

Belilios Public School

Major Concern 1: To enhance students' and teachers' capacity for life-long learning (2015-16)

Objectives:

1. To raise students' initiative and responsibility for self-directed learning
2. To foster on-going professional development for teachers

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
1.1 To raise students' initiative and responsibility for self-directed learning	<p>1.1.1 To foster students' learning habit in self-directed learning and peer-learning</p> <p>a. organize mass training programmes to equip S1 and S2 students with self-directed learning skills e.g. note-taking skills, memorization methods, mind mapping skills, time management skills, lesson preparation skills etc</p> <p>b. guide S1 and S2 students to practice note-making skills (S1: English Language, Putonghua and History S2: Putonghua, Computer Literacy and English Literature)</p> <p>c. motivate S3 students to design self-generated subject-related questions</p> <p>d. develop a resource bank of learning materials for revision in eClass</p>	<ul style="list-style-type: none"> ▪ Students develop and master the study skills which are basic for learning independently and effectively ▪ Students make quality notes and share with classmates ▪ Students design and share quality questions for self-assessment and peer learning ▪ A resource bank is set up and frequently used by students 	<ul style="list-style-type: none"> ▪ Inspection of assignments ▪ Feedback from teachers and students ▪ Lesson observation ▪ Scrutiny of records ▪ APASO survey ▪ Stakeholders' survey 	<ul style="list-style-type: none"> ▪ Whole year 	<ul style="list-style-type: none"> ▪ Major Concern 1 Steering Committee ▪ Subject departments ▪ Subject teachers ▪ Academic Enhancement Team 	<ul style="list-style-type: none"> ▪ SBM ▪ DLG

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<p>1.1.2 To nurture students as self-directed learners by maximizing learning opportunities</p> <p>a. provide internal and external learning opportunities for S4 and S5 students to experience the process of self-directed learning</p> <p>b. arrange sharing sessions for S4 and S5 students to share their self-directed learning experiences</p> <p>1.1.3 To encourage students to set goals for learning</p> <p>a. engage S6 students to set learning goals through self-reflection on academic performance and teachers' feedback</p>	<ul style="list-style-type: none"> ▪ A high quality internal or external learning programme / activity is arranged by each subject department ▪ Students' team work, creativity and self-directed learning abilities are enhanced ▪ Students show high level of self-direction in learning and competence ▪ S6 students receive regular feedback on their academic performance and are motivated to strive for academic excellence. ▪ APASO / Stakeholders' survey shows satisfactory results 				

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
1.2 To foster on-going professional development for teachers	1.2.1 To polish student-centered learning and teaching strategy a. organize school-based professional development programmes to familiarize teachers with student-centered learning and teaching strategy	<ul style="list-style-type: none"> ▪ Seminars and workshops are conducted on Staff Development Day ▪ Sharing of good practices in HoDs and subject panel meetings 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students ▪ Lesson observation ▪ Scrutiny of records ▪ APASO survey ▪ Stakeholders' Survey ▪ Feedback from teachers and students 	Whole year	<ul style="list-style-type: none"> ▪ Major Concern1 Steering Committee ▪ Staff Development Team ▪ Subject departments ▪ Subject teachers 	SBM
	1.2.2 To optimize teachers' professional sharing culture a. devise improvement plans to address students' feedback on teaching through P-I-E cycle b. invite teachers from different subject departments to open their classrooms for well-focused lesson observation e.g. techniques for motivating students to ask questions c. develop a resource bank of designed self-directed learning programmes/activities	<ul style="list-style-type: none"> ▪ Teachers get used to self-reflection on teaching ▪ Innovative and effective learning and teaching practices for self-directed learning are identified, shared and practiced by teachers ▪ A resource bank is built with subject departments' contribution 				

Belilios Public School

Major Concern 2: To inculcate life planning skills among students through understanding and developing oneself, goal-setting, reflection and career planning (2015-16)

Objectives:

1. To help students understand oneself in academic and cultural development by goal-setting and reflection
2. To enable life-long learning by enhancing students' personal qualities and life skills
3. To facilitate students in career planning

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
2.1 To help students understand oneself in academic and cultural development by goal-setting and reflection	2.1.1 To equip S1 & S2 students with goal-setting and reflection skills in academic and cultural development by a. organizing mass training programmes on goal setting & reflection skills b. holding goal setting & reflection workshops c. organizing compulsory sports experience classes for S1 students d. using academic and non-academic performance data for regular reflection e. writing reflection on designated academic or non-academic activities	<ul style="list-style-type: none"> ▪ Students develop regular goal-setting and reflection habits by reviewing their progress at least five times a year ▪ A clear record of goal-setting and reflection shown in their iportfolio on e-class. ▪ Positive feedback from teachers and students 	<ul style="list-style-type: none"> ▪ Feedbacks from teachers and students ▪ Tests and Examination Results ▪ Scrutiny of records ▪ Stakeholders' survey ▪ APASO 	<ul style="list-style-type: none"> ▪ Whole year 	<ul style="list-style-type: none"> ▪ Peer Counselors for S1 ▪ Teacher mentors for S2 ▪ Academic Enhancement Team ▪ PE department ▪ ECA Team 	<ul style="list-style-type: none"> ▪ SBM ▪ Life Planning Grant

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<p>2.1.2 To coach S1 & S2 students' academic and cultural development by</p> <p>a. S1 Peer Counsellors b. S2 teacher mentors</p>					
	<p>2.1.3 To support Peer Counsellors & Teacher Mentors by</p> <p>a giving training workshops for Peer Counsellors b holding briefing & debriefing sessions for Teacher Mentors</p>	<ul style="list-style-type: none"> ▪ Peer Counsellors are trained for the role as a mentor ▪ Positive feedback from Teacher Mentors 				
<p>2.2 To enable life-long learning by enhancing students' personal qualities and life skills</p>	<p>2.2.1 To promote students' positive attitudes and life skills by</p> <p>a. organizing study tours for S2 b. offering outward bound /adventure-based trainings for S3 and S4 c. engaging students' in community services</p>	<ul style="list-style-type: none"> ▪ S2 students join at least one study tour ▪ S3 and S4 students participate in adventure-based courses and/or outward bound trainings ▪ 80% senior students participate in community services each year 	<ul style="list-style-type: none"> ▪ Feedbacks from teachers and students ▪ Attendance records ▪ Prizes and awards obtained ▪ APASO 	<ul style="list-style-type: none"> ▪ Whole year 	<ul style="list-style-type: none"> ▪ ECA Team ▪ ECA Club i/c ▪ Study Tours & Exchange Programmes Team ▪ MCNE Team 	<ul style="list-style-type: none"> ▪ SBM ▪ Life Planning Grant
<p>2.3 To facilitate students in career planning</p>	<p>2.3.1 To facilitate students' self-understanding of aptitude, qualities and abilities by the tools</p> <p>a. Finding Colours in your Life for S1 & S2 b. career test for S3</p>	<ul style="list-style-type: none"> ▪ S2 students finish workshops on Finding Colours in your Life ▪ S3 students realize the opportunities and constraints of various study options 	<ul style="list-style-type: none"> ▪ Feedbacks from teachers and students ▪ Attendance records ▪ APASO 	<ul style="list-style-type: none"> ▪ Whole year 	<ul style="list-style-type: none"> ▪ Career Education and Guidance Team ▪ Class teachers ▪ BOGA ▪ PTA ▪ Rotary Club 	<ul style="list-style-type: none"> ▪ SBM ▪ Life Planning Grant ▪ NGO

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<ul style="list-style-type: none"> c. Career iportfolio for S4 d. Career Mapping for S4 and S5 e. Career Interest Inventory for S5 <p>2.3.2 To guide S3 students to investigate options of learning in Life Planning lessons by</p> <ul style="list-style-type: none"> a. organizing workshops b. doing subject and career research 	<ul style="list-style-type: none"> ▪ S4 and S5 students have visits to universities or workplace at least once ▪ S5 students finish workshops on Career Mapping ▪ S5 students take a career test and elicit career tendency and university programme choices 			<ul style="list-style-type: none"> ▪ NGOs 	
	<p>2.3.3 To enrich senior form students' exposure to different perspectives of life and potentials by</p> <ul style="list-style-type: none"> a. visits to universities and workplaces b. Career Expo c. BOGA Mentorship Programme <p>2.3.4 To help students set career plans by</p> <ul style="list-style-type: none"> a. research on dream career b. implementation plan on career path c. reflection on career iportfolio d. S6 group consultation 	<ul style="list-style-type: none"> ▪ Senior form students revise their career iportfolio at least twice in S4 ▪ Positive feedback from teachers and students 				

Belilios Public School
School Development Plan 2014-2017

Major Concerns	Intended Targets	Strategies	14/15	15/16	16/17
3. To cultivate among students a strong sense of commitment to their respective roles through value education on Rights and Duties	3.1 To enable students to internalize and actualize the core values related to Rights and Duties, becoming fulfilling and contributing members in their respective roles of the following domains: a. Personal b. Family c. School d. Social e. National f. Global	3.1.1 To encourage students to evaluate the strengths and weaknesses of their character and help them foster a positive attitude to excel	✓	✓	
		3.1.2 To cultivate students' filial piety and promote parent-child relationship	✓	✓	
		3.1.3 To encourage students to explore the core values of our School and reflect on their roles as Belilians	✓	✓	
		3.1.4 To strengthen students' civic awareness and enhance their willingness to serve the community		✓	✓
		3.1.5 To foster students' national identity through understanding the development of the motherland		✓	✓
		3.1.6 To encourage students to assume their responsibilities as global citizens		✓	✓

Major Concern 3: To cultivate among students a strong sense of commitment to their respective roles through value education on Rights and Duties (2015-2016)

Objectives:

1. To enable students to **internalize** and **actualize** the core values related to Rights and Duties, becoming **fulfilling** and **contributing** members in their respective roles of the following domains:

- a. Personal b. Family c. School d. Social e. National f. Global

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People responsible	Resources required
<p>3.1 To enable students to internalize and actualize the core values related to Rights and Duties, becoming fulfilling and contributing members in their respective roles of the following domains:</p> <p>a. Personal b. Family c. School d. Social e. National f. Global</p>	<p>3.1.1 To encourage students to evaluate the strengths and weaknesses of their character and help them foster a positive attitude to excel</p> <p>a. To cultivate students' understanding and awareness of a set of personal qualities (e.g. responsibility, care/ respect for others, perseverance, commitment, integrity) via a wide variety of learning programmes (e.g. community members / alumnae / parents / teachers / students sharing, leadership training, competitions / award schemes)</p> <p>b. To enable students to reflect on their personal qualities and set personal goals for a positive attitude of life</p>	<ul style="list-style-type: none"> ➤ Students actualize the core values related to Rights and Duties in their daily life. ➤ Students are able to set goals and devise plan for a positive attitude of life (e.g. study and career) ➤ S.1 & S.2 students' self-reflective power is enhanced and clear record shown in their Student Learning Profile related to Major Concern 2 ➤ Students actively participate in various kinds of activities. ➤ Students show commitment, hard work, patience, respect and well disciplined 	<ul style="list-style-type: none"> ➤ Students' reflection and self-evaluation ➤ Student Learning Profile ➤ Feedback from teachers and parents ➤ Functional Teams / Units Annual Evaluation ➤ Subject Departments Annual Evaluation ➤ Feedback and comments from stakeholders and the APASO Survey results ➤ End of the year survey from students and teachers 	Whole year	<ul style="list-style-type: none"> ➤ MCNE ➤ Counseling Team ➤ Discipline Team ➤ ECA Team ➤ Student Union ➤ Careers Team ➤ Environmental Education Team ➤ Class Teachers ➤ Subject teachers ➤ Subject Departments ➤ Major Concern 2 	<ul style="list-style-type: none"> ➤ SBM Fund ➤ ECA Fund ➤ School-based After-school Learning & Support Program ➤ Jockey Club LWL Fund ➤ PTA ➤ Career and Life Planning Grant ➤ BOGA ➤ BOGF

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People responsible	Resources required
	<p>3.1.2 To cultivate students' filial piety and promote parent-child relationship</p> <p>a. To enable students to understand the characteristics of Hong Kong families through the school curriculum and news discussion</p> <p>b. To help parents master the skills of parenting through PTA parent education programmes and parents day</p> <p>c. To promote a positive / harmonious parent-child relationship through fun and meaningful programmes</p>	<ul style="list-style-type: none"> ➤ Students show commitment in those activities ➤ Stakeholders respond positively ➤ A higher percentage of participation in parent-child activities 	<ul style="list-style-type: none"> ➤ Students' reflection and self-evaluation ➤ Feedback from teachers and parents ➤ Functional Teams / Units Annual Evaluation ➤ Feedback and comments from stakeholders and the APASO Survey results ➤ End of the year survey from students and teachers 	Whole year	<ul style="list-style-type: none"> ➤ Counseling Team ➤ MCNE ➤ PTA ➤ ECA Team ➤ Student Union ➤ Class Teachers ➤ Subject teachers ➤ Subject Departments 	<ul style="list-style-type: none"> ➤ SBM Fund ➤ ECA Fund ➤ Jockey Club LWL Fund ➤ PTA

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People responsible	Resources required
	<p>3.1.3 To encourage students to explore the core values of our School and reflect on their roles as Belilians</p> <p>a. To strengthen students' self-governing ability and sense of self-discipline through an 'empowerment and accountability' system in key student bodies (student union, school prefects, house, music / sports societies):</p> <p>i. Inauguration ceremony to enhance their sense of mission.</p> <p>ii. Student leaders' sharing to instill the concept of rights and duties.</p> <p>iii. To set up an evaluation system to enable the student leaders to reflect on their role and inherit the core value of Belilians.</p> <p>- To provide a platform for the previous leaders of key student bodies to pass on their experience know-how to the new student leaders at the beginning of the school year.</p> <p>- To optimize the final activity report with recommendations for improvement.</p>	<ul style="list-style-type: none"> ➤ Leaders of key student bodies are able to act as the role model for their fellow schoolmates. ➤ Students show commitment to their respective roles. 	<ul style="list-style-type: none"> ➤ Students' reflection and self-evaluation ➤ Functional Teams/Units Annual Evaluation ➤ Feedback and comments from stakeholders and the APASO Survey results ➤ Students' level of participation 	<p>Whole year</p>	<ul style="list-style-type: none"> ➤ Student Union ➤ MCNE ➤ Counseling Team ➤ Discipline Team ➤ ECA (Houses) ➤ Music Society ➤ Sports Society 	<ul style="list-style-type: none"> ➤ SBM Fund ➤ ECA Fund

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People responsible	Resources required
	<p>3.1.4 To strengthen students' civic awareness and enhance their willingness to serve the community</p> <p>a. To acquaint students with the needy in our community and encourage them to fulfill the obligations of citizenship through well-structured (e.g. Life Education) and diversified programmes such as talks, sharing, exhibitions, visits and volunteer services.</p> <ul style="list-style-type: none"> - Strengthen the publicity of recruitment for the uniformed groups like CYC, JPC and Girl Guides. - Introduce and provide different social services or workshops for junior form students <p>b. Encourage the S.3-S.5 students to participate in voluntary and community work to nurture them to be contributing members of the community.</p> <ul style="list-style-type: none"> - S.3 volunteer services provided by school. - S4 and S.5 volunteer services held by school or outside organizations. 	<ul style="list-style-type: none"> ➤ Students actively participate in various kinds of activities. ➤ Students show the concern with the needy and fulfill the obligations of citizenship. ➤ 90% of S.3-S.5 students participate in at least one volunteer service during a school year. 	<ul style="list-style-type: none"> ➤ Students' reflection and self-evaluation ➤ Student Learning Profile ➤ Feedback from teachers and parents ➤ Functional Teams / Units Annual Evaluation ➤ Feedback and comments from stakeholders and the APASO Survey results 	<p>Whole year</p>	<ul style="list-style-type: none"> ➤ MCNE ➤ Counseling Team ➤ ECA Team ➤ Student Union ➤ Current Affairs Club ➤ Community Services ➤ Major Concern 2 	<ul style="list-style-type: none"> ➤ SBM Fund ➤ ECA Fund ➤ School-based After-school Learning & Support Program ➤ Jockey Club LWL Fund ➤ PTA

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People responsible	Resources required
	<p>3.1.5 To foster students' national identity through understanding the development of the motherland</p> <p>a. To strengthen students' understanding of Basic Law especially the basic concept of Basic Law and the relationship between the Central Authorities and the HKSAR.</p> <ul style="list-style-type: none"> - Junior Form: through Liberal Studies, Life Education and Inter-class competition. - Senior Form: through debates, and forum. - Whole School: Board display and sharing under Flag-hoisting <p>b. To raise the awareness of the importance of China-HK relationship through different learning activities like reading period, talks, Inter-class competition.</p> <p>c. To enhance students' understanding of the Economic, History, Technology and Environmental conservation development of Modern China in relation with Hong Kong development through different programmes:</p>	<ul style="list-style-type: none"> ➤ Students actively participate in various kinds of activities. ➤ Students have a better understanding of the Basic Law. ➤ Students' consciousness about the development of Hong Kong and mainland China has been enhanced. 	<ul style="list-style-type: none"> ➤ Students' reflection and self-evaluation ➤ Feedback from teachers and parents ➤ Functional Teams / Units Annual Evaluation ➤ Subject Departments Annual Evaluation ➤ Feedback and comments from stakeholders and the APASO Survey results ➤ End of the year survey from students and teachers 	<p>Whole year</p>	<ul style="list-style-type: none"> ➤ MCNE ➤ Counseling Team ➤ Discipline Team ➤ ECA Team ➤ Student Union ➤ Current Affairs Club ➤ Class Teachers ➤ Subject teachers ➤ Subject Departments 	<ul style="list-style-type: none"> ➤ SBM Fund ➤ ECA Fund ➤ School-based After-school Learning & Support Program ➤ Jockey Club LWL Fund

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People responsible	Resources required
	i. Talks, sharing under Flag-hoisting ii. “Mainland Exchange Programmes”					
	3.1.6 To encourage students to assume their responsibilities as global citizens a. Different learning activities such as discussion on contemporary issues that may impact on their daily life at national and global levels will be held to foster students to be a responsible global citizen. b. Introduce programmes or workshops organized by international organizations such as UNICEF, Children’s Council and encourage students to participate.	<ul style="list-style-type: none"> ➤ Raise students’ awareness of being a responsible global citizen is raised and they are willing to actualize the core values related to Rights and Duties. ➤ Students show commitment and actively participate in various kinds of activities. 	<ul style="list-style-type: none"> ➤ Students’ reflection and self-evaluation ➤ Student Learning Profile ➤ Feedback from teachers and parents ➤ Functional Teams / Units Annual Evaluation ➤ Subject Departments Annual Evaluation ➤ Feedback and comments from stakeholders and the APASO Survey results ➤ End of the year survey from students and teachers 	Whole year	<ul style="list-style-type: none"> ➤ MCNE ➤ ECA Team ➤ Student Union ➤ Careers Team ➤ Current Affairs Club ➤ Subject teachers ➤ Subject Departments 	<ul style="list-style-type: none"> ➤ SBM Fund ➤ ECA Fund ➤ School-based After-school Learning & Support Program ➤ Jockey Club LWL Fund