

Major Concerns for 2016-2017

Major Concern 2:

To reinforce Values Education to enhance the whole person development of students

Targets	Strategies & Tasks	Success Criteria	Result of Evaluation
2.1 To nurture students' positive thinking and core values in lives.	(a) To nurture students' core values with the theme "Responsibility and Commitment" through various programmes.	More than 70% of teachers agree that the programmes organized are effective.	According to the teachers' survey, 81% of teachers agreed that the programmes on 'Responsibility and Commitment' were effectively organized to nurture students' core values.
	(b) To set up display boards for displaying selected articles and a TV set for broadcasting short movie with the focus on "Responsibility and Commitment".	70% students find the displays inspiring.	Reading materials on 'Responsibility and Commitment' were posted on display boards at the school lobby. It was proposed that the displays should be placed at corridors to attract more students' attention next school year.
	(c) To conduct Short Talks on "Responsibility and Commitment" during assemblies by all teachers in the first and second term.	Students show their appreciation and give verbal / written feedback on the Short Talks conducted.	Short talks on the positive value about 'Responsibility and Commitment' were held during assemblies by all teachers. 76% of teachers agreed that the short talks did help to reinforce proper behavior among students.
	(d) To organize a slogan competition on "Responsibility and Commitment" to promote students' reflective thinking.	More than 500 students participate in the competition and activities organized.	About 600 entries were received from the slogan competition. The slogans showed that students were creative and were ready to promote their ideas of 'Responsibility and Commitment' to others.
	(e) To select and display the winning slogans from the competition in the school campus to help reinforce students' value-building of core values.	The displayed slogans can help students reinforce their value-building of core values	Selected slogans were printed on mouse pads which were distributed to all students. They were also displayed along the staircases. Students had a chance to appreciate the works of their schoolmates. Small gifts were also given to students for their good work.

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2.2 To create a caring and serving school culture full of gratitude, encouragement and appreciation.	(a) To organize a Thank-you Card writing to promote good class learning atmosphere full of encouragement and appreciation.	More than 500 students participate in the activities organized.	About 500 entries were received from the Thank-you Card writing activity.
	(b) To set up a “Thank-you Card Forest” for displaying selected Thank-you cards to promote a culture of gratitude and a caring and serving atmosphere inside and outside classroom learning.	Students show their attributes of gratitude, care and services to others in their daily participation inside and outside classrooms.	The “Thank-you Card Forest” was attractive and the message of “gratitude, caring and serving atmosphere” had been brought out. During recess, many students visited the “Thank-you Card Forest” with great interest. The participation rate of students was high and their attitude was positive.
2.3 To educate students’ proper learning attitude and establish routine class rules in a loving and caring environment for effective learning.	(a) To enhance the theme of “Responsibility and Commitment”, a group leader will be nominated from each class to tidy up classrooms at the end of each lesson.	The selected group leaders help carry out the routine class rules effectivity.	71% of teachers agreed that a set of routine class rules helped promote proper and active classroom learning behavior of students.
	(b) To nominate the outstanding group leaders as “Classroom Order Ambassadors” (課室秩序大使) and their names will be displayed on the Discipline Committee display board or printed in the school newspaper at the end of second term.	The “Classroom Order Ambassadors” (課室秩序大使) play as role models and help promote proper and active learning behavior of students in classes.	Group leaders were nominated to act as role models for the whole class and help improve the learning atmosphere. Twenty certificates were distributed to the “Classroom Order Ambassadors” at the end of second term.