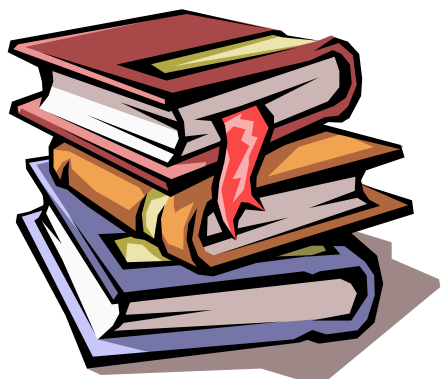


Queen's College

**Annual School Plan
2011- 2012**

School Vision & Mission



OUR VISION

It is our vision to provide students with an all-round education aimed at excellence in moral, intellectual, physical, inter-personal 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 develop 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.

CORE VALUES

Staff – *Commitment, Mutual Respect, Partnership, Care, Self Evaluation, Pursuit of Excellence, Creativity, Fiscal Conservation*

Students – *Hardworking, Brotherhood, Pursuit of Excellence, Integrity, Responsibility*

Where We Are Now

Our Strengths

- The school has a clear vision and mission supported by all its stakeholders.
- Students are provided with an all-round education to face the challenges of tomorrow.
- The school management is responsive to changes in society and education, setting directions and devising plans for further development.
- Highly experienced and dedicated teachers create an inviting learning environment with meaningful life-wide learning opportunities that cater for the diverse interests and abilities of our students.
- Our students are highly motivated learners who can master the various generic skills needed for life-long learning.
- A spirit of brotherhood in the school is sustained through mutual respect and collaboration.
- A strong sense of belonging among parents and alumni is evident in their enthusiasm and the generous support given to many aspects of the school's development.

Our Weaknesses

- A successful balance between academic pursuit and moral education must be maintained to avoid harmful stress and unnecessary anxiety over examination results among our students.
- Further professional development for teachers would act as a counter-balance to relieve the burden of teaching and administrative duties.
- Limited opportunity for expansion may prevent the accommodation of extra classes under the New Senior Secondary System.

Our Opportunities

- Our school has an established reputation for outstanding academic achievement.
- Parents, alumni and wider Hong Kong business community have generously supported the school, enabling us to offer students access to wider, more diverse educational resources. As a consequence, higher standards of achievement and professionalism exist among students and staff.
- The introduction of the New Senior Secondary curriculum provides a chance for deeper reflection upon and further development in our approach to learning and teaching.

Our Threats

- In recent decades Hong Kong has enjoyed greater wealth and a better standard of living as a result of rapid economic development. However, the pursuit for material comfort poses a threat to youngsters' outlook on life. To counter this, our students need to be taught the importance of respect, responsibility and concern for others.
- It is imperative for Queen's College to retain its competitive edge over more recently established Direct Subsidy Scheme Schools which have new curriculum structures, greater flexibility in student admission and funding enrichment schemes.
- The need to cater for students' diverse learning capabilities has imposed an extra burden on teachers. Our school-based curriculum must be tailored to address the challenges that have arisen in recent years.

Major Concerns for 2011-2012 (in order of priority)

- 1. Implementation of New Senior Secondary System**
- 2. Development of Healthy School**
- 3. Promotion of School Ethos through celebrating the 150th Anniversary**

Annual School Plan 2011-2012

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1. Area of Major Concern: Implementation of New Academic Structure of Senior Secondary Education

1.1 Preparing Students for Successful Transition from NSS to Tertiary Education

Workflow for the Preparation of SLP and JUPAS Application

Time Frame	Target	Role of Students	Role of SLP Team/Admin Personnel/Careers Teachers	Role of other Teachers/Class teachers	Success Criteria	Method of Evaluation
May-10	Draft of school-based SLP template		SLP team designs the draft with an IT team member			IT teachers and SLP Master need to check the data in MyProfile frequently
Jul-10	Input of students' activity records (ECA, OLE, Competition and Social Service records)	Input their activities	SLP Master collects and uploads the data	Related teachers provide records to SLP Master and IT coordinator oversees the IT support during the process	100% correct data input	Feedback from teachers and students about the workflow of SLP & JUPAS
Sep-10	Amendment of students' activity records (2009-2010) in MyProfile	Check the data in MyProfile	SLP Master makes revision and amendment of records			
Dec-10	Input of students' Scholarship Records	Check the data in MyProfile	SLP Master collects and uploads the data	Scholarship i/c submits data to SLP Master and IT coordinator oversees the IT support during the process		
Dec-10	Amendment of students' Scholarship records (2009-2010) in MyProfile	Check the data in MyProfile	SLP Master makes revision and amendment of records			
Feb-11	Trial test of data collection system (IT-School) with revisions based on SLP/JUPAS requirements		Testing and coordination with technician from service provider	IT coordinator oversees the IT support during the process		
Mar-11 - Apr-11	Output of 1st SLP draft (with data up to Aug 2010) for follow up		SLP team checks data and reports errors to the service provider	IT coordinator oversees the IT support during the process	100% S5 students participated	Class teachers observe the progress of students on SLP JUPAS, Self Account & Personal Statement
May-11	Introducing the SLP/JUPAS workflow to all staff and students		Careers teacher explains and demonstrates the workflow to students during the Life-wide			

			Learning periods			
Jul-11	Drafting of the first part of Self Account based on the SLP draft and reflections	Attend careers talks & Self Account writing talks	Careers teachers give talks on writing Self Account (ECA & OLEs)		Students understand the essential points of writing Self Account	Teachers & Students Survey
		Students choose some of their ECAs, OLEs or social services to write in their Self-Account	Careers teachers give talks on JUPAS application (procedures & strategies)			
	Input of students' activity records (ECA, OLE, Competition and Social Service records)	Input their activities	SLP Master collects and uploads the data	Related teachers provide records to SLP Master and IT coordinator oversees the IT support during the process Class teachers remind and supervise students on writing self-accounts	100% correct data input	
Aug-11	Processing of data of academic performance (2009-2010,2010-2011)		IT coordinator and staff responsible for Web Sams oversee the procedure		100% correct data input	
Aug-11	Drafting of the second/third part of Self Account based on the SLP draft and reflections	Writing their Self Account	Conduct talks given by an education services organization on writing personal statement Conduct individual and group counselling on selected programme choices (1st trial)	English and Chinese teachers guide students to draft their Self Account after the talks	100% S5 students participated and can finish the draft on time	

Sep-11			Give JUPAS talk (1) (LWL) (application procedures, important date and special schemes)		Language teachers comment positively on students' work
			Conduct group and individual counselling (program choices and self-accounts)		
Sep-11	Finalization of SLP design		Approval from School Management Committee		A sample of SLP can be printed out
	Amendment of students' activity records (2010-2011) in MyProfile	Check the data in MyProfile	SLP Master makes revision and amendment of records		100% correct data input
	Teaching students techniques of writing Self Account	Attend lessons given by their English teachers and start their writing process	English teachers give feedback on students' personal statement	S6 English teachers teach and supervise students and give comments on students personal statement	100% S6 student participation
Oct-11	Submission of 2nd draft of Personal Statement	Submission of the 2nd draft	Careers teachers give feedback on students' personal statements	Checking language mistakes by English/Chinese teachers	100% correct data input
	Processing of JUPAS application	Attend careers talks	Careers teachers conduct group and individual counselling (programme choices)		
			Careers teachers give JUPAS Talk (2) (LWL) and invite university' representatives to talk about entry requirements		
	Input of students' Scholarship Records	Check the data in MyProfile	SLP Master collects and uploads the data.	The Scholarship i/c submits the data to SLP Master and IT coordinator oversees the IT support during the process	

	Amendment of students' Scholarship records (2010-2011) in MyProfile	Check the data in MyProfile	SLP Master makes the revision and amendment of records.		
Oct-11	Processing of JUPAS application	Attend briefing sessions; input of required personal data to JUPAS account	IT coordinator provides data on academic performance; Principal inputs supplementary information if any	Subject teachers input data of academic rankings of individual students	
				Class teachers input data of Personal and General Ability	
Nov-11	Processing of JUPAS application	Finalizing on program priority lists; selection of OEA from Myprofile	Invite university representatives to talk about entry requirements		100% correct data input
			Careers teachers give JUPAS talk (3) (strategies on choosing programme choices)		
Dec-11	Completion of the Self Account base on the SLP drafts and reflections	Complete Self Account based on Chinese/English teachers' comments			90% completion on time
	Finalization of Additional Information and Personal Statement	Update the Additional Information and input data			
		Complete the personal statements (additional information) and finalize the 20 programme choices			
	Final input of OLE records	Input by students	Input by admin staff	Teachers provide records for input	100% correct data input
	Final revision and Confirmation of OEA records	Amendment of OEA due to additional OLEs			
Jan-12	S5 students (2011-2012) drafting of the first part of Self account based on	S5 students attend careers talks & Self Account	Career teachers organise talks on writing Self Account.	English and Chinese teachers guide students to draft their Self	100% student completion on time

	the SLP draft and reflections	writing talks		Account after the talks	
	Confirmation of all JUPAS application related data and submission of data files to JUPAS office		Careers teachers confirm all the applications.		
	Submission of JUPAS application (9th January 2012)		IT coordinator submits the compiled data files to JUPAs		
Feb-12	Final input the academic results and scholarships obtained	Check the data in MyProfile	IT coordinator and staff responsible for Web Sams oversee the procedure.	The Scholarship i/c submits the data to SLP Master	
	Completion of SLP	Update and submit the Personal Statement; selection of OLEs from MyProfile ; checking data and report errors			

Name of teacher in charge : Mr. KOO CHI WA
CHRIS/ Ms LEE CHUI FAN

Signature :

Date : 1st June 2011

1.2 Areas of Major Concerns (2011-2012) Programme Plan: Leadership Development of Students

Leadership Development of Students								
Strategies/Tasks	Time Scale	Success Criteria		Methods of evaluation		People Responsible		Resources Required
To develop and promote leadership skills and inner qualities of students through : 1. S.1 and S.2 Peer Concern and Guidance Programme - S.1 Orientation Day - S.1 Orientation Camp - S.1 Subject Orientation - S.1 Inter-House Basketball Friendly Competition - S.2 assembly sharing scheme - S.1,2 small group tutoring 2. Leadership Training - S.4 Leadership Training Camp - School Prefects Training 3. Parenting Programmes	09/2011 to 07/2012	1. Over 100 senior form students take part in the organizing and running of the programmes, so as to develop leadership skills and inner qualities in them. - Over 90% S.1 students participate in the Orientation Programmes so that they can quickly adjust to secondary school life and learn how to become a junior leader. 2. Students can acquire both the skills and attitudes of a good leader. 3. Over 40 senior form students take part in the programmes, and over 150 junior form parents participate in the Parenting Programme and over 60% of them are satisfied with the programme.	■ <					

<p>4. Other Programmes</p> <ul style="list-style-type: none"> - Life-wide Learning Periods - Morning Assemblies - Open Days - Swimming Gala - Athletics Meet - Exchange Programmes - Reading Pioneers - Gifted Education - P.A.T.H.S.(S.3: Plan and Organize Social Service) - Leadership for Tomorrow <p>5. Implementation of Student Leaders for NSS</p>	<p>09/2011 to 07/2012</p>	<p>4. Students are guided to acquire correct values through involvement in Life-wide Learning Periods, attending talks and participating in different activities and competitions.</p> <p>5. A leadership succession plan is established to facilitate the development of leadership of students in the future.</p>		<ul style="list-style-type: none"> ■ ECA Team ■ Student Council ■ Extensive Reading Committee ■ Gifted Education Committee 	<ul style="list-style-type: none"> ■ Student Council ■ Other outside bodies, such as Adventure Based Training Centre
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Name of Teacher-in-charge: Mr CHOW Kan-hung

Signature: _____

Date: 1st June 2011

2. Area of Major Concern: Development of Healthy School 2011-12

Target 2.1: Health Education - students are provided with the knowledge, understanding, skills and attitudes to make informed decisions about their ways of life.					
Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	Persons in Charge	Resources Required
1. Collaborate with various function teams to develop formal and informal curricula for promotion of health education in multi-disciplinary aspects such as anti-drug abuse / anti-tobacco and anti-sexual harassment education.	Whole Academic Year	<ul style="list-style-type: none"> 70% of the students in QC find the tailor-made curricula interesting and useful in guiding them to lead a healthy life. Function teams co-operate with each other to organize seminars/workshops promoting healthy lifestyles. 	<ul style="list-style-type: none"> Feedback from teachers and students on the effectiveness of activities/ programmes conducted. 	<ul style="list-style-type: none"> Teachers in charge of function teams and subject departments 	<ul style="list-style-type: none"> Arrange healthy school related talks/workshops by different educational organizations.
Target 2.2: Healthy Eating - students have the confidence, skills and understanding to make healthy choices on food.					
Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	Persons in Charge	Resources Required
1. Ensure healthy and nutritious food and drinks are available at school day by liaising with the tuck-shop.	Whole Academic Year	<ul style="list-style-type: none"> Students and parents are involved in developing a whole-school food policy enabling them to develop healthy eating habits. Sufficient opportunities are given to students to learn about different types of food in the context of a balanced diet and understanding the need to increase the consumption of fruit and vegetables. 	<ul style="list-style-type: none"> Opinion survey for teachers, parents and students on the effectiveness of activities/ programmes conducted. 	<ul style="list-style-type: none"> Teachers in charge of function teams and subject departments 	<ul style="list-style-type: none"> Subsidies from Morrison Fund for board display and exhibition.
Target 2.3: Physical Activity - students are provided with a range of opportunities to be physically active.					
Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	Persons in Charge	Resources Required
1. Communicate with the Student Council to identify what sort of physical activities students would enjoy taking part in at school so as to improve further their participation in and enthusiasm for physical activities.	Whole Academic Year	<ul style="list-style-type: none"> 70% of the students are satisfied with the type of physical activities offered by different clubs and societies. 	<ul style="list-style-type: none"> Evaluation on students' willingness and readiness in participating in all the sport-related activities 	<ul style="list-style-type: none"> Teachers in charge of the ECA Team, PE Department and Sports Union. 	<ul style="list-style-type: none"> Subsidies from Morrison Fund and ECA fund for launching various sport-related activities.

Target 2.4: Emotional Health and Well-being - promoting positive emotional health and well-being to help students understand and express their feelings.

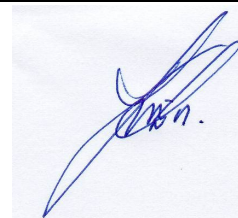
Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	Persons in Charge	Resources Required
<ol style="list-style-type: none"> Further reinforce students' self-esteem, confidence, identity and pride in achievement by celebrating success in all aspects of school life. Help teaching staff and students alleviate stress by organizing mental health seminars and stress management workshops. 	Whole Academic Year	<ul style="list-style-type: none"> A positive environment can be developed which enhances students' emotional health and well-being. Students are encouraged to participate in school activities aiming at enhancing their confidence and self-esteem. Seminar and workshops related to stress management are to be held for students and teachers. 70% of the participants are satisfied with the type of activities offered by different units. 	<ul style="list-style-type: none"> Frequent sample surveys on students' understanding of the positive emotional health and well-being. Opinion survey of teachers and students. 	<ul style="list-style-type: none"> Teachers in-charge and student official members of the function teams. 	<ul style="list-style-type: none"> Subsidies from Morrison Fund and ECA fund for launching various workshops and programmes.

Target 2.5: Spiritual Health, Green Mind and Environment - to promote positive spiritual health and a green culture among students.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	Persons in Charge	Resources Required
<ol style="list-style-type: none"> Organize greening projects and greening activities so as to promote a green culture among students. Collaborate with the Moral Education Unit to promote students' positive spiritual health through short talks, drama and role plays in school assemblies. Formulate an environmental management policy / principles towards a green school guiding teachers and students to develop an environmentally friendly attitude. 	Whole Academic Year	<ul style="list-style-type: none"> 70% of the teachers and students are satisfied with the greening campus projects and the activities/programmes associated with environmental protection. 70% of the teachers and students are satisfied with the short talks, drama and role plays conducted during school assemblies and find them useful in cultivating their spiritual health. 	<ul style="list-style-type: none"> Feedback from students and teachers on the effectiveness of various programmes/activities in enhancing spiritual health and environmental protection. 	<ul style="list-style-type: none"> Teachers in-charge and student official members of the function teams. 	<ul style="list-style-type: none"> Subsidies from the Leisure and Cultural Services Department (LCSD) for greening school projects.

Name of Team Leader/Teacher in charge: Mr. CHIN Yiu-ming

Signature:



Date: 1-6-2011

3. Area of Major Concern: Promotion of School Ethos

Promotion of School Ethos and Enhancement of School's Image via 150th Anniversary Celebration

Strategies/Tasks		Time Scale	Success Criteria	Methods of evaluation	People Responsible	Resources Required
1	Establishment of the 150 th Anniversary Celebration Committee – to organize all the events throughout the celebration year. (members should include representatives from the school, the PTA, the OBA and the Student Council	9/2011 – 12/2012	planning, organizing and financing various celebration programmes successfully (refer to attached timetable)	♦ responses from the stakeholders after each event : questionnaires, comments and number of participants in the event	School representatives, PTA representatives, OBA representatives and Student Council	Teachers, QCOBA & PTA
2	Setting up of a preparatory committee to co-ordinate : i. school ii. students iii. parents iv. QCOBA v. other stakeholders		launching various programmes inside and outside school successfully and holding meetings regularly to review the progress	♦ observation of the efficiency in mobilization students to back up various events	Principal, Assistant Principals and other teachers	
3	Matters relating the celebrating events Working out a frame outline of the celebration events throughout the Anniversary Year		see attached timetable	♦ alignment of the timing of the programmes with the frame of events	Members of the preparatory committee	
4	Promotion of school ethos through the enhancement of students’ sense		♦ at least 90% of current students sign the pledge on	♦ the attendance record of the day	♦ School’s preparatory committee	Visual Art Department,

	of belonging to school		<p>the 1st day of school in September</p> <ul style="list-style-type: none"> ◆ 80% of students have a clearer understanding of the history of the school and its contribution to the community after attending the exhibition (CUHK) and talks by and Dr. LEE, HKBU ◆ 95% of students attending the Concert Night ◆ 50% of students attending the Gala Dinner 	<ul style="list-style-type: none"> ◆ students show a better understanding of the history of the school and its contribution to HK ◆ students attending the Concert Night either as performers or audience ◆ the number of tickets sold 	<p>and SC</p> <ul style="list-style-type: none"> ◆ inviting experts to deliver speeches to students ◆ old boys 	<p>Student Council</p> <ul style="list-style-type: none"> ◆ History Department, Chinese University HK (researching and publishing the study of QC's history) ◆ Dr. LEE Kam-keung, HKBU
5	Promotion of school's image in community through promotion of the celebrating		<ul style="list-style-type: none"> ◆ More citizens know the history of QC and its connection with HK ◆ More citizens know about the all-rounded nature of our students ◆ Citizens know more about the strong sense of belonging among Queenians 	<ul style="list-style-type: none"> ◆ front-page advertisement in January and September ◆ History exhibition and joint-school art exhibition ◆ Open Days ◆ Concert Night, Drama performance and Gala Dinner 	<ul style="list-style-type: none"> ◆ QCOBA ◆ School , QCOBA and QCOBA Secondary School 	<p>Financial support from the organizing committee</p>

Team i/c; Mr. YAN Yung-fut

Signature: _____

Date: 1st June 2011