

St. Mark's School
Annual School Plan (2018-2019)

Major Concern 1 To nurture students to be confident and self-directed learners

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
1. To nurture students to be confident learners					
1.1 To help students recognise their own potential 1.1.1 To encourage students to reflect on positive experiences in studies and activities so as to explore their own potential	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> • Regular and periodic debriefing sessions are held. • Reflections are done by students to keep track of their own progress. • Students set and adjust their own goals before the activities and after the debriefing sessions based on the reflections done . 	<ul style="list-style-type: none"> • Records of debriefing sessions held • Students' records of their goals and reflections • Teachers' feedback on student's progress of work done • Teachers' records on the progress of work done by individual students 	<ul style="list-style-type: none"> • Subject Department Heads • Awards Committee • ECA Committee • All teachers 	
1.2 To adopt teaching strategies to build students' confidence in learning 1.2.1 To provide learning tasks of suitable level of challenge which stimulates students' motivation to learn 1.2.2 To adopt learning tasks of progressive level of difficulty in teaching.	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> • Subject-based policy is revised to make room for subject teachers in providing class-based learning materials 	<ul style="list-style-type: none"> • Revised subject department manuals • Scheme of work of individual subject teachers 	<ul style="list-style-type: none"> • Subject Department Heads, • All Teachers 	

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<p>1.3 To enhance students' study atmosphere through school environment improvement</p> <p>1.3.1 To enhance facilities for self-learning</p> <p>1.3.2 To provide space on campus to facilitate students' cooperative learning</p> <p>1.3.3 To enhance library setting to encourage students to build a reading habit</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Self-study rooms are provided to students after lessons for self-learning and cooperative learning. • Plans drawn up on enhancement of school environment to provide space for students' self-directed learning and cooperative learning in / outside school. • The layout of the library is reviewed to facilitate students to build a reading habit. 	<ul style="list-style-type: none"> • Records of usage of self-study rooms • Teachers' observations • Students' feedback 	<ul style="list-style-type: none"> • Academic Development Committee • RAC Team • Campus Management Committee 	

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2. To develop students' self-learning skills and habit					
2.1 To encourage students to set individual goals and pursue with self-discipline 2.1.1 To encourage students to set short-term and long-term goals.	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> • Teachers provide sufficient input to stimulate students to realise their own ability and set suitable learning targets. • Students can set short-term and long-term goals for the learning progress in different subjects. • Teachers monitor students' progress in pursuing their targets and provide suitable advice and support when necessary. 	<ul style="list-style-type: none"> • Sharing of strategies and observations in department meeting and/or staff meeting • Feedback from teachers and students 	<ul style="list-style-type: none"> • All Teachers • Academic Development Committee 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
<p>2.2 To equip students with learning skills</p> <p>2.2.1 To train students on different skills for self-learning like summarising, presenting ideas and concepts through graphic organisers and note taking.</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • KLAs collaborate on the learning skills to be included and how to be incorporated into the curricula in different subjects in different forms from a holistic view • Subject Departments discuss and plan how different learning skills are incorporated in different topics and learning activities • Different learning skills are applied in the learning activities during lessons • Students agree that the skills they have learnt are useful to their learning 	<ul style="list-style-type: none"> • Plan of KLAs and evaluation in KLA coordinators meeting • Subject Department plans and evaluation in department meeting • Pre and post discussion of lesson observation for enhancing students' learning • Student survey (Stakeholder survey) 	<ul style="list-style-type: none"> • Academic Development Committee • Subject Department Heads • KLA Coordinators • All teachers 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
<p>2.3 To help students apply appropriate generic skills for life-long learning</p> <p>2.3.1 To apply and incorporate the 9 Generic skills (collaboration, communication, creativity, critical thinking, information technology, numeracy, problem-solving, self-management and study) in different learning tasks</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Development and application of generic skills and subject-specific skills are planned and evaluated by KLAs and subject departments. • Opportunities for students to practise different generic skills are provided through learning strategies and activities. • Students agree that their generic skills have been enhanced. 	<ul style="list-style-type: none"> • Plan of KLAs and evaluation in KLA coordinators meeting • Subject Department plans and evaluation in department meeting • Pre and post discussion of lesson observation for enhancing students' learning • Student survey (Stakeholder survey) 	<ul style="list-style-type: none"> • Academic Development Committee • Subject Department Heads • KLA Coordinators • All teachers 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
3. To cater for diversified needs of students					
<p>3.1 To review the existing curriculum for vertical and horizontal coordination</p> <p>3.1.1 To help students to adapt to secondary school life through programmes provided to new F.1 students</p> <p>3.1.2 To review the Junior Form curriculum to further facilitate in-depth discussion and high-order thinking skills training.</p> <p>3.1.3 To enhance various learning support programmes for students.</p>	Sep 2018 – Jul 2019	<ul style="list-style-type: none"> • Students agree that smooth transition between primary and secondary schools is achieved. • Learning support programmes for students with lower abilities in both junior and senior forms should be refined. • Potential of students with higher abilities is stretched through different learning activities outside normal lesson time. • In-depth discussion and high-order thinking skills training are incorporated in the reviewed curriculum. 	<ul style="list-style-type: none"> • Statistics of exam results • Records of pull-out programmes • Survey of Summer Bridging Course • Students’ feedback • Department documents 	<ul style="list-style-type: none"> • Academic Development Committee • Academic Administration Committee • Subject Department Heads • All teachers 	
<p>3.2 To encourage collaboration among KLAs for more effective learning</p> <p>3.2.1 To refine aims and context of KLAs to facilitate scaffolding learning</p> <p>3.2.2 To collaborate among KLAs in learning activities to lessen students’ redundant workload</p>	Sep 2018 – Jul 2019	<ul style="list-style-type: none"> • Different KLAs have refined plans to facilitate scaffolding learning. • Students’ workload is reduced by collaboration of KLAs in learning activities. 	<ul style="list-style-type: none"> • Reports of Subject Departments • Reports of different KLAs • Feedback from students and teachers 	<ul style="list-style-type: none"> • Academic Development Committee • Subject Department Heads • KLA Coordinators 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
<p>3.3 To refine assessment policy and enhance assessment literacy to cater for the needs of different students</p> <p>3.3.1 To adjust formative assessments to cater for different students' needs and to promote good practices through sharing on different occasions</p> <p>3.3.2 To exploit assessment data to understand students' abilities, and to adjust the alignment of teaching and assessment</p>	<p>Sep 2018 – Jul 2019</p>	<ul style="list-style-type: none"> • Good practices of formative assessment are shared. • The data from assessments are analysed to provide holistic feedback to the learning effectiveness of students. 	<ul style="list-style-type: none"> • Assessment analyses • Records of sharing 	<ul style="list-style-type: none"> • Academic Development Committee • Subject Department Heads • Student Performance Committee 	
<p>3.4 To utilise information technology to enhance learning</p> <p>3.4.1 To grant IT a more prominent role in classroom learning</p> <p>3.4.2 To extend students' learning beyond classroom activities and facilitated through e-learning strategies</p>	<p>Sep 2018 – Jul 2019</p>	<ul style="list-style-type: none"> • More lessons with e-learning elements are recorded. • Students develop IT skills for pre- and post-lesson learning. • Students can use different e-learning platforms to enhance learning. 	<ul style="list-style-type: none"> • Feedback from students and teachers 	<ul style="list-style-type: none"> • Academic Development Committee, • Subject Department Heads, • IT Administration Committee 	

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4. To promote extensive learning					
<p>4.2 To enhance exposure of students with different abilities in various competitions and activities</p> <p>4.2.1 To differentiate competition into different categories and introduce different opportunities to suitable students</p> <p>4.2.2 To promote extensive reading</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Opportunities are provided to students with different talents. • Different reading activities are arranged. 	<ul style="list-style-type: none"> • Reports of departments and committees • Reports of gifted education programmes • Report of RAC Team 	<ul style="list-style-type: none"> • Awards Committee • ECA Committee • Academic Development Committee • Subject Department Heads • RAC Team 	

Major Concern 2: To nurture positive values in students to face challenges

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
1. To devise and implement a development path for students					
1.1 To redefine the roadmap of students' growth according to their needs 1.1.1 To adjust the whole person development plan for the 6-year secondary school life 1.1.2 To implement the development plan through refining programmes for different levels of students	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> The roadmap is finalised Whole-person development plan is implemented in Form Teacher Periods. 	<ul style="list-style-type: none"> Student survey Teacher survey 	<ul style="list-style-type: none"> All Teachers Board of School Ethos and Student Support 	
1.2 To identify the potential and needs of different students and provide them with suitable learning experiences 1.2.1 To collect and analyse data of student performance for adjustment of teaching strategies 1.2.2 To arrange different exposures and learning experiences for elite students 1.2.3 To provide opportunities for 2 nd tier students in external competitions and learning experiences	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> Data of student performance are analysed to identify students' potential and needs High participation rate of elite and 2nd tier students in external competitions and learning experiences is recorded. 	<ul style="list-style-type: none"> Results from analysis Activity records, including activities in Hong Kong and exchange programmes in Mainland China and overseas 	<ul style="list-style-type: none"> All Teachers Student Performance Committee Subject Department Heads ECA Committee 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
2. To foster positive values in students					
<p>2.1 To incorporate positive values into curriculum</p> <p>2.1.1 To collate positive values in different levels</p> <p>2.1.2 To instil Christian values during lessons and outside classroom</p> <p>2.1.3 To increase collaboration among committees and departments in providing support and activities to students promoting positive values</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Positive values are incorporated into the curriculum of different subjects. • Christian values are delivered to students through various platforms. • Good collaboration is developed among committees and subject departments. 	<ul style="list-style-type: none"> • Schemes of work, minutes of panel meeting and evaluation reports of committees and subject departments • Activity report of Christian Fellowship • Observations and feedback from teachers 	<ul style="list-style-type: none"> • MEPC Committee • Academic Development Committee • Board of School Ethos and Student Support • RE Department • Christian Fellowship 	
<p>2.2 To encourage students to stretch their potential by building a positive school atmosphere</p> <p>2.2.1 To recognise students' achievements and commitment regularly by display boards, school website, Form Teacher Period, Morning Assembly and Hall Assembly</p> <p>2.2.2 To encourage students to demonstrate positive values to fellow students through learning activities</p> <p>2.2.3 To involve students in the 70th Anniversary Celebration to boost their sense of belonging and embrace their identity as St. Markans</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Students' achievements are recognised regularly at Morning Assembly or Hall Assembly. • Important roles are to be taken up by student leaders in various school functions and activities. • Students' suggestions of celebration activities are adopted. • High participation rates in the celebration events. 	<ul style="list-style-type: none"> • Assembly records • Form Teacher Period records • Evaluation report form of Student Bodies • Participation rate of the 70th Anniversary Celebration events 	<ul style="list-style-type: none"> • MEPC Committee • Awards Committee • Student Performance Committee • ECA Committee • School Functions Working Group 	

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<p>2.3 To help students thrive in the face of challenges and bounce back from adversity</p> <p>2.3.1 To equip students with necessary skills to cope with adversity through F.1 Bridging Programme, Leadership Programme, talks and workshops, and Programmes by Student Bodies etc.</p> <p>2.3.2 To support teachers by promoting a mindful school culture</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Students’ resilience is enhanced with increased positive energy. • Teachers with training from Mindfulness School Project find it useful in coping with stress and are prepared to spread the culture among students. 	<ul style="list-style-type: none"> • Evaluation meetings with teachers’ observations and feedback • Survey from students • CPD records of teachers attended training courses 	<ul style="list-style-type: none"> • Guidance & Counselling Committee • Academic Administration Committee • ECA Committee • MEPC Committee • Staff Development Committee 	
<p>2.4 To cooperate with parents to instil a positive mind set</p> <p>2.4.1 To emphasise positive ideas and mind set to parents at Parents’ Nights</p> <p>2.4.2 To co-organise parents education activities with PTA</p> <p>2.4.3 To strengthen the communication between the school and parents</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Parents agree that they can get useful parenting ideas at Parents’ Nights. • Parents education activities are co-organised with PTA. • Various opportunities and channels are provided to facilitate communication between the school and parents. 	<ul style="list-style-type: none"> • Feedback from parents • Records of activities co-organised with PTA • Records of activities organised for parents 	<ul style="list-style-type: none"> • External Affiliation Committee • School Functions Working Group • Guidance & Counselling Committee 	

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3. To strengthen the role of Form Teachers to nourish a positive learning environment					
<p>3.1 To enhance class atmosphere</p> <p>3.1.1 To modify the class allocation policy</p> <p>3.1.2 To exploit Form Teacher Periods in promoting class atmosphere</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Negative effect from class allocation is diminished. • Students’ sense of belonging is enhanced. • Revision in Form Teacher Period materials is carried out. • Teachers and students agree that the contents of Form Teacher Period and Hall Assembly suit the needs of students. • Increased class-based recognition and constructive feedback on students’ achievements and commitment. • More class-based activities are organised to enhance the relationship between teachers and students. 	<ul style="list-style-type: none"> • Form Teacher Period records • Observations and feedback from teachers and students • Minutes from Form Teacher meetings • Observation of students’ sense of belonging to their own class • Record of class-based activities between teachers and students 	<ul style="list-style-type: none"> • All Teachers • MEPC Committee • Careers Committee • Guidance and Counselling Committee • Discipline Committee • ECA Committee • Academic Development Committee • Board of School Ethos and Student Support 	
<p>3.2 To provide teachers with integrated professional guidance and support from education experts on effective ways in class building</p> <p>3.2.1 To launch a school improvement project</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Teachers find the support scheme useful and are equipped with the essential skills and information on 	<ul style="list-style-type: none"> • Minutes from Form Teacher meeting • Observations and feedback from teachers 	<ul style="list-style-type: none"> • MEPC Committee • Board of School Ethos and Student Support 	

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<p>on class building with F.1 Form Teachers</p> <p>3.2.2 To enhance the effectiveness of class management by regular sharing among Form Teachers</p>		<p>effective class management.</p> <ul style="list-style-type: none"> • Sharing in the Form Teacher meetings is arranged to exchange ideas on the use of Form Teacher Periods and experiences in class management. • A caring atmosphere is established through teacher training in understanding the emotional needs of teenagers and enhancing counselling skills of teachers. 		<ul style="list-style-type: none"> • Form Teachers 	

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1.1 To help students recognise their own potential 1.1.1 To encourage students to reflect on positive experiences in studies and activities so as to explore their own potential	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> • Regular and periodic debriefing sessions are held. • Reflections are done by students to keep track of their own progress. • Students set and adjust their own goals before the activities and after the debriefing sessions based on the reflections done . 	<ul style="list-style-type: none"> • Records of debriefing sessions held • Students' records of their goals and reflections • Teachers' feedback on student's progress of work done • Teachers' records on the progress of work done by individual students 	<ul style="list-style-type: none"> • Subject Department Heads • Awards Committee • ECA Committee • All teachers 	
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<p>1.3 To enhance students' study atmosphere through school environment improvement</p> <p>1.3.1 To enhance facilities for self-learning</p> <p>1.3.2 To provide space on campus to facilitate students' cooperative learning</p> <p>1.3.3 To enhance library setting to encourage students to build a reading habit</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Self-study rooms are provided to students after lessons for self-learning and cooperative learning. • Plans drawn up on enhancement of school environment to provide space for students' self-directed learning and cooperative learning in / outside school. • The layout of the library is reviewed to facilitate students to build a reading habit. 	<ul style="list-style-type: none"> • Records of usage of self-study rooms • Teachers' observations • Students' feedback 	<ul style="list-style-type: none"> • Academic Development Committee • RAC Team • Campus Management Committee 	

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<p>2.1 To encourage students to set individual goals and pursue with self-discipline</p> <p>2.1.1 To encourage students to set short-term and long-term goals.</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Teachers provide sufficient input to stimulate students to realise their own ability and set suitable learning targets. • Students can set short-term and long-term goals for the learning progress in different subjects. • Teachers monitor students' progress in pursuing their targets and provide suitable advice and support when necessary. 	<ul style="list-style-type: none"> • Sharing of strategies and observations in department meeting and/or staff meeting • Feedback from teachers and students 	<ul style="list-style-type: none"> • All Teachers • Academic Development Committee 	

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<p>3.4 To utilise information technology to enhance learning</p> <p>3.4.1 To grant IT a more prominent role in classroom learning</p> <p>3.4.2 To extend students' learning beyond classroom activities and facilitated through e-learning strategies</p>	<p>Sep 2018 – Jul 2019</p>	<ul style="list-style-type: none"> • More lessons with e-learning elements are recorded. • Students develop IT skills for pre- and post-lesson learning. • Students can use different e-learning platforms to enhance learning. 	<ul style="list-style-type: none"> • Feedback from students and teachers 	<ul style="list-style-type: none"> • Academic Development Committee, • Subject Department Heads, • IT Administration Committee 	

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Major Concern 2: To nurture positive values in students to face challenges

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1. To devise and implement a development path for students					
1.1 To redefine the roadmap of students' growth according to their needs 1.1.1 To adjust the whole person development plan for the 6-year secondary school life 1.1.2 To implement the development plan through refining programmes for different levels of students	Sep 2018 – Aug 2019	<ul style="list-style-type: none"> The roadmap is finalised Whole-person development plan is implemented in Form Teacher Periods. 	<ul style="list-style-type: none"> Student survey Teacher survey 	<ul style="list-style-type: none"> All Teachers Board of School Ethos and Student Support 	
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<p>2.1 To incorporate positive values into curriculum</p> <p>2.1.1 To collate positive values in different levels</p> <p>2.1.2 To instil Christian values during lessons and outside classroom</p> <p>2.1.3 To increase collaboration among committees and departments in providing support and activities to students promoting positive values</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Positive values are incorporated into the curriculum of different subjects. • Christian values are delivered to students through various platforms. • Good collaboration is developed among committees and subject departments. 	<ul style="list-style-type: none"> • Schemes of work, minutes of panel meeting and evaluation reports of committees and subject departments • Activity report of Christian Fellowship • Observations and feedback from teachers 	<ul style="list-style-type: none"> • MEPC Committee • Academic Development Committee • Board of School Ethos and Student Support • RE Department • Christian Fellowship 	
<p>2.2 To encourage students to stretch their potential by building a positive school atmosphere</p> <p>2.2.1 To recognise students' achievements and commitment regularly by display boards, school website, Form Teacher Period, Morning Assembly and Hall Assembly</p> <p>2.2.2 To encourage students to demonstrate positive values to fellow students through learning activities</p> <p>2.2.3 To involve students in the 70th Anniversary Celebration to boost their sense of belonging and embrace their identity as St. Markans</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Students' achievements are recognised regularly at Morning Assembly or Hall Assembly. • Important roles are to be taken up by student leaders in various school functions and activities. • Students' suggestions of celebration activities are adopted. • High participation rates in the celebration events. 	<ul style="list-style-type: none"> • Assembly records • Form Teacher Period records • Evaluation report form of Student Bodies • Participation rate of the 70th Anniversary Celebration events 	<ul style="list-style-type: none"> • MEPC Committee • Awards Committee • Student Performance Committee • ECA Committee • School Functions Working Group 	

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<p>2.3 To help students thrive in the face of challenges and bounce back from adversity</p> <p>2.3.1 To equip students with necessary skills to cope with adversity through F.1 Bridging Programme, Leadership Programme, talks and workshops, and Programmes by Student Bodies etc.</p> <p>2.3.2 To support teachers by promoting a mindful school culture</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Students’ resilience is enhanced with increased positive energy. • Teachers with training from Mindfulness School Project find it useful in coping with stress and are prepared to spread the culture among students. 	<ul style="list-style-type: none"> • Evaluation meetings with teachers’ observations and feedback • Survey from students • CPD records of teachers attended training courses 	<ul style="list-style-type: none"> • Guidance & Counselling Committee • Academic Administration Committee • ECA Committee • MEPC Committee • Staff Development Committee 	
<p>2.4 To cooperate with parents to instil a positive mind set</p> <p>2.4.1 To emphasise positive ideas and mind set to parents at Parents’ Nights</p> <p>2.4.2 To co-organise parents education activities with PTA</p> <p>2.4.3 To strengthen the communication between the school and parents</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Parents agree that they can get useful parenting ideas at Parents’ Nights. • Parents education activities are co-organised with PTA. • Various opportunities and channels are provided to facilitate communication between the school and parents. 	<ul style="list-style-type: none"> • Feedback from parents • Records of activities co-organised with PTA • Records of activities organised for parents 	<ul style="list-style-type: none"> • External Affiliation Committee • School Functions Working Group • Guidance & Counselling Committee 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
3. To strengthen the role of Form Teachers to nourish a positive learning environment					
<p>3.1 To enhance class atmosphere</p> <p>3.1.1 To modify the class allocation policy</p> <p>3.1.2 To exploit Form Teacher Periods in promoting class atmosphere</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Negative effect from class allocation is diminished. • Students’ sense of belonging is enhanced. • Revision in Form Teacher Period materials is carried out. • Teachers and students agree that the contents of Form Teacher Period and Hall Assembly suit the needs of students. • Increased class-based recognition and constructive feedback on students’ achievements and commitment. • More class-based activities are organised to enhance the relationship between teachers and students. 	<ul style="list-style-type: none"> • Form Teacher Period records • Observations and feedback from teachers and students • Minutes from Form Teacher meetings • Observation of students’ sense of belonging to their own class • Record of class-based activities between teachers and students 	<ul style="list-style-type: none"> • All Teachers • MEPC Committee • Careers Committee • Guidance and Counselling Committee • Discipline Committee • ECA Committee • Academic Development Committee • Board of School Ethos and Student Support 	
<p>3.2 To provide teachers with integrated professional guidance and support from education experts on effective ways in class building</p> <p>3.2.1 To launch a school improvement project</p>	<p>Sep 2018 – Aug 2019</p>	<ul style="list-style-type: none"> • Teachers find the support scheme useful and are equipped with the essential skills and information on 	<ul style="list-style-type: none"> • Minutes from Form Teacher meeting • Observations and feedback from teachers 	<ul style="list-style-type: none"> • MEPC Committee • Board of School Ethos and Student Support 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
<p>on class building with F.1 Form Teachers</p> <p>3.2.2 To enhance the effectiveness of class management by regular sharing among Form Teachers</p>		<p>effective class management.</p> <ul style="list-style-type: none"> • Sharing in the Form Teacher meetings is arranged to exchange ideas on the use of Form Teacher Periods and experiences in class management. • A caring atmosphere is established through teacher training in understanding the emotional needs of teenagers and enhancing counselling skills of teachers. 		<ul style="list-style-type: none"> • Form Teachers 	