

Belilios Public School

Major Concern 1: To enhance students' and teachers' capacity for life-long learning (2014-15)

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
<p>1.1 To raise students' initiative and responsibility for self-directed learning</p>	<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 to S3 students with self-directed learning skills e.g. notes taking skills, memorization methods, mind mapping skills etc</p> <p>b. guide S1 and S2 students to practice note-making skills (S1: Chinese Language, Integrated Science, Geography and Chinese History; S2: English Language, Liberal Studies and History)</p> <p>c. motivate S3 students to design self-generated subject-related questions</p> <p>d. develop a resource bank 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 are willing to share with classmates ▪ Students design and share quality questions for self-assessment and learning ▪ 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. strengthen students' self-directed learning skills through Inter-class Creativity Contest</p> <p>b. arrange learning programmes and activities to widen students' horizon and deepen subject skills and knowledge</p> <p>1.1.3 To encourage students to set goals for learning</p> <p>a. facilitate S1 students to set goals by identifying S1 performance indicators of different subjects</p> <p>b. engage S6 students to set learning goals through self-reflection on academic performance and teachers' feedback</p>	<ul style="list-style-type: none"> ▪ Each class/house creates a quality project for the Inter-class Creativity Contest ▪ Students share their learning outcomes on Open Days ▪ Students' team work, creativity and self-directed learning skills are enhanced ▪ Students share their learning experience with other school mates e.g. in the school assemblies or by board display <ul style="list-style-type: none"> ▪ A set of S1 performance indicators is compiled ▪ S6 students receive regular feedback on their academic performance and are motivated to strive for academic excellence ▪ APASO / Stakeholders' survey show satisfactory results 				

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
<p>1.2 To foster on-going professional development for teachers</p>	<p>1.2.1 To polish student-centered learning and teaching strategy</p> <p>a. organize school-based professional development programmes to familiarize teachers with student-centered learning and teaching strategy</p> <p>1.2.2 To optimize teachers' professional sharing culture</p> <p>a. devise improvement plan to address students' feedback on teaching through P-I-E cycle</p> <p>b. invite teachers from different subject departments to open their classrooms for well-focused lesson observation</p>	<p>▪ Seminars and workshops are conducted on Staff Development Day</p> <p>▪ Sharing of good practices in HoDs and subject panel meetings</p> <p>▪ Teachers get used to self-reflection on teaching</p> <p>▪ Innovative and effective learning and teaching practices for self-directed learning are identified, shared and practiced by teachers</p>	<p>▪ Feedback from teachers and students</p> <p>▪ Lesson observation</p> <p>▪ Scrutiny of records</p> <p>▪ APASO survey</p> <p>▪ Stakeholders' survey</p> <p>▪ Feedback from teachers and students</p>	<p>▪ Whole year</p>	<p>▪ Major Concern 1 Steering Committee</p> <p>▪ Staff Development Team</p> <p>▪ Subject departments</p> <p>▪ Subject teachers</p>	<p>▪ SBM</p>

Subject Departments	S1 Note-making assignment			S2 Note-making assignment			Self-generated questions assignment in S3		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Eng		✓		✓ (2nd Term)			✓(2nd Term)		
Chi	✓(1st Term)					✓		✓	
Math							✓(2nd Term)	✓	✓
L.S.			✓	✓ (2nd Term)					
Eng Lit			✓		✓			✓	
PTH		✓			✓				✓
I.S.	✓(2nd Term)					✓			
Phy								✓	
Chem							✓(2nd Term)		
Bio									✓
Geog	✓(2nd Term)					✓	✓(1st Term)		
Hist		✓		✓(1st Term)			✓(1st Term)		
Chi Hist	✓(1st Term)					✓			✓
Computer			✓		✓				✓
BF								✓	
Total	4	3	3	3	3	4	5	5	5

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Major Concern 2: To inculcate life planning skills among students through understanding and developing oneself, goal-setting, reflection and career planning (2014-15)

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 Planning -Implementation -Evaluation cycle b. holding Student Learning Profile workshops c. using S1 academic performance indicators d. organizing compulsory sports experience classes for S1 students e. using academic and non-academic performance data for regular reflection f. 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 four times a year ▪ A clear record of goal-setting and reflection shown in their Student Learning Profiles ▪ Positive feedback from teachers and students 	<ul style="list-style-type: none"> ▪ Feedbacks from teachers and students ▪ Student Learning Profile ▪ 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</p> <p>b. S2 teacher mentors</p>					
<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 mainland /overseas study tour for S2</p> <p>b. offering outward bound /adventure-based trainings for S3 and S4</p> <p>c. engaging students' in community services</p>	<ul style="list-style-type: none"> ▪ S2 students join at least one overseas 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 ▪ Student Learning Profile ▪ 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 	<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</p> <p>b. career test for S3</p> <p>c. Career Mapping for S4 and S5</p> <p>d. Career Interest Inventory for S5</p> <p>2.3.2 To guide S3 students to investigate options of learning in Life Planning lessons by</p> <p>a. organizing workshops</p> <p>b. doing subject and career research</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 ▪ 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"> ▪ Feedbacks from teachers and students ▪ Student Learning Profile ▪ 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
	<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 senior students set career plans through Life-wide Learning Periods by</p> <ul style="list-style-type: none"> a. research on dream career b. implementation plan on career path c. reflection on Student Learning Profile 	<ul style="list-style-type: none"> ▪ Senior form students devise and revise their SLP at least once in S4 and S5 ▪ Positive feedback from teachers and students 				

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Major Concern 3: To cultivate among students a strong sense of commitment to their respective roles through value education on Rights and Duties (2014-15)

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

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</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 	<ul style="list-style-type: none"> ▪ 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 ▪ Community Services 	<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 	<ul style="list-style-type: none"> ▪ 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
	<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>	<ul style="list-style-type: none"> ▪ Leaders of key student bodies are able to instill the concept of right and duties to their fellow schoolmates and act as the role model for them. ▪ Students show commitment to their respective roles. ▪ The core values of BPS are pondered through sharing and writings by alumnae and students and their writings are compiled for publication. 	<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 ▪ Students' participation in Open Days 	<ul style="list-style-type: none"> ▪ Whole year 	<ul style="list-style-type: none"> ▪ 125th Anniversary Organizing Committee ▪ Student Union ▪ MCNE ▪ Counseling Team ▪ Discipline Team ▪ ECA (Houses) ▪ Music Society ▪ Sports Society ▪ Class Teachers ▪ Subject teachers ▪ Community Services 	<ul style="list-style-type: none"> ▪ SBM Fund ▪ ECA Fund ▪ School-based After-school Learning & Support Program ▪ Jockey Club LWL Fund ▪ PTA ▪ BOGA ▪ BOGF

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	b. To invite students to ponder what core values students should uphold through the 125th anniversary activities	<ul style="list-style-type: none"> ▪ Students show creativity and are able to salute to their alma mater through inter-class and inter-house competitions and the learning outcomes are displayed on the Open Days. ▪ Fresco is designed to show the school life of a Belilian. 	<ul style="list-style-type: none"> ▪ Feedback from alumnae and outsiders 			