style-type: none"> • Check school press (or other school publications) and Facebook • Check Weibo account 	<ul style="list-style-type: none"> • The Alumni Manager of the IMC and the Chairperson of the Alumni Association were invited to join various school activities. For example, the Alumni Manager attended the Annual Speech Day to show his support for our school activities. • A distinguished alumna was invited to share her life story (including her gains from TSK, learning and work experience) in the School Press in the first term. An interview with another alumnus was supposed to be conducted in the second term. However, due to the coronavirus epidemic, the interview was postponed to next year. • The Weibo account of the Alumni Association will be created and managed by the Alumni Association in the coming school year.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<p>2. Tapping into alumni resources</p> <p>a. To support the school development in different aspects</p> <p>b. To further develop our tutoring program for current students</p>	<ul style="list-style-type: none"> • Encourage alumni to make donations to school. • F.6 Form teachers nominate and encourage students to be mentors after graduation. • Invite more graduates with good results in the HKDSE to be tutors and help with the Tutoring Program for F.4-6 students. • Invite alumni to come back and share their careers experience, especially entrepreneurial skills with students. 	<ul style="list-style-type: none"> • Alumni are encouraged to make donations to school. • The alumni concerned express their appreciation to the school. • F.6 students are nominated and encouraged to be mentors. • More graduates with good results in the HKDSE are willing to help with the Tutoring Program. • Life-planning sharing sessions are conducted by alumni during the morning assembly or Form Teacher periods. 	<ul style="list-style-type: none"> • Check record/minutes of Alumni Association • Check recruitment records of Tutoring Program • Check minutes of Careers Committee • Check email 	<ul style="list-style-type: none"> • Some alumni who excelled in sports while studying in TSK expressed their appreciation and donated a sum of money to the school as scholarships for students. Some of their names were displayed on the donation board inside the gymnasium. • F.6 graduates who got UGC JUPAS offer were willing to be mentors in the Student Mentorship Program. • The Tutoring Program was suspended this year due to the social movement in the first term and the coronavirus epidemic in the second term. It will be resumed next year. • F.6 graduates who got UGC JUPAS offer came back for Peer Sharing in the first term to share their tips on the JUPAS choice with the current F.6 students. • Some F.6 graduates who did not get UGC offer at first and studied Associate Degree or High Diploma Programs came back to share their study path with F.6 students in November 2019. (After putting in great effort, they managed to transfer their credits and enroll in UGC degree programs to continue with their studies in Year 2 or 3.) They encouraged students to not give up, persevere and do their best.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<p>c. To strengthen the Student Mentorship Program</p>	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Check results of evaluation form about Student Mentorship Program completed by mentors and mentees 	<ul style="list-style-type: none"> • Due to the coronavirus epidemic, one of the biggest annual functions of the Alumni Association (i.e. Chinese New Year Reunion Dinner) was cancelled. As a result, current teachers were not notified and encouraged to invite alumni to join the function. • Recruitment of mentors from different career backgrounds for the Student Mentorship Program was conducted in September 2019, and the opening ceremony was supposed to be held in February 2020. However, due to prolonged class suspension (Feb to May 2020) as well as to reduce the risk of coronavirus infection and safeguard students' health, the program was cancelled this year and it will be carried out in 2020-2021.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
	<p>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).</p>	<ul style="list-style-type: none"> • Positive feedback from mentors and students 		
<p>3. Preparing for the school's 60th Anniversary Celebrations To encourage the participation of alumni in celebrating the school's 60th anniversary</p>	<ul style="list-style-type: none"> • Bring up the message of 60th anniversary celebrations in the meetings of Alumni Association and encourage the involvement of alumni. 	<ul style="list-style-type: none"> • The Alumni Association has spread the message of the 60th anniversary celebrations and started to brainstorm the initial planning with the involvement of alumni. 	<ul style="list-style-type: none"> • Check record of Alumni Association 	<ul style="list-style-type: none"> • Alumni were well notified of the 60th Anniversary Celebrations of TSK in various homecoming activities.