



# **QUEEN'S COLLEGE**

**Annual School Plan  
2021 – 2022**

# 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.

**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

**1.1 To enhance students' life competencies through learning experience inside and outside classrooms 藉課堂內外的多元學習活動提升學生的生活能力**

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
<p>1.1.1 To build a strong reading culture and capacity through Reading across the Curriculum (RaC) with multi-genres and themes</p> <p>a. Engage S1 and S4 students in pilot RaC activities</p>	<p>9.2021 ~ 7.2022</p>	<ul style="list-style-type: none"> <li>• Increasing usage of library and library loan records</li> <li>• 80% teachers agree that the collaboration between the school library and KLAs is strengthened</li> <li>• 70% participating students agree that the reading activities promote their interest in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutinize the records of KLAs</li> <li>• Reading records of students</li> <li>• School Library Loan records</li> <li>• Teachers' survey</li> <li>• Students' survey</li> </ul>	<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>
<p>1.1.2 To build life competencies such as collaborative skills and communication skills through project learning, gifted education programmes and life-wide learning activities</p> <p>a. Junior form students are engaged in project learning in different subjects</p>	<p>9.2021 ~ 7.2022</p>	<ul style="list-style-type: none"> <li>• Subject departments conduct project-based learning activities</li> <li>• 80% of students agree that they can broaden their learning experiences and develop collaborative skills and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Subject department records</li> <li>• Student participation and achievement records</li> <li>• Feedback from students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Gifted Education Team</li> <li>• Life-wide Learning Team</li> <li>• Heads of subject departments</li> <li>• Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Life-wide Learning Fund</li> <li>• Morrison Fund</li> </ul>

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
<p>b. Gifted programmes with Tier 1 to Tier 3 programmes are embedded in subject curriculum</p> <p>c. Widen students' horizon through multifarious life-wide learning activities</p>		<ul style="list-style-type: none"> <li>Higher order thinking learning activities (Tier 1 &amp; Tier 2 modes) are arranged inside and outside classrooms</li> <li>More students are nominated to participate in Tier 3 gifted education programmes and competitions</li> <li>80% of students find that the life-wide learning activities enhance their life competencies</li> </ul>			

## 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

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
<p>1.2.1 To develop students' habits to set goals and do reflection regularly in their studies</p> <p>a. Class teachers coach S1-S3 students to set goals and do reflection regularly</p> <p>b. Subject teachers guide senior form students toward setting</p>	<p>9.2021 ~ 7.2022</p>	<ul style="list-style-type: none"> <li>90% of students acquire goal-setting and reflection under teachers' guidance</li> <li>90% students agree that goal-setting and reflection facilitate them to strive for continuous</li> </ul>	<ul style="list-style-type: none"> <li>Students' goal-setting and reflection records</li> <li>Teachers' observation of students' motivation and performance</li> <li>Students' academic performance</li> </ul>	<ul style="list-style-type: none"> <li>Academic Team</li> <li>CLP Team support</li> <li>Heads of subject departments</li> <li>S1-S3 Class Teachers</li> <li>S4-S6 Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Life-wide Learning Fund</li> <li>Morrison Fund</li> </ul>

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
goals for, and reflecting on different subjects		improvement			
<p>1.2.2 To promote pre-lesson preparation habit through Flipped Learning</p> <p>a. Pilot schemes will be conducted by Mathematics (Junior Form), I.S. and ICT departments etc.</p>	<p>9.2021 ~ 7.2022</p>	<ul style="list-style-type: none"> <li>• Pilot subject departments share their lesson designs with other subjects</li> <li>• 80% of teachers and students agree that Flipped learning enhances their learning and teaching capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Subject department records</li> <li>• Feedback from students and teachers</li> <li>• Students' performance during lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of subject departments</li> <li>• Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Life-wide Learning Fund</li> <li>• Morrison Fund</li> </ul>
<p>1.2.3 To equip junior form students with various learning strategies through training workshops and application in their studies</p> <p>a. Training workshops of learning styles, note-processing skills, mind-mapping skills, memorization skills, time-management skills, research skills etc. will be arranged for junior form students</p> <p>b. Consolidate note-processing skills in S1 and S2 through different subjects</p>	<p>9.2021 ~ 7.2022</p>	<ul style="list-style-type: none"> <li>• 90% of S1-S2 students understand their learning styles and adopt better learning strategies</li> <li>• 90% of S1-S2 students agree that various learning skills facilitate their studies in different subjects</li> <li>• S1-S2 students are more confident in their studies</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of subject department documents</li> <li>• Feedback from teachers and students</li> <li>• Lesson observation</li> <li>• Assignment inspection</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of subject departments</li> <li>• Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline reference provision</li> <li>• Morrison Fund</li> </ul>

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
<p>1.2.4 To encourage students to do self-revision and peer learning</p> <p>a. Equip S3 students with skills in setting self-designed questions to facilitate peer learning and revision</p> <p>b. Optimize the use of subject-based resource banks and HKEdCity OQB in S4-S6</p>	<p>9.2021 ~ 7.2022</p>	<ul style="list-style-type: none"> <li>• 80% of S3 students adopt self-design questions for self-revision and peer learning</li> <li>• 80% of S3-S6 students agree that self-revision and peer learning enhance their confidence in their studies</li> <li>• 70% of S3-S6 students use e-learning platform to facilitate their revision</li> </ul>	<ul style="list-style-type: none"> <li>• Utilization rate of the e-Learning platform</li> <li>• Subject department records</li> <li>• Students' participation records</li> <li>• Feedback from students' and teachers' questionnaires</li> <li>• Students' performance in tests and examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of subject departments</li> <li>• Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Life-wide Learning Fund</li> <li>• Morrison Fund</li> </ul>

### 1.3 To promote teachers' professional sharing culture in school 推動教師校內的專業交流文化

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
<p>1.3.1 To boost sharing culture by inviting teachers from different KLAs to open their classrooms for peer lesson observation with a focus on either self-regulated learning, flipped learning or value education designs</p> <p>a. Assistant Principals and HoDs will open their lessons for peer lesson observation</p>	<p>9.2021 ~ 7.2022</p>	<ul style="list-style-type: none"> <li>80% of the teachers agree that the cross departmental lesson observation is inspiring.</li> <li>Cross-subject post-lesson observation discussions are conducted after the open lessons</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observation records</li> <li>Subject department records</li> </ul>	<ul style="list-style-type: none"> <li>Heads of subject departments</li> <li>Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Baseline reference provision</li> <li>Morrison Fund</li> </ul>
<p>1.3.2 To share good practices through building subject-based resource banks</p> <p>a. HoDs encourage members to share their good practices</p>	<p>9.2021 ~ 7.2022</p>	<ul style="list-style-type: none"> <li>Sharing of good practices is conducted in subject departmental meetings</li> <li>Sharing folders are built in subject-based resource banks</li> </ul>	<ul style="list-style-type: none"> <li>Quality of the resource banks</li> <li>Access rate of the resource banks</li> </ul>	<ul style="list-style-type: none"> <li>Heads of subject departments</li> <li>Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Baseline reference provision</li> <li>Morrison Fund</li> </ul>

**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

**2.1 To promote the well-being of our students 促進學生身心靈健康**

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People / Team Responsible	Resources Required
2.1.1 To arouse students' awareness of the importance of well-being  a. Develop students' good living habits in physical, emotional, spiritual, social, intellectual, environmental, occupational and financial aspects	9.2021 ~ 7.2022	<ul style="list-style-type: none"> <li>Students develop a better understanding of the importance of well-being by participating in various activities</li> <li>An atmosphere promoting the well-being of students is established</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of annual program plans, schemes of work and evaluation reports of Subject Departments and Function Teams</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Subject Departments</li> <li>Function 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>

**2.2 To cultivate positive values among students 培養學生正面價值觀**

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People / Team Responsible	Resources Required
2.2.1 To provide holistic learning experiences both inside and outside classrooms to students for the promotion of core	9.2021 ~ 7.2022	<ul style="list-style-type: none"> <li>Subject Departments / Function Teams show the incorporation of the core values and attitudes into their curriculum / activities</li> <li>A platform for</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of annual program plans, schemes of work and evaluation reports of Subject Departments and Function Teams</li> </ul>	<ul style="list-style-type: none"> <li>Subject Departments</li> <li>Function 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</li> </ul>



<p>values including perseverance, national identity, integrity, respect for others, responsibility, care for others, commitment, law-abidingness and empathy</p> <p>a. Subject departments incorporate core values in their curriculum and lesson designs</p> <p>b. Function Teams promote core values and proper attitude in organizing their learning activities</p>		<p>sharing lesson design and learning and teaching materials for the promotion of core values and attitudes by Subject Departments is established</p> <ul style="list-style-type: none"> <li>Students get exposed to an atmosphere promoting core values and attitudes in the lessons or school events.</li> </ul>	<ul style="list-style-type: none"> <li>Record of learning and teaching materials</li> <li>Record of students' work</li> <li>Feedback from teachers and students</li> </ul>		<p>Assistants</p>
<p>2.2.2 To equip students with the competence in careers and life planning</p> <p>a. Strengthen careers and life planning development curriculum in all levels</p> <p>b. Empower student leaders and equip</p>	<p>9.2021 ~ 7.2022</p>	<ul style="list-style-type: none"> <li>Students are able to set goals and understand their strengths and weaknesses on achieving their goals</li> <li>All student leaders can apply what they learn in working out their program plans and performance pledges for their houses / teams /</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of annual program plans and evaluation reports of Function Teams</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Careers 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>

them with the ability of self-reflection		clubs.			
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**2.3 To enhance students' understanding of their rights and responsibilities so as to strengthen their readiness to serve**  
**提升學生對權責的認知，培養他們的責任心和服務精神。**

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People / Team Responsible</b>	<b>Resources Required</b>
2.3.1 To provide opportunities to students in actualizing their rights and responsibilities by shouldering duties in the 160 <sup>th</sup> Anniversary events  a. Encourage students to participate and serve in the 160 <sup>th</sup> Anniversary events by means of the “Badge Award Scheme”	9.2021 ~ 7.2022	<ul style="list-style-type: none"> <li>Students show an active participation / contribution of services in the school events for the 160<sup>th</sup> Anniversary</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of annual program plans and evaluation reports of Subject Departments and Function Teams</li> <li>Record of the participants / student-helpers</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Subject Departments</li> <li>Function 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>
2.3.2 To establish a harmonious family relationship and promote the virtue of filial piety  a. Nurture proper attitude of students	9.2021 ~ 7.2022	<ul style="list-style-type: none"> <li>Students / Parents / Grandparents show their support to the programs</li> <li>Participants agree that the programs help facilitate</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of program plans and evaluation reports of Subject Departments and Function Teams</li> <li>Feedback from</li> </ul>	<ul style="list-style-type: none"> <li>Subject Departments</li> <li>Function 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>

and encourage them to show their love and respect towards their parents and grandparents		communication and a harmonious relationship in the family	teachers and students		
2.3.3 To strengthen students' national identity through understanding of the development of our motherland a. Widen students' exposure to the development of China in different aspects through multifarious activities both inside and outside classrooms	9.2021 ~ 7.2022	<ul style="list-style-type: none"> <li>• Students show keen participation in the events</li> <li>• Students' understanding of the development of China can be enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of program plans and evaluation reports of Subject Departments and Function Teams</li> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Departments</li> <li>• Function 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>
2.3.4 To arouse students' global awareness and their roles to play as global citizens a. Cultivate students' interests and respect towards different cultures	9.2021 ~ 7.2022	<ul style="list-style-type: none"> <li>• Students' exposure to different cultures is increased</li> <li>• Students show their respect for and tolerance towards different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of program plans and evaluation reports of Subject Departments and Function Teams</li> <li>• Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Departments</li> <li>• Function 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>