

Belilios Public School

Major Concern 1: To enhance the effectiveness of Learning and Teaching (2013-14)

Objectives:

1. To motivate students to learn better and achieve higher goals
2. To equip teachers with updated pedagogy and to optimize students' learning outcome

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
1.1 To motivate students to learn better and achieve higher goals	1.1.1 To stretch students' abilities a. design more challenging tasks in formative assessments e.g. bonus questions on tests and assignments b. provide different learning opportunities for talented students to widen their horizons	<ul style="list-style-type: none"> ▪ Students show keen interest in attempting the bonus questions ▪ Eligible students are enrolled in various joint school competitions and programmes 	<ul style="list-style-type: none"> ▪ Inspection of assignments and test papers ▪ Feedback from teachers and students ▪ Lesson observation ▪ Scrutiny of records 	<ul style="list-style-type: none"> ▪ Whole year 	<ul style="list-style-type: none"> ▪ Subject departments ▪ Gifted Education ▪ Major Concern1 Steering Committee ▪ Subject teachers ▪ APASO Team 	<ul style="list-style-type: none"> ▪ SBM ▪ DLG
	1.1.2 To recognize students' effort and achievement a. Organize Learning Celebration to display students' good work in cross-curricular projects and quality assignments b. display students' good work inside and outside the classroom c. give praises and compliments on students' assignments and classroom performance	<ul style="list-style-type: none"> ▪ S1-S3 students shared their learning outcomes on the Learning Celebration Day ▪ Distinguished assignments are displayed ▪ Students are encouraged to make continuous improvement ▪ APASO / Stakeholders' survey show satisfactory results 	<ul style="list-style-type: none"> ▪ APASO survey ▪ Stakeholders' survey 			

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
1.2 To equip teachers with effective pedagogy and to optimize students' learning outcome	1.2.1 To enhance teachers' teaching strategies for better learning outcome	<ul style="list-style-type: none"> ▪ Sharing sessions are conducted on Staff Development Day ▪ Teachers reflect and refine their teaching strategies with reference to students' perception 	<ul style="list-style-type: none"> ▪ Inspection of assignments and test papers ▪ Feedback from teachers and students ▪ Lesson observation ▪ Scrutiny of records ▪ APASO survey ▪ Stakeholders' survey 	▪ Whole year	<ul style="list-style-type: none"> ▪ Staff Development Team ▪ Subject departments 	▪ SBM
	a. arrange in-house sharing opportunities for teachers to disseminate good and innovative practice e.g. assignment design and professional training sharing b. teachers reflect on their teaching effectiveness by conducting survey to collect students' perception on classroom teaching	<ul style="list-style-type: none"> ▪ Effective learning and teaching strategies are identified, shared and practiced by panel members ▪ S1 teachers of the three core subjects exchange views and develop S1 curriculum 				
	1.2.2 To promote greater collaboration and professional sharing among teachers					
	a. HoDs and EOs offer lessons for peer lesson observations and post lesson debriefing sessions b. promote collaboration lesson preparation in S1 Chinese, English and Mathematics Departments					

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<p>1.2.3 To equip students with effective learning strategies</p> <p>a. nurture students' habits of regular preparation and revision for lessons</p> <p>b. subject departments design / refine more assignments that require students to apply appropriate learning strategies e.g. use of mind maps and online resources S1: Chinese, PTH, Chi.Hist S2: Geog, Hist, T&L</p> <p>c. promote cross-curricular collaborative project learning S1: Eng +Music. + P.E. S2: Chinese + PTH + Chi. Hist</p>	<ul style="list-style-type: none"> ▪ Teachers encourage students to prepare or revise for the lessons and proper supervision should be given. ▪ Workshop on mind map and other learning skills for students ▪ Each designated subject department selects one quality S1/ S2 assignment for submission ▪ Students develop generic skills and are able to relate knowledge and concepts gathered from different learning areas through cross-curricular project 			<ul style="list-style-type: none"> ▪ Subject departments ▪ Major concern 1 Steering Committee 	<ul style="list-style-type: none"> ▪ SBM

Scheduled Cross-curricular Project 2011-2014

school year	subjects involved	
	S1	S2
2010-11	PE + Music + VA + T&L + CL	Math + Music+ PE
2011-12	Computer + Geog + Hist (self-proposed: 2012-13)	Eng Lit + VA (self-proposed: 2012-13)
2012-13	T&L + LS + VA (self-proposed: 2013-14)	Math + IS (self-proposed: 2013-14)
2013-14	PE + Music + Eng (self-proposed: 2013-14 + S2)	Chi + Chi Hist + PTH (self-proposed: 2013-14)

Proposed Quality Assignments 2012-14

Subject Departments	S1 Cross-curricular Project (P) / Quality Assignment (✓)			S2 Cross-curricular Project (P) / Quality Assignment (✓)		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Eng			P		✓	
Chi			✓			P
Math		✓			P	
L.S		P			✓	
Eng Lit		✓		P		
PTH			✓			P
I.S.		✓			P	
Geog	P					✓
Hist	P					✓
Chi Hist			✓			P
Computer	P				✓	
T&L		P				✓
VA		P		P		
Music			P		✓	
P.E.			P			
total	1 project	1 project + 3 assignments	1 project 3 assignments	1 project	1 project 4 assignments	1 project 3 assignments

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Major Concern 2: To Inculcate Correct Values and Reinforce Proper Behavior Among Students (2013-14)

Objectives:

To cultivate in students a set of core and sustaining values with respect to their roles in:

- (i) School
- (ii) Community
- (iii) Country
- (iv) The World

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
<p>2. To cultivate in students a set of core and sustaining values with respect to their roles in :</p> <ul style="list-style-type: none"> (i) School (ii) Community (iii) Country (iv) The World 	<p>2.1 To cultivate in students the core values of BPS</p> <p>(a) To enhance students' sense of responsibility</p> <p>(b) To cultivate in students a sense of perseverance</p> <ul style="list-style-type: none"> • Talks, workshops, forums and visits during Assemblies and LWL • Sharing sessions from students, teachers and eminent persons • Life planning programmes • Life Education in Class Periods • Parent Education through PTA • Cross-curricular Projects 	<ul style="list-style-type: none"> ➤ Students are able to accomplish all assignments and tasks on deadline. ➤ Students are reliable, conscientious and dependable. ➤ Students show commitment, hard work, patience and endurance. ➤ Students are able to bear difficulties, repeat trying and without complaint. 	<ul style="list-style-type: none"> ✚ Observation ✚ Students' reflection and self-evaluation ✚ Feedback from teachers and parents ✚ Functional Teams / Units Annual Evaluation ✚ Subject Departments Annual Evaluation 	Whole year	<ul style="list-style-type: none"> - MCNE - Discipline Team - Counselling Team - ECATeam - Careers Team - Environmental Education Team - Health Promotion Team - LWL Teams - 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 ◆ PTA

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<p>2.2 To strengthen students' social awareness and their willingness to serve the community</p> <p>(a) To develop students into caring individuals</p> <p>(b) To engage students actively in social services</p> <ul style="list-style-type: none"> •Mentorship programmes •Peer Counselors programme •Talks, workshops, forums and visits during LWL and Assemblies •Community services programmes and experience sharing through service teams •Services programmes to other cities such as Guangzhaou, Sichuan and Macau 	<ul style="list-style-type: none"> ➤ Strong sisterhood is built ➤ A caring culture is observed in school. ➤ Increase in students' level of participation in public affairs. ➤ Services programmes both in Hong Kong or outside Hong Kong have been organized for students. ➤ Increase in participation in community services 	<ul style="list-style-type: none"> ✚ End of the year survey from students and teachers ✚ Feedback and comments from stakeholders and the APASO Survey results ✚ Students' level of participation ✚ Feedback from outside agencies and instructors concerned 	Whole year	<ul style="list-style-type: none"> - Counselling Team - MCNE - Careers Team - Discipline Team - Community Service Team - ECA (service teams) - Environmental Education Team - Health Promotion Team - LWL Teams - Class teachers - Subject teachers 	<ul style="list-style-type: none"> ◆ SBM Fund ◆ ECA Fund ◆ School-based After school Learning & Support Program ◆ NGOs ◆ PTA ◆ Exchange Program Funding ◆ Jockey Club LWL Fund

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<p>2.3 To strengthen students' national identity and their understanding of modern China</p> <p>(a) to develop students a sense of belonging to community and country</p> <p>(b) to help students develop commitment towards their community and country.</p> <ul style="list-style-type: none"> • Current Affairs Club to raise students' awareness of things happening in their community and country • Sharing session after Flag-hoisting Ceremony • News commentary and analysis during Assemblies • Exchange Programmes • Sister Schools Programme • Talks, workshops, forums and visits in Life-wide Learning • Interclass competition on current issues 	<ul style="list-style-type: none"> ➤ Good response to the activities held by the Current Affairs Club ➤ Students show a sense of national identity while understanding their multiple identities, and be committed to caring and contributing to their community and the nation ➤ Students actively participate in the activities concerning their community and country, e.g. sharing sessions , news commentary, forums and interclass competition ➤ Participation rate in International Week is high 	<ul style="list-style-type: none"> ✚ End of the year survey from students and teachers ✚ Feedback and comments from stakeholders and the APASO Survey results ✚ Students' level of participation ✚ Functional Teams / Units Annual Evaluation ✚ Subject Departments Annual Evaluation 	Whole year	<ul style="list-style-type: none"> - MCNE - Study Tours & Exchange Program Team - ECA Team - Community Service Team - Environmental Education Team - LWL Teams - Class teachers - Chinese, Chinese History and LS Departments - PTA 	<ul style="list-style-type: none"> ◆ MCNE Fund ◆ BOGA ◆ BOGF ◆ PTA ◆ Exchange Program Funding ◆ Jockey Club LWL Fund

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<p>2.4 To acquire a broad knowledge base, and be able to understand global contemporary issues that may impact on students' daily life</p> <p>(a) to help students acquire knowledge on a wide range of issues related to the world</p> <p>(b) to help students recognize their role as committed global citizens</p> <ul style="list-style-type: none"> • Current Affairs Club to cultivate students' awareness in the global issues • News commentary and analysis during Assemblies • Interclass News Quiz • More involvement in outside activities (e.g. City Forum) • Lunch broadcast of current affairs • Forums on global issues during lunch/LWL and e-class • Talks, sharing sessions and visits during Assemblies and LWL • International conferences, visits, overseas exchange programmes • International Week 	<ul style="list-style-type: none"> ➤ Good response to the activities held by the Current Affairs Club ➤ A higher percentage of students take part in local and international programs ➤ Students show concern for the world and are environmentally friendly to the globe ➤ Students show the ability to analyse social and global issues objectively and arrive at a rational appraisal of these issues 	<ul style="list-style-type: none"> ✚ End of the year survey from students and teachers ✚ Feedback and comments from stakeholders and the APASO Survey results ✚ Students' level of participation ✚ Functional Teams / Units Annual Evaluation ✚ Subject departments 	Whole year	<ul style="list-style-type: none"> - MCNE - Study Tours & Exchange Program Team - ECA Teams - Environmental Education Team - Careers Team - Student Union - Subjects 	<ul style="list-style-type: none"> ◆ MCNE Fund ◆ PTA ◆ Exchange Program Funding ◆ BOGA ◆ BOGF ◆ Jockey Club LWL Fund

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Major Concern 3: To implement the Healthy School Policy (HSP) (2013-2014)

Objectives:

- (a) To promote the personal wellness of young people, including good physique and a positive outlook on life.
- (b) To help students develop healthy lifestyles, constructive attitudes and resilience to adversity.
- (c) To enhance students' awareness of health-related matters.

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
<p>3.1 To foster a healthy school environment.</p>	<p>3.1.1 To adopt a Whole School Approach to Guidance and Discipline in fostering a caring and supportive school ethos.</p> <ul style="list-style-type: none"> ● <i>Initial buying-in</i> ● <i>Cross-discipline collaboration</i> <p>3.1.2 To solicit the support of parents and the community in creating an environment conducive to the healthy development of students.</p> <ul style="list-style-type: none"> ● <i>Parent talks (S1 Adjustment Programme)</i> ● <i>Collaboration with NGOs</i> ● <i>Support from social service organizations</i> <p>3.1.3 To select and train a core group of student leaders who will spread positive messages of a healthy life.</p> <ul style="list-style-type: none"> ● <i>Leadership Training</i> <p>3.1.4 To engage students actively in health services to ensure their physical and mental well-being.</p> <ul style="list-style-type: none"> ● <i>Community services</i> ● <i>HSP Programmes</i> 	<ul style="list-style-type: none"> ● A positive school ethos can be observed ● Stakeholders respond positively to the HSP and the rationale behind it. ● Students are enthusiastic and better informed about health-related issues. ● Students demonstrate keen interest in HSP activities. 	<ul style="list-style-type: none"> ● Observation ● Participation Rate ● Surveys ● Feedback 	<p>Aug 2013 – July 2014</p>	<p>HSP Team Counselling Committee ECA Team Class Teachers School Social Worker</p>	<p>All resources will be covered by the <i>Beat Drugs Fund Special Funding Scheme (Healthy School Programme)</i></p>

<p>3.2</p> <p>To help students develop healthy lifestyles.</p>	<p>3.2.1 To review the existing programmes and incorporate drug education in terms of knowledge, skills and attitude.</p> <p>3.2.2 To provide opportunities for students to participate HSP activities to inculcate positive values, enhance health awareness and strengthen their resilience to temptations.</p> <ul style="list-style-type: none"> ● <i>SMART TRUCK</i> ● <i>Interschool Photography Competition</i> ● <i>Leadership Training for Health Ambassadors</i> ● <i>Health Dynamics Intensive Resilience Training</i> ● <i>Inauguration Ceremony to officially denote this important event to all participating schools.</i> ● <i>Prize-giving cum Closing Ceremony to award schools and students enthusiastically promoting HSP in school.</i> <p>3.2.3 To promote education programmes on drug and other health-related issues through the NGO, ECA teams and other departments.</p> <p>3.2.4 To provide parent education and training to enhance their health awareness and parenting skills.</p> <ul style="list-style-type: none"> ● <i>Talk on Parenting skills</i> ● <i>Drug Prevention Parents Activity</i> 	<ul style="list-style-type: none"> ● Teachers are adequately prepared in implementing the HSP. ● Participation in Voluntary Drug Testing reaches 50%. ● There is strong collaboration with the NGO and a smooth flow in delivering the HSP as agreed in the Contract. 				
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<p>3.3 To help administer voluntary drug tests to promote health and civic awareness and identify students who may need help.</p>	<p>3.3.1 To convey the idea of the drug test as a civic responsibility and a health concern to stake-holders for buying-in.</p> <p>3.3.2 To assist the NGO in carrying out drug tests as stipulated in the HSP Contract.</p> <p>3.3.3 To devise plans for follow-up support for needy students.</p> <p>3.3.4 To review related procedures and strengthen information flow among key stakeholders.</p>					
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Annex: Proposed HSP activities conducted by NGO (TWGHs CROSS Centre).