



Bishop Hall Jubilee School
Annual School Plan
(2019/2020)

Vision and Mission

As a co-educational government-subsidized EMI secondary school, our mission is to make available to boys and girls a sound and all-round secondary education conducted on Christian principles as professed by the Sheng Kung Hui.

We strive to exhort our students to emulate Bishop Hall, a great and godly man who dedicated his whole life to serving the people of Hong Kong and China, in the spirit of his family motto – “I am not born for myself alone”, which is adopted as our school motto. As our school motto goes, all Jubileans are nurtured to love and serve the community.

We are committed to nurturing the whole-person development of students and instilling in them Christian values of love, caring, self-confidence, embracing all that is good, true and beautiful so that all students will graduate as healthy and competent individuals, both of mind and body.

Major Concern I:**To further cultivate proactiveness in learning and nurture self-directed learners**

Intended Outcomes	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Committee-in-charge and Staff Involved	Resources
1.1 To further enhance learning effectiveness	1.1.1 Conduct a thorough review of the curriculum plan of all subjects, enhance the coherence of the junior and senior curricula, and further refine subject homepages	1.1.1. Evidence of enhanced coherence between the junior and senior curricula as shown by refined subject homepages	1.1.1 Qualitative evaluation conducted by subject panels	First term	VP + AP, Academic Committee, Relevant subject panels, IT Technicians	Relevant school funds and manpower Curriculum Guide and relevant reference materials
	1.1.2 Further enhance students' learning by identifying difficult topics and using effective teaching pedagogy	1.1.2 Evidence of better exam results	1.1.2 Quantitative analysis of exam results statistics	Whole year	VP + AP, Subject Panels	Relevant school funds and manpower External resources

	<p>1.1.3 Implement effective measures to enhance learning effectiveness, refine BHJS Past Paper Achieve, enhance post-exam review practice and strengthen assessment for learning.</p>	<p>1.1.3 Evidence of effective measures being implemented by Academic Committee</p>	<p>1.1.3 Qualitative evaluation meeting to be conducted at the end of the academic year</p>	<p>Whole year</p>	<p>VP + AP, Academic Committee, Examination and Homework Committee, Subject Panels, IT Technicians</p>	<p>Relevant school funds and manpower Relevant reference materials</p>
	<p>1.1.4 Organize BHJS Elite Study Scheme to cater to students with different learning styles with the aim of enhancing students to achieve to the best.</p>	<p>1.1.4 More than 70% of student participants agree that the scheme is useful</p>	<p>1.1.4 Individual questionnaire to be issued to student participants</p>	<p>Whole year</p>	<p>VP + AP Academic Committee, Invited Subject Panels</p>	<p>Relevant school funds and manpower External resources Relevant reference materials</p>

1.2 To further unleash Jubileans' potential in academic learning and nurture them to become proactive and conscientious self-directed learners	1.2.1 Help students develop a variety of effective study skills with the aim of helping students to construct, organize, internalize and develop a deep understanding of the knowledge learnt (i.e. exploring learning styles, improving memory, enhancing strategies for reading textbooks, improving note-taking and summarizing skills, and developing critical literacy etc.)	1.2.1 More than 70% of students agree that the study skills are useful and applicable	1.2.1 Subject teachers' observation, qualitative interview conducted with students, and collection of feedback from evaluation meetings	Whole year	VP + AP, Academic Committee, Relevant subject panels, IT Technicians	Relevant school funds, manpower and reference materials External resources
	1.2.2 Cultivate good study habits through sharing sessions	1.2.2 More than 70% of students feel that have made improvement in their study habits.	1.2.2 E-survey to be issued to all students	Whole year	VP + AP, Academic Committee, Relevant subject panels, IT Technicians	Relevant school funds and manpower
	1.2.3 Stretch the gifted students further by providing a variety of learning opportunities to broaden their horizons	1.2.3 Evidence of more learning opportunities being given to gifted students	1.2.3 Qualitative evaluation meeting to be conducted by Gifted Education Committee	Whole year	VP + AP, Gifted Education Committee, Teachers, IT Technicians	Relevant school funds and manpower External resources

<p>1.3 To provide opportunities for students to showcase their learning outcomes</p>	<p>1.3.1 Organize an Academic Funfair and empower student leaders to design, organize and take charge of activities to showcase their learning outcomes</p>	<p>1.3.1 More than 70% of student leaders give positive feedbacks regarding the organization of Academic Funfair</p>	<p>1.3.1 Qualitative evaluation conducted in Academic Committee meeting and feedback collected from e-surveys issued to students involved</p>	<p>Second term</p>	<p>Academic Committee, ICT Department, Relevant subject panels and teachers IT Technicians</p>	<p>Relevant school funds and manpower, Alumni</p>
<p>1.4 To further promote reading to learn and cultivate students' interest in reading</p>	<p>1.4.1 Enhance teaching of advanced reading skills in different levels in Chinese Language and English Language</p>	<p>1.4.1 Evidence of advanced reading skills being taught in the two KLAs curriculum</p>	<p>1.4.1 Qualitative evaluation meetings</p>	<p>Whole year</p>	<p>VP + AP, librarian Self-directed Reading Scheme Committee, Relevant subject panels, IT Technicians</p>	<p>Relevant school funds and manpower, relevant external resources and reference materials</p>
	<p>1.4.2 Launch PSHE KLAs-based Reading Scheme</p>	<p>1.4.2 Evidence of the launch of PSHE KLAs-based Reading Scheme</p>	<p>1.4.2 Qualitative evaluation meetings</p>	<p>Whole year</p>		
	<p>1.4.3 Conduct subject-related reading sharing sessions</p>	<p>1.4.3 Evidence of reading sharing sessions being conducted</p>	<p>1.4.3 Collect evaluation records of reading sharing sessions being conducted</p>	<p>Whole year</p>		

	1.4.4 Organize a theme-based book exhibition to introduce books on different topics	1.4.4 Evidence of the organization of one theme-based book exhibition	1.44 E-survey issued to students asking their opinions of the book exhibition	Second term		
1.5 To further enhance the implementation of STEM Education	1.5.1 To pilot a school-based cross-curricular curriculum related to the BHJS Solar Power Project and showcase the learning process at the Academic Funfair	1.5.1 The successful launch and of the cross-curricular curriculum on the BHJS Solar Power Project involving relevant KLAs	1.5.1 Qualitative evaluation meetings	Whole year	VP, AP STEM Committee, Relevant subject panels, The Solar Panel Task Force, ICT Department	Relevant manpower and external resources Funding, from Alumni and Jockey Club Mass media
	1.5.2 To collaborate with HKU CITE on the STEM and SDL initiative in two collaboration projects 1 st : STEM festival in F2 2 nd : A CL topic in junior form	1.5.2 70% of the participants give positive feedback	1.5.2 E-survey to be issued to the participants	Whole year	VP, AP STEM Committee CDay Committee (F2) ICT Department	Relevant school funds, manpower, and external resources

Major Concern II: To Enhance Jubileans' Mindset in Service Learning

Intended Outcomes	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Committee-in-charge and Staff Involved	Resources
2.1 To nurture Jubileans to be leaders of their lives	2.1.1 To enhance the succession of ECA/House/SU leaders, which includes but not limited to the following tasks: (i) Empower Committee Members to do proper documentation for their clubs and societies (ii) Experience sharing workshops to be conducted between new and old leaders	2.1.1 Evidence of proper documentation of important documents of clubs and societies, with 70% of participants giving positive feedback	2.1.1 E-survey and qualitative evaluation	Workshop to be conducted in the first term Documentation to be completed by end of second term;	VP + AP, Teacher advisors, Co-curricular Activities head, F.1-F.3 Class Teachers and Assistant Class Teachers	Relevant school funds, manpower and external resources

	<p>2.1.2</p> <p>To strengthen class ethos and team-building by providing a variety of leadership training programmes for class association members and form-based leadership training programme for students</p>	<p>2.1.2</p> <p>Evidence of class ethos being displayed in junior forms, and with most Class Association Committees having completed leadership training</p>	<p>2.1.2</p> <p>Questionnaire and sharing done by relevant class teachers in staff meeting</p>	<p>Whole year</p>	<p>VP + AP, Co-curricular Activities Head, Class Teachers and Assistant Class Teachers, Student Union</p>	
	<p>2.1.3</p> <p>Monitor students' participation in co-curricular activities and contribution to school services and leadership positions by setting a quota and issuing guideline</p>	<p>2.1.3</p> <p>Evidence of more students across the whole school participating in co-curricular activities and contributing to various school services and leadership positions</p>	<p>2.1.3</p> <p>Quantitative analysis of relevant data collected from e-survey</p>	<p>2.1.3</p> <p>Whole year</p>	<p>VP + AP, Teachers, Club and Society advisors, Co-curricular Activities Head, Class Teachers</p>	
	<p>2.1.4</p> <p>Further strengthen the roles of Committee Members & Co-curricular Activities advisors of different clubs and societies by holding a variety of training workshops and evaluation meetings</p>	<p>2.1.4</p> <p>70% student participants give positive feedback and evidence of completion of the meeting/ training</p>	<p>2.1.4</p> <p>Evaluation meetings and observation</p>	<p>Whole year</p>	<p>VP (Student Support) Co-curricular Activities Head, Student Union</p>	

	2.1.5 Introduce leadership training elements to House Captains and Committee Members of clubs and societies	2.1.5 Evidence of leadership training elements being introduced and 70% of participants give positive feedback	2.1.5 Questionnaire	By May 2020	VP (Student Support), All Committees under Student Support Division	
	2.1.6 Further strengthen the roles of student leaders in Student Union as a succession of previous pilot measures, and implement newly introduced measures and practices	2.1.6 Evidence of good practice being continued and newly introduced measures and practices being implemented	2.1.6 Qualitative evaluation	By May 2020	VP, AP, Student Union	
2.2 To cultivate among Jubileans a sense of sincerity and passion for service learning	2.2.1 To conduct one talk related to service- learning during Assembly or A Day	2.2.1 Evidence of completion of the talk	2.2.1 Evaluation meeting	By May 2020	Moral & Civic Education and Service Learning Committee	Relevant school fund, manpower and external resources
	2.2.2 To integrate the F3 Maryrose initiative with the F.3 C Day learning framework	2.2.2 70% of student participants give positive feedback	2.2.2 Questionnaire	By May 2020	VP (Student Support), Moral & Civic Education and Service Learning Committee,	

					F3 Class Teachers and Assistant Class Teachers	
2.2.3 To launch a theme-based overseas service trip	2.2.3 70% participants give positive feedback	2.2.3 Teachers' observation, evaluation and students' reflection	By May 2020	VP(SS)+AP Study Tour Coordinator Guidance Team Moral and Civic Education Committee		
2.2.4 To draft a proposal in implementing a systematic way to record students' contribution in service learning and to store relevant records	2.2.4 Evidence of a concrete proposal being drafted, and to be approved by Administration & Policy Consultation Committee	2.2.4 Evaluation meeting conducted by Administration & Policy Consultation Committee	By June 2020	VP(SS) Co-curricular Activities Head Moral and Civic Education Committee Student Leaders		
2.2.5 To launch a staff development activity with servant leader elements on Staff Development Day	2.2.5 70% of participants give positive feedback	2.2.5 Questionnaire	By May 2020	Staff Development Committee		

Major Concern III: To Unleash Jubileans' Potential and Enhance their Whole-person Development

Intended Outcomes	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Frame	Committee-in-charge and Staff Involved	Resources
3.1 To enhance Jubileans' global competence	3.1.1 Plan theme-based study tour(s) and hold joint-school STEM trip(s) and a variety of joint-school activities	3.1.1 Evidence of theme-based study tour(s) and inter-school events being held, and joint-school STEM trip(s) being planned.	3.1.1 Qualitative evaluation meeting Observation and reflection by students and teachers involved	Whole year	VP, AP, STEM Committee, Solar Panel Task Force Life-wide Learning Committee	Relevant school funds, manpower and external resources
3.2 To further strengthen the cultivation of brotherhood and sisterhood among BHJS students	3.2.1 Coach and train student leaders to be role models and student mentors of younger schoolmates	3.2.1 Evidence of students being exemplary role models and displaying stronger sense of brotherhood and sisterhood at BHJS	3.1.1 Qualitative interview conducted with students	Whole year	VP Student Union	Relevant school funds and manpower
3.3 To further cultivate a sense of gratitude and positive attitude among Jubileans	3.3.1 Make better use of Class Teachers periods and special assembly to conduct sharing sessions	3.3.1 Evidence of theme-based class teachers periods and special assembly being held	3.3.1 Teachers' observation and evaluation Students' reflection	Whole year	VP, Guidance Committee, Christian Education Committee, Teachers	Relevant school funds and manpower