

## Evaluation of School Development Plan (2018 – 2021)

Major Concerns	Targets	A General Outline of Strategies	Evaluation
<p><b>1. Enhancing learning and teaching</b></p>	<p><b>1) Enhancing the learning and teaching effectiveness</b></p> <p>a. To enhance students' motivation to learn and strive for excellence</p>	<ul style="list-style-type: none"> <li>• Promote a positive learning atmosphere and academic excellence in school by providing different platforms for students to explore and develop their academic potential</li> <li>• Set challenging but achievable tasks to instill in students a sense of achievement</li> <li>• Encourage subject panels to collaborate with functional groups to incorporate life-wide learning activities to widen students' horizons</li> <li>• Give recognition and praise where appropriate</li> <li>• Give constructive comments to students taking them to the next higher level</li> </ul>	<p>The strategies have been fully implemented.</p> <ul style="list-style-type: none"> <li>• Nearly all subject panels provided different platforms to enhance learning and teaching effectiveness and help students explore and develop their academic potential. Some planned activities were cancelled in 2019-2021 because of class suspension caused by the coronavirus pandemic.</li> <li>• Subject panels collaborated with other panels/functional groups to incorporate life-wide learning activities to widen students' horizons. Students were encouraged to join various external competitions, training programmes and courses to increase their exposure and help them stretch their potential. Gifted students were invited to join activities / courses / competitions related to gifted education to strive for excellence.</li> <li>• Challenging but achievable tasks were provided by different panels to instill in students a sense of achievement. Students showed interest in various tasks and gave positive feedback.</li> <li>• All teachers gave recognition, constructive comments and praise to students where appropriate. Students gave positive feedback on teacher-student relationship.</li> <li>• Teachers had been working to improve students' motivation for learning and would continue to explore different strategies to sustain students' interest in learning and enhance their motivation.</li> </ul> <p><b>Evidence sources:</b> Annual school reports, panel reports, schemes of work, student' work and assignments, certificates on courses, prizes in different competitions</p>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
	<p>b. To cater for the needs of students with weaker academic ability and lower motivation</p>	<ul style="list-style-type: none"> <li>• Incorporate more learning activities to cope with the needs, abilities, learning styles and interests of students</li> <li>• Provide opportunities for success to increase students' sense of achievement in learning</li> <li>• Relate classroom materials to things that students are interested in or have experienced</li> <li>• Empower students to develop study skills</li> </ul>	<p>The strategies have been fully implemented.</p> <ul style="list-style-type: none"> <li>• All subject panels incorporated appropriate learning activities to cater for learner diversity. Graded assessments, tailor-made worksheets, multimedia resources and various online platforms were used to motivate less able students. More clues and guidelines were also given to them. Based on teachers' observation, students in general enjoyed the activities which helped improve their learning.</li> <li>• Teachers always related classroom materials to things that students are interested in or have experienced, they also incorporated teaching of study skills in lessons although it was more challenging to monitor students' application of study skills taught during online lessons. After-school small-group tutorials for junior form students with weaker academic ability were also provided.</li> </ul> <p><b>Evidence sources:</b> Annual school reports, panel reports, schemes of work, exam and test papers, teaching materials, stakeholders' reports</p>
	<p>c. To enhance learning effectiveness through e-Learning and interactive learning</p>	<ul style="list-style-type: none"> <li>• Reinforce peer, and teacher-student interaction</li> <li>• Extend and reinforce the practice of incorporating e-Learning, particularly mobile learning, where appropriate</li> </ul>	<p>The strategies have been fully implemented.</p> <ul style="list-style-type: none"> <li>• All departments incorporated mobile learning / e-Learning where appropriate. Different LMS were used. All students were assigned a TEAMS account for learning and assessments. 'BYOD' in junior forms was implemented to facilitate e-Learning and extended to senior forms wherever needed.</li> <li>• Online lessons were conducted during the class suspension period. Blended teaching was attempted and teachers found this useful to cater for the needs of students who were absent due to COVID-19.</li> </ul>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
		<ul style="list-style-type: none"> <li>• Extend the ‘bring your own device’ (BYOD) to Form 3 to facilitate e-Learning</li> <li>• Utilize Learning Management System to further facilitate interactive learning</li> <li>• Enrich subject-based mobile learning and e-Learning teaching resource banks</li> <li>• Organize workshops for e-Learning resources and encourage teachers to attend workshops</li> </ul>	<ul style="list-style-type: none"> <li>• All departments 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.</li> <li>• There was positive feedback from both teachers and students. Learning effectiveness of students as well as peer, and teacher-student interaction were enhanced.</li> </ul> <p><b>Evidence sources:</b> Annual school reports, panel reports, schemes of work, e-Learning resource banks, stakeholders’ reports</p>
	<p>d. To further enhance students’ self-directed learning strategies</p>	<ul style="list-style-type: none"> <li>• Further incorporate e-Learning, where appropriate, in designing learning activities</li> <li>• Encourage self-directed learning through various learning activities such as presentation, projects and group work</li> </ul>	<p>The strategies have been fully implemented.</p> <ul style="list-style-type: none"> <li>• Most teachers have encouraged self-directed learning through various learning activities such as presentation, projects and group work.</li> <li>• High-achieving past students of different streams were invited to share their study habits with senior secondary students. Feedback from students was positive.</li> </ul> <p><b>Evidence sources:</b> Annual school reports, panel and departmental reports, schemes of work, students’ project works, stakeholders’ reports</p>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
		<ul style="list-style-type: none"> <li>• Invite high-achieving past students of different streams to share their study habits with NSS students</li> <li>• Further make use of Learning Management System to facilitate self-directed learning</li> </ul>	
	<p>e. To further enhance teaching effectiveness</p>	<ul style="list-style-type: none"> <li>• Share among teachers effective teaching strategies and values through structured and unstructured means, such as staff development programmes, sharing sessions, workshops or online resources</li> <li>• Encourage peer learning among teachers through different means, such as subject based collaboration, cross-subject collaboration, class visits or lesson planning</li> </ul>	<p>The strategies have been fully implemented.</p> <ul style="list-style-type: none"> <li>• Sharing among teachers on effective teaching strategies and values were conducted in departmental meetings. Teachers also discussed e-Learning strategies and shared teaching materials in WhatsApp/Signal/eApp groups.</li> <li>• Subject-based and cross-subject collaboration were implemented by some departments.</li> <li>• Formal class visits were cancelled in 2019-2021 due to class suspension except for newly-appointed teachers. Mentors and mentees conducted peer sharing and class visits for professional development purpose.</li> <li>• Feedback from teachers were positive.</li> </ul> <p><b>Evidence sources:</b> Annual school reports, panel and departmental reports</p>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
	f. To keep track of students' academic performance and adjust teaching strategies accordingly	<ul style="list-style-type: none"> <li>• Use the eClass Student Data Analysis tool to trace the academic performance of students after the first term and final examinations, and to predict the HKDSE results of F.6 students</li> <li>• Adjust teaching strategies based on the results of analysis where appropriate</li> </ul>	<p>The strategies have been fully implemented.</p> <ul style="list-style-type: none"> <li>• Most departments made use of the Student Data Analysis tool to trace, compare and analyze the academic performance of students and adjusted the teaching strategies accordingly.</li> <li>• Teaching groups instead of classes for core subjects were created to facilitate analysis of senior form academic performance</li> </ul> <p><b>Evidence sources:</b> Annual school reports, panel and departmental reports, eClass Student Data Analysis tool</p>
	g. To help students develop a good reading habit	<ul style="list-style-type: none"> <li>• Explore different ways in using the new reading grant to promote students' reading habit</li> <li>• Include short, student-conducted news or book sharing during the morning reading session with the reading invigilators acting as facilitators</li> <li>• Encourage teachers to stimulate students' interest in reading reference books, novels, fictions, multimedia resources, etc.</li> </ul>	<p>The strategies have been fully implemented.</p> <ul style="list-style-type: none"> <li>• Subject panels explored various means to use the reading grant.</li> <li>• Due to the adoption of the Special Timetable or class suspension, the morning reading sessions and some planned book talks or exhibitions were cancelled and teachers were unable to conduct the news or book sharing in 2019-2021. Instead, different departments designed various reading tasks or book sharing to promote students' reading habit.</li> <li>• Collaboration between the English Department and other departments to promote language across the curriculum were also carried out.</li> <li>• Based on teacher stakeholders report, students still need to be encouraged to read more.</li> </ul> <p><b>Evidence sources:</b> Annual school reports, panel reports, Library committee meeting reports, students' book reports, stakeholders' reports</p>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
		<ul style="list-style-type: none"> <li>• Include various types of book sharing in the morning sessions</li> <li>• Organize book talks and exhibitions</li> </ul>	
<b>1. Enhancing learning and teaching</b>	<b>2) Curriculum design</b> a. To put more emphasis on generic and/or higher-order thinking skills training	<ul style="list-style-type: none"> <li>• Adjust the teaching content of junior form curricula to incorporate in-depth discussion and thinking skills training</li> <li>• Reinforce the higher-order thinking skills in senior forms</li> </ul>	<p>The strategies have been fully implemented.</p> <ul style="list-style-type: none"> <li>• Most panels included elements pertaining to in-depth discussion and thinking skills in the junior curricula and reinforced higher-order thinking skills in senior forms.</li> <li>• Most teachers adopted inquiry-based learning to foster students' critical thinking skills.</li> </ul> <p><b>Evidence sources:</b> Annual school reports, panel reports, schemes of work, teaching materials</p>
	b. To further develop the Technology Education curriculum by strengthening STEM Education	<ul style="list-style-type: none"> <li>• Further enrich STEM Education through collaboration between ICT and C&amp;T in Form 3</li> </ul>	<p>The strategies have been fully implemented.</p> <ul style="list-style-type: none"> <li>• Collaboration between CML and C&amp;T in Form 3 were implemented although the original plan had been slightly affected by COVID-19.</li> <li>• Cross-curricular collaboration involving CML and other subjects were partially completed due to class suspension.</li> <li>• Students joined competitions, training and workshops related to STEM education. Training and workshops were also organized for teachers.</li> </ul> <p><b>Evidence sources:</b> Annual school reports, panel reports, schemes of work, teaching materials</p>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
<b>2. Character Promotion</b>	<b>1) To further enhance students' self-esteem and boost their self-motivation for learning</b>	<ul style="list-style-type: none"> <li>• Conduct the goal-setting program (compulsory for F.3-4 students).</li> </ul>	<p>The goal-setting program was conducted with some modifications due to the COVID-19 pandemic.</p> <ul style="list-style-type: none"> <li>• The individual goal-setting program helped enhance students' self-motivation for learning and strengthened values education. It urged students to conduct reflection.</li> <li>• Before the first goal setting activity, reading materials and guidelines were provided to students. The documents facilitated them to set their goals.</li> <li>• The adjustment and evaluation activities designed to be held in the second term provided students with the opportunities to adjust their goals and evaluate their performance. However, due to the pandemic, the two activities were not fully implemented as planned in the last two years.</li> </ul> <p><b>Evidence sources:</b> Annual School Reports and minutes of the Moral and Civic Education (MCE) Committee</p>
		<ul style="list-style-type: none"> <li>• Organize a motivation enhancement scheme for junior form students.</li> </ul>	<p>The Motivation Enhancement Scheme was carried out for F.1-3 students during the summer in 2019 and 2021.</p> <ul style="list-style-type: none"> <li>• It consisted of team-building activities, learning and preparation sessions and community service (serving the elderly).</li> <li>• Students found the scheme inspiring and rewarding as they were able to learn the skills of organizing activities and communicating with the elderly,</li> <li>• Positive values were also cultivated, such as commitment, reciprocal altruism, responsibility, and respect for others.</li> </ul> <p><b>Evidence sources:</b> Annual School Reports and MCE Committee reports</p>
		<ul style="list-style-type: none"> <li>• Teachers acknowledge students' academic achievements, learning attitude and effort, and other achievements (e.g. aesthetics, sports and</li> </ul>	<p>a. The student sharing sessions were found fruitful. Students enjoyed the activities, and they were eager to share in class. They managed to share their achievements in different aspects and with confidence. On top of experience sharing, some teachers instilled correct moral values such as resilience and perseverance, and even encouraged students to walk an extra mile. The feedback was very positive and the atmosphere in class was encouraging. Students' self-esteem was thus enhanced, and self-motivation was boosted.</p>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
		<p>services) both inside and outside the classroom as positive reinforcement, and encourage students to walk an extra mile.</p> <p>a. Students share their achievements in different aspects in their own classes during form-teacher periods.</p> <p>b. Display students' achievements (e.g. certificates, photos and videos) in their classrooms and the school campus.</p> <p>c. Publish students' achievements in the school press (in the form of articles or interviews.)</p>	<p>b. Students' achievements were displayed.</p> <ul style="list-style-type: none"> <li>- Certificates were displayed outside the school hall and on the boards on school campus so that students could know the achievements of their schoolmates.</li> <li>- More display cabinets were installed for displaying trophies at the school entrance and other areas on campus. This helped to enhance students' self-esteem.</li> <li>- Students with outstanding academic achievement and conduct were acknowledged through board display of the names of the top 50 students in each form and the names of students receiving good conduct awards and merits.</li> </ul> <p>c. Students' achievements were published in the school press and on the school website (News Update).</p> <p><b>Evidence sources:</b> Annual School Reports, minutes of the MCE Committee and the School Press.</p>
		<ul style="list-style-type: none"> <li>• Help students learn to take responsibility for their own learning.</li> </ul> <p>a. Invite teachers or guest speakers (including alumni) to share their experience in learning.</p>	<p>a. The Principal, Counselling Mistress, school social workers, teachers, alumni, and guest speakers were invited to share their learning experience in different occasions, such as morning assemblies, Gospel Days, book talks and careers talks. Students were encouraged to take responsibility for their own learning. They found the sharing informative, meaningful, and enlightening. Many positive values were instilled.</p> <p>However, some sharing activities were cancelled due to the prolonged class suspension in the past two years.</p>



Major Concerns	Targets	A General Outline of Strategies	Evaluation
		<p>b. Teachers provide students with more guidance and encouragement both inside and outside the classrooms.</p>	<p>b. Students appreciated the continuous guidance, support and encouragement from teachers and the principal both inside and outside the classrooms. Due to the limitation of face-to-face lessons during the pandemic, words of encouragement were sent to students via WhatsApp, eApp or other platforms. Greeting cards and gifts were specially prepared by the principal, teachers and school social workers for F.6 students to keep up their hard work for the HKDSE.</p> <p><b>Evidence sources:</b> Annual School Plan, minutes of MCE Committee and Morning Assembly Committee, and the School Press</p>
	<p><b>2) To encourage a sense of ownership in learning and help students learn to take responsibility for their own decisions.</b></p>	<ul style="list-style-type: none"> <li>• Help students improve their time management skills and advise them to spend less time on electronic devices. <ul style="list-style-type: none"> <li>a. Convey the message through various means, such as the Principal’s sharing, form teachers’ guidance, talks and reading.</li> <li>b. Teachers provide individual advice for problem students and their parents.</li> <li>c. Teachers provide students with more guidance and encouragement.</li> <li>d. Incorporate time and life management topics in Religious Studies and Liberal Studies lessons for</li> </ul> </li> </ul>	<p>Various strategies have been adopted to help students improve their time management skills and advise them to spend less time on electronic devices.</p> <ul style="list-style-type: none"> <li>a. Quality talks on time management were given by the principal, school social workers, teachers, guest speakers and alumni. Students were reminded to spend less time on electronic devices from time to time.</li> <li>b. Teachers contacted problem students and their parents to give advice whenever appropriate. There was close interaction between parents and teachers. Parents appreciated teachers’ efforts in getting them informed of their children’s behaviour and learning. During the suspension of face-to-face lessons, form teachers and discipline coordinators made phone calls and sent text messages to remind the less capable students to catch up with their learning schedule and asked parents to help supervise their children.</li> <li>c. Teachers provided continuous support and guidance to students whenever necessary. Students were reminded to use monthly calendars in the Student’s Handbook for time management. Through different programs including “Prepare for the New Challenges”, Leadership Training Camp and ECA Student Leadership Training Program, F.5 students were guided to prioritize their time spent on studies, duties and ECA.</li> <li>d. Topics about time management were covered in L.S. and R.S. lessons. Students were able to understand the importance of time management through different learning activities.</li> </ul>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
		<p>positive character formation.</p> <p>e. Form study groups or pair students up as study buddies with teachers' encouragement.</p> <ul style="list-style-type: none"> <li>- F.1 (through F.1 Mentoring Program)</li> <li>- F.2–6 (encouraged by form teachers and subject teachers of -NSS electives)</li> </ul> <p>f. Publish articles written by achievers in the School Press.</p> <p>g. Adopt a whole-school approach to instill a positive and serious learning attitude towards studying into students, e.g., collaboration between academic panels and functional groups.</p>	<p>e. Study groups were formed at different levels.</p> <ul style="list-style-type: none"> <li>- F.1 study groups were formed through F.1 Mentoring Program.</li> <li>- F.1 &amp; F.2 students joined Project A and formed study groups led by F.5 students.</li> <li>- Pre-examination tutorial sessions for F.1-2 students were conducted by F.6 students.</li> <li>- Chinese study groups were formed for F.1 non-Chinese speaking students.</li> <li>- NSS Tutorial Programs were organized for F.4-6 students who formed groups under different subjects.</li> <li>- Some senior students formed individual study groups with the encouragement of teachers.</li> <li>- During the pandemic, some academically less capable students formed online tutorial groups for self-study with the assistance of teachers.</li> </ul> <p>f. Articles about service learning experience written by achievers were published in School Press. Positive feedback was received.</p> <p>g. A whole-school approach was adopted to instill a positive and serious learning attitude into students. Academic panels and functional groups collaborated closely in organizing different activities for students. Due to the suspension of face-to-face lessons during the pandemic, many academic and non-academic activities such as Inter-house Quiz, English and Mathematics Carnival and Mathematics tutorial classes were conducted online. Very positive feedback was received from both teachers and students.</p> <p>Due to the pandemics, some activities were suspended.</p> <p><b>Evidence sources:</b> Annual School Reports, minutes of Morning Assembly Committee, Schemes of work of L.S. and R.S. Departments, minutes of MCE Committee, minutes of Counselling Team and School Press</p>
		<ul style="list-style-type: none"> <li>• Help students channel their efforts made in external competitions into academic studies.</li> </ul>	

Major Concerns	Targets	A General Outline of Strategies	Evaluation
		<p>a. Students and alumni with non-academic achievements share their learning experience in the morning assembly, focusing on making effort, concentration and making good use of time.</p> <p>b. Broadcast programs via Campus TV.</p>	<p>a. Students and alumni with non-academic achievements, some of whom may not be high achievers academically, shared their learning experience in morning assemblies. Students found the sharing sessions inspiring. However, many sharing sessions were suspended due to the pandemic.</p> <p>b. Due to the cancellation of external competitions under the pandemic, measures to help students channel their efforts could not be done. However, articles on related topics were included in School Press.</p> <p><b>Evidence sources:</b> Annual School Reports and School Press</p>
	<p>3) <b>To foster empathy and build caring interpersonal relationships at both the peer and community levels</b></p>	<ul style="list-style-type: none"> <li>• To conduct a series of programs / activities to help students become more caring and develop empathy.</li> <li>a. Require F.3-4 students to complete a certain number of community service hours.</li> <li>b. Teachers discuss related topics in Religious Studies, Liberal Studies and language lessons.</li> <li>c. Form teachers discuss related topics with students whenever appropriate.</li> <li>d. Organize talks / workshops for students.</li> </ul>	<p>A series of programs and activities were organized successfully to help students become more caring, thankful, and empathetic towards others.</p> <ul style="list-style-type: none"> <li>a. 80% of F.4 students completed a certain number of community services in the Service Learning Program by July 2020. Nearly all F.4 completed at least one service learning activity by July 2021. It was successful that a wide range of community services were arranged with students' active participation.</li> <li>b. Related topics were discussed in different subjects, e.g. R.S., LS, Chinese, English and Geography.</li> <li>c. Form teachers discussed related topics with students with reference to MCE materials.</li> <li>d. Talks were organized to enhance students' understanding of volunteer work. Positive feedback was received.</li> <li>e. Various training workshops were provided for student volunteers, such as members of Volunteers of TSK (VOT), Community Youth Club (CYC), Student Environmental Protection Ambassadors, Fair Trade Ambassadors, Motivation Enhancement Scheme and the BOCHK Sports Volunteer Scheme.</li> </ul>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
		<ul style="list-style-type: none"> <li>e. Provide training for student volunteers.</li> <li>f. Senior form students share voluntary work experience with junior form students during form teacher periods.</li> <li>g. Add the element of social service to functional group activities or subject-based events.</li> <li>h. Provide information on volunteering opportunities.</li> <li>i. Include students' volunteer service record on the school report card (under ECA) as official recognition.</li> <li>j. Nurture gratitude and reciprocal altruism among students.</li> <li>k. Invite alumni to share their social service experience and gratitude towards TSK.</li> </ul>	<ul style="list-style-type: none"> <li>f. Several outstanding F.4 students shared their voluntary work experience in the kick-off ceremony of the Service Learning Program, School Press and the school brochure.</li> <li>g. The element of social service was added to functional groups and subject-based events, e.g. Drama Competition and Environmental workshops.</li> <li>h. Information on volunteering opportunities were provided to students in the Service Corner on the class notice boards and other communication channels by teachers in different functional groups.</li> <li>i. Students with outstanding performance in the Service Learning Program were given merits for "Contribution to the Community" and Awards for the Service Learning Program (Bronze, Silver and Gold Awards).</li> <li>j. Different activities were organized to nurture gratitude and reciprocal altruism among students, such as writing gratitude and appreciation cards and Box of Hope Campaign.</li> <li>k. Alumni provided quality talks for students and shared their social service experience in morning assemblies. Students were inspired by their sharing and life stories.</li> </ul> <p><b>Evidence sources:</b> Annual School Reports, minutes of Service Learning Team, minutes of MCE Committee, schemes of work of subjects concerned and minutes/reports of functional groups concerned</p>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
	<p><b>4) To increase students' sense of local, national and global identities</b></p>	<ul style="list-style-type: none"> <li>• Conduct civic education activities e.g. newspaper cutting, civic education sharing and quizzes on Basic Law and social issues of Hong Kong, China and the world.</li> <li>• Through Liberal Studies, Chinese History and History lessons in junior form classes.</li> <li>• Broaden students' horizons through subject panel and functional group activities as well as educational tours.</li> </ul>	<p>Students' sense of local, national, and global identities was enhanced through a great variety of learning activities organized by the Civic Education Team, subject panels, and functional groups. Positive feedback was received from teachers and students.</p> <ul style="list-style-type: none"> <li>• Phases I and II of Inter-class Quiz Competition on the Basic Law and HK news (Phase II was integrated into the Inter-house Quiz Competition in 2021)</li> <li>• A mini book fair about Chinese culture appreciation, national security and the Basic Law was held on the first National Security Education Day on 15 April 2021.</li> <li>• Information about the Basic Law was displayed on school campus.</li> <li>• Voluntary service provided for the Methodist Community Centre in Wan Chai</li> <li>• Participation in external competitions and events, e.g. <ul style="list-style-type: none"> <li>➢ “2021 全民國家安全教育日網上問答比賽”</li> <li>➢ 《一帶一路·與我何干》綜合能力比賽 2021</li> <li>➢ 民間施政報告 2020-21: “粵港澳大灣區” 及 “一帶一路” 起草小組</li> <li>➢ 唐人、漢人身份的認同, 2020 建構動的歷史 (minecraft)</li> </ul> </li> <li>• Visit to the Legislative Council</li> <li>• Visit to the Hong Kong Palace Museum</li> <li>• The School Choir joined the Hong Kong Dream Concert held by Civic Education Commissioner</li> <li>• Life-wide learning activities, e.g. War Zone 90 and Disneyland Globalization Tour</li> <li>• Outing activities organized by the History Society to know more about Hong Kong.</li> <li>• Education tours to Guangzhou, Japan, London, Turkey, Shanghai, Zhongshan, Shaoguan, Dunhuang and Taiwan</li> <li>• Korean Virtual Student Exchange Program</li> <li>• Topics on Hong Kong and Chinese History were taught in F.1 to F.3 History and Chinese History curriculums.</li> <li>• The F.1 English curriculum covered the topic of festivals and cultures of different countries.</li> </ul>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
			<ul style="list-style-type: none"> <li>• Teaching materials related to the Basic Law, rights and responsibilities of HK adolescents, recent development of China, etc. were adopted into the curriculums of Liberal Studies and Life &amp; Society</li> <li>• The module on modern China was taught in both junior and senior levels LS lessons</li> <li>• Teaching the national anthem in Music lessons</li> </ul> <p><b>Evidence sources:</b> Annual School Reports, reports of Civic Education Team and Music Department, minutes of the Moral and Civic Committee and schemes of work of the L.S., Chinese History, History and Music Departments</p>
	<p><b>5) Teachers to play a more significant role and provide more comprehensive care to students</b></p>	<ul style="list-style-type: none"> <li>• Empower Form Teachers and entrust them with full responsibilities of taking care of student discipline.</li> <li>• Adopt a whole-school approach to address students' needs (e.g. discipline problems, learning attitude and emotional needs).</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers were empowered and entrusted with full responsibility of taking care of student discipline. Positive feedback was received from both teachers and parents.</li> </ul> <p><b>Evidence sources:</b> Annual School Reports, report of Discipline Team and minutes of MCE Committee</p> <ul style="list-style-type: none"> <li>• The whole-school approach was adopted. 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 actions were also taken including contacting parents for family support.</li> <li>• Communication among teachers were further strengthened with the creation of E-App groups for individual classes. This facilitated the implementation of whole-school approach, especially during the suspension of face-to-face lessons during the pandemic.</li> </ul> <p><b>Evidence sources:</b> Annual School Reports and minutes of Discipline Team</p>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
		<ul style="list-style-type: none"> <li>• Provide more opportunities for mutual sharing among teachers during form meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Form meetings provided an effective platform for mutual sharing among teachers. Due to the pandemic, some regular form meetings were either conducted online or suspended.</li> </ul> <p><b>Evidence sources:</b> Annual School Reports</p>
		<ul style="list-style-type: none"> <li>• Help students enhance resilience and increase positive energy.               <ol style="list-style-type: none"> <li>a. Add a topic based on biblical characters' experience to the R.S. curriculum.</li> <li>b. Revise MCE materials for Form Teachers to use in form- teacher periods.</li> <li>c. Teachers share their own life experience with students.</li> <li>d. Integrate the related elements and positive values into different subject curricula.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Students were guided to enhance resilience, develop more positive moral values, and increase positive energy.               <ol style="list-style-type: none"> <li>a. Topics based on biblical characters' experience were covered in the R.S. curriculum.</li> <li>b. The MCE materials were revised with the incorporation of different values and concepts, such as resilience, adversity quotient and empathy. Positive feedback was received from form teachers and students.</li> <li>c. Teachers shared their life experience and learning skills with students during the lessons and form teacher periods. The principal and teachers were interviewed by Campus TV, Student Association and School Press to share their life experience.</li> <li>d. The related elements and positive values were integrated into different subject curricula (e.g. Geography, Life &amp; Society, L.S.) and school functions (e.g. Inter-house Quiz).</li> </ol> </li> </ul> <p><b>Evidence sources:</b> Annual School Reports, minutes of MCE Committee and scheme of works of R.S. Department</p>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
		<ul style="list-style-type: none"> <li>• Implement a comprehensive program entitled 「尊重生命，逆境同行」(「好心情@學校」微型計劃) for junior form students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback on the program was received from students and parents. About 30 junior form students were identified in a questionnaire survey carried out in 2018-19. Support was provided for them to improve their interpersonal relationships so as to help them cherish life and face adversities. A variety of activities were organized at school.</li> <li>• Many activities about mental health were carried out by school social workers for students in both junior and senior forms. <ul style="list-style-type: none"> <li>➤ Joyful Day Camp</li> <li>➤ Online Joyful Activity</li> <li>➤ Talk for F.1-3 students on Internet addiction and mental health</li> <li>➤ Mental wellness workshops and activities for different forms</li> </ul> </li> </ul> <p><b>Evidence sources:</b> Annual School Reports, reports of MCE Committee and minutes of Guidance Team</p>



Major Concerns	Targets	A General Outline of Strategies	Evaluation
<p><b>3. Resources and Network Building</b></p>	<p>1) <b>Building up the public image of the school by letting the public know our renowned alumni in different sectors of society</b></p> <p>b. To strengthen the alumni network so as to recruit more alumni who are willing to contribute to TSK</p> <p>c. To encourage the Alumni Association to make use of various social media platforms as publicity channel</p>	<ul style="list-style-type: none"> <li>• Continue to update the existing database of alumni contacts so as to have a clearer grasp of the year distribution of the Alumni Association members.</li> <li>• Enlist the help of ex-colleagues to contact the senior alumni.</li> <li>• Arrange homecoming activities for alumni including lunch gathering, photo-taking and ball games competitions, etc. in order to share with them the vision and mission, the recent development and the needs of TSK.</li> <li>• Distinguished 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.</li> </ul>	<p>The strategies have been implemented.</p> <ul style="list-style-type: none"> <li>• The existing database of alumni contacts was updated by the General Office.</li> <li>• Senior alumni were contacted by committee members of the Alumni Association.</li> <li>• Homecoming activities for alumni, including big homecoming events, reunion gatherings, photo-taking and ball games competitions were arranged. The Alumni Association was responsible for promotion, coordination, venue reservation and other logistics. More alumni developed a sense of belonging to the school. The Principal took the opportunities to share with them the vision and mission, the recent development and the needs of TSK, and rallied their support for their alma mater.</li> <li>• More alumni were willing to make contributions to TSK. <ul style="list-style-type: none"> <li>- Distinguished alumni of different age groups shared their life stories in the morning assembly, school brochure and school press. The PDF files of their interviews/ articles were uploaded to the Facebook page of the Alumni Association.</li> <li>- A number of alumni returned to school for the annual JUPAS peer sharing and provided strategies for F.6 students on JUPAS choice and other study tips.</li> </ul> </li> </ul> <p><b>Evidence sources:</b> Annual school reports, minutes of Alumni Association, Careers Committee and Morning Assembly Committee, School Press and School Brochures</p>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
<b>3. Resources and Network Building</b>	<b>2) Tapping into alumni resources</b> a. To support the school development in different aspects b. To further develop our mentoring and tutoring programs for current students c. To strengthen the Student Mentorship Program	<ul style="list-style-type: none"> <li>• Encourage alumni to make donations to school.</li> <li>• F.6 Form teachers nominate and encourage students to be mentors after graduation.</li> <li>• Invite more graduates with good results in the HKDSE to be tutors and help with the Tutoring Program for F.4-6 students.</li> <li>• Invite alumni to share their career experience with students.</li> <li>• Notify current teachers regarding activities held by the Alumni Association and encourage them to invite alumni to join the activities.</li> <li>• Conduct the Student Mentorship Program for F.4-5 students; a minimum of 3 mentor-mentee meetings are held.</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni were encouraged to make donations to the school. Some of them who excelled in sports while studying in TSK expressed their appreciation to their alma mater and donated a sum of money to the school to be used as scholarships for students. Some others expressed their interest in setting up new scholarships.</li> <li>• F.6 graduates who got a UGC JUPAS offer were willing to be mentors in the Student Mentorship Program and tutors in the Tutoring Program. They also came back for Peer Sharing arranged by the Careers Committee to share their tips for JUPAS choice with current F.6 students.</li> <li>• Some F.6 graduates who did not get UGC offers at first and studied Associate Degree or High Diploma Programs came back to share their study path with F.6 students. They encouraged students not to give up but persevere and do their best.</li> <li>• Graduates from our school were recruited as tutors in the Summer Bridging Programme.</li> <li>• Alumni were invited to share with current students tips about studying different subjects.</li> <li>• The sharing on careers experience and entrepreneurial skills by alumni could not be carried out due to the COVID-19 pandemic. Instead, an online year-round programme collaborated with Eaton University, and another one with AmPower on careers experience and entrepreneurial skills were conducted.</li> <li>• Teachers were well notified by the school eApp regarding activities held by the Alumni Association. Not only did they invite alumni to join, but they themselves also joined the activities. The feedback was encouraging.</li> <li>• Recruitment of mentors from different career backgrounds for the Student Mentorship Program was conducted in September 2019, and the opening ceremony was supposed to be held in February 2020. However, due to the pandemic, the Student Mentorship Program was suspended.</li> <li>• The F.4-6 Tutoring Program was only conducted in 2018-19 due to the social movement and the COVID-19 pandemic.</li> </ul>

Major Concerns	Targets	A General Outline of Strategies	Evaluation
			<p><b>Evidence sources:</b> Annual school reports, minutes of Alumni Association and subject panels, reports of Careers Committee and Summer Bridging Program</p>
<p><b>3. Resources and Network Building</b></p>	<p><b>3) Preparing for the school's 60<sup>th</sup> anniversary celebrations</b> To encourage the participation of alumni in celebrating the school's 60<sup>th</sup> anniversary</p>	<ul style="list-style-type: none"> <li>• Bring up the message of the school's 60<sup>th</sup> Anniversary celebrations in the meetings of the Alumni Association and encourage the involvement of alumni.</li> <li>• Promote the school's 60<sup>th</sup> anniversary celebration activities through various social media platforms and in every forthcoming homecoming activity.</li> <li>• Encourage current teachers to promote the school's 60th anniversary through their relationship with alumni.</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni were well notified of the 60<sup>th</sup> Anniversary Celebrations of TSK by current teachers and in various homecoming activities.</li> <li>• Discussion among alumni and teachers on possible activities for the celebrations has been ongoing.</li> </ul> <p><b>Evidence sources:</b> Annual school reports and minutes of Alumni Association</p>