

ANNUAL SCHOOL PLAN 2013/14

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

Strategies/Tasks	Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
1.1 Provide structured teachers' professional development to facilitate student learning.	Sep. 13 – Aug. 14	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Questionnaires (distributed after Staff Development Days) CPD records 	<u>Pun K.C.</u> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers' observation on students' participation in drama and language arts Level of participation Questionnaires / surveys 	<u>Tse P.Y.</u> , Wong W.S., F.2 English teachers	

1.3	Execute enhanced implementation of Liberal Studies.	Sep. 13 – Jul. 14	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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) 	<u>Sung S.M.</u> , Yue C.F., & other Liberal Studies teachers	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Attendance record of students in various functions • Observations of students' participation in various functions • Evaluation by surveys • Students' sharing after activities 	<u>Fung W.H.</u> , Tam L.Y.Y., Fan H.Y., Ho W.Y., Tang S.N., Chung S.Y.	<ul style="list-style-type: none"> • 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.

Strategies/Tasks	Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
2.1 Enhance students' understanding and concern for people in need in society.	Sep. 13 – Jul. 14	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Students' journals on community service • Teachers' observation and feedback on students' performance • Questionnaires on sustainability of students' interest in voluntary service 	<u>Lam Y.W.</u> , Chung S.Y., Chan Y., Fung W.H., Wong K.W., Fan H.Y.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> Feedback from teachers concerned 	<u>Lam Y.W. & Lam C.K.</u> , case workers from Counselling and Discipline Teams	<ul style="list-style-type: none"> Discipline teachers Guidance teachers Form teachers
		There is growth in participation of parents in various school functions.	<ul style="list-style-type: none"> Attendance records of various school functions Observations of parents' participation in school functions 	<u>Lam S.M.</u> and members of Parent-Teacher Association	
		<ul style="list-style-type: none"> There is a satisfactory rate of participation in activities involving alumni. There is positive response from the alumni & student participants. 	<ul style="list-style-type: none"> 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 	<u>Tam L.Y.Y.</u> and advisors of the Alumni Association	SKHTST Alumni Association Ltd
2.3 Develop the moral & national education curriculum.	Sep. 13 – Jul. 14	The school-based moral & national education curriculum aligns with the guidelines of HKSKH Moral, Civic / National Education Committee.	<ul style="list-style-type: none"> Qualitative evaluation by the Moral & National Education Curriculum Ad Hoc Group 	<u>Fan H.Y.</u> , Yue C.F., Wong K.W., Sung S.M., Lok W.K., Woo W.K.	<ul style="list-style-type: none"> HKSKH Moral & National Education Ad Hoc Group

3. Major Concern: Implement integrated education to cater for learner diversity.

Strategies/Tasks	Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
3.1 Implement integrated education.	Sep. 13 – Jul. 14	<ul style="list-style-type: none"> More integrated education activities are integrated into the formal curriculum and extra-curricular 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. 	<ul style="list-style-type: none"> Questionnaires SEN students' progress reports Professional development records of staff Questionnaires on the Staff Development Day 	<u>Lam Y.W.</u> , Wong K.W., Lam C.K., Lee S.W., Ma W.L., Pun K.C., Tse P.Y., Tse S.O., Chung S.Y.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> There is a satisfactory rate of participation. There is positive response from participants. 	<ul style="list-style-type: none"> 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 	<u>Tam L.Y.Y.</u> and the Careers Team	Alumni & other organisations
		<ul style="list-style-type: none"> The English standard of high achievers is further polished. Students' confidence in learning English is further boosted. 	<ul style="list-style-type: none"> Questionnaires / surveys Analysis of examination results 	<u>Tse P.Y.</u> , Wong W.S.	Refined English Enhancement Scheme (REES)

3.3 Offer weaker students structured training on core skills.	Sep. 13 – Jul. 14	<ul style="list-style-type: none"> The majority of weaker students are able to make improvement academically. Their initiative and confidence in learning English is boosted. 	<ul style="list-style-type: none"> Questionnaires / surveys Analysis of examination results 	<u>Tse P.Y.</u> , Wong W.S.	Capacity Enhancement Grant (English)
		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Questionnaires / surveys Analysis of examination results 	<u>Kwok K.L.</u> , Chan S.C.	Capacity Enhancement Grant (Chinese)
		<ul style="list-style-type: none"> 70% or above of students make improvement. 70% or above of students agree that the training programmes are useful to them. 	<ul style="list-style-type: none"> Comparison of participants' academic results before and after training Questionnaires 	<u>Tse S.O.</u> , Shek T.	Capacity Enhancement Grant (Mathematics)