

Sheng Kung Hui Tang Shiu Kin Secondary School



**ANNUAL
SCHOOL
PLAN
2023-2024**



School Vision and Mission

Vision

To be one of the best schools in the territory to provide high quality whole-person education for students.

Mission

Our school, founded in the year 1962, is an Anglican Church School that fully embraces the Christian ethos. As a Christian school, Sheng Kung Hui Tang Shiu Kin Secondary School believes in honoring the innate value of every individual created by God. The school motto is HYPOMONE, the Greek word meaning "perseverance, forgiveness and tolerance", all important Christian virtues.

At the heart of this school community lies the belief that each student is unique and valuable. Based on Christian values, our school and teachers provide ample opportunities and an ideal environment to engage students in a balanced education that embraces morality, intelligence, physical development, social awareness, aesthetics and spirituality. We are dedicated to nurturing a future generation of young people who are compassionate and responsible, as well as independent thinkers.

Sheng Kung Hui Tang Shiu Kin Secondary School
Annual School Plan
2023-2024

Major Concerns

- 1. Enhancing Learning and Teaching**
- 2. Character Formation**
- 3. Resources and Network Building**

1. Major Concern: Enhancing Learning and Teaching

Briefly list the feedback and follow-up actions from the previous school year:

- In the previous school year, various academic departments undertook a comprehensive range of implementation strategies with the primary goal of enhancing learning and teaching. These strategies aimed to boost students' motivation, cater to the needs of students with weaker academic ability and lower motivation, promote IT in education through e-learning and interactive learning, foster students' self-directed learning strategies, improve teaching effectiveness, and encourage a culture of "Reading to learn" and "language across curriculum". The majority of these initiatives received positive feedback from both students and teachers.
- Various subject panels and functional groups collaborated synergistically, organizing diverse learning activities both inside and outside classrooms for students at different levels.
- Throughout the year, a wide array of life-wide learning activities was also organized to enrich students' learning experience and foster the holistic development.
- Different academic departments prioritized national security and value education, enhanced students' generic skills and promoted STEM education through well-designed curriculum. These efforts yielded positive outcomes.
- Several effective practices in promoting students' learning goals will be implemented as routine practices from the next academic year.
- Moving forward, greater emphasis will be placed on the following strategies:
 - a) Exploring New Senior Secondary subject selection.
 - b) Enhancing academic support for F.1 students.
 - c) Providing support and assistance to struggling students.
 - d) Organizing workshops to explore the implementation of AI into the curriculum.
 - e) Utilizing data from different platforms to enhance teaching effectiveness.
 - f) Strengthening values, the Basic Law, national education and national security education through diverse means to foster national pride and identity.
- By implementing these strategies and initiatives, the academic departments are committed to creating a dynamic and supportive learning environment that empowers students to attain seven key learning goals in the long term.

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
<p>1. Enhancing the learning and teaching effectiveness</p> <p>1.1 To enhance students' motivation to learn and strive for excellence</p>	<p>1.1</p> <p>a. Promote a positive learning atmosphere and academic excellence in school by providing different platforms for students to explore and develop their academic potential</p> <p>b. Encourage subject panels to collaborate with other panels / functional groups to incorporate life-wide learning activities to widen students' horizons and foster an entrepreneurial spirit</p> <p>c. Continue to provide gifted education by encouraging talented students to join the pull-out programmes to help them strive for excellence</p> <p>d. Enhance the learning and teaching of Chinese as a second language</p> <p>e. ★ Explore more subject combinations for senior</p>	<ul style="list-style-type: none"> • About 85% of subject panels have provided different platforms for students' improvement • Life-wide learning activities have been carried out by different panels and/or between subject panels and functional groups. • Internal / external life-wide learning activities have been organized to foster an entrepreneurial spirit. • Over 50% of students agree that they have the initiative to learn. • Over 50% of teachers agree that students have the initiative to learn • Gifted education has been offered to the talented students. • School-based curriculum has been tailor-made for non-Chinese speaking (NCS) students with special lesson 	<ul style="list-style-type: none"> • Check stakeholders' survey report • Check panel minutes, panel / functional group reports and schemes of work • Check questionnaire /survey results • Teachers' observation • LWL / DLG Grant proposal 	23-24	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • Life-wide learning grant • DLG grant • External organizations

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	<p>form students</p> <p>f. ★ Enhance academic support for F.1 students</p>	<p>arrangements.</p> <ul style="list-style-type: none"> • NCS students have made gradual progress in learning Chinese. • ★ Exploration of different subject combinations has been conducted. • ★ An academic support team has been set up to boost F.1 students' self-confidence and motivation to learn. • ★ Positive feedback from teachers and students. 				
<p>1.2 To cater for the needs of students with weaker academic ability and lower motivation</p>	<p>1.2</p> <p>a. Continue the good practice of incorporating learning activities to cope with the needs, abilities, learning styles and interests of students and increase students' sense of achievement in learning</p> <p>b. Arouse students' interest in learning by relating classroom materials to students' interest and experiences</p>	<ul style="list-style-type: none"> • Over 90% of subject panels have incorporated appropriate learning activities • More students have a sense of achievement in learning compared with the territory-wide data. • Over 50% of teachers agree that students have shown interest in learning through relating classroom materials to students' interest and experiences 	<ul style="list-style-type: none"> • Check panel minutes, panel / functional group reports and schemes of work • Check stakeholders' survey reports • Check APASO reports • Teachers' observation 	23-24	<ul style="list-style-type: none"> • All teachers 	

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	c. ★ Identify “struggling students” who face learning difficulties, offer appropriate support and help, and inform teachers concerned and parents for follow-up actions.	<ul style="list-style-type: none"> ★ A name list of “struggling students” has been compiled with reference to students’ academic performance, discipline record, contributions to school and participation in ECA. ★ Positive feedback from teachers and parents 				
1.3 To further promote IT in education and interactive learning through e-Learning	<p>1.3</p> <p>a. ★ Organize workshops to explore the incorporation of AI into the curriculum.</p> <p>b. ★ Provide training for F.1 students on promoting IT in education, such as information literacy and note-taking.</p>	<ul style="list-style-type: none"> More than 80% of teachers attended e-Learning workshops or sharing sessions, including the use of AI. Positive feedback from teachers and students 	<ul style="list-style-type: none"> Check TCPD record Check questionnaire /survey results Teachers’ observation 	23-24	<ul style="list-style-type: none"> eLearning Development Team Academic Support Team 	I.T. support and facilities
1.4 To further enhance students’ self-directed learning strategies	<p>1.4</p> <p>a. Encourage self-directed learning, and provide more hands-on experience and various learning activities such as presentations, projects, and group activities in order to enhance students’ sense of</p>	<ul style="list-style-type: none"> Positive feedback from students and teachers 80% of teachers agree that they encourage self-directed learning through different learning activities such as group discussion, sharing, presentations, 	<ul style="list-style-type: none"> Check stakeholders’ survey report Teachers’ observation Check students’ work and assignments 	23-24	<ul style="list-style-type: none"> All teachers 	Learning Management Systems, teaching resources provided by publishers and different bodies

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	ownership in learning b. Make better use of e-Learning resources to facilitate self-directed learning	projects, and group activities. <ul style="list-style-type: none"> Over 50% of students agree that they have the initiative to learn. About 50% of students agree they can apply self-directed learning strategies 				
1.5 To further enhance teaching effectiveness	1.5 a. Encourage peer learning among teachers through different means, such as subject-based collaboration, cross-subject collaboration, class visits and lesson planning b. ★ Make use of data from different platforms to enhance teaching effectiveness	<ul style="list-style-type: none"> Positive feedback from teachers Usage of students' academic data to enhance teaching effectiveness has been reflected in panel minutes. 	<ul style="list-style-type: none"> Check panel minutes 	23-24	<ul style="list-style-type: none"> All teachers 	
1.6 To promote "Reading to Learn" and "Language across the Curriculum"	1.6 a. Further explore different ways in using the reading grant to promote students' reading habit b. Carry out short student-conducted news or book sharing during the morning	<ul style="list-style-type: none"> Subject panels have explored various means to use the reading grant About 50% of students show interest in reading Positive feedback from students 	<ul style="list-style-type: none"> Check stakeholders' survey report Check the minutes of the Library Committee Check panel minutes 	23-24	<ul style="list-style-type: none"> All teachers Library Committee 	Reading grant, Teaching resources provided by EDB, publishers and NGOs

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	<p>reading sessions</p> <p>c. Organize book exhibitions and various types of book sharing sessions and book talks during the morning assemblies</p> <p>d. Provide different reading activities to encourage “reading to learn” in different subjects</p> <p>e. To promote language across the curriculum through designing teaching and learning resources for students in different subjects with the use of EMI, and collaboration between the English Department and other departments</p>	<ul style="list-style-type: none"> About 60% of subject panels have provided different reading activities to encourage reading to learn About 50% of subject panels have promoted language across the curriculum. 	<ul style="list-style-type: none"> Check book sharing record Check students’ work and assignments 			
<p>2. Curriculum design</p> <p>2.1 To implement ★ national education, national security education, and strengthen Basic Law and</p>	<p>2.1</p> <p>a. Adopt a “multi-pronged and coordinated” approach to integrate ★ national education and national security education holistically through relevant Key Learning areas/ subjects, values education,</p>	<ul style="list-style-type: none"> National education and national security education have been integrated into different subjects, values education and learning activities. Students’ understanding of the Basic Law has been strengthened 	<ul style="list-style-type: none"> Check the archived learning and teaching materials Check schemes of work, panel minutes and annual reports Check 	23-24	<ul style="list-style-type: none"> All teachers 	Teaching resources provided by EDB, publishers and NGOs

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
values Education	<p>as well as learning activities within and beyond the classroom</p> <p>b. Integrate the elements of national security education into the curriculum of various relevant subjects whenever appropriate based on the Curriculum Frameworks of National Security Education and the teaching resources provided by the EDB</p> <p>c. Strengthen students' understanding of the Basic Law through various relevant topics in L&S, Chinese History, History, Economics, and Citizenship and Social Development</p> <p>d. Incorporate values education into the formal curriculum</p>	<ul style="list-style-type: none"> Over 70% of departments have incorporated values education into the formal curriculum 	<p>stakeholders' survey report</p> <ul style="list-style-type: none"> Check APASO report Teachers' observation 			
2.2 To put more emphasis on generic and/or higher-order thinking skills training	<p>2.2</p> <p>a. Further tailor the junior form curricula to release time for developing study skills like summarizing learning concepts, and using graphic organizers,</p>	<ul style="list-style-type: none"> About 60% of students agree that teachers have developed their study skills 80% of panels have continued the emphasis on training of thinking skills in 	<ul style="list-style-type: none"> Check schemes of work, panel minutes and annual reports Check stakeholders' 	23-24	<ul style="list-style-type: none"> Panel heads All teachers 	

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	<p>study aids and online resources.</p> <p>b. Continue the emphasis on training of thinking skills in junior form curricula</p> <p>c. Reinforce the higher-order thinking skills, e.g. critical thinking skills in senior forms</p>	<p>junior forms</p> <ul style="list-style-type: none"> 90% of teachers have fostered students' higher-order thinking skills in senior forms Positive feedback from students 	<p>survey report</p> <ul style="list-style-type: none"> Teachers' observation 			
<p>2.3 To further develop the Technology Education curriculum by strengthening STEM Education</p>	<p>2.3</p> <p>a. Further enrich STEM Education through collaboration between CML and Chinese Language/ English Language/ Math/ Science/ D&T/ C&T/ Home Economics / Visual Arts in junior forms</p> <p>b. Fully utilize the InnoHub to further enhance collaboration between CML and other departments, and to incorporate more STEM elements into CML curricula</p> <p>c. Encourage students to join competitions related to STEM education</p> <p>d. Organize training for teachers and students</p>	<ul style="list-style-type: none"> Cross-curricular collaboration involving CML and other subjects is implemented. Students have joined competitions related to STEM education Appropriate training has been organized 	<ul style="list-style-type: none"> Check schemes of work, panel minutes and annual reports 	23-24	<ul style="list-style-type: none"> CML, Chinese Language, English Language, Math, Science, D&T, C&T, Home Economics, Visual Arts teachers 	

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
2.4 To reinforce the learning of Chinese history and Chinese culture	2.4 Reinforce students' foundation knowledge about Chinese history and culture, and develop their positive values through formal lessons and various co-curricular activities	<ul style="list-style-type: none"> • Students have a better understanding of Chinese history and Chinese culture 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Teachers' observation 	23-24	<ul style="list-style-type: none"> • Chinese and Chinese History teachers 	

2. Major Concern: Character Formation

Feedback and follow-up actions from 2022-23

- As the school will shift its focus towards providing additional guidance and support to F.1 students this year, a concerted effort will be made to promote their autonomy in learning. This will involve implementing the goal-setting program in F.1 classes and assisting them in developing self-management skills such as time management and effective learning habits.
- F.1 students will also be encouraged to participate in school activities, including physical, aesthetic and other extracurricular pursuits, to enhance their engagement in school life. In addition, there will be a greater emphasis on creating more opportunities for F.1 students to showcase their academic achievements, learning attitude and effort, with the goal of inspiring them to strive for excellence.
- To create additional opportunities for students to broaden their horizons, enrich their learning experience, and enhance their generic skills, the Wednesday Afternoon Program will be implemented this year. This program will enable the scheduling of diverse life-wide learning activities on Wednesday afternoons using a special timetable, with the aim of minimizing disruptions to regular lessons.
- Students' engagement will be further enhanced through their participation in the Diamond Jubilee Musical and the publication for the Diamond Jubilee School Magazine, enriching their personal experiences and increasing their sense of belonging and ownership.
- For the benefits of students' personal growth and development, the data of their academic performance, ECAs and discipline records will be analyzed in early November this school year. Additional advice and support will then be provided for students to help them maintain a healthy balance between their studies and ECAs.
- With the aim of systematically introducing and nurturing the 10 priority values and attitudes in students, the MCNE Committee will prepare and revise materials for Form teachers to use during Form-teacher periods.

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
1. To further enhance students' self-motivation for learning and encourage a sense of ownership in learning	1.1 Conduct the goal-setting program ★ for F.1 students. 1.2 Offer more opportunities for students, ★ especially F.1, to showcase their academic achievements, learning attitude, effort and other achievements (e.g. in terms of aesthetics, sports and services) both inside and outside the classroom, including electronic means as positive reinforcement.	<ul style="list-style-type: none"> • ★ 70% of F.1 students can achieve the goals they set for their own learning in Student's Handbook. • ★ Stakeholder's Survey (Students take the initiative to learn) – an increase in 10% of students and teachers agree and strongly agree. 	<ul style="list-style-type: none"> • Check Students' Handbooks • Check minutes of MCNE Committee • Form Teachers' feedback in form meetings 	23-24	<ul style="list-style-type: none"> • Moral, Civic and National Education (MCNE) Committee • Teacher advisors of academic societies & clubs 	<ul style="list-style-type: none"> • Student's Handbook (the pages about goal setting) • Reading materials about goal setting

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	<p>a. Students share their achievements in different aspects in their own classes during form-teacher periods.</p> <p>b. ★ Create more opportunities for diversified life-wide learning activities on Wednesday afternoons to widen students' horizons and enrich their learning experience.</p> <p>1.3 Help students learn to take responsibility for their own learning.</p> <p>a. Invite teachers, guest speakers or alumni to share their learning experience and inspire students with positive values in life.</p> <p>b. Promote students' autonomy in learning, ★ with a particular focus on helping F.1 students develop self-management skills, including time management and effective learning habits.</p>	<ul style="list-style-type: none"> • Through listening to different people's sharing, students have a better understanding of the importance of taking responsibility for their own learning. • ★ F.1 students can apply the self-management skills, including time management and effective learning habits to their own learning. 	<ul style="list-style-type: none"> • Check minutes/ reports of subject panels and functional groups • Check reports of ECA • Teachers' observation • Students' feedback 		<ul style="list-style-type: none"> • Form Teachers • Heads of Subject Panels & functional groups • Morning Assembly Committee • Academic Support Team • Counselling Team 	

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
<p>2. To strengthen the sense of belonging to school among students</p>	<p>2.1 Reinforce the understanding and embodiment of the school motto (i.e. tolerance for this school year) through different subject panels and functional groups.</p> <p>2.2 Help students boost their sense of belonging to school by:</p> <p>a. Encouraging students to design school items.</p> <p>b. Conducting inter-class activities to increase students' class spirit.</p> <p>c. Enhancing recognition of students' participation and achievements.</p> <p>d. ★ Enhancing students' involvement in Diamond Jubilee (DJ) Musical and publishing DJ Magazine.</p> <p>e. ★ Encouraging F.1 students to join school activities, including physical, aesthetic and other extra-curricular activities, in order to become more engaged in their school life.</p>	<ul style="list-style-type: none"> • Students demonstrate a better understanding of the school motto and can incorporate it into their daily lives. • Students welcome the new school items. • Students participate in inter-class activities actively. • ★ Students are more involved in DJ Musical and DJ Magazine publication. • ★ F.1 students participate in school activities actively. • ★ Stakeholder's Survey (I like my school) – 70% of students agree and strongly agree. • ★ APASO (sense of belonging to school & satisfaction with school life) – 70% of students agree and strongly agree. 	<ul style="list-style-type: none"> • Check minutes of subject panels and functional groups • Check Student Association (SA) & ECA reports • Check inter-class activity record • Check records of students participating in DJ Magazine & DJ Musical • Teachers' observation • Check Stakeholder's Survey & APASO results 	<p>23-24</p>	<ul style="list-style-type: none"> • Vice Principals • Heads of subject panels and functional groups • ECA Master • SA advisors • Working groups of DJ Magazine and DJ Musical • Form Teachers & all other teachers 	

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
<p>3. To foster empathy and build caring interpersonal relationships at both the peer and community levels</p>	<p>Conduct a series of programs and activities to help students become more caring and develop empathy.</p> <p>a. Require F.3-4 students to complete a certain number of community service hours.</p> <p>b. Organize talks / workshops for students.</p> <p>c. Provide training for student volunteers.</p>	<ul style="list-style-type: none"> • From the observation of teachers taking students to do community service, students develop positive values and become more caring and empathetic towards others. • ★ Service Learning Self-reflection Questionnaire – 70% of the target students agree and strongly agree that they have learnt to care about others’ feelings and needs, and have become more caring and helpful. 	<ul style="list-style-type: none"> • Check records of students’ service hours in Service Learning Programs • Check report of Counselling Team • Check reports of CYC, VOT, Civic Education Team & Prefects Team • Observation and feedback from teachers • Check results of Service Learning Self-reflection Questionnaire 	<p>23-24</p>	<ul style="list-style-type: none"> • Service Learning Team • Counselling Team • CYC • VOT • Civic Education Team • Prefects Team • Heads of functional groups 	<p>Life-wide Learning Grant</p>

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
<p>4. To increase students' sense of national identity</p>	<p>Adopt a holistic approach to strengthen students' sense of national identity.</p> <p>a. Conduct moral, civic and national education (MCNE) activities e.g. newspaper cutting and quizzes on Basic Law, National Security Law and the social issues of Hong Kong, China and the world.</p> <p>b. Related activities are organized by the school and functional groups.</p> <p>c. Broaden students' horizons and strengthen their understanding of our country's development through education tours or exchange programs.</p>	<ul style="list-style-type: none"> • ★ Students study the reading materials provided by the school and demonstrate a better understanding of the Basic Law, National Security Law and the social issues of Hong Kong, China and the world in the activities such as quizzes. • ★ Students demonstrate a better understanding of our country's development in their assignments after the education tours or exchange programs. • ★ KPM 17 Sense of National Identity (Responsibility & Obligation) – 70% of students agree and strongly agree. • ★ APASO: Sense of National Identity (Pride & Care) – 70% of students agree and strongly agree. 	<ul style="list-style-type: none"> • Check report of MCNE Committee • Check report of National Security Working Group • Check minutes of functional groups • Check ECA report • Check Stakeholder's Survey & APASO results • Teachers' observation 	23-24	<ul style="list-style-type: none"> • MCNE Committee • National Security Education Working Group • Heads of functional groups • ECA Master 	Life-wide Learning Grant and other government funding

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
<p>5. To promote mental wellness among students and teachers, and ★ nurture positive values in students</p>	<p>5.1 Adopt a whole-school approach to address students’ emotional needs in the new normal.</p> <p>a. ★ Analyse the data of students’ academic performance, discipline records and extra-curricular activities so as to provide them with more advice and support, and help them maintain a balance between their studies and ECA.</p> <p>(i) Continue to explore more comprehensive online platforms for data analysis.</p> <p>(ii) Provide training for teachers to handle the data.</p> <p>b. Arrange various kinds of interest classes / activities to relieve students’ stress.</p>	<ul style="list-style-type: none"> • Students’ emotional needs are identified and then referred to the relevant parties for help and support. • ★ Students are provided with more advice and support to help them maintain a balance between their studies and ECA. • ★ Questionnaire – Students find the interest classes / activities useful for relieving their stress. • Students develop resilience and cultivate positive energy. • ★ Questionnaire – Positive feedback from student participants of the ‘Joyful Scheme’ 	<ul style="list-style-type: none"> • Check analysis of student data • Check report of MCNE Committee • Check minutes of functional groups • Check Counselling Team report • Check questionnaires • Check minutes of Staff Development Committee • Observation and feedback from teachers 	<p>23-24</p>	<ul style="list-style-type: none"> • Data Management Team • Discipline Team • ECA Committee • Form teachers • Counselling Team • MCNE Committee • Form Teachers • Heads of functional groups • Counselling Team 	<p>EDB resources</p>

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	<p>5.2 Help students develop resilience and cultivate positive energy</p> <p>a. Revise MCNE materials for Form Teachers to use in Form-teacher periods.</p> <p>b. Integrate related elements and positive values into the curricula of the work plans of functional groups.</p> <p>c. Implement a comprehensive program called the ‘Joyful Scheme’ (「好心情計劃」) for junior form students and parents.</p>	<ul style="list-style-type: none"> • Positive feedback from teachers and School Social Worker on the ‘Joyful Scheme’ • Teachers find the MCNE materials useful for nurturing positive values in students. • ★ Students understand the importance of the positive values and are willing to practise them in their daily lives. • ★ Staff Development Committee Questionnaire – Positive feedback from teachers on enhancing their mental wellness. 			<ul style="list-style-type: none"> • Staff Development Committee • Campus Development Team 	
<p>5.3 Enhance the mental wellness of teachers</p> <p>a. Organize activities related to mental wellness.</p> <p>b. Improve the working environment.</p>						
<p>★ 5.4 Prepare and revise MCNE materials about the priority values and attitudes for Form teachers to use in Form-teacher periods.</p>						

3. Major Concern: Resources and Network Building

Feedback and follow-up from 2022-23

- The Alumni Association will continue updating the alumni contact database and promoting the Alumni Association's social media accounts at Diamond Jubilee events to keep alumni informed about school updates and news. It is hoped that the enhanced bond among alumni can encourage greater involvement in school activities, which in turn benefits students through mentorship and networking opportunities.
- The school will explore various platforms, such as Donor Wall, to encourage alumni donations in order to improve the learning environment for the students. The school will provide additional details regarding specific fund designations in order to encourage donations. Additionally, appreciation for donations will be delivered in various forms.
- The Careers Committee will further explore our alumni resources and network in order to provide workplace experiences, in the forms of talks, sharing, job-shadowing and mentorship, to our senior form students. The quality of the existing programs will also be assessed based on the feedback from teachers and students, so as to select a team of partners who can provide diverse and effective learning experiences that best suit our students' needs. The selected programs also have to be compatible with our curriculum, and can align with the overall logistics of the school.
- The Careers Committee and Service Learning Team will further approach more companies and NGOs to offer careers and voluntary work opportunities for the senior form students.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
1. Building up the public image of the school via the alumni network	a. To maintain and update the existing database of alumni contacts for communication. b. To make good use of the Year Representatives WhatsApp Group as a channel for disseminating information.	<ul style="list-style-type: none"> • The alumni network has been maintained through updating the existing database. • More alumni develop a sense of belonging to the school. 	<ul style="list-style-type: none"> • Check records / minutes of Alumni Association • Feedback from alumni in terms of participation 	23-24	<ul style="list-style-type: none"> • Coordinators of Alumni Association • Person-in-charge of School 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>To utilize the alumni network so as to encourage more alumni to contribute to TSK_for the benefits of students</p>	<p>c. Arrange activities for alumni including lunch gatherings, 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.</p> <p>d. Invite selected alumni as special guests at Speech Day and Walkathon.</p> <p>e. Keep the Alumni Invitation Relay in Athletics Meet / Swimming Gala as a tradition.</p> <p>f. To continue to liaise with alumni working in journalism industry (★especially those working on education pages) to arrange media exposure for Diamond Jubilee celebrations, interviews, students' achievements, etc.</p> <p>g. Outstanding alumni will be invited for interviews. ★ Footage of the interview will be uploaded to the social media platforms.</p>	<ul style="list-style-type: none"> ● More alumni are willing to join various school activities, e.g. sports competitions, Walkathon and Speech Day. ● More alumni express their willingness to make contributions to TSK by various means. ● Articles or videos related to Diamond Jubilee celebrations, students' achievements are published in ★ the different types of media and internal publications. ● Footage of the interviews of outstanding alumni is uploaded to the social media platforms. 	<ul style="list-style-type: none"> ● Check the programs and attendance records of Athletics Meet and Speech Day ● Check School publications, ★ social media platforms and YouTube channels 		<p>publications and social media platforms</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>2. Tapping into resources available from alumni, parents and society</p> <p>2.1 To support the school development in different aspects to facilitate students' learning</p>	<p>2.1</p> <p>a. Encourage alumni and parents to make donations to school.</p> <p>b. ★Acknowledge donations from alumni and parents, e.g. in school publication, donors wall</p> <p>c. Continue to explore more possibilities of utilizing online platforms for receiving donations.</p>	<ul style="list-style-type: none"> • More Alumni and parents are willing to make donations to the school. • The possibilities of utilizing online donation platforms are explored. 	<ul style="list-style-type: none"> • Check records of Alumni Association 	23-24	<ul style="list-style-type: none"> • Coordinators of Alumni Association • PTA Campus Development Team 	
<p>2.2 To further develop our mentoring and tutoring programs for current students</p>	<p>2.2</p> <p>a. Teachers nominate and encourage students to be mentors after graduation.</p> <p>b. Invite graduates with good results in the HKDSE to be tutors to cater for the needs of students in different subjects.</p>	<ul style="list-style-type: none"> • F.6 graduates are nominated and encouraged to be mentors. • More graduates with good results in the HKDSE are willing to help with the Tutoring Program. • Guests are contacted to share their career or life experience 	<ul style="list-style-type: none"> • Check recruitment records of Tutoring Program • Check minutes of Careers Committee, PTA & subject panels 	23-24	<ul style="list-style-type: none"> • F.6 subject teachers • Tutoring Team • Careers Committee • PTA 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<p>c. Invite guests (including alumni, parents and others) to share their career or life experience or ★subject knowledge with students.</p> <p>d. Notify current teachers via email or eApp regarding activities held by the Alumni Association and encourage them to invite alumni to join the activities.</p>	<ul style="list-style-type: none"> ★subject knowledge at different events or during the lessons. Current teachers help to invite more alumni to join the activities. 			<ul style="list-style-type: none"> Panel Heads Coordinators of Alumni Association 	
2.3 To strengthen the Student Mentorship Program	2.3 Making good use of external networks and connections to help F.5 students achieve their life-planning goals – to conduct the Student Mentorship Program for F.5 students complemented by a Careers Expo.	<ul style="list-style-type: none"> The Student Mentorship Program for F.5 students is conducted. Mentors from different career backgrounds are recruited and invited to give advice to F.5 students. The Careers Expo that invites guests/alumni from professions uncovered by mentors matched up in the Student Mentorship Program is conducted. 	<ul style="list-style-type: none"> Check results of evaluation form about Student Mentorship Program completed by mentors and mentees 	23-24	<ul style="list-style-type: none"> Careers Committee Alumni Association Coordinators of the Student Mentorship Program 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.4 To explore the possibility of different partnership programs with the business sector and NGOs	2.4 Approach companies and NGOs to discuss possible partnership programs.	<ul style="list-style-type: none"> Entities from the business sector or NGO are approached. 	<ul style="list-style-type: none"> Check records / minutes of Careers Committee and Service Learning Team 	23-24	<ul style="list-style-type: none"> Service Learning Team Careers Committee 	
b. Planning for the school's 60th anniversary celebrations To encourage participation in celebrating the school's 60 th anniversary to show support for our students	a. Continue to encourage alumni and parents to participate in the school's 60 th Anniversary celebrations at the meetings of the Alumni Association and PTA. b. Promote the school's 60 th anniversary celebration activities (e.g. Diamond Jubilee Musical) through various social media platforms.	<ul style="list-style-type: none"> Celebration activities are promoted on social media platforms, email and different activities. Alumni and parents participate actively in the celebration events. 	<ul style="list-style-type: none"> Check record of Alumni Association and PTA Check record of Diamond Jubilee Celebrations Organizing Committee Check social media platforms 	23-24	<ul style="list-style-type: none"> Coordinators of Alumni Association PTA Diamond Jubilee Celebrations Organizing Committee 	