

ANNUAL SCHOOL PLAN 2013 – 2014

This document describes specific areas for improvement within the current academic year, i.e. from September 2013 to July 2014.

Following a review and evaluation of the Annual School Plan at the end of each academic year, the Leadership Team of the school identifies specific areas (major concerns) for future improvement and development. Teaching staff are consulted and the proposed major concerns are modified as necessary and published. The Leadership Team then devises a range of specific targets (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame.

The major concerns for the 2013 – 2014 school year are as follows:

1. To continue to raise academic standards.

Strategies to include ... setting high expectations; further development of student-centered learning and teaching approaches; encouraging a greater degree of creativity in the classroom; enhancing opportunities for collaboration between teachers; sharing good practice; further development of the rewards system and greater recognition of achievement; mentoring teachers.

2. To actively promote and advance the development of student attitudes and behaviour based on the five core Christian values of the school – ‘build a community that cares’, ‘serve one another in love’, ‘respect ourselves and others’, ‘be responsible’ and ‘act with integrity’.

Strategies to include ... setting high expectations; greater emphasis of Christian moral values; strengthen moral development; student-produced values statement describing how they should interact with their peers and teachers.

3. To cultivate and nurture responsible, internationally-minded, ‘glocal’ citizens in accordance with the vision and mission of the YHKCC.

Strategies to include ... develop an understanding of ‘international-mindedness’; develop greater understanding and appreciation/celebration of different cultures; development of skills needed to succeed as a global citizen in an ever-changing world; further development of student leadership roles.

Major Concern 1		To continue to raise academic standards.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) Improve internal and public examination results.	(i) To implement reflective, evaluative and comprehensive internal and external examination evaluation systems which include clear improvement plans and strategies.	Examination results improved.	Internal and external exam results.	Sep 2013 – May 2014	AC, AJH, KN, HoD	
(b) Improve public examination results.	(i) To set specific targets for departments to achieve in public examinations: (a) within 2 years to meet the HK/Worldwide norm for both the passing rate and rate for individual levels/grades for TSA, HKDSE, IGCSE and GCE, (b) if norms are already being met, to achieve negotiated percentage improvements.	Targets achieved.	External exam results.	Sep 2013 – Aug 2015	AC, AJH, KN, HoD	
(c) Improve students' performance in oral examinations.	(i) To organize joint HKDSE Chinese and English oral sharing and practice sessions with schools in Tung Chung to further improve students' experience and skills in the HKDSE oral examinations.	Improved performance in oral examinations.	Feedback from participants, including teachers and students.	Nov 2013 – Apr 2014	AC, KN, Languages Department, English Department	
(d) More accurately forecast student performance in public	(i) To set more accurate forecast grades/levels for each subject and student in F.4, F.5 and F.6 using baseline information	Students achieve forecast grades.	Forecast grades and HKDSE, GCE & IGCSE results.	Oct 2013 – Aug 2014	AC, AJH, HoD	

examinations.	(such as students' internal exam results, previous passing rate and credit rate).					
(e) Provide more support for student learning.	(i) To schedule regular Academic Committee meetings to discuss academic causes for concern and devise strategies for improvement.	Students receive support as necessary.	Minutes of meetings.	Sep 2013 – May 2014	AC, AJH, HoD	
	(ii) To review the effectiveness of the strategies implemented to support students as a result of the Academic Year Meetings.	More effective strategies devised to support students.	Minutes of meetings.	Sep 2013 – May 2014	AC, AJH, TM, NB, HoY	
	(iii) To further raise students' and parents' academic awareness through the development and enhancement of different modules, My Learning Activity, My Online Grading, Resources Page of mYnet.	Number of visit time on mYnet increases.	Usage statistics.	Sep 2013 – Oct 2013	DL, IT Dept	VLE company
	(iv) To involve parents more in supporting students' learning by scheduling two Parent-Teacher Conference Days a year.	Students gain more parental support in learning.	Increased participation rate in parent-teacher meetings.	Sep 2013 – Jun 2014	DL	Progress reports
	(v) To collect feedback from users after the first two months of implementation of new modules on mYnet with a view to further improving modules and systems.	Feedback collected.	Feedback from parents, students and teachers.		DL, PC, IT Department	
	(vi) To continue to set high and realistic expectations for students by further promoting the use of benchmark test data through the production a	Teachers understand the meaning of the data and are able to use it more effectively in setting target and	Statistical data.	Oct 2013	DL, WL	Benchmark test results / data

	simplified version of benchmark test data for teachers in setting targets.	support students' learning.				
	(vii) To further promote the use of the benchmark data (including data from the F.1 Attainment Test and TSA) in evaluating the value-addedness and supporting weaker students.	Students in need are supported.	Selected statistical data. Annual SEN/EAL Review.	Sep 2013 – Jun 2014	DL, WL, ILF	Benchmark test results/data
(f) Introduce new benchmark testing to support student learning.	(i) To explore the possibility of introducing the ALIS benchmark test for forecasting students' performance at GCE.	ALIS benchmark test used to support GCE students.		Sep 2013 – Dec 2014	DL, WL, AJH, AC	
(g) Enhance student ownership of learning.	(i) To continue to schedule a Student Teacher Conference Day in the middle of each semester for class teachers to help students evaluate their learning progress across all subjects and suggest ways in which improvements can be made in study habits and attitudes and recognize students' academic achievement and effort.	Students become familiar with the process of reviewing targets, and reflecting on and evaluating goals on a regular basis as a means of striving for improvement in learning; students' achievements and efforts are recognized.	Feedback from students and teachers.	Once per semester	DL	Progress reports, reflection sheet, certificates for outstanding academic achievement and efforts
(h) Further enhance the quality of careers and university guidance provided to students and parents.	(i) To employ a full-time Careers & University Counsellor.	Quality of careers and university guidance is enhanced.	Appraisal documentation.	Sep 2013 – Apr 2014	LJB, CL, AJH	
	(ii) To provide more information about higher education through the PSE programme and	Students are more motivated to strive for academic excellence.	Feedback from students and teachers.	Sep 2013 – Apr 2014	LJB, CL, AJH, Heads of SGDS	

	encourage students to set higher expectations for themselves.					
	(iii) To provide more focused guidance about applying to university.	Greater proportion of graduates progress to higher education.	University admission statistics.	Sep 2013 – Apr 2014	LJB, CL, AJH	
	(iv) To incorporate careers guidance into the PSE programme for F.1 – 6 to progressively develop a range of skills (e.g. advice on choosing electives, interview skills, etc.).		Careers Development Plan; PSE schemes of work.	Sep 2013 – Jul 2014	LJB, CL, AJH	
(i) Enhance teaching quality through the staff development programme.	(i) To introduce cross-curricular peer observation at least once per semester and actively encourage a more collaborative culture.	Cross-fertilization of ideas leads to improvements in teaching quality.	Feedback from teachers and students in the Teacher Development Plan.	Sep 2013 – May 2014	AJH, HoDs	
	(ii) To introduce staff development forums to discuss a range of issues related to teaching and learning	Cross-fertilization of ideas leads to improvements in teaching quality	Feedback from teachers and students in the Teacher Development Plan.	Sep 2013 – May 2014	AJH, HoDs	
	(iii) To organize additional forums on effective classroom management and behaviour management	Improved classroom management results in more effective learning environment	Feedback from teachers and students in the Teacher Development Plan.	Sep 2013 – Oct 2013	AJH, DL	
	(iv) To mentor teachers through the ‘Teaching Teachers Scheme’ by providing opportunities to observe great teachers in	Teachers put observed techniques into action; classroom management skills are	Feedback from teachers and students in the Teacher	Sep 2013 – Jun 2014	AJH, HoDs	

	action.	enhanced.	Development Plan.			
	(v) To continue to conduct lesson observations for staff development purposes. All teachers will be observed at least once per semester by Heads of Department and once a year by the Principal / Deputy Principals.	Teachers act on written feedback and changes; teaching quality is enhanced.	Feedback from teachers and students in the Teacher Development Plan.	Sep 2013 – May 2014	DC, AJH, AC	
	(vi) To set up an Innovative Teaching Committee to identify and share examples of good teaching practice in the YHKCC.	Teachers adapt ideas in their own classrooms.	Feedback from teachers in the Teacher Development Plan.	Sep 2013 – Jun 2014	JTT, AJH	
	(vii) To continue to encourage teachers to attend external seminars and courses for professional development.	Teachers disseminate new knowledge and skills.	Minutes of Department Meetings.	Sep 2013 – Jun 2014	AJH, HoDs	
(j) Enhance teaching and learning effectiveness by reviewing the school calendar.	(i) To set up a working party to review and suggest improvements to the current school calendar setting to suit the needs of various curricula, teaching and learning schedules and public examinations.	Sufficient evidence that teaching and learning effectiveness will be enhanced is collected.	Minutes of Calendar Working Party.	Sep 2013 – May 2014	KN	
(k) Enhance teaching and learning effectiveness by reviewing the timetable.	(i) To set up a working party to review and suggest improvements to the current timetable setting to suit the needs of various curricula, teaching and learning schedules and public examinations.	Sufficient evidence that teaching and learning effectiveness will be enhanced is collected.	Minutes of Timetable Working Party.	Sep 2013 – May 2014	AC	

(l) Improve and consolidate the Elementary Chinese curriculum.	(i) To tailor the existing Elementary Chinese curriculum to suit students needs.	Curriculum revised.	Establish school-based textbooks and teaching materials	Sep 2013 – Jul 2014	KN, Languages Department	NCS Funding
(m) Raise students' ability and interest in second languages	(i) To jointly organize various language programmes with local schools which offer Spanish, French and Elementary Chinese.	Lesson observations arranged; Speech Festivals and experience sharing sessions organized.	Number of participants and achievements obtained.	Sep 2013 – Apr 2014	KN, Languages Department	NCS Funding
	(ii) To organize a variety of local and overseas language trips (e.g. France, Mainland China, etc.).	Students gain more learning experience and share to other students in school	Feedback from the teachers and students	Sep 2013 – Jul 2014	KN, Languages Department	NCS Funding

Major Concern 2	<i>To actively promote and advance the development of student attitudes and behaviour based on the five core Christian values of the school – 'build a community that cares', 'serve one another in love', 'respect ourselves and others', 'be responsible' and 'act with integrity'.</i>					
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) Students develop right attitudes and behaviour based on the five core values of the school.	(i) To set different themes/values (with reference to the five core values) throughout the school year and use a whole school approach (e.g. Tuesday Briefings, Hall Assemblies, PSE lessons and regular lessons) to actively promote them.	Students show greater awareness of the themes/values and practically demonstrate the core values through their behaviour.	Observation of students' behaviour. Decrease in the incidence of behavioural issues in the SGDS Annual Report.	Sep 13 – Jun 14	TM, NB	
	(ii) To introduce 'Values Postcards' based on the five core values: Appreciation, Service, Respect, Responsibility and Integrity.	Observable improvement in student behaviour.	Survey of teachers.	Sep 13 – Jun 14	AJH	Artwork, printing of postcards

	(iii) To facilitate the production of Statement of Core Values created by students themselves.	Students show greater awareness of the core values and practically demonstrate them through their behaviour.	Survey of students.	Sep 13 – Jan 14	Student Council, IC, AJH	
	(iv) To review and revise the system of rewards and sanctions to ensure that they are appropriate and timely.	Students take greater responsibility for their actions and modify behaviour accordingly.	Observation of students' behaviour; survey of students / teachers.	Sep 13 – Jun 14	TM, NB	
(b) Students conduct themselves in a polite and respectful manner.	(i) To set high expectations for students and consistently reinforce the YHKCC Code of Conduct through class and subject teachers.	Observable improvement in student behaviour.	Feedback from class teachers, subject teachers, HoYs.	Sep 13 – Jun 14	TM, NB, HoY & HoD	
(c) Provide more pastoral support for students during non-contact time.	(i) To assign duties to HoY during recess, lunch and after school, to provide support for students and class teachers / teaching assistants.	Greater visibility of class teachers and HoY around the school during non-contact time; support provided to students as necessary.	Duty roster; feedback from class teachers and HoYs.	Sep 13 – Jun 14	TM, NB, HoY	
(d) Develop a more consistent, whole school approach to guidance and discipline.	(i) To ensure that measures for dealing with behavioural issues are implemented consistently by all teachers.	Teachers actively and consistently reinforce the YHKCC Code of Conduct; cases are dealt appropriately and efficiently in line with school policies and procedures; accurate and up-to-date records are kept; good coordination between	Feedback from HoYs.	Sep 13 – Jun 14	TM, NB, HoY & HoD	

		class teachers, subject teachers, HoYs.				
(e) Enhance the effectiveness of PSE lessons.	(i) To develop additional in-house resources for delivering the PSE curriculum.	Additional in-house resources developed.	PSE schemes of work; feedback from class teachers.	Sep 13 – Jun 14	TM, NB, HoYs	
	(ii) To provide training for class teachers in delivering the PSE curriculum to meet students' needs.	Class teachers are able to deliver PSE lessons with more confidence.	Minutes of Year meetings; feedback from class teachers.	Sep 13 – Jun 14	TM, NB, HoYs	
	(iii) To provide more support for class teachers, including in-class support as necessary.	Class teachers are able to conduct lessons with more confidence.	Feedback from class teachers.	Sep 13 – Jun 14	TM, NB, HoYs	
	(iv) To integrate professional courses, talks and outside community support into the PSE curriculum.	PSE lessons conducted effectively.	Evaluations from class teachers and HoY.	Sep 13 – Jun 14	TM, NB, HoYs	
(f) Integrate F.1 students into the YHKCC culture and instill a strong set of values.	(i) To introduce a new lunch arrangement for F.1 students to provide opportunities for reinforcement of core values and development of manners.	Values and manners developed.	Observation of students' behaviour.	Sep 13 – Jun 14	F.1 HoYs & CTs, TM, NB	

Major Concern 3						
<i>To cultivate and nurture responsible, internationally-minded, 'glocal' citizens in accordance with the vision and mission of the YHKCC.</i>						
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) Broaden students' cultural experiences.	(i) To recognize and appreciate the major events of different countries through Hall Assemblies, Tuesday Briefings, the Daily Bulletin, the Student Council and other special events.	Increased participation rate in different student activities; students develop a better understanding of and respect for different cultures.	By observation of students' behaviour; students' participation rate.	Sep 13 – Jun 14	DL, TM, NB	Information of different major events of different countries

	(ii) To organize a Language Week to promote different languages and cultures.	Higher participation rate during language week.	Feedback from teachers and students.	Feb 2014	KN, YYY, Languages Department	NCS Funding
(b) Encourage more parental support and involvement in cultural activities.	(i) To further involve the PTA by recruiting more parent volunteers to help organize cultural activities.	Parents participate and contribute in organizing some activities for students and all other parents to join.	Participation rate of parent volunteers.	Sep 13 – Jun 14	DL	Parent Volunteers
(c) Cultivate ‘glocal’ citizens who can think globally and act locally.	(i) To continue to provide local and overseas service opportunities.	Higher participation rate in service activities.	Increased participation rate.	Sep 13 – Jun 14	YY, Community Service Club	
	(ii) To organize more cultural exchange visits.	Increased participation rate in cultural exchanges; students develop a better understanding of and respect for different cultures.	By observation of students’ behaviour; students’ participation rate.	Sep 13 – Jun 14	HoD, HT	
(d) Develop a clear understanding of international-mindedness.	(i) To set up a working party to explore the concept of ‘international mindedness’ and the implications for the YHKCC.	Teachers understand the concept and the benefits of making international-mindedness an explicit aim.	INSET given to all staff; teachers surveyed.	Sep 2013 – May 2014	AJH, DL	