



Bishop Hall Jubilee School
Annual School Plan
(2020/2021)

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 has been 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 sharpen students' academic learning effectiveness

Intended Outcomes	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Committee-in-charge and staff involved	Resources
<p>1.1</p> <p>To further nurture Jubileans to become self-directed learners</p>	<p>1.1.1</p> <p>To develop a school-based online learning management system to enrich T&L resources in all subjects by uploading flipped classroom practices</p>	<p>Students agree that the resources are helpful in enhancing their learning outcomes</p>	<p>Subject teachers' observations, qualitative interviews conducted with students, and collection of feedback from evaluation meetings</p>	<p>Whole year</p>	<p>*Fung Hiu Tong *Lee Wing Yi *Wan Man Yin Yau Bik Kan Subject panels</p>	<p>Relevant school funds and manpower</p>
	<p>1.1.2</p> <p>To conduct staff training and sharing at school and department levels on e-learning strategies in order to maintain the momentum of teaching staff to learn and use more advanced e-learning tools.</p>	<p>At least 3 workshops are organized, and the majority of teachers find the training useful</p>	<p>Teachers' survey</p>	<p>Whole year</p>	<p>*Yau Bik Kan, Fung Hiu Tong, Lee Wing Yi, Wan Man Yin</p>	
	<p>1.1.3</p> <p>To introduce BYOD in at least one level in selected subjects</p>	<p>Students are able to make good use of the mobile device to manage their learning well</p>	<p>Questionnaire on students' feedback and subject teachers' observations and feedback</p>	<p>2nd term</p>	<p>*Yan Bik Kan Chong Hing Wing</p>	

	1.1.4 Collaborate with EDB to seek professional input for enhancement in teaching and learning in Chinese Language	70% of participating teachers agree that the scheme is helpful in enhancing the learning outcome	Teachers' observations and Teachers' surveys	Whole year	Hau Siu Kuen Chan Chung Man	
1.2 To strengthen assessment for learning and developing study skills	1.2.1 Implement effective measures to enhance post-exam review practice and strengthen assessment for learning by conducting MC analysis in exam by pilot subjects and whole school standardized marking and post-exam review lectures to students	Evidence of effective measures being implemented by Academic Committee	Qualitative evaluation meeting to be conducted at the end of the academic year	Whole year	*Chan Chung Man Chau Ho Wai, Cheuk David Tai Wai	Relevant reference materials
	1.2.2 Develop a variety of effective study skills for students with the aim of helping students to construct, organize and internalize a deep understanding of the knowledge learnt -conduct after-school tutorials for F5 and F6 on study skills -consolidation assessment will be scheduled for F5 and F6 to have reflections on students' study skills	Students agree that the study skills are useful and applicable	Subject teachers' observations, qualitative interviews conducted with students, and collection of feedback from evaluation meetings	Whole year	*Wan Man Yin, Lee Wing Yi, Hau Siu Kuen, Fung Hiu Tong	Relevant school funds, manpower and reference materials External resources

1.3 To implement advanced reading skills to enhance students' higher order thinking skills	1.3.1 Enhance teaching of advanced reading skills in different levels in Chinese Language and English Language - move from skimming & scanning to higher level thinking & reading skills - F1- F3 English: Battle of the Books question setting (more reflective questions) & book selection (more advanced books); Reading Circles and Book Clubs to focus on higher level reading skills - F4 - F6 English: Development of Paper 1 Question Bank (by types) to enhance students' awareness of various reading skills (e.g. inference, reference, summary) - Reading Club in junior forms - School-based professional development project in F4: Collaboration of Reading and Writing (中四校本支援計劃:讀寫結合) - SDRS Logbook: more advanced guiding questions	Evidence of advanced reading skills being taught in the two KLAs curriculum	Qualitative evaluation meetings	Whole year	*Lee Wing Yi Chan Chung Man Chan Nga Yan Teacher Librarian, Self-directed Reading Scheme Committee, Relevant subject panels	Relevant school funds and manpower, relevant external resources and reference materials
	1.3.2 Launch PSHE KLA-based Reading Scheme - Subject-based extensive reading among all PSHE subjects with emphasis on higher order thinking skills	Evidence of the launch of PSHE KLA-based Reading Scheme	Qualitative evaluation meetings	Whole year		

	1.3.3 Conduct subject-related reading sharing sessions - Chinese, English, STEM and Humanities teacher sharing (whole-school approach) - PPT voice over (to be played during Day 6 morning reading session) - Library support: develop roster to match with theme-based book exhibition	Evidence of reading sharing sessions being conducted	Evaluation records	Whole year		
1.4 To enhance students' self-motivation and determination in setting reasonable goals in studies and personal growth	1.4.1 Re-position the roles of Careers and Life Planning Committee and work closely with the Academic Committee to help students set reasonable academic goals at different stages of their studies	Evidence of students setting realistic personal goals	Questionnaire from students' and teachers' observations	Whole year	* Ho Mei Chee * Chau Ho Wai	
	1.4.2 Fine-tune the F.6 Elite Program by introducing a sharing and shadowing scheme to enhance their abilities to achieve their personal best academically	Students agree that the scheme is useful to help them get good DSE results	Feedback from student participants Teachers' observations	Whole year	*Chau Ho Wai Tong Ting Kin Lau Hiu Wah	Alumni and elite students from outside
	1.4.3 Target and small group tutorial coaching is to be introduced in different subjects to help identify the learning problems of individual students and help enhance their academic learning	Good progress of students in academic studies	Teachers' evaluation meetings	Whole year	*Chau Ho Wai	

	1.4.4 Mentorship scheme is to be introduced to closely coach both the high and low achievers to keep boosting their motivation	Students agree the scheme is useful to motivate them	Students' feedback	Whole year	*Wong Sau Wai	Alumni tutor and different funding
1.5 To develop a teachers' learning circle to enhance staff development in teaching effectiveness	1.5.1 Teacher Mentorship Scheme to coach new teachers or teachers new to teaching a particular subject so as to enhance teaching effectiveness	Mentees agree that the scheme is helpful for their professional development	Teachers' feedback	Whole year	*Chau Ho Wai	
	1.5.2 Professional exchanges and visits to other schools for middle managers so that teachers can learn from other schools in self-directed curriculum planning and implementation	Middle managers agree that the visits are useful to their professional development	Teachers' feedback	2 nd term	*Lau Hiu Wah	

Major Concern II:

To fully integrate STEM education into the school curriculum

Intended Outcomes	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Committee-in-charge and Staff Involved	Resources
<p>2.1</p> <p>To introduce a systematic school-based STEM education</p>	<p>2.1.1</p> <p>Pilot a school-based cross-curricular curriculum related to the BHJS Solar Power Project and showcase the learning process at the Academic Funfair</p>	<p>The successful launch of the cross-curricular curriculum on the BHJS Solar Power Project involving relevant KLAs</p>	<p>Qualitative evaluation meetings</p>	<p>Whole year</p>	<p>*Lee Hon Pui Yau Bik Kan STEM Committee Relevant subject panels The Solar Panel Task Force</p>	<p>Funding from Alumni</p>
	<p>2.1.2</p> <p>Pilot a school-based cross-curricular curriculum and activities with the launch of the new STEM room</p>	<p>Student participants give positive feedback</p>	<p>Qualitative evaluation meetings</p>	<p>Whole year</p>	<p>*Lee Hon Pui *Yau Bik Kan STEM Committee Relevant subject panels</p>	<p>Relevant school funds, manpower, and external resources</p>
	<p>2.1.3</p> <p>Develop a school-based STEM Education Programme with the support of DJI and alumni</p>	<p>Student participants give positive feedback</p>	<p>Qualitative evaluation meetings</p>	<p>Whole year</p>	<p>*Lee Hon Pui *Yau Bik Kan</p>	

Major Concern III:

To enhance Jubileans' active participation in service learning

Intended Outcomes	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Committee-in-charge and Staff Involved	Resources
<p>3.1 To nurture Jubileans to be leaders of their lives</p>	<p>3.1.1 Enhance the succession of ECA/House/SU leaders, which includes but not limited to the following tasks: (i) Empower student committee members to do proper documentation for their affiliated clubs and societies (ii) Experience sharing workshops to be conducted between new and old leaders</p>	<p>Evidence of proper documentation of important documents of clubs and societies, with 70% of participants giving positive feedback</p>	<p>E-survey and qualitative evaluations</p>	<p>Workshop to be conducted in the first term Documentation to be completed by the end of the second term</p>	<p>*Tong Ting Kin Choi Kam Yuen</p>	<p>Relevant school funds, manpower and external resources Relevant school funds and manpower</p>
	<p>3.1.2 Organize a variety of exchange programmes (sports, music and Student Union) with other schools to broaden students' horizons in learning and enhance students' leadership skills</p>	<p>70% of participants giving positive feedback</p>	<p>E-survey and qualitative evaluations</p>	<p>Whole year</p>	<p>*Chan Yik Yeung Lau Shuk Chun Ng Man Fai Choi Kam Yuen</p>	

	<p>3.1.3</p> <p>Monitor students' participation in co-curricular activities and contributions to school services and leadership positions by setting a quota and issuing guidelines</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>Quantitative analysis of relevant data collected from e-survey</p>	<p>Whole year</p>	<p>*Lau Hiu Wah Choi Kam Yuen</p>	
	<p>3.1.4</p> <p>Conduct more experience-sharing workshops (e.g. Chinese Debate team) between new and old leaders in order to train more student leaders in the school</p>	<p>70% student participants giving positive feedback and evidence of completion of the workshop</p>	<p>Evaluation meetings and observations</p>	<p>Whole year</p>	<p>*Chan Yik Yeung Choi Kam Yuen Lau Shuk Chun Ng Man Fai</p>	
	<p>3.1.5</p> <p>Strengthen the F1 Orientation Week, with more participation from F5 and F6 students to hone their leadership skills</p>	<p>Evidence of more students showing their leadership skills in planning the orientation programmes</p>	<p>Evaluation meeting and observations</p>	<p>August 2020</p>	<p>*Wong Siu Wai Chan Nga Yan Choi Kam Yuen</p>	

	3.1.6 Further strengthen the roles of student leaders in Student Union as a succession of previous pilot measures	Evidence of good practices continuing, and newly introduced measures and practices being implemented	Qualitative evaluations	By May 2021	*Choi Kam Yuen Lau An Yue	
	3.1.7 Coach and train student leaders to be role models and student mentors of younger schoolmates	Evidence of students being exemplary role models and displaying a stronger sense of brotherhood and sisterhood at BHJS	Qualitative interviews conducted with students	Whole year	*Chan Yik Yeung Lam Hung Nga Choi Kam Yuen	
3.2 To cultivate among Jubileans a sense of sincerity and passion for service learning and taking real actions	3.2.1 Conduct talks related to service-learning during Assemblies or A Days	Evidence of completion of the talk	Evaluation meeting	By May 2021	* Lam Hung Nga Chan Yik Yeung	Relevant school fund, manpower and external resources
	3.2.2 Integrate the F3 Mary Rose initiative with the F.3 C-Day learning framework	70% of student participants giving positive feedback	Questionnaire	By May 2021	*Lam Hung Nga Leung Chi Sing F. 3 Class Teachers and Assistant Class Teachers	

	<p>3.2.3</p> <p>Organize the theme-based overseas service trip</p>	<p>70% participants giving positive feedback</p>	<p>Teachers' observations, evaluations and students' reflections</p>	<p>By May 2021</p>	<p>*Chan Yik Yeung Relevant committee heads</p>	
	<p>3.2.4</p> <p>Implement a systematic way to record students' contributions in service learning and to store relevant records</p>	<p>Evidence of a concrete proposal being drafted, and to be approved by Administration & Policy Consultation Committee</p>	<p>Evaluation meeting conducted by Administration & Policy Consultation Committee</p>	<p>By June 2021</p>	<p>*Lam Hung Nga</p>	
	<p>3.2.5</p> <p>Organize a staff development activity with servant leadership elements on a Staff Development Day</p>	<p>70% of participants giving positive feedback</p>	<p>Questionnaire</p>	<p>By May 2021</p>	<p>*Lau Hiu Wah Lam Hung Nga</p>	
	<p>3.2.6</p> <p>Make better use of Class Teacher periods and special assemblies to conduct sharing sessions</p>	<p>Evidence of theme-based Class Teacher periods and special assembly being held</p>	<p>Teachers' observations and evaluations Students' reflections</p>	<p>Whole year</p>	<p>*Lau Hiu Wah Wong Sau Wai Chan Nga Yan</p>	