QUEEN'S COLLEGE

Annual School Plan
2022 – 2023

Queen's College

OUR VISION

It is our vision to provide students with an all-round education aimed at excellence in moral, intellectual, physical, social and aesthetic development, whereby they can achieve self-fulfillment in all respects throughout their lives and become leaders of tomorrow.

SCHOOL MISSIONS

1. To nurture in students a love of life-long learning;
2. To promote the spirit in the school motto – ***Labor Omnia Vincit***;
3. To develop students' mind and inculcate in them a strong sense of responsibility, self-discipline, integrity and, above all, self-esteem;
4. To ensure that students attain a high level of intellectual development in preparation for further scholastic achievements;
5. To provide students with a balanced range of activities conducive to good health and to make them aware of the importance of sports and sportsmanship;
6. To impress upon students the significance of harmonious inter-personal relationship and of serving the community and the world at large as well as developing their skills of leadership;
7. To cultivate students' creative talents and appreciation of aesthetics;
8. With a view to realizing the aforesaid goals, to encourage the involvement of parents, alumni and members of the community in the activities of the school and to provide opportunities for enhancing the professional development and commitment of the staff.

Major Concern 1 :   To enhance students' life competencies and enable them to become self-regulated life-long learners
關注項目一：   提升學生的生活能力並培養他們成為自律自調的終身學習者

1.1   To enhance students' life competencies through learning experience inside and outside the classroom 藉課堂內外的多元學習活動提升學生的生活能力

	Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.1.1	To build a strong reading culture and capacity through Reading across the Curriculum (RaC) • Consolidate students' breath of knowledge beyond textbooks and enhance their language proficiency • Instill in students a sense of global, national and social identity and enhance their sense of belonging	9.2022 ~ 7.2023	• At least 8 thematic book exhibitions are held by the school library • Each subject department can arrange at least one reading activity for each form • At least one cross-curricular "reading to learn activity" is implemented in each subject (selected form(s)) • 70% of participating students agree that the reading activities can boost their interest in reading and extended their learning	• Scrutiny of the records of KLAs and subject departments • Tracking students' reading records and the loan record from the school library • Conducting surveys with teachers and students	• Librarian • Library Prefects • Reading to Learn Team • IT Team • Heads of subject departments • Subject Teachers	• Morrison Fund • Reading Grant • Teaching Assistants

	Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
			• 70% of students improve their reading habits • Students can share their learning outcomes from reading activities			
1.1.2	To build social competencies • Enhance students' language proficiency, collaborative skills, communication skills and information literacy through project learning • Cultivate students' problem-solving skills and creativity through gifted education programmes • Develop students' life planning skills • Broaden students' horizon through Life-wide	9.2022 ~ 7.2023	• Subject departments arrange project-based learning activities with elements of online learning for at least one level per year to widen students' learning opportunities • All KLAs and 75% of subject departments introduce higher-order thinking learning activities / activities that nurture students' creativity (Tier 1 mode) in class • All KLAs conduct problem-solving learning activities / activities that nurture students' creativity (Tier 2 and Tier 3 modes)	• Scrutiny of subject department records • Student participation and achievement records • Feedback from students and teachers	• Life-wide Learning Team • Heads of subject departments • Subject Teachers	• Life-wide Learning Fund • Morrison Fund

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
Learning (LWL) programmes		outside the classroom • More students are nominated to participate in Tier 3 gifted education programmes and competitions • 80% of students agree that LWL activities can lift and strengthen their work ethics and facilitate their life planning • 80% of students agree that LWL activities enable them to have an eye opening experience and raise their quality of life			

1.2 **To equip students with self-regulated learning skills and habits 培養學生自律自調的學習技能與習慣**

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.2.1 To encourage students to set learning goals and reflect on their learning so as to build their capabilities to learn independently	9.2022 ~ 7.2023	• 90% of students set goals and engage in reflection under teachers' guidance • 90% of students agree	• Scrutiny of students' reflection forms • Teachers' observation of students' motivation and	• Academic Team • CLP Team support • Heads of subject departments	• Life-wide Learning Fund • Morrison Fund

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
		that by engaging in goal-setting and reflection, they have become more motivated to strive for continuous improvement	performance • Observable changes in students' learning attitude	• S1-S3 Class Teachers • S4-S6 Subject Teachers	
1.2.2 To equip junior form students with various learning strategies and to raise their learning effectiveness by using flipped learning, students' self-designed exercises and encouraging peer learning	9.2022 ~ 7.2023	• Training workshops about various learning strategies are arranged for junior forms • 90% of junior form students understand their learning styles and adopt better learning strategies • Students are able to apply note-taking skills in lesson preparation / during lessons • All KLAs and 75% of subject departments encourage students to adopt various learning	• Scrutiny of subject department records • Student participation records • Feedback from students and teachers • Students' performance during lessons • Lesson observation • Assignment inspection • Utilization rate of the e-Learning platform • Students' performance in tests and examinations	• Heads of subject departments • Subject Teachers	• Life-wide Learning Fund • Morrison Fund • Baseline reference provision

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
		strategies to facilitate their learning and to boost their confidence and learning effectiveness • All KLAs and 75% of subject departments adopt flipped learning to enhance students' self-learning skills and learning capacity • Junior form students appreciate and attempt the questions designed by their peers for self-revision and peer learning • Teachers of pilot subjects share students' self-designed questions as worksheets or exercises during the vacation • 80% of students agree that self-revision and peer assessments can			

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
		enhance their confidence in learning			
		• Pilot subject departments adopt e-note taking skills to engage in peer learning			
		• Subject departments make good use of the subject-based resource banks and HKEdCity OQB (S4-S6)			
		• 70% of students use e-learning platforms to facilitate their revision			
		• A shared folder is created for collection and display of outstanding works done by students			
		• Teachers from different subject departments share their lesson designs with teachers of other subjects			

1.3 To promote teachers' professional sharing culture in school 推動教師校內的專業交流文化

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
1.3.1 To develop a sharing culture by inviting teachers from different KLAs to open their classrooms for peer lesson observation with a focus on self-regulated learning, flipped learning or values education → In-house open lesson observation → Joint School Open Lesson Activity 2022-2023	9.2022 ~ 7.2023	• 80% of teachers agree that the cross-departmental lesson observations are inspiring • Observable improvements in lesson effectiveness • 80% of teachers find that post-lesson observation discussions help enhance learning & teaching effectiveness of their classes • 80% of the participants agree that the Open Lesson Activity can help build a professional learning community	• Lesson observation records	• Heads of subject departments • Subject Teachers	• Baseline reference provision • Morrison Fund
1.3.2 To encourage teachers to share good practices and to uplift their assessment literacy	9.2022 ~ 7.2023	• Sharing of good practices is conducted in departmental meetings • The usage of subject-	• Content of the resource banks • Access rate of the resource banks • Surveys from teachers	• Heads of subject departments • Subject Teachers • Service providers	• Baseline reference provision • Morrison Fund

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
		based resource banks is increased • Sharing among middle managers and the sharing on assessment literacy are conducted	• Lesson observation • Assignment Inspection		

Major Concern 2 : To instill positive values into students and nurture them into upright and committed citizens

關注項目二 ： 向學生灌輸積極正面價值觀，培養他們成為正直及勇於承擔的良好公民

2.1 To promote the well-being of our students 促進學生身心靈健康

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People / Team Responsible	Resources Required
2.1.1 To foster the development of healthy lifestyles of the students a. Coordinate with Subject Departments, Functional Teams and Class Teachers for the promotion of physical fitness, mental fitness, aesthetic appreciation, development of information literacy and proper use of social media among the students b. Promote social well-being of students in a class context by establishing a closer teacher-student relationship and peer relationship	9.2022 ~ 7.2023	• Students' consciousness towards a development of healthy lifestyles can be aroused • An atmosphere promoting physical fitness, mental fitness, aesthetic appreciation, development of information literacy and proper use of social media is established	• Scrutiny of annual program plans, schemes of work and evaluation reports of Subject Departments and Functional Teams • Observable changes in students' behavior • Number of participants in the activities • Feedback from teachers	• Subject Departments • Functional Teams • Class Teachers • Subject Teachers	• Baseline reference provision • Morrison Fund • ECA Fund • Life-wide Learning Grant • Teaching Assistants

2.2 To cultivate positive values among students培養學生正面價值觀

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People / Team Responsible	Resources Required
2.2.1 To strengthen students' competencies in making value judgement and rational decisions through Values Education a. Subject departments incorporate the school motto "Labor Omnia Vincit" and ten core values (perseverance, national identity, integrity, respect for others, responsibility, care for others, commitment, law-abidingness, empathy and diligence) in their lesson designs at different levels	9.2022 ~ 7.2023	• Subject Departments / Functional Teams show the incorporation of the school motto and ten core values into their curricula / activities • Subject Departments can share at least one set of lesson design and related learning and teaching materials on Values Education in each school term in the shared drive for professional sharing • Students can reflect on and apply positive values from different perspectives in the school context	• Scrutiny of annual program plans, schemes of work and evaluation reports of Subject Departments and Functional Teams • Record of learning and teaching materials • Record of students' work • Observable changes in students' behavior • Feedback from teachers and students	• Subject Departments • Functional Teams • Class Teachers • Subject Teachers	• Baseline reference provision • Morrison Fund • ECA Fund • Life-wide Learning Grant • Teaching Assistants

b. Functional Teams promote the school motto and ten core values and positive attitudes of students in their learning activities c. Incorporation of highlighted values of integrity, respect for others, responsibility and commitment into leadership trainings of the students					
2.2.2 To empower students to make informed and responsible choices on their learning and life planning a. Review and fine-tune the design and planning of the Career and Life Planning Development	9.2022 ~ 7.2023	• Students can have a better understanding of their interests, strengths and weaknesses • Students are able to develop and reflect upon their personal goals with aspirations in their learning and life planning	• Scrutiny of annual program plans and evaluation reports of Functional Teams • Effective use of the reflection tools • Feedback from teachers and students	• Career and Life Planning Team • Class Teachers • Subject Teachers	• Morrison Fund • ECA Fund • Life-wide Learning Grant • Teaching Assistants

Curriculum from S1 to S6 b. Strengthen teachers' abilities in playing the role of facilitators in the provision of guidance to students on life planning					

2.3 To enhance students' understanding of their rights and responsibilities so as to strengthen their readiness to serve
   提升學生對權責的認知，培養他們的責任心和服務精神。

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People / Team Responsible	Resources Required
2.3.1 To encourage an active participation of students in actualizing their rights and responsibilities by shouldering duties in the 160th Anniversary events a. Encourage students to participate and serve in the 160th	9.2022 ~ 7.2023	• Students show an active participation / contribution of services in the school events for the 160th Anniversary	• Scrutiny of annual program plans and evaluation reports of Subject Departments and Functional Teams • Record of the number of participants / performance of student-helpers • Number and types	• Subject Departments • Functional Teams / Clubs • Class Teachers • Subject Teachers	• Baseline reference provision • Morrison Fund • ECA Fund • Life-wide Learning Grant • Teaching Assistants

Anniversary events by means of the "Badge Award Scheme"			• of badges being presented • Feedback from teachers, students and other stakeholders		
2.3.2 To establish a harmonious family relationship and promote the virtue of filial piety a. Facilitate the development of mutual understanding between parents and sons	9.2022 ~ 7.2023	• Students / Parents show an active participation in the programs • Participants agree that the programs help facilitate communication and a harmonious relationship in the family	• Scrutiny of program plans and evaluation reports of Subject Departments and Functional Teams • Feedback from teachers, parents and students	• Subject Departments • Functional Teams • Class Teachers • Subject Teachers	• Morrison Fund • ECA Fund • Life-wide Learning Grant • Teaching Assistants
2.3.3 To strengthen students' national identity through understanding and appreciation of the culture and development of the Motherland a. Widen students' exposure to the culture	9.2022 ~ 7.2023	• Students show keen participation in the events • Students' understanding of the culture and development of the Motherland can be enhanced	• Scrutiny of program plans and evaluation reports of Subject Departments and Functional Teams • Number and level distribution of participants • Observable changes in students'	• Subject Departments • Functional Teams / Clubs • Class Teachers • Subject Teachers	• Baseline reference provision • Morrison Fund • ECA Fund • Life-wide Learning Grant • Teaching Assistants

and development of the Motherland through multifarious activities both inside and outside classrooms			• behavior • Feedback from teachers and students		
2.3.4 To arouse students' global awareness and their roles to play as global citizens a. Cultivate students' interests and respect for different cultures	9.2022 ~ 7.2023	• Students' exposure to different cultures is increased • Students show their respect for and appreciation towards different cultures	• Scrutiny of program plans and evaluation reports of Subject Departments and Functional Teams • Number and level distribution of participants • Observable changes in students' behavior • Feedback from teachers and students	• Subject Departments • Functional Teams / Clubs • Class Teachers • Subject Teachers	• Baseline reference provision • Morrison Fund • ECA Fund • Life-wide Learning Grant • Teaching Assistants