



**Bishop Hall Jubilee School
Annual School Plan
(2021/2022)**

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 encourage 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
1.1 To further nurture Jubileans to become self-directed learners	1.1.1 Continue to develop school-based teaching and learning resources and select flipped classroom practices in all subjects to enrich the online learning management system for students' self-directed learning in the long run	Students agree that the resources are helpful in enhancing their learning outcomes	Subject teachers' observations, qualitative interviews conducted with students, and collection of feedback from evaluation meetings	Whole year	* Yau Bik Kan So Tsz Leung Mak Chun Ho Subject panels	Relevant school funds and manpower
	1.1.2 Conduct staff training and sharing at school and department levels on e-learning strategies to maintain the momentum of teaching staff to learn and use more advanced e-learning tools.	At least 3 workshops are organized, and most teachers find the training useful	Teachers' survey	Whole year	*Yau Bik Kan, Lee Wing Yi, Wan Man Yin, So Tsz Leung	
	1.1.3 Incorporate BYOD across all subjects in F1-F3 so that students can be more proactive in lessons and manage their learning better with enhanced note-taking skills	Lessons are more interactive, and students can make good use of the mobile device to manage their learning well	Questionnaire on students' feedback and subject teachers' observations and feedback	1 st term	*Yan Bik Kan So Tsz Leung Subject panels	

	1.1.4 Collaborate with EDB to seek professional input for enhancement in teaching and learning in Chinese Language	80% 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 Continue to implement effective measures to strengthen assessment for learning by joining the Data-Mining Project with the foci in academic profile, predictive levels and assessment of enhancement and enrichment programmes	Evidence of effective measures being implemented by Academic Committee	Qualitative evaluation meeting to be conducted at the end of the academic year	Whole year	*Chau Ho Wai, Cheuk David Tai Wai Mak Chun Ho	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 - Subject panels to implement T&L strategies based on at least one of the two focus skills (pre-lesson task and conceptualisation during lessons) - F1, F5 and F6 study skills workshops & peer sharing	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, Wong Siu Hang	Relevant school funds, manpower and reference materials External resources

<p>1.3</p> <p>To implement advanced reading skills to enhance students' higher order thinking skills</p>	<p>1.3.1</p> <p>Enhance teaching of advanced reading skills in different levels in Chinese Language and English Language</p> <ul style="list-style-type: none"> - move from skimming & scanning to higher level thinking & reading skills - F1-F3 English: Battle of the Books with more reflective questions for targeted students; Reading Circles and Book Clubs to focus on higher level reading skills - F4-F6 English: Enhance students' awareness of various reading skills (e.g., inference, reference, summary) with Paper 1 Question Bank - Implement an online reading platform for the junior form which allows students to read at their own pace based on their reading levels to enrich their reading experience - F1-F3 Chinese: Implement the class-based teachers' book corner scheme (班本老師圖書角) - F4-F6 Chinese: School-based professional development project: Collaboration of Reading and Writing (中四校本支援計劃:讀寫結合) 	<p>Evidence of advanced reading skills being taught in the two KLAs curriculum</p>	<p>Qualitative evaluation meetings</p>	<p>Whole year</p>	<p>* Hau Siu Kuen Lee Wing Yi Chan Nga Yan Chan Yan Yan Self-directed Reading Scheme Committee, Relevant subject panels</p>	<p>Relevant school funds and manpower, relevant external resources and reference materials</p>
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	- SDRS Logbook: set more advanced and reflective guiding questions for senior students; for junior form students, the logbook will provide more scaffolding to achieve the purpose of book sharing					
	1.3.2 Continue to conduct the PSHE KLAs-based Reading Scheme - Subject-based extensive reading among all PSHE subjects with emphasis on higher order thinking skills	Evidence of the launch of PSHE KLAs-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) - 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 embrace learner diversity and stretch students'	1.4.1 Implement Lift-off classes in Chinese Language, English Language and Mathematics to enhance the capacity to cater to learner diversity	Good progress of students in academic studies	Teachers' evaluation meetings	Whole year	*Chau Ho Wai Lee Wing Yi Cheuk David Tai	

potential to the fullest					Wai Hau Siu Kuen	
	<p>1.4.2</p> <p>Launch the F3-F5 Elite Program and fine-tune the F6 Elite Program by introducing a sharing and shadowing scheme to encourage students to achieve their personal best academically</p> <p>Nominate / encourage students to join competitions / subject-related gifted programmes</p>	<p>Students agree that the scheme is useful to help them achieve good school and DSE results</p> <p>Students agree joining the competitions/ programmes can enrich their knowledge</p>	<p>Feedback from student participants</p> <p>Teachers' observations</p>	Whole year	<p>*Chau Ho Wai</p> <p>*Lau Ho Long</p> <p>Wan Man Yin</p> <p>Kwong Chung Yuen</p>	Alumni and elite students from outside
	<p>1.4.3</p> <p>Implement Saturday small group tutorial coaching in different subjects to help identify the learning problems of individual students and help enhance their academic learning and motivation</p>	Good progress of students in academic studies	Teachers' evaluation meetings	Whole year	<p>*Lee Wing Yi</p> <p>Cheuk David Tai Wai</p> <p>Hau Siu Kuen</p> <p>Wan Man Yin</p>	

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
2.1 To introduce a systematic school-based STEM education	2.1.1 Continue to develop a school-based cross-curricular curriculum related to the BHJS Solar Power Project and showcase the learning process at the Academic Funfair	The successful launch of the cross-curricular curriculum on the BHJS Solar Power Project involving relevant KLAs	Qualitative evaluation meetings	Whole year	*Lee Hon Pui Kwong Chung Yuen STEM Committee The Solar Panel Task Force	Funding from Alumni
	2.1.2 Embed the elements of STEM education in related subjects' curricula (KLAs of Science, Technology and Mathematics Education)	The evidence of incorporation of STEM elements into subject's curriculum	Qualitative evaluation meetings	Whole year	*Kwong Chung Yuen Yau Bik Kan STEM Committee Relevant subject panels	
	2.1.3 Hold school-based events/extra-curricular activities/workshops with STEM elements with the support of DJI and alumni to strengthen subjects' teaching and learning	Student participants give positive feedback	Qualitative evaluation meetings	Whole year	*Lee Hon Pui Yau Bik Kan STEM Committee Relevant subject panels	Relevant school funds, manpower, and external resources

2.2 To equip students with STEM skills and stretch students' potential to the fullest	2.2.1 Engage students in various programmes offered by professional bodies or tertiary institutions/competitions/events related to STEM education Nominate and encourage students to participate in exams on STEM-related certification or strive for awards/scholarships related to STEM	Student participants give positive feedback	Qualitative evaluation meetings	Whole year	*Kwong Chung Yuen STEM Committee Relevant subject panels	Relevant school funds and external resources
	2.2.2 Hold school-based extracurricular STEM activity – VR Virtual Tour Production Hold the VR Workshop with the theme of 60 th school anniversary Upload the VR tour of our school to our school website	Student participants give positive feedback	Teachers' observations and evaluations	First term of 2021-22	*Kwong Chung Yuen STEM Committee Choi Kam Yuen	Life-wide Learning Grant

Major Concern III:

To flourish students' lives by positive education

Intended Outcomes	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Committee-in-charge and Staff Involved	Resources
3.1 To nurture Jubileans to possess good morals to face different challenges and enhance personal resilience	3.1.1 Launch the Inter-disciplinary Leadership Training programme to enhance the personal resilience of student leaders - Hold adventure-based Team Building Day Camp with team building activities	80% of participants giving positive feedback	E-survey and qualitative evaluations	First term of 2021-22	*Tong Ting Kin Choi Kam Yuen	Relevant school funds, manpower and external resources Relevant school funds and manpower
	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' self-expectations	80% of participants giving positive feedback	E-survey and qualitative evaluations	Whole year	*Chan Yik Yeung Lau Shuk Chun Ng Man Fai Choi Kam Yuen	

	<p>3.1.3</p> <p>Encourage students' participation in co-curricular activities and contributions to school services and leadership positions</p> <p>Coach and train student leaders to be role models and student mentors of younger schoolmates – “Big Brother and Big Sister Scheme”</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 *Lam Hung Nga Poon Dik Sze Daisy Choi Kam Yuen</p>	
	<p>3.1.4</p> <p>Strengthen the F1 Orientation Week, with more emphasis on building positive emotions and enhancing personal resilience</p>	<p>Evidence of more students showing positive emotions and personal resilience</p>	<p>Evaluation meeting and observations</p>	<p>August 2022</p>	<p>*Lam Hung Nga *Choi Kam Yuen Chan Nga Yan Ho Ying Ying</p>	
	<p>3.1.5</p> <p>Recommend reading materials with related themes, including some non-fiction self-help titles in the library, and provide opportunities for students to share in class or with the whole school</p>	<p>Evidence of more students showing positive emotions and personal resilience</p>	<p>Evaluation meeting and observations</p>	<p>Whole year</p>	<p>* Hau Siu Kuen Lee Wing Yi Chan Nga Yan</p>	

3.2 To equip Jubileans with collaboration skills, coping strategies and problem-solving skills	3.2.1 Organise Effective Communication Workshop, Conflict Management Workshop, Sensitivity Workshop and Emotional Symptoms Skills Lab to equip student leaders with the skills needed to avoid communication blind spots and resolve conflicts.	80% of participants giving positive feedback	Questionnaire from students' and teachers' observations	Aug 2021 – Jan 2022	*Choi Kam Yuen *Lam Hung Nga Chan Hung Kwan Poon Dik Sze Daisy	Relevant school fund, manpower and external resources
	3.2.2 Conduct talks during A Days and organise the 4D Design Thinking Skills (Discover, Define, Develop & Deliver) Lab to improve students' design thinking and problem-solving skills	80% of participants giving positive feedback	Questionnaire from students' and teachers' observations	By May 2022	*Choi Kam Yuen Chan Hung Kwan Ng Man Fai	
	3.2.3 Organise F3 Service Days with emphasis on collaboration and problem-solving skills	80% of student participants giving positive feedback	Questionnaire	By Aug 2022	*Lam Hung Nga Leung Chi Sing F3 Class Teachers and Assistant Class Teachers	

	3.2.4 Conduct sharing sessions in Class Teacher periods and special assemblies	Evidence of theme-based Class Teacher periods and special assemblies being held	Teachers' observations and evaluations Students' reflections	Whole year	*Lau Hiu Wah Chan Yik Yeung Chan Nga Yan Poon Dik See Daisy	
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