

Annual school plan (2007-08)

Major concern 1: Preparation for the NSS Curriculum

Strategies / Tasks	Time scale	Success criteria	Methods of evaluation	People responsible	Resources required
1. The school will continue to set the teacher development plan and work out the teaching allocation under a tentative NSS curriculum.	07-08	<ul style="list-style-type: none"> ▮ Tentative teaching allocation plan is worked out. ▮ Staff opinion is gathered and teacher development plan developed accordingly. ▮ Teacher development plan is set. 	<ul style="list-style-type: none"> ▮ Conduct opinion survey. ▮ Staff development plan is set after consideration of opinions gathered. 	Principal, VPs, Academic Committee	IT Team support for survey analysis
2. The school will offer further support to teachers who have to adapt to the changes or teach new subjects under the NSS curriculum.	07-08	<ul style="list-style-type: none"> ▮ Teachers' positive feedback on school's support on training ▮ Teachers' competence in teaching new subjects increases. 	<ul style="list-style-type: none"> ▮ Check CPD record of teachers. ▮ Conduct opinion survey. 	Principal, VPs, Academic Committee,34 Working Group, SMC	Training funds, information on training programmes

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<p>3. The school will continue to offer Liberal Studies (LS) in S1 & S2. The teachers concerned will work together to prepare lessons and design the curriculum. LS will be extended to S3 and SS1 in the 2007-08 and 2009-2010 academic years respectively.</p>	07-08	<ul style="list-style-type: none"> LS is offered in S1, S2 and S3. S1, S2 & S3 LS curriculum framework is completed. The school has enough teachers with appropriate training to teach S1, S2 and S3 LS. Preparation for SS1 LS curriculum framework is in progress. 	<ul style="list-style-type: none"> Check S1, S2 and S3 LS curriculum. Check matching of teaching allocation with teacher capability in teaching LS. Review appropriateness of S1 / S2 /S3 LS curriculum and readiness of SS1 LS curriculum. 	Principal, VPs, LS Panel head	Reference books / materials for LS, funds for teacher training, funds for outdoor visits
<p>4. With the coordination of the Academic Committee, panel heads will lead the teachers of junior forms to adjust the curriculum, mode of teaching and assessment according to the requirements of the NSS curriculum (e.g. develop the students' thinking, presentation and study skills through interactive activities and questioning).</p>	07-08	<ul style="list-style-type: none"> Appropriate modifications are made to curriculum, mode of teaching, and assessment for lower-form subjects. S1-S3 curriculum is modified to ensure continuity with NSS curriculum. Relevant teacher training is completed. 	<ul style="list-style-type: none"> Check all subjects for continuity with NSS curriculum. Check Panel reports. Arrange mutual class visits. Check CPD record of teachers. 	Academic Committee, Staff Development Team, all teachers	EMB Training courses, trainer / speaker for Staff Development Day

Strategies / Tasks	Time scale	Success criteria	Methods of evaluation	People responsible	Resources required
<p>5. With the coordination of the Academic Committee and the support of the Staff Development Team, the school will offer support to the panel heads, to help them to enhance their leadership ability, keep pace with the changes, and lead their panel members in adjusting the current curriculum and assessment mode according to the requirements of their subjects.</p>	07-08	<ul style="list-style-type: none"> ■ Appropriate training / support is given to Panel Heads to enhance their leadership ability. ■ Panel Heads take the leading role in their respective panels to adjust the curriculum and assessment mode to meet the NSS requirements of their subjects. 	<ul style="list-style-type: none"> ■ Appropriate support / relevant training is provided to Panel Heads. ■ Check Panel reports. ■ Check CPD record of Panel Heads. 	Academic Committee, Staff Development Team	Leadership training for Panel Heads, IT Team support in survey analysis
<p>6. Sharing sessions will be included in panel meetings. Teachers will hold discussions on the impact of the measures taken to cater for the NSS curriculum and evaluate the implementation of those measures. Teachers will make use of the findings in those discussions to make appropriate changes to their teaching.</p>	07-08	<ul style="list-style-type: none"> ■ Sharing sessions are included in panel meetings. ■ At least 75% of Panel Heads report that teachers made use of the findings in the discussion sessions evaluating NSS measures taken to improve teaching. 	<ul style="list-style-type: none"> ■ Check panel reports. 	Academic Committee, all teachers	

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<p>7. The 334 Working Group will coordinate with the subject panels and functional groups to help students to build a learning profile.</p>	07-08	<ul style="list-style-type: none"> █ Learning profile is implemented in S1 & S2. █ At least 75% of subject panel / functional group heads are satisfied with the coordination and support provided by the 334 Working Group. 	<ul style="list-style-type: none"> █ Check success of implementation of student learning profile in S1. █ Conduct opinion survey of panel heads. 	Mrs. Ho, 334 Working Group, Chi & Eng teachers, Form teachers	IT Team support in <i>e-profile</i> and in survey analysis
<p>8. The Academic Committee will monitor the progress of the subject panels concerning the NSS assessment system.</p>	06-07	<ul style="list-style-type: none"> █ Subject panels discuss and develop NSS assessment systems in panel meetings. 	<ul style="list-style-type: none"> █ Check subject panel minutes. █ Panel heads make regular reports at Academic Committee meeting. 	Mrs. Anakotta, Academic Committee	

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<p>9. A variety of assessment methods will be implemented in all panels in order to assess different aspects of students' abilities and to cater for the diverse needs of students. The internal assessment will be adjusted and students will be helped to cope with the new assessment system.</p>	07-08	<ul style="list-style-type: none"> Assessment methods are adjusted by subject panels to (i) cater for diverse learner needs and (ii) help students cope with the new assessment system. 	<ul style="list-style-type: none"> Check panel meeting minutes. Conduct HW inspection. Scrutinize examination / test papers. 	Mrs. Anakotta, Academic Committee, Academic Core Group	
<p>10. Subject panel heads will closely follow, and bring to the notice of the panel, the assessment trend of the NSS curriculum. The Staff Development Team will work closely with panel heads concerning professional development in the school.</p>	07-08	<ul style="list-style-type: none"> Panel Heads are able to keep pace with the trend of assessment in the NSS curriculum. The Staff Development Team collaborates with Panel Heads for professional development in the school. 	<ul style="list-style-type: none"> Check panel meeting minutes and panel reports. Check the staff development record from Panel heads / Staff Development Team. 	Panel Heads, Staff Development Team	CDI / EMB guidelines and training calendar

Strategies / Tasks	Time scale	Success criteria	Methods of evaluation	People responsible	Resources required
11. The School Development Team will work with panel heads and teachers to further develop teaching pedagogy.	07-08	<ul style="list-style-type: none"> Staff Development Team coordinates activities to develop the pedagogy of teachers. At least 50% of teachers participate in various training / activities (e.g., mutual visits, sharing sessions) to enhance their pedagogy. 	<ul style="list-style-type: none"> Check minutes of Staff Development Team for pedagogy enhancement activities coordinated during the year. Check CPD record of teachers. 	Staff Development Team, Panel Heads	EMB training calendar and other relevant training information
12. The IT team will work with subject panels to further develop teachers' ICT skills.	07-08	Refer to ICT plan.	Refer to ICT plan.	IT Team	Refer to ICT plan.
13. All stakeholders will be kept well informed of the rationale behind the system to get their support.	07-08	Stakeholders are informed of the system rationale.	<ul style="list-style-type: none"> Opinion survey Stakeholders report 	Principal, VPs, 334 Working	IT Team support in survey analysis

<p>14. It will be explained clearly to the stakeholders what the school plans to do.</p>	<p>07-08</p>	<ul style="list-style-type: none"> █ The future plans of the school to cope with the NSS system are explained to the stakeholders to gain their support. █ Support is received from at least 75% of teachers and students. █ Support is received from at least 50% of parents. 		<p>Group</p>	
<p>16. Consultation with the stakeholders will be carried out whenever necessary.</p>	<p>07-08</p>	<ul style="list-style-type: none"> █ Consultation with stakeholders is conducted. 	<ul style="list-style-type: none"> █ Stakeholders report 	<p>Principal, VPs, 334 Working Group, IT Team</p>	<p>IT Team support in survey analysis</p>

Major Concern 2 : Enhancing learning and teaching with English as the medium of instruction in the school

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Evaluation
1.Ensuring English is used in morning assemblies and announcements	07-08	English is used in morning assemblies and announcements.	Evaluation Record of Bible readers & announcers	NET & the English Department	Non-teaching training time	
2. Mandatory whole-school English reading sessions	07-08	- Students regularly reading Eng books of different genres and subjects. - Students are able to talk about and share their reading experiences.	- Check the record of English books borrowed from the school and class library. - SBA records, logs -Teachers' observation	- Library - Class English Teacher	School Library System /English Class Library	
3. Involving students in the pleasurable experience of watching films, and enjoying role plays, drama performances, script writing and story telling	07-08	- Incorporating such elements in English lessons and activities in the school - Students' positive response to such experience	-Lesson observation -Schemes of work -End-of-term English questionnaire	All English teachers	Dept. Funding	
4. -Public speaking and debating skills training in senior forms - Recitation and prose speaking in junior forms	07-08	- Students participate actively in the Schools' Speech Festival with 80% of participants achieving merits. - More than 15% of F.6 students	- Speech Festival records	Speech Festival Coordinator, English	Non-teaching training time	

		<p>participate in public speaking and debating</p> <ul style="list-style-type: none"> - Participating students show the ability to articulate logically and coherently. - More than 20% of junior students' participate in story-telling competition and public speaking activities. - Participating students are positive about the ability to speak clearly and expressively. 	<ul style="list-style-type: none"> - Adjudicators' comments - Schemes of work - End-of-term English questionnaire 	teachers		
5. Lunch time English sessions in English Room	07-08	<ul style="list-style-type: none"> - Students regularly visit the English Room, where they have to use English in conversation, games and discussions, speech training etc. 	<ul style="list-style-type: none"> - Check the Eng. Room attendance record. - Teachers' observation 	NET/TA, English teachers	Dept. Funding, Capacity Enhancement Fund	
6. Creating an English - rich environment in the school: 6.1 English-Speaking Days 6.2 English Board Display 6.3 English Competitions e.g. Story-telling Competition	07-08	<ul style="list-style-type: none"> - An English-rich environment is created in the school with evidence from: - positive feedback from teachers and students - report from participating students 	<ul style="list-style-type: none"> -Evaluation report from working committees -End-of-term English questionnaire 	English Dept., English Club	Dept. Funding, EMI Funding, TA's assistance in survey	

6.4 Senior English debates 6.5 English drama 6.6 Film shows ,visits/trips		that they have more confidence in using English and have learnt from the experience			analysis	
7. Curriculum collaboration between the Eng. panel and other panels using EMI	07-08	-Cross-curricular topics developed and taught in junior forms and F6. - Junior students able to apply knowledge and skills learnt in other subjects in English projects - Senior students able to apply knowledge and skills learnt in other subjects in English discussions and writing	Inspection of students' work and lesson observation Teachers' feedback from projects marking Inspection of students' work	English Dept & subject panels concerned, Project markers, English Dept. Head		
8. Joint-school English activities 8.1 Student tutorship programme for primary schools 8.2 Joint Primary School Eng. Fun Day	07-08	- Students from our school and from related primary schools learn to use English for a specific purpose and for fun. Students from our school learn leadership and collaboration skills.	Evaluation report Feedback from students	NETs from our school and primary schools, English Dept	EMI Funding, TA assistance	
9. English across the curriculum 9.1 Analyzing problems in English use in specific subjects and suggesting solutions	07-08	- Analysis report produced	Check analysis report	External English Consultant,	Funding from EMB	

9.2	Workshop for students on English writing for specific subjects		Workshop conducted and positive feedback from students	Evaluation record of workshop conducted	related subject panels		
10.	Information gathering and analysis to develop in-house language enhancement training programme	07-08	Samples collected from different departments for analysis Analysis report showing common areas for improvement	Check analysis report.	External English consultant	Funding from EMB	
11.	English Reading across the Curriculum	07-08	Students have read English books on different subjects. The number of books borrowed on specific subjects increases.	Check subject panel reports. Check library records.	Subject panels using EMI Library	School Library system	
12.	Summer bridging programmes for pre-S1 and other forms	07-08	Students' ability and confidence in using English is enhanced.	Check evaluation reports of bridging programmes.	Teachers/ tutors in charge of bridging programmes	Course fee from F.1 students Capacity Enhancement Fund for other forms	

Proposed Annual school plan (2007-08)

Major concern 3: Catering for the diverse abilities and needs of students

Strategies / Tasks	Time scale	Success criteria	Methods of evaluation	People responsible	Resources required
<p>1. Capable students will be allocated to elite classes in F.1 – F.3.</p> <p>Subject panels and teachers who teach elite classes will introduce enrichment programmes in the curriculum and design more challenging assignments for them.</p>	07-08	<ul style="list-style-type: none"> • 60% of students in the elite classes in F.1 & F.2 are promoted to elite classes in the following year. • 20% of students in the elite classes have improved academic achievement. • Subject panels coordinate with subject teachers of the elite classes to develop a more challenging curriculum/enhancement programme for the students. 	<ul style="list-style-type: none"> • Collect data and compare exam results. • Check panel minutes, homework records and schemes of work. 	<ul style="list-style-type: none"> • Academic Committee • Subject teachers of elite classes 	<ul style="list-style-type: none"> • IT Team

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. The Academic Committee will co-ordinate with the subject panels to arrange supplementary lessons for the more capable students to broaden their horizons and enrich their knowledge in different areas.</p>	07-08	<ul style="list-style-type: none"> • More than 50% of the students concerned reflect that their horizons have been broadened and their knowledge enriched. • Students' course assignments show they have improvement in forming views from different perspectives. 	<ul style="list-style-type: none"> • Survey given to students who have attended the supplementary lessons • Analysis of students' performance against "perspective views" from their course assignment 	<ul style="list-style-type: none"> • Academic Committee • Subject panels concerned 	<ul style="list-style-type: none"> • Out-sourced trainers • External resources
<p>3. The subject panels will select more capable students in junior & senior forms for training in different generic skills.</p>	07-08	<ul style="list-style-type: none"> • 50% of subject panels concerned implement special training. 	<ul style="list-style-type: none"> • Participation rate of students • Teachers' observation of students' performance • Panel reports 	<ul style="list-style-type: none"> • Academic Committee • Subject panels concerned 	<ul style="list-style-type: none"> • External Resources

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>4. With the support of the Guidance Team and functional groups, the ECA Committee will coordinate with capable students in F.6 to have them participate in at least one leadership post.</p>	07-08	<ul style="list-style-type: none"> • Target F.6 students who have more than one leadership post. • Capable students join the leadership training programmes. 	<ul style="list-style-type: none"> • ECA records • Minutes of the Guidance Team 	<ul style="list-style-type: none"> • ECA Team • Guidance Team • Heads of functional groups 	<ul style="list-style-type: none"> • CEG • External resources
<p>5. Leadership training will be arranged for more capable students to allow them to organize activities and provide service to others so that their leadership potential can be developed to the fullest.</p>	07-08	<ul style="list-style-type: none"> • At least 80% of students leaders have training, and demonstrate improved leadership skills in school functions. 			

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>6. The Discipline Team, Counselling Team and ECA Committee will work together to co-ordinate leadership training for students.</p>	07-08	<ul style="list-style-type: none"> – More effective use of school resources results in good job distribution and collaboration among functional groups for a more effective learning outcome. 	<ul style="list-style-type: none"> • Joint leadership training programme record 	<ul style="list-style-type: none"> • Y L Ho • Discipline Mistress • Counselling Mistress • ECA Master 	<ul style="list-style-type: none"> • HK Children and Youth Services
<p>7. The Guidance Team will coordinate the policies for helping students who are either weak academically or have learning difficulties. The group should ensure that there is a system to identify these students and to provide appropriate measures and adequate support for them.</p>	07-08	<ul style="list-style-type: none"> • At least 70% of the students concerned reflect that the programmes provided are useful. • Many target students have both fewer problems adapting to school life and more stable emotions. 	<ul style="list-style-type: none"> • Questionnaire • Teachers' observation and conversation with target students 	<ul style="list-style-type: none"> • Guidance Team 	<ul style="list-style-type: none"> • External resources • Student leaders

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>8. Less capable students will be allocated to remedial classes, for which curriculum tailoring and appropriate teaching methods will be adopted.</p>	07-08	<ul style="list-style-type: none"> • At least 70% of teachers find students can take the subject with curriculum tailoring comfortably. • At least 20% of the target students show improvement in their learning attitude. 	<ul style="list-style-type: none"> • Teachers' observation and feedback • Panel minutes 	<ul style="list-style-type: none"> • Panel heads • Academic Committee • Remedial class teachers 	
<p>9. The Academic Committee will co-ordinate with the subject panels to organize after-school remedial classes with appropriate teaching contents and methodology to address students' weaknesses.</p>	07-08	<ul style="list-style-type: none"> • At least 70% of the students concerned reflect that the after-school remedial classes are useful. • At least 20% of the target students show improvement in their learning attitude. 	<ul style="list-style-type: none"> • Questionnaire • Teachers' observation and feedback • Students' academic results in tests and examinations 	<ul style="list-style-type: none"> • Academic Committee • Subject panels concerned 	<ul style="list-style-type: none"> • Teacher Assistants
<p>10. The Guidance Team will organize after-school homework remedial classes, in which teacher assistant(s) supervise students in the completion of their homework.</p>	07-08	<ul style="list-style-type: none"> • There is a decrease in the number of students attending after-school HW detention classes. 	<ul style="list-style-type: none"> • After-school homework detention record 	Guidance Team	<ul style="list-style-type: none"> • Teacher Assistant

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
11. The Guidance Team will organize preventive and developmental programmes and activities to help less capable students enhance their ability to deal with adversity and to develop self-confidence and motivation in learning.	07-08	<ul style="list-style-type: none"> • At least 70% of the students concerned reflect that the programmes / activities are useful. 	<ul style="list-style-type: none"> • Questionnaire • Instructors' observation and feedback 	Guidance Team	<ul style="list-style-type: none"> • External resources • CEG/PTA grant and/or subsidy
12. A different number of subjects will be arranged in F.4 & 5 according to the students' abilities. The less capable student will take seven subjects while the others take eight or nine.	07-08	<ul style="list-style-type: none"> • A different number of subjects in F.4 and 5 classes is arranged according to students' abilities. • The number of students satisfied with the provision of subject choices increases. 	<ul style="list-style-type: none"> • Checking the subjects in F.4 and 5 classes • Stakeholders' survey 	Mrs. Anakotta	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>13. In order to cater for students' diverse abilities and provide equal opportunities for students with different abilities to participate in learning, the Academic Committee will supervise, and all subject panel chairpersons will implement, the following:</p> <ul style="list-style-type: none"> - Peer observation in at least one topic in each subject - Curriculum tailoring according to different abilities and classes 	07-08	<ul style="list-style-type: none"> • Peer observation is implemented in at least one topic in each subject. • All curricula are tailored according to different abilities and classes. • Students learn more effectively in the lessons concerned. 	<ul style="list-style-type: none"> • Panel minutes and teaching schedules • Teachers' observation • Teachers' discussion on the effectiveness of those lessons during subject meetings 	<ul style="list-style-type: none"> – Panel Heads – Academic Committee 	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>14. The Academic Committee and all subject panel chairpersons will co-ordinate mutual class visits at least once a year. The focus of the visits will be on questioning techniques and class interaction to cater for students' diverse abilities.</p>	07-08	<ul style="list-style-type: none"> • At least 70% of teachers consider the sharing sessions and mutual visits useful. • At least one mutual class visit focuses on the use of questioning techniques and class interaction to cater for students' diverse abilities. • Teachers participate actively in sharing successful experiences catering for learner diversity. 	<ul style="list-style-type: none"> • Questionnaire • Check panel minutes and class visit reports. • Teachers' comments on the effectiveness of the use of questioning techniques and class interaction to cater for students' diverse abilities after the class visits 	<ul style="list-style-type: none"> • Panel Heads • Academic Committee 	
<p>15. The Academic Committee will supervise, and subject panel chairpersons will implement, experience-sharing sessions in panel meetings to provide opportunities for teachers to share their successful experiences with each other.</p>	07-08				