

ANNUAL SCHOOL PLAN 2015/16

1. Major Concern: Implement a whole-school approach in career education.

Strategies/Tasks	Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
1.1 Enhancing students' knowledge about life planning	Sep. 15 – Aug. 16	<ul style="list-style-type: none"> Students have a good understanding of issues related to life planning. Students have updated knowledge about the careers they aspire for. Students know of the multi-pathways leading to life-long learning and their life plans. 	<ul style="list-style-type: none"> Worksheets/essays before and after workshops/activities Surveys Quizzes about careers 	Career Teachers	<ul style="list-style-type: none"> External resources PTA Alumni
1.2 Enhancing Career Teachers' Counselling Skills	Sep. 15 – Aug. 16	<ul style="list-style-type: none"> Career Teachers can master counselling skills in personal counselling sessions with students. 	<ul style="list-style-type: none"> Surveys Observers' comments 	Career Teachers	<ul style="list-style-type: none"> External resources Alumni
1.3 Equipping Form Teachers for personalised counselling in life planning	Sep. 15 – Aug. 16	<ul style="list-style-type: none"> Form Teachers can master counselling skills in personal counselling sessions with students. 	<ul style="list-style-type: none"> Surveys Observers' comments 	Career Teachers	<ul style="list-style-type: none"> External resources Alumni

2. Major Concern: Raise the moral & ethical standards and self-discipline 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. 15 – Jul. 16	<ul style="list-style-type: none"> • Every F.3 / F.4 student participates in at least one community service project outside school. • Students' sharing on their experiences displays in-depth reflections. 	<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 C.K.</u> , Yiu K.W., Ma K.M., Chung S.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 Involve stakeholders in a whole-school approach to boosting a sense of solidarity.	Sep. 15 – Jul. 16	<ul style="list-style-type: none"> • Form Teachers of each form meet at least once each term to maintain good discipline and facilitate Life Education. 	<ul style="list-style-type: none"> • Feedback from teachers concerned • Questionnaires on school discipline and Life Education 	<u>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 on 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 Enhance self-discipline of students	Sep. 15 – Jul. 16	<ul style="list-style-type: none"> • Special assemblies are arranged for each form to remind students about disciplinary matters in the first two days of the school year. • An “Inter-class Manners Competition” will be organized in junior forms to enhance good manners and self-discipline. 	<ul style="list-style-type: none"> • Feedback collected from teachers in regular form meetings. • Feedback collected from school prefects in regular prefects meetings. • Feedback collected from discipline teachers in regular team meetings. • Statistics of disciplinary cases in each term. 	<u>Lam C.K.</u> , teachers of Discipline Committee, and subject teachers	

3. Major Concern: Enhance integrated education.

Strategies/Tasks	Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
3.1 Develop an Integrated Education culture.	Sep. 15 – Jul. 16	<ul style="list-style-type: none"> Integrated education activities are integrated into community service projects. One Day 4 assembly is dedicated to a topic related to Integrated Education. Current issues on Integrated Education are incorporated into the Moral Education curriculum conducted in the form teacher's period. More teachers receive special training to help students with special educational needs of different categories. 	<ul style="list-style-type: none"> Questionnaires Feedback collected from moral education evaluation meetings CPD records 	<u>Yiu K.W.</u> , Wong K.W., Lam C.K., Lee S.W., Ma W.L., Pun K.C., Tse P.Y., Tse S.O., Leung Yee W., Ng K.W., Chung S.Y.	<ul style="list-style-type: none"> Learning Support Grant Integrated Education Assistant
3.2 Provide support for teachers teaching SEN students.	Sep. 15 – Jul. 16	<ul style="list-style-type: none"> Subject teachers will be informed of the supporting strategy for each SEN student. Case conferences will be conducted when necessary to promote collaboration among teachers. A school-based seminar is provided for staff on a Staff Development Day. 	<ul style="list-style-type: none"> Questionnaires SEN students' progress reports Questionnaires on the Staff Development Day 	<u>Yiu K.W.</u> and Learning Support Team members	<ul style="list-style-type: none"> Learning Support Grant Integrated Education Assistant
3.3 Collaborate with parents of SEN students.	Sep. 15 – Jul. 16	<ul style="list-style-type: none"> Teachers of the Learning Support Team contact parents of each SEN student at least twice each academic year. 	<ul style="list-style-type: none"> Feedback from parents of SEN students 	<u>Yiu K.W.</u> and Learning Support Team members	<ul style="list-style-type: none"> Learning Support Grant Integrated Education Assistant