ANNUAL SCHOOL PLAN 2013/14

1. **Major Concern:** *Carry out enhanced implementation of the Senior Secondary Curriculum.*

<table>
<thead>
<tr>
<th>Strategies/Tasks</th>
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<th>Evaluation Method</th>
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| 1.1 Provide structured teachers’ professional development to facilitate student learning. | Sep. 13 – Aug. 14 | • There is a relatively high rating as observed from teachers’ surveys after attending Staff Development Days with the focus on experience sharing.  
• There is a relatively high attendance rate in courses offered by EDB or other educational organizations. | • Questionnaires (distributed after Staff Development Days)  
• CPD records | Pun K.C. and members of Staff Development Committee |                                |
| 1.2 Incorporate drama and language arts elements in F.2 to provide more exposure to learning English and pave the way for the SS curriculum. | Sep. 13 – Jul. 14 | • Students’ interest in learning English drama and language arts is enhanced.  
• Students’ confidence in learning English is boosted.  
• Students are better prepared for the SS curriculum. | • Teachers’ observation on students’ participation in drama and language arts  
• Level of participation  
• Questionnaires / surveys | Tse P.Y., Wong W.S., F.2 English teachers |                                |
| 1.3 | Execute enhanced implementation of Liberal Studies. | Sep. 13 – Jul. 14 | • There are collaborations and cooperation with at least one external party for further development of Liberal Studies.
• There is smooth transition from teachers teaching designated modules to teachers teaching all modules in the curriculum.
• An online digital resource centre using the DSpace repository system is smoothly run. | • Feedback and evaluation through subject panel meetings
• Feedback of LS teachers on using DSpace system
• Number of entries newly uploaded to DSpace system (300 or above per year) | Sung S.M., Yue C.F., & other Liberal Studies teachers | • A server to store the online digital resources |

| 1.4 | Provide students with a variety of experiences to foster their all-round development and enrich their Other Learning Experiences (OLE). | Sep. 13 – Jul. 14 | • A variety of OLE activities are provided by more external organizations and alumni for our students.
• More opportunities are provided for our students to do social service through the co-operation with Special Olympics Hong Kong and different NGOs.
• Students can experience the joy and benefit of participating in OLE. | • Attendance record of students in various functions
• Observations of students’ participation in various functions
• Evaluation by surveys
• Students’ sharing after activities | Fung W.H., Tam L.Y.Y., Fan H.Y., Ho W.Y., Tang S.N., Chung S.Y. | • Integrated Arts lessons
• PE lessons
• Assemblies
• ECA activities
• School-based After-school Learning and Support Programme
• The HK Jockey Club Life-wide Learning Fund |
2. Major Concern: *Enhance a caring school ethos to raise the moral & ethical standard of students.*

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| 2.1 Enhance students’ understanding and concern for people in need in society. | Sep. 13 – Jul. 14 | • Every F.3 / F.4 student participates in at least one community service outside school.  
• Students’ sharing on their experience displays an in-depth reflection. | • Students’ journals on community service  
• Teachers’ observation and feedback on students’ performance  
• Questionnaires on sustainability of students’ interest in voluntary service | Lam Y.W., Chung S.Y., Chan Y., Fung W.H., Wong K.W., Fan H.Y. | • Community Youth Club  
• Life Education Team  
• $10,000 (school and class grant)  
• Wong W.S.  
• F.3-4 form teachers |
| 2.2 | Adopt a whole-school approach to promoting a sense of solidarity. | Sep. 13 – Jul. 14 | Form Teachers of each form meet at least once each term and whenever necessary to maintain good discipline and facilitate Life Education. | Feedback from teachers concerned | **Lam Y.W. & Lam C.K.**, case workers from Counselling and Discipline Teams | Discipline teachers  
Guidance teachers  
Form teachers |
|---|---|---|---|---|---|---|
| | There is growth in participation of parents in various school functions. | | | Attendance records of various school functions  
Observations of parents’ participation in school functions | **Lam S.M.**  
and members of Parent-Teacher Association |
| | • There is a satisfactory rate of participation in activities involving alumni.  
• There is positive response from the alumni & student participants. | | | Feedback collected by project leaders from staff and participants at regular intervals  
Questionnaires and reflection journals from participants analyzed and evaluated by project leaders  
Turnout rate of participants | **Tam L.Y.Y.**  
and advisors of the Alumni Association  
SKHTST Alumni Association Ltd |
Moral & National Education Ad Hoc Group |

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| 3.1 Implement integrated education. | Sep. 13 – Jul. 14 | - More integrated education activities are integrated into the formal curriculum and extracurricular activities.  
- General guidelines for the implementation of integrated education are formulated.  
- A school-based seminar on ADHD is provided for the staff on a Staff Development Day. | - Questionnaires  
- SEN students’ progress reports  
- Professional development records of staff  
- Questionnaires on the Staff Development Day | Lam Y.W., Wong K.W., Lam C.K., Lee S.W., Ma W.L., Pun K.C., Tse P.Y., Tse S.O., Chung S.Y. | - Learning Support Grant  
- Integrated Education Assistant |
| 3.2 Provide opportunities for gifted and more able students to develop their talent with the help of teachers, alumni and other parties. | Sep. 13 – Jul. 14 | - There is a satisfactory rate of participation.  
- There is positive response from participants. | - Feedback collected by project leaders from staff and participants at regular intervals  
- Questionnaires and reflection journals from participants analyzed and evaluated by project leaders  
- Turnout rate of participants | Tam L.Y.Y. and the Careers Team | Alumni & other organisations |

- The English standard of high achievers is further polished.  
- Students’ confidence in learning English is further boosted.

- Questionnaires / surveys  
- Analysis of examination results

- Refined English Enhancement Scheme (REES)
| 3.3 | Offer weaker students structured training on core skills. | Sep. 13 – Jul. 14 | **The majority of weaker students are able to make improvement academically.**  
**Their initiative and confidence in learning English is boosted.** | **Questionnaires / surveys**  
**Analysis of examination results** | **Tse P.Y., Wong W.S.** | Capacity Enhancement Grant (English) |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **The majority of weaker students are able to make improvement academically after participating in remedial programmes such as speaking or writing workshops and group discussion training.** | **Questionnaires / surveys**  
**Analysis of examination results** | **Kwok K.L., Chan S.C.** | Capacity Enhancement Grant (Chinese) |
|  |  |  | **70% or above of students make improvement.**  
**70% or above of students agree that the training programmes are useful to them.** | **Comparison of participants’ academic results before and after training**  
**Questionnaires** | **Tse S.O., Shek T.** | Capacity Enhancement Grant (Mathematics) |