

Evaluation of Annual school plan (2020 – 2021)

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 other panels / functional groups to incorporate life-wide learning activities to widen students' horizons and foster an entrepreneurial spirit Set challenging but achievable tasks to instill in students a sense of achievement Continue to provide 	<ul style="list-style-type: none"> About 80% of subject panels have provided different platforms for students' improvement Collaboration involving life-wide learning has been implemented among different panels and/or between subject panels and functional groups Students have joined internal / external life-wide learning activities related to the fostering of an entrepreneurial spirit Students enjoy the challenging tasks and activities Students have joined activities/courses/competitions related to gifted education 	<ul style="list-style-type: none"> Check stakeholders report Check panel minutes, panel / functional group reports and schemes of work Check students' work and assignments Teachers' observation School ECA, prizes and participation record LWL Grant proposal 	<ul style="list-style-type: none"> Nearly all subject panels had provided different platforms to enhance learning and teaching effectiveness. Some planned activities were cancelled because of class suspension caused by the coronavirus pandemic. <ul style="list-style-type: none"> Chinese: Students were arranged to take part in the Speech Festival and external writing competitions. An Inter-class Chinese Calligraphy Competition was also organized. Non-Chinese speaking (NCS) students were arranged to participate in the 2021 Chinese Calligraphy Competition to understand more about the structure of the Chinese characters. Some NCS students were led to join the Hong Kong Chinese Culture Study Tour' to deepen their understanding of Hong Kong culture. Putonghua: An Inter-class Singing Contest and tongue twisters were held in the online mode. English: 15 students joined the Speech Festival and one external writing competition. 16 F.6 students joined the SCMP mock test. Mathematics: Students joined five external competitions, namely AIMO, Hua Xia Bei Mathematics Competition, Hong Kong Hua Luo-geng Cup Mathematics Competition, the 38th Hong Kong Mathematics Olympiad and the International Mathematical Olympiad

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	<p>gifted education by encouraging more students to join the pull-out programmes to help them strive for excellence</p> <ul style="list-style-type: none"> • Enhance the learning and teaching of Chinese as a second language • Give recognition and praise where appropriate • Give constructive comments to students taking them to the next higher level 	<p>to strive for excellence</p> <ul style="list-style-type: none"> • School-based tailor-made curriculum and lesson arrangement for non-Chinese speaking students • NCS students show learning progress in small steps • About 50% of students show motivation for learning • About 50% of teachers agree that students show motivation for learning 		<p>Preliminary Selection Contest - Hong Kong 2021. F.6 students joined Canotta online pre-mock exam in Dec 2020. Hong Kong Mathematical High Achievers Selection Contest was cancelled.</p> <ul style="list-style-type: none"> - Liberal Studies: F.4 students joined a fair trade programme. Some F.4 and F.5 students became the ambassadors. Some senior form students joined fair trade online talks and lectures. <p>F.5 students were arranged to join a programme entitled ‘Global Perspectives: An Adventure in Liberal Studies (Secondary School)’ organized by the Hong Kong Disneyland.</p> <ul style="list-style-type: none"> - Geography: F.2-3 students were arranged to join two virtual talks on water sustainability under the ‘Adopt a River’ scheme organized by the University of Hong Kong. F.4 and F.5 Geography students were arranged to take part in field study courses offered by field study centres, and an online tour to Sharp Island organized by Hong Kong New Generation Cultural Association. - Chinese History: An external project for F.3 students was planned but cancelled due to the pandemic. They joined an internal project during CNY. Senior form students joined the joint-school mock exam. - CML: 30-40 students jointed five competitions, namely Samsung Solve for Tomorrow 2020, Master Code 2020, VR for Good, ICE Challenge 2021 and Cyber Security Competition 2020/21.

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				<p>50 students joined three IT activities, namely Introduction to Python via Minecraft EDU; Computer Vision x App Inventor 2; Introduction Workshop of 3D Modelling with Laser Cutters.</p> <ul style="list-style-type: none"> - Physics: F.5 students joined Physics Olympiad in October 2020. - Economics: F.4-5 students joined the 3-year ‘Life Buddies’ Mentoring Scheme. We have become the partnership school with Deloitte Foundation and students have got the chance to understand the business structure of a firm. Firm visit to Deloitte and Towngas was arranged in October 2020. <p>Due to the pandemic, the selling stage of TSK Entrepreneur was cancelled. F.5 Economics students produced business proposal for their business by applying Economics concepts.</p> <p>A video competition was arranged and students were able to produce videos by applying Economics concepts.</p> <ul style="list-style-type: none"> - BAFS: Different activities or competitions were introduced to students throughout the year. For example, Webinar on "Paths to Success for Youngsters through the Accounting Profession" by VTC, “Money Management Challenge – Wealth by Virtue Animation Script” by EDB, Personal Finance Planning Competition 2021 by Hang Seng University, Online Financial Quiz by HKFWS, etc.

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				<ul style="list-style-type: none"> • 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 caused by the coronavirus pandemic. - English and Mathematics Carnival was jointly organized by the English and Mathematics Departments. - Chinese, CML and Chinese History departments carried out cross-curricular project learning with animations for F.1 students. - English and Integrated Science departments jointly organized a project related to a visit to the Science Museum for F.2 students. - English Department and Liberal Studies Department organized cross-curricular project learning related to social issues for F.1 students. - Careers Committee, English, BAFS and Economics departments nominated 4 students in F.4D to join a 7-week online entrepreneurship programme provided by EtonX, which is aimed at fostering entrepreneurial spirit. - Maths: Inter-house boardgame competition was cancelled this year. - 108 F.1-5 students participated in a student-designed online VR eco-tour to Tai Po Kau co-organized by the Geography Department and Environmental Education Committee. - A Micro Bit Smart Plant Growing project for all F.2 students jointly organized by the Integrated Science, and CML Departments in the second term was cancelled.

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				<ul style="list-style-type: none"> - 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. - CML and C&T departments: 8 students joined a Robot competition organized by Sheng Kung Hui in July. - Science: The first stage of Inter-house rocket car competition was completed. • Challenging but achievable tasks were provided by different panels. Some planned tasks were cancelled due to class suspension caused by the coronavirus pandemic. <ul style="list-style-type: none"> - Challenging tests and enrichment materials were designed to enhance students’ motivation in most subjects. - 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. <p style="margin-left: 20px;">Bonus marks questions focusing on enrichment topics were included in the final examination.</p> - 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.

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				<ul style="list-style-type: none"> - Chinese, Science, Life and Society, Liberal Studies and Geography: More challenging question types were given to junior and senior form students in the elite classes. - Integrated Science: 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. - History: Challenging questions with bonus marks were provided in F.3 exam. - Geography: F.3 students were assigned to conduct their fieldwork to investigate the measures against landslides. - CML: Programming skills were introduced in F.1 first term and a VR project presentation was cancelled in F.1. - 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. - Mathematics: Two F.4 students joined the International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2021 organized by the HKAGE. Three F.4 students were nominated to join a mathematics summer enrichment course organized by CUHK using DLG grant. F.6 math enrichment program was held for 6D elite class students in November 2020. - F.4 students were arranged to join the Physics Olympiad organized by the Hong Kong

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				<p>Academy for Gifted Education.</p> <ul style="list-style-type: none"> - Funded by the LWL grant, four F.5 students attended the Hong Kong Geography Olympiad organized by the Hong Kong Geographical Association. - Fifteen more able students in F.1 to 5 were nominated to take web-based learning courses Chinese, Science, Life and Society, Liberal Studies and Geography: More challenging which covered domains in Earth Science, Palaeontology, Mathematics and Humanities organized by the EDB and the Hong Kong Academy for Gifted Education. Six F.1-5 question types were given to junior and senior form students in the elite classes. students talented in English, Science or Mathematics passed the online screening programmes and were allowed to join the courses offered by the Academy. - One F.3 Geography student was nominated and selected to join one of the ‘Gifted Education Fund: Off-school Advanced Learning Programmes’ - ‘Urban Ecology x GIS: Talent Education Programmes for Gifted Students’ funded by EDB. One F.4 History student was nominated to take part in another program entitled “Hong Kong in Depth: Innovative Media Production and Cultural Research Programme for Gifted Students”. - Four F.3-4 students joined the programme entitled ‘Sustainable Development Goals (SDG) Ambassadorship’ organized by the Jockey Club Museum of Climate Change, CUHK. Four F.3 students joined the programme entitled ‘Take

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				<p>Action! 2021 Youth Biodiversity Conservation Leadership Scheme' organized by the University of Hong Kong.</p> <ul style="list-style-type: none"> - F.4 elite students were invited to join an enrichment course for Liberal Studies held in the summer. - F.6 students with higher ability in Economic s were invited to come back at 7:15 am each week from September to December 2020 that teachers provide further explanation and tips on tackling past paper questions and data response questions. - High achievers were trained to improve their questions. • Non-Chinese speaking (NCS) students were arranged to study mainstream Chinese language courses, learn under small-group teaching and join pull-out programmes. It was found that they had better mastery of the learning content of the Chinese language and showed gradual learning progress. - Through taking the school-based curriculum, F.4 students were prepared to sit for the International General Certificate of Secondary Education (IGCSE) examination, while F.5 students sit for the General Certificate of Education (GCE) Advanced Supplementary Level Examination. F.6 NCS students were taught the interview skills, and how to select courses under JUPAS and write the application letters. - Some Chinese teachers participated in professional development courses or seminars to

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				<p>help them teach Chinese as a second language.</p> <ul style="list-style-type: none"> • All teachers gave recognition, constructive comments and praise to students where appropriate. <ul style="list-style-type: none"> - Chinese and English: Encouragement and constructive feedback were given to writing assignments. Comments were given by both teachers and peers in Chinese composition. Collective feedback and good samples were given in English. - Students were given encouraging remarks or stickers on assignments or answer sheets. Good work was demonstrated to students in lessons to give recognition and illustrate useful skills with concrete examples. • No statistics from student stakeholders report were available due to class suspension. • Nearly 60% of teachers found that students show motivation for learning. • Way forward: <ul style="list-style-type: none"> - Support NCS-students continuously and prepare them to sit for IGCSE or GCE AS level examination, as well as HKDSE Chinese Language examination - Continue to motivate students' learning through exploring different methods - Sustain students' interest in learning through joining more internal and external activities or programmes
b. To cater for	<ul style="list-style-type: none"> • Continue the good practice of 	<ul style="list-style-type: none"> • 90% of subject panels have incorporated appropriate 	<ul style="list-style-type: none"> • Check panel minutes, panel / 	<ul style="list-style-type: none"> • All subject panels had incorporated appropriate learning activities to cater for learner diversity.

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<p>the needs of students with weaker academic ability and lower motivation</p>	<p>incorporating learning activities to cope with the needs, abilities, learning styles and interests of students</p> <ul style="list-style-type: none"> • Provide opportunities for success to increase students' sense of achievement in learning • Relate classroom materials to things that students are interested in or have experienced • Provide after-school small-group tutorials for junior form students with weaker academic ability • Empower students to develop study skills 	<p>learning activities</p> <ul style="list-style-type: none"> • More students have a sense of achievement in learning compared with overall HK data • After-school small-group tutorials for junior form students with weaker academic ability are provided • About 60% of students agree that teachers have given guidance on study skills, like pre-lesson preparation, graphic organizers, study aids and online resources • 90% of teachers agree that they often teach students study skills. 	<p>functional group reports and schemes of work</p> <ul style="list-style-type: none"> • Check stakeholders reports • Check APASO reports • Teachers' observation 	<ul style="list-style-type: none"> - Most subjects: Graded tests, dictation, tailor-made worksheets and various online platforms (Kahoot, Quizlet, Schoology, Nearpod, Geogebra, Desmos, Quizizz, iQuiz and Teams) were used to motivate less able students. More clues and guidelines were also given to them. Multimedia resources were used. For example, animations were used to teach poems and ancient proses in Chinese lessons. - LS, Chinese and English: Pair work, small group discussions and role-plays were organized to motivate less able students. - Chinese Literature: Modelling was adopted when teaching composition. - Science: More guidelines were given to students, for example, writing essays in Biology. - Economics: Zoom tutorial lessons for less able students (F.6) were provided from October 2020 to April 2021. Teachers encouraged students to explain the answers to the MC questions to their peers to boost their confidence in tackling HKDSE questions. - Senior secondary elective subjects: students' knowledge was reinforced in the tutorials in-class time. • Statistics from APASO and student 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

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				<p>things that students are interested in or have experienced.</p> <ul style="list-style-type: none"> - English: The written part of the project jointly organized with Life & Society department encouraged F.1 students to explore their community and research on the topics they are interested in. - The content in the speaking part of the junior form Chinese was related to students' daily life experience. - Mathematics: Teachers made use of GeoGebra and Desmos 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. - Geography, English, LS and Science: Current issues were used to illustrate some concepts. Analogies were used to teach more abstract or difficult concepts in Science. - In most subjects, such as Mathematics, Science, History and Geography, teachers used students' daily life examples to illustrate the concepts. <ul style="list-style-type: none"> • After-school small-group tutorials for junior form students with weaker academic ability were provided. <ul style="list-style-type: none"> - Mathematics: three after-school online tutorials were provided for some less able students in each form of F.1 to 3 by more able students in F.4 and 5 before the final exam. - Centralised after-school tutorials were organized by the counselling team.

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				<ul style="list-style-type: none"> • No statistics from student stakeholders report regarding study skills due to class suspension. • Nearly all teachers agreed that they often teach students study skills. <ul style="list-style-type: none"> - Students were guided to do pre-lesson preparation such as uploading resources before online lessons, make use of different study aids and online resources in various subjects. - Counselling team: materials related to study skills like drawing mind maps and setting timetables were provided to all F.1 students. - Chinese: students were taught how to find the main points from the passages. - English: in each form, learning resources were designed to teach students reading skills. - Mathematics: websites on how to strategically complete M.C. questions and perform mistakes analysis were used in teaching. Students were taught to jot down the main points and write down some reminders to avoid making calculation mistakes in the notebooks. - History, Economics, LS, L&S and Geography: note-taking skills and answering techniques were introduced. • During online lessons, teachers found it more challenging to monitor students' application of study skills taught. • Way forward: <ul style="list-style-type: none"> - Continue to develop more learning materials relevant to students' interests and experience

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				<ul style="list-style-type: none"> - Make use of different communication channels to support less motivated students - Make better use of online learning resources
<p>c. To enhance learning effectiveness and promote IT in education through e-Learning and interactive learning</p>	<ul style="list-style-type: none"> • Reinforce peer, and teacher-student interaction • Reinforce the practice of incorporating e-Learning, particularly mobile learning, where appropriate • Continue the ‘bring your own device’ (BYOD) in junior forms to facilitate e-Learning and extend it to senior forms wherever needed • Utilize Learning Management System to further facilitate interactive learning • Enrich subject-based mobile learning and e-Learning teaching resource banks • Organize workshops for e-Learning resources and encourage teachers to attend workshops 	<ul style="list-style-type: none"> • 90% of all departments have incorporated mobile learning / e-Learning where appropriate • About 60% of students agree that there is peer, and teacher-student interaction • Positive feedback from students and teachers • More than 90% of teachers attended mobile learning / e-Learning workshop / sharing 	<ul style="list-style-type: none"> • Check stakeholders report • Check panel minutes • Check TCPD record • Teachers’ observation 	<ul style="list-style-type: none"> • Online lessons were conducted during the class suspension period. • All students were assigned a TEAMS account for learning and assessments. • During class suspension, other means / platforms, such as Zoom, iSolution, iQuiz, OneNote, HKEdCity, Google classroom, eAssessment on eClass, uploading learning materials onto eClass, YouTube, Google drive, and OneDrive were adopted in different departments. • All departments had incorporated mobile learning / e-Learning where appropriate. <ul style="list-style-type: none"> - English, Chinese, LS, History, Chinese History and Geography: Different platforms on iPads were used for learning, e.g. Nearpod, Kahoot, Padlet, Quizlet, OneNote and Loilonote. - Mathematics: Teachers made use of TEAMS, GeoGebra, Desmos and HKEdcity online question bank in teaching. - English: Different e-platforms were used. First, iLearner was adopted to improve students’ reading and listening skills and increase their opportunities to learn more grammar items. Second, iSolution was also employed for e-Learning. Results were given instantly. Third, students were asked to read e-books in the e-library on the eclass, followed by doing the

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				<p>worksheets.</p> <ul style="list-style-type: none"> - Science and Economics: Kahoot and Quizizz were used in teaching. Google forms were used to draw the experimental data and graphs respectively. - History: Students were asked to draw mind maps on the tablets for writing essays and use ‘Poll Everywhere’ to brainstorm ideas. VR images were also used to look at the historical sites. iReading resource was employed for comprehension. - Geography: An AR app and VR photos were used to help F.3 to5 students to learn landform features. Enquiry learning and project learning were conducted in F.1 classes with the help of self-designed VR tours. <ul style="list-style-type: none"> • Blended teaching was attempted and teachers found this useful to cater for the needs of students who were absent due to COVID-19. Online supplementary lessons were also offered. • Whether the live lessons are effective depends on students’ self-discipline. Students were requested to turn on their cameras during online lessons for more effective monitoring. <p>Teachers might also need to do follow-up work such as making phone calls to parents. Also, students with learning difficulties were required to attend online lessons at school under supervision.</p> <p>Some technical problems such as using the break-out rooms might arise in a live session.</p>

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				<ul style="list-style-type: none"> • All departments agreed that they had enriched their subject-based mobile learning and e-Learning resource banks. • Almost all 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 TEAMS and MiraScreen were organised for all teachers. Some teachers also joined other e-Learning courses organized by EDB. - Sharing on e-Learning was conducted during panel meetings or via various communication channels in different subjects such as English and Mathematics. • No statistics from student stakeholders reports were available due to class suspension. • There was positive feedback from both teachers and students. For example, the use of e-Learning tools allowed teachers to obtain students' spontaneous responses more easily to monitor learning effectiveness. • Way forward: <ul style="list-style-type: none"> - Teachers will continue to explore new platforms to enhance interaction with students through e-Learning. - Organize more workshops on e-Learning for teachers and upgrade hardware.
d. To further enhance students'	<ul style="list-style-type: none"> • Continue to incorporate e-Learning, where appropriate, in designing self-directed 	<ul style="list-style-type: none"> • Positive feedback from students and teachers • 80% of teachers agree they 	<ul style="list-style-type: none"> • Check stakeholders report • Teachers' 	<ul style="list-style-type: none"> • E-Learning was incorporated in designing learning activities. • Over 80% of teachers agreed they encouraged self-

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self-directed learning strategies	<p>learning activities</p> <ul style="list-style-type: none"> • Encourage self-directed learning through various learning activities such as presentation, projects and group work • Invite high-achieving past students of different streams to share their study habits with NSS students • Continue to make use of Learning Management System to facilitate self-directed learning 	<p>encourage self-directed learning through various learning activities such as presentation, projects and group work</p> <ul style="list-style-type: none"> • About 50% of students agree they can apply self-directed learning strategies 	<p>observation</p> <ul style="list-style-type: none"> • Check students' work and assignments 	<p>directed learning through various learning activities such as presentation, projects and group work.</p> <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. - Chinese and English: Articles were shared before live lessons, and quizzes were used to test students' understanding during live lessons. Feedback sessions after the quizzes were conducted as reinforcement. - English: Students were asked to read Britannica on the eclass and complete the follow-up tasks in a F.1 English project. - Mathematics: F.4-6 students were asked to answer the questions generated on their own or assigned by teachers on the HKEdCity online MC Question Bank Platform at their own pace. F.3 students were given the links to explore and recognize the properties of centres in a triangle. - L&S and Liberal Studies: Case studies to find causes, effects and solutions to issues were conducted. Online resources like iknow were provided for students' self-learning. - Geography: F.2-4 students were asked to read different kinds of materials for writing up the case study reports or projects on their own. - IS: Students were asked to complete the worksheet on the topics like biodiversity after reading the resources on their own. - Economics: Students were asked to read articles from 'The Economist' (summarized version) and apply the statistics and data provided in data

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				<p>response questions.</p> <ul style="list-style-type: none"> - BAFS: Students were given a copy of handout with blanks before starting a new topic. They were required to do pre-lesson preparation by referring to a completed version provided through an online platform. • No statistics from student stakeholders reports were available due to class suspension. • High-achieving past students of different streams were invited to share their study habits with senior secondary students. The feedback was satisfactory. <ul style="list-style-type: none"> - English and LS: Alumni were invited to share their experience on how to prepare for DSE. - Chinese: high-achieving past students were invited to share their exam skills and personal goals with senior form students. - BAFS: An alumnus who attained level 5** in BAFS was invited to share his studying skills and self-directed learning strategies with current F.6 students in a Zoom meeting in September 2020. - Chinese History and Economics: Alumni were invited to give guidance and inspiration to students. • Way forward: <ul style="list-style-type: none"> - Continue to use various platforms and learning management systems for learning and assessments. - Encourage students to have self-learning of different materials through various means, e.g. competitions

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<p>e. To further enhance teaching effectiveness</p>	<ul style="list-style-type: none"> • Share among teachers effective teaching strategies and values through structured and unstructured means, such as staff development programmes, sharing sessions, workshops or online resources • Encourage peer learning among teachers through different means, such as subject-based collaboration, cross-subject collaboration and class visits or lesson planning 	<ul style="list-style-type: none"> • Positive feedback from teachers • All teachers have taken part in sharing and/or peer learning 	<ul style="list-style-type: none"> • Check panel minutes • Check Staff Development Committee minutes • Check peer observation forms • Check TCPD 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 department meetings in various subjects such as Mathematics, Chinese, English, Liberal Studies, IS and Biology. Teachers discussed e-Learning strategies and shared teaching materials in WhatsApp/Signal/eApp groups. Chinese teachers shared the new trend of Chinese education through email and panel meetings. • Subject-based collaboration was conducted in Chinese and Physics to discuss the teaching methods. Chinese teachers also discussed how to further help the NCS students learn Chinese Language. • Formal class visits were cancelled due to class suspension except for newly-appointed teachers. Mentors and mentees had conducted peer sharing and class visits for professional development purpose. • Cross-subject collaboration was implemented by English and Life & Society in F.1, English and IS in F.2 and Chinese, Chinese History and CML in junior forms. Teachers had peer learning through the design of cross-curricular projects. • Way forward: Continue to share effective learning strategies to improve learning and teaching through different channels.

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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: <ul style="list-style-type: none"> - trace the academic performance of students after the first term and final examinations, and to predict the HKDSE results of F.6 students - analyze senior form academic performance based on groups instead of classes for core subjects • Adjust teaching strategies based on the results of analysis where appropriate 	<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. For example, Chinese Department made use of the results to identify the strengths and weaknesses of students. Based on the results of the repeaters in the previous year, teachers could monitor their progress more easily. • Students' performance across the form can be traced, compared and analyzed. Some teachers had difficulties in using some features such as predicting the HKDSE results. The teacher-in-charge will prepare further guidelines to solve the problem. • Teaching groups instead of classes for core subjects have been created to facilitate analysis of senior form academic performance. • Way forward: After providing more guidelines, teachers should be able to make use of the tool to predict the HKDSE results.
g. To promote "Reading to Learn" and "Language across the Curriculum"	<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 	<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 	<ul style="list-style-type: none"> • Check stakeholders report • Check Library Committee minutes • Check panel minutes • Check book sharing record 	<ul style="list-style-type: none"> • Subject panels had explored various means to use the reading grant. • Due to the adoption of a special timetable or class suspension, the morning reading sessions were cancelled and teachers had not done the news or book sharing. Instead, the Chinese Department assigned students to share the favourite parts of the books they received during the summer vacation under the 'Summer Reading Programme'(書出知識 – 贈閱圖書)with fellow students through

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	<p>facilitators</p> <ul style="list-style-type: none"> 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 Organize book talks and exhibitions 	<p>show interest in reading</p> <ul style="list-style-type: none"> Positive feedback from students All teachers have done sharing in the morning reading session 		<p>book-sharing and writing reports. Guidelines on how to choose a good book were also given.</p> <ul style="list-style-type: none"> Both Chinese and English Departments required junior form students to attain certain levels on the online reading platforms, namely 看漢中文網 and 'iLearner' respectively. <p>The Chinese Department also required both junior and senior form students to submit book reports and read on the web.</p> <p>The English Department required students to read Britannica in the e-Library on the eclass at home. To promote 'Learning to Read', F.1-3 English teachers designed reading skills materials for students. F.3 materials were newly designed this year.</p> <ul style="list-style-type: none"> To promote 'Reading to Learn', different subject panels such as Geography and History purchased some new books that were displayed in the library to encourage students to read more. All F.2 students registered in the "Junior Form History Electronic Reading Platform" organized by the EDB and the University of Hong Kong. Most students completed the reading tasks. <p>Mathematics teachers encouraged junior form students to read the enrichment section in textbooks to widen the scope of learning.</p> <p>In the Chinese Literature lessons, other literary works created by the same authors were introduced when the reading passages were taught.</p> <ul style="list-style-type: none"> In some subjects, students had to do follow-up tasks after reading the materials. For example, I.S.

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				<p>teachers required students to submit two reading reports, and bonus marks were given for the submission of extra reports. Geography teachers required F.2-4 students to write up the case study reports after they read the materials about natural hazards.</p> <ul style="list-style-type: none"> • To promote Language across the Curriculum, Geography Department designed the worksheets with language support for junior form students. They were taught how to write sentences, paragraphs and essays. • Collaboration between the English department and other departments to promote language across the curriculum had been carried out. <ul style="list-style-type: none"> - A word list was given to students to prepare for the online inter-house quiz. • Short student-conducted news or book sharing during the form teacher period as part of MCE activities was conducted in May. • Due to COVID-19, many planned book sharing activities were cancelled. For example, teachers were not able to conduct book sharing during the morning reading sessions. • No statistics from student stakeholders reports were available due to class suspension. • Based on teacher stakeholders report, students still need to be encouraged to read more. • Way forward: <p>Continue to promote a reading culture, reading to learn, and language across the curriculum</p>

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<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"> • Continue the emphasis on in-depth discussion and thinking skills training in junior form curricula • Reinforce the higher-order thinking skills in senior forms • Further adopt inquiry-based learning to foster students' critical thinking skills 	<ul style="list-style-type: none"> • 70% of panels have continued the emphasis on in-depth discussion and thinking skills training • 70% of teachers have adopted inquiry-based learning to foster students' critical thinking skills • 60% of students agree that teaching is inspiring • Positive feedback from students 	<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 included elements pertaining to in-depth discussion and thinking skills in the junior curricula and reinforced higher-order thinking skills in senior forms. <ul style="list-style-type: none"> - Chinese: Students were requested to go through evaluation, comparison and reading-aloud based on literary works. Project learning was carried out to foster students' critical thinking skills in junior forms. The analytical skills learnt were tested in the examination. Senior form students learned to analyze philosophical concepts and debating skills. - English: Students were asked to differentiate between facts and opinions when evaluating news media and articles. They had a better understanding of the differences between people's views and factual information. - Mathematics: Junior form students were asked to discuss the possible answers to the open-ended questions. Senior form students were taught how to solve a problem by different methods and then they were asked to compare and comment on different methods. Questions requiring higher-order thinking skills were included in the final examination for students to score bonus marks. - Liberal Studies and L&S: Discussion sessions were conducted in all forms. Students were asked to discuss the possible answers to the open-ended questions on different social issues. Project learning was carried out to foster students' critical thinking skills. - Chinese History: The curriculum of junior forms

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>focuses on developing students' critical thinking skills and sourcing information rather than reciting facts.</p> <ul style="list-style-type: none"> - History: Discussion sessions were conducted in F.1-4 lessons. F.4 students were taught how to distinguish between good and bad arguments and the skills to form a rebuttal. Situational worksheets were designed to encourage students to think from multiple perspectives. - Science: Students had learned unifying concepts in F.1 and F.2 to prepare them to develop higher-order thinking skills. Graphical skills and question analysis skills were introduced in senior forms. Students were guided to adopt different thinking skills in tackling demanding questions step by step. - Geography: Junior form students had to propose solutions to problems based on the facts in their projects. Upper form students were trained to evaluate the effectiveness of different methods in various topics for tackling questions in the DSE exam. - BAFS: Real life business situation was simulated in accounting treatments of sole proprietorship, partnership and limited company. Higher-order thinking skills were trained, and entrepreneurial skills were fostered. <ul style="list-style-type: none"> • No statistics from student stakeholders reports were available due to class suspension. • According to teacher stakeholders report, over 90% of teachers adopted inquiry-based learning to foster students' critical thinking skills.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<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 Fully utilize the STEM room to further enhance collaboration between CML and other departments in using VR in education and strengthen CML junior form curricula to incorporate more STEM elements Encourage students to join competitions related to STEM education Organize training for teachers 	<ul style="list-style-type: none"> Cross-curricular collaboration involving CML and other subjects is enriched Students have joined competitions related to STEM education Appropriate training has been organized 	<ul style="list-style-type: none"> Check schemes of work, panel minutes and annual reports 	<ul style="list-style-type: none"> Cross-curricular collaboration involving CML and other subjects was suspended due to COVID-19. <ul style="list-style-type: none"> A project by Chinese, Chinese History and CML departments aiming to encourage students to use VR was partially completed. Through the design and coding programme run by the C&T and CML departments respectively, junior form students were able to put knowledge learnt into practice by creating their robot cars, smarhome and other devices. Mathematics: STEM components were planned to be included in F.1 and F.2 elite classes, but cancelled due to class suspension. About forty students joined 5 competitions related to STEM education. Students were also encouraged to join competitions such as App inventor, Python and Minecraft related to STEM education. Training and workshops such as workshops on product design by laser cutter were conducted. Three student workshops on Python, AI and product design by laser cutter were conducted in July. Way forward: Continue to explore more collaboration with various departments such as CML, Science,

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				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"> • Incorporate values education into the formal curriculum • Nurture students' resilience through: <ul style="list-style-type: none"> - reinforcing a positive relationship among students, and between teachers and students - promoting a sense of achievement in students by recognizing their strength - optimizing opportunities to provide a positive learning environment • Strengthen students' understanding of the Basic Law through various relevant topics in LS, Chinese History, History and Civic Education 	<ul style="list-style-type: none"> • About 70% of departments have incorporated values education into the formal curriculum • About 70% and 60% of students have a positive relationship with their peers and teachers respectively • More students have a sense of achievement compared with overall HK data • About 70% of teachers have optimized opportunities to provide a positive learning environment • Students' understanding of the Basic Law has been strengthened 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Check stakeholders report • Check APASO report • Teachers' observation 	<ul style="list-style-type: none"> • About 70% of departments incorporated positive values education into the formal curriculum. <ul style="list-style-type: none"> - Chinese: Teachers incorporated moral and affective values into the teaching of the language; positive values were instilled through reading and listening materials, investigation of cultural topics or sharing of teachers' experiences. - English: A programme 'Freerice' was introduced to students. Students learnt English by doing exercises and donated rice to people who were less fortunate to show their care for others. - Positive values were also incorporated into various topics, such as healthy family relationship in LS, cyber security in CML, conservation of cultural heritage in Chinese History, filial piety in History, responsible citizens in Economics and Mathematics, environmental conservation in Biology and Geography etc. • To nurture students' resilience, Chinese teachers made good use of the learning and teaching resources provided by the EDB for values education. One of the files entitled 「價值觀教育學與教視像資源：蝦醬的真味——積極面對逆境」 was shown to cultivate students to face changes and adversities in life with a positive and optimistic attitude. Students also found it very meaningful.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> • No statistics from student stakeholders report and APASO. • Based on teachers' observation and feedback, a positive learning environment was created in school. • Students' understanding of the Basic Law was strengthened through various relevant topics and activities. <ul style="list-style-type: none"> - Chinese: The Constitution and the Basic Law permeated different topics in the Chinese curriculum. - Liberal Studies: Elements of Basic Law were incorporated into the curriculum, for example, Hong Kong Today (The Government and I) in F.4 and National identity in F.5. - History: The content about the establishment of HKSAR and the implementation of the Basic Law in 1997 was taught in F.2. F.2 students also studied the modern history of China from the 1st Anglo-Chinese War to the 1911 Revolution. - Chinese History: Students' understanding of the historical background to the signing of the Sino-British Joint Declaration was strengthened by topics such as the Opium War, the establishment of People's Republic of China in 1949 and the Reform and Opening-up in 1979. - Civic Education: An inter-class Basic Law competition was organized in a printed version while some questions were asked in the inter-house quiz.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> Way forward: Continue to strengthen values, the Basic Law and national security education through different means.
<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: Both junior and senior form students were taught about traditional philosophical thinking. F.4 students were asked to reflect on culture in SBA. Also, students learnt how to appreciate and create antithetical couplets. An online quiz for F.5 on cultural knowledge competition was held. Students enjoyed this activity very much. The Chinese Cultural Festival was cancelled due to class suspension. Putonghua: Element of Chinese culture was incorporated into the topics like Chinese festivals, tourist spots and historical figures. LS: Students learned more about Chinese culture through modules such as "An overview of the life of urban and rural residents". Way forward: <ul style="list-style-type: none"> Continue to enhance students' understanding of Chinese history and Chinese culture through formal and informal curriculum Chinese department will collaborate with the Citizenship and Social Development department to organize some activities about Chinese culture.

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). a. Keep the individual goal-setting activities and provide more guidelines for teachers to remind students: - <ul style="list-style-type: none"> (i) to set specific and measurable goals for academic performance, extra-curricular participation and moral development (e.g. resilience, perseverance, commitment, care for others and doing community service); (ii) to develop practical ways to achieve their goals; and (iii) to set long-term goals (especially for F.3 students). 	<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 September 2020 and the adjustment activity in April 2021. <ul style="list-style-type: none"> - Most students set specific and measurable goals while some F.3 & F.4 students tended to set short-term goals. Moreover, some students did not have in-depth reflection. This was partly because the goal-setting activity was conducted online. Form teachers thus needed to follow up accordingly and help the students further broaden their horizons. - The students did not do the adjustment activity very well as they had less time for reflection in the shorter form teacher period during the pandemic. - The revised reading materials and guidelines provided were said to be useful in helping students set goals. To facilitate students to complete the activities, the reading materials were sent to students through Teams or other platforms by form teachers. - Using the Student's Handbook for goal-setting was regarded as appropriate and effective. - Supplementary worksheets were provided to students. - The final evaluation was cancelled due to suspension of face-to-face lessons as a result of the pandemic. - Teachers reminded students to do self-reflection and gave them individual comments. Students felt cared for individually by teachers.

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. Reserve pages in Student's Handbook for students' personal goals.</p> <p>c. Teachers remind students to do self-reflection.</p> <p>d. Help students to identify their own personal core values / what is important in their life.</p> <ul style="list-style-type: none"> • Organize a motivation enhancement scheme for junior form students with low motivation for learning, and instill positive values in them (e.g. resilience, commitment, self-discipline, responsibility, reciprocal altruism and respect for others). 	<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 	<ul style="list-style-type: none"> - 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. <p><u>Way forward:</u></p> <ul style="list-style-type: none"> • More guidance from Form teachers is needed to help students to set long-term goals. • Teachers' guidelines will be further improved by giving more examples. • Students' self-motivation, self-esteem and self-confidence were enhanced through their participation in community service. - Positive feedback was received from both students and teachers who participated in the scheme. - Some students found the scheme inspiring and rewarding as they could learn the skills of organizing activities and communicating with the elderly. - The program helped the students develop such positive values as commitment, reciprocal altruism, and respect for others.

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. resilience, respect for others, perseverance and care for others) through acknowledging students' academic achievements, learning attitude, effort, and other kinds of achievements. Explore opportunities for quality physical and aesthetic education to nurture students' confidence, perseverance and aesthetic appreciation. a. Promote quality reflection on learning experiences for deep learning. Students share their achievements in different aspects in their own classes during Form-teacher periods (once/twice a year). Reserve an extra form-teacher period for sharing. 	<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"> - Some exercises provided by the English online learning platform (i-Learner) were used to motivate students to strive for better performance. - Reports provided by the Chinese Online learning platform 看漢中文網 were used to inspire students to excel. 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. - Altruism was promoted in the workshops on organ donation conducted by the Hong Kong Organ Transplant Foundation in F.3 L&S lessons. - F.2 students were guided to cherish natural resources and care for others in Geography lessons when they explored food and water problems. - A counselling activity that encouraged students to write gratitude cards to parents was carried out in April 2021. - Positive social values (e.g. respecting human rights and equality, and abiding by the law) were introduced

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, medals and trophies) in their classrooms and on school campus.</p> <p>c. Announce students' achievements and tell their success stories about overcoming difficulties through various means such as the school website, e-App and the PA system.</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>in various Civic Education activities.</p> <ul style="list-style-type: none"> - Sportsmanship was enhanced through inter-school activities. Students were trained to be good leaders; they also helped organize the inter-school rowing competition. - Team spirit and leadership were enhanced through Future Leaders Training Program and the Leadership Training Day Camp. Students were trained to be good leaders. - Other Learning Experience (OLE) Days were organized to promote students' positive values such as resilience, perseverance and care for others. - The English and Mathematics Carnival was organized in May 2021. Students learnt to observe rules and respect one another. • 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. - Students won the 2nd Prize among more than a thousand competitors in the photography competition entitled '觸動眼球·包容互愛' with the theme of 'respect', 'tolerance', 'caring' and 'responsibility'. - The Recital Studio Production Team and Campus TV crew were given more opportunities to learn about the production, making videos and recording music. The first CD production, "L'inizio", was completed in July 2021. All music pieces were passionately

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>performed and professionally recorded by TSKers including students, alumni and teachers.</p> <ul style="list-style-type: none"> - The Drama Club participated in the Drama Festival 2021 with the theme of “Love and Perseverance” and won various awards, namely the Award of Outstanding Performer, Outstanding Audio-visual Effects, and Outstanding Cooperation. In addition, the Drama Club won the Merit Award (Top 5) in a radio drama competition organized by the Buildings Department and HKEdCity. - A team of F.3 students obtained an Outstanding Action Plan Award in the “Take Action! Youth Biodiversity Conservation Leadership Training Scheme” organized by the University of Hong Kong. - Some F.2 and F.3 students obtained the 3rd position in the SKH Secondary Schools Robot Car Competition. - Online fashion show, including the design of masks, was organized by the SA for F.3 to F.5 students. - Students’ sharing was found meaningful and fruitful. The students were invited to share on a wide range of topics, e.g. interests, hobbies, study skills and life experiences. The students offered mutual support and encouragement to one another as they shared the challenges faced during the pandemic. The experience sharing enabled the students to enhance their self-esteem and self-motivation. - The display of students’ achievements in their classrooms and on school campus (e.g. certificates, photos and good work of students) proved to be very effective for students to get appreciated. This helped

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>to enhance the school reputation and students' self-esteem.</p> <ul style="list-style-type: none"> - Announcements of students' achievements were made via channels such as the school website (News Updates) and morning assembly live streaming. 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. - Some online activities, such as Inter-house Quiz, English and Mathematics Carnival and Fashion Show were held under the guidance of teachers. - The activity of arranging a platform (e.g. TSK Square) for students to showcase their talents was cancelled due to the pandemic. <p><u>Way Forward:</u></p> <ul style="list-style-type: none"> • Online activities will be further explored to create more opportunities for quality physical and aesthetic education. • Students were guided to take responsibility for their own learning. <p>a. - The Principal, Counselling Mistress and alumni shared their life experience, especially about learning, in online assemblies. The importance of 'resilience' was emphasized.</p> <ul style="list-style-type: none"> - Alumni were invited to share their learning activities and inspire students with positive life values through

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. <ol style="list-style-type: none"> a. Invite teachers, guest speakers (e.g. those who managed to overcome difficulties in life) or alumni (e.g. those who were doctors or nurses fighting against the coronavirus pandemic in hospital) to share their learning experience in the morning assembly and inspire students with positive life values. b. Teachers provide students with more guidance and encouragement both inside and outside the classrooms; they may invite less active students to share in class. 	<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 from students to the performers 	<ul style="list-style-type: none"> • Check morning assembly record • Teachers' observation • Students' feedback 	<p>the School Press, during lessons and on Gospel Day.</p> <ul style="list-style-type: none"> - A video about their sharing was also uploaded to the school website. - A peer sharing session was arranged for F.6 students on the OLE day. The fresh graduates shared their learning experience, strategies for JUPAS choice selection and experience in HKDSE exam preparations with our students in small groups. Students found the sharing inspiring and useful. 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 life experiences about how to study during the pandemic became more popular with students and teachers. They offered mutual support and care via E-App and WhatsApp, as well as talking on the phone. - The Principal and teachers sent out words of encouragement and videos via WhatsApp groups and other class-based communication channels to encourage students to face the difficult times during the pandemic. - The school social workers invited junior form students to write cards and prepare small gifts for F.6 students to encourage them to work hard for the HKDSE Examinations. The students were touched by the care and support given by their schoolmates. - Some students were encouraged to participate in external activities, e.g. Speech and Music Festivals.

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"> - Form teachers selected less outgoing students to take up different posts in class, such as Class Librarian and member of the Class Committee. - Online study groups were formed by the more able students in class to help the less able ones. - During the pandemic, teachers showed care and support to students who could not attend lessons in person through different means, such as mixed mode teaching, tutorial sessions, phone calls and text messages. - Less motivated students were invited to stay behind after school or come to school early to have lesson preparation and to catch up with their assignments. - During the online lesson period, less motivated students were invited to have online lessons at school and to establish their learning routine. - During study leave period, supplementary lessons were conducted for F.6 less able students in various subjects. - In online form teacher periods, less motivated students were encouraged to share their learning and life experience. • Various in-depth life planning education programs were provided for students at different levels. - The F.1-2 School-based Careers and Life Planning (CLP) activities were conducted on the OLE Day. - The F.4 Life Planning activities based on the booklet 'Careers Mapping' were conducted on the OLE Day. - F.5 students were divided into groups. In each group a

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 	<p>form teacher or careers teacher would provide careers guidance and counselling for them on their JUPAS and non-JUPAS choice.</p> <ul style="list-style-type: none"> The school social workers conducted a talk on choice of subjects for F.3 students. 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 PWC in September 2020. (F.6) JUPAS Sharing Session by alumni (F.4-5) "Life Buddies" Mentoring Scheme - Deloitte Pass the Torch Student Mentoring Program: <ul style="list-style-type: none"> Kick-off Ceremony (school visit by mentors from Deloitte Foundation) on 28 Oct 2020 Firm visit and sharing by mentors on 13 Nov 2020. Christmas Zoom Meeting on 18 Dec 2020 Catch up Zoom Meeting on 25 May 2021 (F.5-F.6) 20 students joined Towngas Careers in Nutshell Program – 2 workshops and a firm visit were conducted in November and December 2020. (F.6) University Interview Skills Workshop and Mock Interview Session were conducted online. Life planning education and simulated job interviews were provided for F.6 non-Chinese speaking students during NCS Chinese lessons. They found it challenging but useful.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - A life planning program with a series of workshops were organized for SEN students and conducted by an experienced external social worker. Very positive feedback was received from both students and teachers. - Other CLP activities were cancelled because of suspension of face-to-face lessons as well as the need to reduce the risk of coronavirus infection and safeguard students' health. • There was positive feedback from teachers, students and parents. Students reflected that the in-depth life planning education programs were useful and could empower them to set their life/career goals.
<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. 	<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. • Students find that study groups / buddies can help them with their studies. 	<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. The above message was conveyed through the following means: <ul style="list-style-type: none"> - A quality talk on time management was given by an external social worker to F.1- F.3 students in mixed mode (i.e., students attended the talk in-person or online). The topic is about time management on the use of electronic devices and the Internet. - Reading materials on time management were given to F.3-4 students before the goal-setting activity. - F.1 students were guided to plan their time for exam

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>preparations and equipped with study skills in a Form teacher period organized by the Counselling Team.</p> <ul style="list-style-type: none"> - Students were reminded by the Principal and teachers from time to time not to spend too much time on electronic devices.
	<p>b. Teachers provide individual advice and support for students in need (e.g. introverts and those with language barrier) and their parents.</p>	<ul style="list-style-type: none"> • F.3 mentors learn to treat others with more care and respect, and develop a stronger sense of commitment. • More open areas are used as study corners for students to form study groups or prepare presentations. • Positive feedback from teachers and students. 		<p>b. - Teachers often contacted the problem students and their parents to give them advice.</p> <ul style="list-style-type: none"> - There was close interaction between parents and teachers (both form teachers and subject teachers), e.g. teachers called parents to give them positive feedback. Parents appreciated teachers' effort in getting them informed of their children's behavior and learning. - During the suspension period of face-to-face classes, form teachers and discipline teachers made phone calls and sent text messages to the less capable students and their parents to remind students to follow their learning schedule and ask parents to help supervise their children.
	<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>c. - The revised Student's Handbook was widely used by students. Revision timetable was added to student's handbook. A HKDSE exam countdown timetable was also prepared for form six students.</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.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions	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		<ul style="list-style-type: none"> • Check program of Leadership Training Camp 	d. - F.5 students were guided to manage or prioritize their time spent on studies, duties and ECA through various activities. - The element of time management was further strengthened in the Leadership Training Day Camp. - ECA student leaders were given training and guidance on time management.
	e. Incorporate time and life management topics in Religious Studies and Liberal Studies lessons for positive character formation.		<ul style="list-style-type: none"> • Check Scheme of Work of R.S. and L.S. Departments 	e. - For positive character formation, topics related to time and life management were incorporated in L&S and 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.
	f. Publish articles written by achievers in the school press.		<ul style="list-style-type: none"> • Check school press 	f. Articles interviewing achievers were published in school press. Students were inspired by the interviews. Positive feedback was received.
	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.		<ul style="list-style-type: none"> • Check minutes of academic panels and functional groups 	g. A whole-school approach was adopted to instill a positive and serious learning attitude into students. - There was collaboration between academic panels and functional groups. For example: 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. - F.2 students were encouraged to pair up during the suspension of face-to-face lessons so as to help or remind each other to hand in e-assignments or attend real-time online lessons.

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"> - An online ‘Joyful’ activity 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. The students were actively engaged in the activity and some of them even volunteered to play the leading roles. Positive feedback was received from students, teachers and the EDB supervisor. - 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. - An online Inter-house Quiz Competition was jointly organized and conducted by the House Committee, Civic Education Team, Campus TV and Cyber Team. - An online English and Mathematics Carnival was conducted. - Pre-exam tutorials were organized for F.1-5 students by the Counselling Team. F.6 students were recruited as tutors to offer support to their schoolmates. - Online Mathematics tutorial classes were conducted for F.1-3 students before the examinations. - Some activities were not carried out due to the pandemic, for example, talk on study skills for F.4, Rocket Car Competition and visit to the Legislative Council.

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 up students 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) - To reinforce the practice of forming study groups or having more academic dialogues between teachers and students, and among students, more open areas are used as study corners (e.g. by adding suitable furniture) for students to form study groups or prepare presentations at different places on school campus. 		<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, F.2 & F.6 students took the initiative to form study groups themselves and study together online. - Some F.2 students formed study groups and studied together in the school 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, on the OLE day, 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. - Chinese study groups were formed for F.1 non-Chinese speaking students by pairing them up with local students. - In Life and Society lessons, teachers set online channels for students to talk about the same topic and finish their projects. - Under the guidance of Form Teachers, students were making progress. - Teachers shared their experience in forming study groups to inspire students to form theirs.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
2. To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions				<ul style="list-style-type: none"> To maintain social distancing under the pandemic, it was not appropriate to provide more open areas on school campus as study corners for students to form study groups or prepare presentations.
	<ul style="list-style-type: none"> Help students channel their efforts put into external competitions into academic studies. <ol style="list-style-type: none"> Students and alumni with non-academic achievements share their learning experience in the morning assembly, with more emphasis on resilience, putting effort into their work, development of correct moral values and making good use of time. Include articles of related topics in School Press. 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 the cancellation of external competitions under the pandemic, measures to help students channel their efforts could not be done. However, articles of related topics were included in School Press.

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 resilience, empathy, care and respect for others, responsibility, perseverance, commitment and national identity. a. Require F.3-4 students to complete a certain number of service learning hours. b. Teachers discuss related topics in Religious Studies, Liberal Studies and language lessons. c. Form teachers discuss related topics with students whenever appropriate. d. Organize talks / workshops for students. e. Provide training for student volunteers. f. Invite F.4 students with active participation in community service to share their voluntary work experience with F.3 students (e.g. in a Form Teacher period or at the kick-off ceremony of the 	<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 pandemic, all service learning activities, except making handmade crafts for the elderly, were cancelled. Nearly all F.4 students completed one service learning activity. 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) - Chinese Language, English Language and Putonghua (e.g. articles about empathy and cherishing resources on Earth were shared.) - F.1 Chinese (Dufu - the compassionate poet) - F.5 English (reading and writing about giving) - Literature in English (e.g. poems about perseverance and short stories about personal growth) - Geography (e.g. topics about empathy, care for others and national identity) c. Form teachers and subject teachers discussed related topics with students whenever appropriate. d. Activities that were organized for students included the following:

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>F.3-4 Service Learning Program).</p> <p>g. Add the element of social service to functional group activities or subject-based events.</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>			<ul style="list-style-type: none"> - online activities for junior form students - mental health workshops for F.5 students were conducted by the school social worker in R.S. lessons. - organ donation workshops for F.3 students in L&S lessons. <p>Positive feedback was received from both teachers and students.</p> <p>e. Trainings were given to:</p> <ul style="list-style-type: none"> - Prefects in September - 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 <p>In addition, storytelling skills training was provided for Form 3 students by the school social workers.</p> <p>f. - Several outstanding F.4 students shared their voluntary work experience in an online workshop.</p> <ul style="list-style-type: none"> - Devoted volunteers were interviewed and their sharing was published in the School Press. <p>g. Some social service activities were cancelled due to the pandemic, e.g. visiting the elderly home jointly organized by the Civic Education Team and the R.S. Department and the service of BOCHK by TSK Sports Federation.</p> <p>h. Due to the pandemic, it was not appropriate to provide volunteering opportunities for students. Thus,</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>no information was given to them this year.</p> <p>i. Gratitude and Appreciation cards were given to parents and teachers by students on Parents' Day and Teachers' Day respectively.</p> <p>j. An alumnus was invited to co-organize a social service activity.</p>
<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, teachers guide students to understand the importance and the principle of "one country, two systems", strengthen students' thinking skills and nurture 	<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. - Phase I of the Inter-class Quiz Competition on the Basic Law and HK news was 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 integrated into the Inter-house Quiz Competition. - Information about the Basic Law was displayed on school campus. - On the first National Security Education Day a mini book fair about Chinese culture appreciation, national security and the Basic Law was held in the school library for a week, and over 200 students participated in the "2021 全民國家安全教育日網上問答比賽". - The Civic Education Award (19-20) was given to students who helped to promote civic awareness in school.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>positive values and attitudes including resilience, adversity quotient, the rule of law, justice, democracy, freedom, 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>			<ul style="list-style-type: none"> - Some F.4 students joined the 《一帶一路·與我何干》綜合能力比賽 2021. They also attended three talks about the Belt and Road Initiative. - A F.5 student joined the 民間施政報告 2020-21：“粵港澳大灣區”及“一帶一路”起草小組 and was given the Certificate of Appreciation. - Some life wide learning civic education activities were suspended because of the pandemic (e.g. War zone 90 and the High Court visit). - Various activities to promote national identity were held. For example, the Chinese History Department held learning activities such as 唐人、漢人身份的認同, 2020 建構動的歷史 (minecraft) and nominating students to join “香港深度遊” for better understanding of Hong Kong. - Music lessons: teaching of the national anthem - Teaching materials related to the Basic Law, rights and responsibilities of HK adolescents, recent development of China, etc. were adopted into the curriculum of the Liberal Studies and Life & Society. - 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 and “One country, Two systems”. - The F.1 English curriculum covered the topic of festivals and cultures of different countries. - In F.2 Visual Arts Lessons, students were encouraged

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>to find the origin of their family’s surname.</p> <ul style="list-style-type: none"> - 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. - F.5 students participated in the activity called “Global Perspectives: An adventure in Liberal Studies”, which used real-life examples at Hong Kong Disneyland to empower students with essential knowledge and concepts through issue-enquiry approach and paved the way for them to become an integral part of the global community. - The Korea Virtual Education Tour was organized for F.5 students to broaden their horizons. It was aimed at STEM and cultural studies as well as exploring the Korean culture. Participants were also given the chance to experience the K-pop culture and the traditional Korean food culture on the trip. - Some junior and senior form students participated in a visit to the Hong Kong Palace Museum. It enhanced the participants’ understanding of China’s history, culture and heritage. - Other education tours such as Germany Education Tour, Sports Teams Overseas Training Tour, Cultural Tour to Korea and CEI Tour were cancelled due to the pandemic. • Teachers expressed that the empowerment was a good practice and they appreciated the flexibility given, especially in classes with SEN students.

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"> • Empower Form Teachers and entrust them with full responsibilities of taking care of student discipline. • Provide opportunities for mutual sharing among teachers during form meetings. • Adopt a whole-school approach to address students' needs (e.g. discipline problems, learning attitude and emotional needs). • 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. using the theme of resilience and adversity quotient. c. Teachers share their own 	<ul style="list-style-type: none"> • Form teachers are empowered and entrusted with full responsibilities of taking care of the discipline in their classes. • At least 4 form meetings are arranged for mutual sharing among teachers who find the sharing useful. • Students learn that they need to bear the responsibility for their persistent behavior. • Students' needs are identified and then referred to the relevant parties. • Students have enhanced resilience, developed more positive moral values and increased positive energy. 	<ul style="list-style-type: none"> • Check students' discipline records • 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 	<ul style="list-style-type: none"> • 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, especially during the pandemic. • Form meetings were arranged for mutual sharing among teachers. Due to the pandemic, not all meetings were conducted. Teachers found the sharing useful. • The whole-school approach was adopted. E-App groups for individual classes were created to facilitate communication among subject teachers. There was close collaboration among form teachers, subject teachers, the Discipline Team, Counselling Team, school social workers, speech therapist 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 covered in the R.S. curriculum. b. The MCE materials were revised using the theme of resilience and adversity quotient ("I can do it"). c. Teachers shared their life experience and learning skills with students during the lessons and form teacher periods. The Principal and teachers were

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>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 school social workers.</p>		<p>of Work of different subject panels</p> <ul style="list-style-type: none"> • Check report of Counselling Team 	<p>interviewed by Campus TV, Student Association and School Press to share their life experience.</p> <p>d. The related elements and positive values were integrated into different subject curricula. The organ donation workshop was organized by the L.S. Department. A video about “Bring Your Own Bottle” was shot and shown in the Inter-house Quiz Competition.</p> <p>e. A series of activities was organized to enhance students’ mental health. For example:</p> <ul style="list-style-type: none"> - The “Cheer You Up” program organized by the VOT committee for F.1-5 students before the Final exam - A talk for F.1-3 students about internet addiction and mental health - An online mental health enhancement program, “Stand by You in New School Year”, for F.1-3 students - An online Joyful activity for F.1-2 students - Adjustment workshops for F.1 students jointly organized by the Guidance Team and Religious Studies Department - Nagomi art (和諧紛彩) mental health workshops for F.1 students - Mental health workshops for F.2 students jointly organized by the Guidance Team and Religious Studies Department - “Mind and Body Wellness” Workshop (動腦・動

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>心・健身心體驗活動) for F.4 students</p> <ul style="list-style-type: none"> - A mental health activity for F.5 classes in R.S. lessons - A sharing about learning experience for F.5 students before the final examination - An online workshop on career counselling and mental wellness for F.6 students <p>All the workshops and programs were well received by the students; there was very positive and encouraging feedback from teachers.</p> <ul style="list-style-type: none"> • Some other activities could not be carried out due to the pandemic.

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"> • Arrange homecoming activities for alumni including gatherings, photo-taking and ball games competitions, etc. in order to share with them the vision and mission, the recent development and the needs of TSK. • Outstanding alumni will be invited by the school press or other school publications for interviews. The articles will also be uploaded to the Facebook Page of the TSK Alumni Association. 	<ul style="list-style-type: none"> • More alumni develop a sense of belonging to the school. • More alumni express their willingness to make contributions to TSK. • The Alumni Invitation Relay in Athletics Meet / Swimming Gala is kept as a tradition in which alumni will be invited to form a team (or teams) to compete with current students. • More alumni are invited to join various school activities, e.g. inter-school sports competitions (to support TSK students), Walkathon and Speech Day. • Articles about outstanding alumni are published and uploaded to the school website and Facebook of the Alumni Association. 	<ul style="list-style-type: none"> • Check records / minutes of the Alumni Association • Feedback from alumni in terms of participation • Check school press (or other school publications) and Facebook 	<ul style="list-style-type: none"> • Homecoming activities were arranged despite COVID-19. <ul style="list-style-type: none"> - The AGM and a school tour were arranged in October 2020. The event was held successfully with alumni's enthusiastic participation. Some of them brought their children to school and were eager to visit the History Gallery. - Photo-taking and ball games had to be cancelled due to the COVID-19 pandemic. - A gathering was organized to farewell the Principal in July 2021. • Our ex-Head Boy, Timothy Ho, was invited to give a sharing during the assembly on Gospel Days. • The Athletics Meet, Swimming Gala and Walkathon were cancelled due to COVID-19 pandemic. • Our IMC Alumni Manager attended the Speech Day in January 2021. • Outstanding alumni were interviewed and articles were published by the School Press. The PDF file of the interviews was uploaded to the Facebook page of the Alumni Association.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
b. The Alumni Association will make use of various social media platforms as publicity channel	<ul style="list-style-type: none"> Promotion of Alumni Association and its activities will be carried out through various social media platforms (i.e. Facebook, School website, IG and Weibo). 	<ul style="list-style-type: none"> Weibo & IG accounts are created and managed by the Alumni Association. Senior alumni or alumni who work in Mainland China can know more about the activities and development of TSK via IG and Weibo. 	<ul style="list-style-type: none"> Check Weibo & IG accounts 	<ul style="list-style-type: none"> There were technical issues about opening a Weibo account that could not be resolved. The IG account will be opened at a later stage when it becomes clear about how many platforms are truly accessible and feasible for the purpose of alumni networking. Further professional advice on the technical issues will be sought.
2. Tapping into alumni resources a. To support the school development in different aspects b. To further develop our tutoring program for current students	<ul style="list-style-type: none"> Encourage alumni to make donations to the school. F.6 Form teachers nominate and encourage students to be mentors after graduation. Invite more graduates with good results in the HKDSE to be tutors and help with the Tutoring Program for F.4-6 students. Invite alumni to come back and share their careers experience, especially entrepreneurial skills with students. Notify current teachers regarding activities held by 	<ul style="list-style-type: none"> Alumni are encouraged to make donations to the school. The alumni concerned express their appreciation to the school. F.6 students are nominated and encouraged to be mentors. More graduates with good results in the HKDSE are willing to help with the Tutoring Program. Life-planning sharing sessions are conducted 	<ul style="list-style-type: none"> Check record/minutes of the Alumni Association Check recruitment records of Tutoring Program Check minutes of Careers Committee Check email 	<ul style="list-style-type: none"> Alumni were encouraged to make donations. Some of them expressed their interest in setting up new scholarships. Although there was not any large-scale recruitment due to the pandemic, a WhatsApp group with graduates studying in UGC-funded courses was formed. Over a dozen of alumni returned to school in November 2020 to give peer sharing arranged by the Careers Committee. Tutors who graduated from our school were recruited for the Summer Bridging Programme. Alumni were invited to be tutors or give sharing for current students in different subjects. The sharing on careers experience and

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
	<p>the Alumni Association and encourage them to invite alumni to join the activities.</p>	<p>by alumni during the morning assembly or Form Teacher periods.</p> <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. 		<p>entrepreneurial skills by alumni could not be carried out due to the pandemic. Instead, an online programme collaborated with Eaton University was conducted in April and May 2021. Students also participated in another online programme organized by AmPower on careers experience and entrepreneurial skills. The year-round programme was launched in July.</p> <ul style="list-style-type: none"> • School suspension and the uncertainties involved due to COVID-19 made it difficult and sometimes undesirable to notify teachers of activities held by the Alumni Association.
<p>c. To strengthen the Student Mentorship Program</p>	<ul style="list-style-type: none"> • Conduct the Student Mentorship Program for F.4-5 students. - Organize an official opening ceremony with different short talks on different career fields given by mentors. - Contact groups are set up between mentors and mentees, and they are at liberty to decide the mode of interaction and/or meetings. 	<ul style="list-style-type: none"> • The Student Mentorship Program for F.4-5 students is conducted. • Mentors from different career backgrounds are recruited and invited to give advice to F.4-5 students. • Positive feedback from mentors and students 	<ul style="list-style-type: none"> • Check results of evaluation form about Student Mentorship Program completed by mentors and mentees 	<ul style="list-style-type: none"> • The Student Mentorship Program was suspended due to the COVID-19 pandemic. A meeting will be convened to discuss the feasibility and possible execution of the program next year.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
	<ul style="list-style-type: none"> Recruit mentors (alumni) from different career backgrounds and invite them to give advice to the current F.4-5 students in order to provide them with a competitive edge in the job market, and equip them with vocational and professional education and training (VPET). 			
<p>3. Preparing for the school's 60th Anniversary Celebrations</p> <p>To encourage the participation of alumni in celebrating the school's 60th anniversary</p>	<ul style="list-style-type: none"> Bring up the message of 60th anniversary celebrations in the meetings of the 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 the Alumni Association 	<ul style="list-style-type: none"> Discussion among alumni and teachers on possible activities for the event has been ongoing.