



# **QUEEN'S COLLEGE**

## **Annual School Plan**

**2023 - 2024**

# 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.

**Queen's College**  
**Annual School Plan 2023-2024**

**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**

**Feedback from the previous school year:**

- The learning goals of “National and Global Identity”, “Language Proficiency” and “Breadth of Knowledge” have been achieved through programmes promoting reading culture and language capacity. However, students’ leisure reading habits could be further cultivated.
- The learning goal of “Generic Skills” has been achieved through programmes involving developing students’ social competencies, including collaboration, communication, problem-solving skills, etc.
- A wide variety of LWL activities were provided to students to widen their horizons. The LWL programme will continue to be arranged for students in the coming year as part of the regular curriculum.
- The CLD curriculum provided support to students in the aspects of self-understanding, time management, goal setting, exam review and stress management, and helped them to make informed decisions about their further studies. It has achieved the learning goals of “Life Planning” and “Generic Skills” as it has also helped students develop their self-management and critical thinking skills.
- The workshops that taught students how to apply various learning strategies boosted their learning confidence and learning effectiveness and were well received by students.
- The Open Classroom practice and Open Lesson Activity have encouraged teachers to engage in professional dialogue on optimizing learning and teaching strategies and have helped build a learning community.
- Many teachers shared good practices in departmental meetings. However, the use of assessment data to reflect learning and teaching effectiveness and identify areas for improvement should be enhanced.

**Follow-up actions**

- More varieties in RaC activities will be introduced. (Learning goal “National and Global Identity”, “Language Proficiency” and “Breadth of Knowledge”)
- Programmes involving students’ social competencies, including project learning activities, gifted education programmes, STEAM learning activities, etc., will be conducted in the coming academic year. (Learning goal “Breadth of Knowledge” and “Generic Skills”)
- The CLD programmes will be refined next year. (Learning goal “Generic Skills”)
- Students will be encouraged to apply various learning strategies in the coming academic year.
- The Open Classroom practice and Open Lesson Activity will continue next year.
- Assessment literacy will be further implemented. Subject departments will be required to make proper use of assessment data to reflect on learning and teaching effectiveness, so as to make appropriate adjustment for improvement.
- With more diverse learning strategies to be introduced, students’ information literacy will be nurtured next year.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To enhance students' life competencies through learning experiences 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	1.1.1 To build a strong reading culture and competency through Reading across the Curriculum (RaC)  a. Enrich students' reading experience through cross-curricular reading materials  b. Arrange theme-based book exhibitions  c. Organize school library tours for S1-S3 students during lessons  d. Hold book sharing competitions for S1-S3 students  e. Promote reading of different genres to instill in students a sense of social, national and global identity	<ul style="list-style-type: none"> <li>• At least one cross-curricular "reading to learn activity" is implemented in each subject for selected form(s)</li> <li>• At least 8 thematic book exhibitions are held by the school library</li> <li>• At least 1 library tour will be arranged by either English teachers or other subject teachers for S1-S3 classes per term</li> <li>• All S1-S3 classes join the book sharing competitions</li> <li>• Students share their learning outcomes from reading activities in the school assembly</li> <li>• At least 75% of students reflect that their sense of social, national and global identity has been enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder Survey and APASO III</li> <li>• Inspection of the records of KLAs and subject departments</li> <li>• Students' learning performance</li> <li>• Teachers' observation and feedback</li> <li>• Tracking students' reading records and the loan record from the school library</li> </ul>	9.2023 ~ 7.2024	<ul style="list-style-type: none"> <li>• Librarian</li> <li>• Library Prefects</li> <li>• Reading to Learn Team</li> <li>• IT Team</li> <li>• Heads of subject departments</li> <li>• Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison Fund</li> <li>• Reading Grant</li> <li>• Teaching Assistants</li> </ul>
	1.1.2 To build social competencies  a. Enhance students' collaborative skills and communication skills through project learning	<ul style="list-style-type: none"> <li>• Selected subject departments arrange project-based learning activities for at least one level per year to develop students' generic skills</li> <li>• At least 75% of participants agree that their collaborative and communication skills have shown improvements</li> </ul>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>b. Cultivate students' problem-solving skills through gifted education programmes</p> <p>c. Unleash students' creativity through a school-based STEAM curriculum and related learning activities★</p> <p>d. Enrich students' information literacy in some pilot subjects such as Computer, English , L&amp;S/CS★</p>	<ul style="list-style-type: none"> <li>• At least 75% of teachers concerned agree that students are confident of giving presentations</li> <li>• Subject departments introduce higher-order thinking learning activities / activities that nurture students' problem-solving skills (Tier 1 mode) in class</li> <li>• All KLAs conduct more challenging activities for students outside classroom. (Tier 2 and Tier 3 mode)</li> <li>• More students are nominated to participate in Tier 3 gifted education programmes and competitions</li> <li>• A junior form school-based STEAM curriculum is constructed</li> <li>• At least 2 STEAM related activities have been conducted in S1-S3</li> <li>• 75% of the participants of the STEAM activities agree that the activities have fostered their creativity</li> <li>• 75% of teachers concerned agree that students' awareness of information literacy has been enhanced</li> </ul>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<p>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</p>	<p>1.2.1 To develop students' life planning skills through goal setting and regular reflection</p> <p>a. Arrange goal-setting workshops and reflection sessions to assist students to set and adjust academic goals</p> <p>1.2.2 To encourage students to adopt various strategies to raise their learning effectiveness, e.g. using flipped learning, applying note-processing skills and designing exercises on their own</p>	<ul style="list-style-type: none"> <li>• 90% of students engage in goal setting and reflection under teachers' guidance</li> <li>• 90% of students agree that by engaging in goal-setting and reflection, they have become more motivated to strive for continuous improvement</li> </ul> <ul style="list-style-type: none"> <li>• 75% of subject departments adopt flipped learning to enhance students' self-learning skills and learning capacity</li> <li>• 75% of teachers agree that students apply note-processing skills in lesson preparation / lesson activities / post-lesson revision</li> <li>• S.1 and S.2 students are required to do at least 1 assignment related to note-processing skills</li> <li>• Each subject would choose one level to promote self-designed questions for students' peer learning</li> <li>• At least 75% of students involved agree that their self-designed questions help them do revision and engage in peer learning effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder Survey and APASO III</li> <li>• Inspection of the records of KLAs and subject departments</li> <li>• Lesson observations</li> <li>• Inspection of students' assignments</li> <li>• Students' learning performance</li> <li>• Teachers' observation and feedback</li> </ul>	<p>9.2023 ~ 7.2024</p>	<ul style="list-style-type: none"> <li>• Academic Team</li> <li>• CLP Team</li> <li>• LWL Team</li> <li>• Heads of subject departments</li> <li>• Class Teachers</li> <li>• Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Life-wide Learning Grant</li> <li>• Morrison Fund</li> <li>• Baseline reference provision</li> </ul>

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	1.2.3 To share among teachers good pedagogy and lesson designs to facilitate students' learning★ <ul style="list-style-type: none"> <li>• Teachers nominated by HoDs open their lessons for peer lesson observations</li> <li>• Organize Joint School Open Lesson Activity 2024</li> <li>• Promote assessment literacy to inform learning and teaching★</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers from different subject departments share their lessons with teachers of other subjects</li> <li>• At least 75% teachers agree that the in-house lesson observations and the Joint School Open Lesson Activity can deepen teachers' subject knowledge and share good pedagogy</li> <li>• At least 75% of teachers agree that the use of assessment data can improve learning and teaching effectiveness</li> </ul>				

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**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**

**Feedback from previous school year**

- Programmes promoting physical fitness and healthy eating habits, which attempted to achieve the learning goal ‘Healthy Lifestyle’, have raised the awareness of students of maintaining a healthy lifestyle. However, regular physical exercise was generally insufficient among our students.
- Programmes involving aesthetic appreciation have nourished students’ school life and promoted the well-being of students. LWL periods provided plenty of opportunities for aesthetic appreciation. These programmes should be implemented as a routine next year.
- Programmes promoting class bonding have enhanced the sense of belonging and peer support among students, and were well received by students.
- Programmes about proper use of social media and ethical use of information attempted to accomplish the learning goal ‘Information Literacy’. However, with the rapid development of AI and the prominent role of information technology, students’ information literacy has to be developed further.
- The CLD curriculum has achieved the learning goal ‘Life Planning’ by providing support for students to set goals and make informed decisions for their life planning.
- Values education programmes by Subject Departments and Functional Teams have covered all the 10 values.
- Programmes involving collaboration, creativity, problem-solving, self-management, communication, and commitment have achieved the learning goals ‘Healthy lifestyle’ and ‘Generic Skills’
- Programmes promoting understanding of Chinese culture and exposing students to foreign cultures allow students to understand and appreciate Chinese and foreign cultures from different perspectives, which corresponds to the learning goal ‘National and Global identity’.

**Follow-up actions**

- Students’ participation in physical fitness exercise in their daily life should be boosted.
- Class bonding to enhance students’ social and emotional well-being should be promoted further.
- A whole school approach involving different departments and teams is needed in raising students’ information literacy.
- Students should be given more opportunities to reflect on the values they learn from values education.
- Programmes facilitating life planning should continue.



- Programmes that promote mutual understanding between parents and children should be conducted.
- Workshops, games, competitions, displays, and visits promoting understanding of Chinese and foreign traditions and cultures should continue next year.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<b>2.1 To promote the well-being of our students 促進學生身心靈健康</b>	2.1.1 To foster the development of healthy lifestyles of the students  a. Promote physical fitness, and develop information literacy and proper use of social media among students through competitions, games, and centrally assigned regular class-based physical exercise ★  b. Promote social well-being of students through class management scheme and inter-class competitions	<ul style="list-style-type: none"> <li>• Over 80% of students agree that the programmes and activities help them acquire knowledge, skills and attitude for them to develop a healthy lifestyle</li> <li>• At least two inter-class competitions are held for each level</li> <li>• Most students are willing to participate and engaged in the activities</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of annual program plans, schemes of work and evaluation reports of P.E. and Biology Departments and Functional Teams</li> <li>• Observable changes in students' behavior</li> <li>• Number of participants in the activities</li> <li>• School-based surveys with students</li> <li>• Feedback from teachers</li> <li>• KPM Data</li> <li>• APASO III</li> <li>• Stakeholder Survey</li> </ul>	9.2023 ~ 7.2024	<ul style="list-style-type: none"> <li>• P.E. and Biology Departments</li> <li>• Functional Teams</li> <li>• Class Teachers</li> <li>• Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline reference provision</li> <li>• Morrison Fund</li> <li>• ECA Fund</li> <li>• Life-wide Learning Grant</li> <li>• Teaching Assistants</li> </ul>

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<b>2.2 To cultivate positive values among students</b> 培養學生正面價值觀	<p>2.2.1 To strengthen students' competencies in making value judgement and rational decisions through Values Education</p> <p>a. Inculcate the ten core values and the school motto into students through lesson designs at different levels (perseverance, national identity, integrity, respect for others, responsibility, care for others, commitment, law-abidingness, empathy and diligence)</p> <p>b. Develop students' good values with focus on diligence and respect for others through Functional Teams' activities ★</p>	<ul style="list-style-type: none"> <li>All Subject Departments incorporate values education into their curriculum</li> <li>Subject Departments can share at least one set of lesson design and related learning and teaching materials on Values Education in the shared drive for professional sharing</li> <li>Students show enthusiasm in the activities</li> <li>Students can reflect on the positive values infused into the activities</li> <li>Over 80% of students find the leadership training useful in equipping them to be a leader</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of annual program plans, schemes of work and evaluation reports of Subject Departments and Functional Teams</li> <li>Record of learning and teaching materials</li> <li>Observable changes in students' behavior</li> <li>Feedback from teachers and students</li> <li>APASO III</li> <li>Stakeholder Survey</li> <li>School-based survey</li> </ul>	9.2023 ~ 7.2024	<ul style="list-style-type: none"> <li>Subject Departments</li> <li>Functional Teams</li> <li>Class Teachers</li> <li>Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Baseline reference provision</li> <li>Morrison Fund</li> <li>ECA Fund</li> <li>Life-wide Learning Grant</li> <li>Teaching Assistants</li> </ul>

	c. Nurture students' integrity, responsibility and commitment through leadership training for students.					
	2.2.2 To empower students to make informed and responsible choices on their learning and life planning	<ul style="list-style-type: none"> <li>• Students are able to identify their interests, strengths and weaknesses</li> <li>• Students are able to develop and reflect upon their personal goals with aspirations in their learning and life planning</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of annual program plans and evaluation reports of Functional Teams</li> <li>• Feedback from teachers and students</li> <li>• APASO III</li> <li>• Stakeholder Survey</li> </ul>	9.2023 ~ 7.2024	<ul style="list-style-type: none"> <li>• Career and Life Planning Team</li> <li>• Class Teachers</li> <li>• Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Morrison Fund</li> <li>• ECA Fund</li> <li>• Life-wide Learning Grant</li> <li>• Teaching Assistants</li> </ul>
	a. Fine-tune the design and planning of the Career and Life Planning Development Curriculum from S1 to S6.					

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<b>2.3 To enhance students' understanding of their rights and responsibilities so as to strengthen their readiness to serve</b> 提升學生對權責的認知，培養他們的責任心和服務精神。	2.3.1 To establish a harmonious family relationship and promote the virtue of filial piety  a. Facilitate the development of mutual understanding between parents and sons through 'Letters to Sons/Parents' programme	<ul style="list-style-type: none"> <li>Students and parents show an active participation in the programs</li> <li>Students agree that the program help facilitate communication and a harmonious relationship in the family</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of program plans and evaluation reports of Subject Departments and Functional Teams</li> <li>Feedback from teachers, parents and students</li> </ul>	9.2023 ~ 7.2024	<ul style="list-style-type: none"> <li>Subject Departments</li> <li>Functional Teams</li> <li>Class Teachers</li> <li>Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Morrison Fund</li> <li>ECA Fund</li> <li>Life-wide Learning Grant</li> <li>Teaching Assistants</li> </ul>
	2.3.2 To strengthen students' national identity through understanding and appreciation of the culture and development of the Motherland  a. Strengthen students' appreciation of the culture and development of the Motherland through 'Chinese Culture Week', exhibitions and visits	<ul style="list-style-type: none"> <li>Students show better understanding of Chinese culture and the development of China</li> <li>Students show keen participation in the events</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of program plans and evaluation reports of Subject Departments and Functional Teams</li> <li>Number and level distribution of participants</li> <li>Observable changes in students' behavior</li> <li>Feedback from teachers and students</li> <li>APASO III</li> <li>Stakeholder Survey</li> </ul>	9.2023 ~ 7.2024	<ul style="list-style-type: none"> <li>Subject Departments</li> <li>Functional Teams / Clubs</li> <li>Class Teachers</li> <li>Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Baseline reference provision</li> <li>Morrison Fund</li> <li>ECA Fund</li> <li>Life-wide Learning Grant</li> <li>Teaching Assistants</li> </ul>

	<p>2.3.3 To arouse students' global awareness and their roles to play as global citizens</p> <p>a. Cultivate students' interests and respect for different cultures through Cultural Immersion Day, NCS students' sharing, and World Knowledge Competition</p>	<ul style="list-style-type: none"> <li>• Students are exposed to at least one foreign culture in the Cultural Immersion Day</li> <li>• Students show enthusiasm in the activities</li> <li>• Students show better understanding of a foreign culture</li> <li>• Students' knowledge about the world is increased</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of program plans and evaluation reports of Subject Departments and Functional Teams</li> <li>• Number and level distribution of participants</li> <li>• Observable changes in students' behavior</li> <li>• Feedback from teachers and students</li> </ul>	<p>9.2023 ~ 7.2024</p>	<ul style="list-style-type: none"> <li>• Subject Departments</li> <li>• Functional Teams / Clubs</li> <li>• Class Teachers</li> <li>• Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline reference provision</li> <li>• Morrison Fund</li> <li>• ECA Fund</li> <li>• Life-wide Learning Grant</li> <li>• Teaching Assistants</li> </ul>
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