ANNUAL SCHOOL PLAN 2015 – 2016

This document describes specific areas for improvement within the current academic year, i.e. from September 2015 to August 2016.

Following a review and evaluation of the Annual School Plan at the end of each academic year, the Leadership Team of the school, with the inputs of the middle leaders (i.e. Heads of Department and Heads of Year), identifies specific areas (major concerns) for future improvement and development. Teaching staff are also 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 2015 – 2016 school year are as follows:

1. **To continue to inspire and stimulate students to pursue academic excellence.**
   Strategies to include … further development of student-centered learning and teaching approaches; effective target setting; assessment for learning; encouraging a greater degree of creativity in the classroom; enhancing opportunities for collaboration between teachers and cross-fertilization of ideas; sharing good practice; development of the rewards system; public recognition of academic achievement; development of study skills; revision of schemes of work; mentoring of teachers.

2. **To foster whole-person development based on the five core values of the school.**
   Strategies to include … aligning student behaviour with the core values; reinforcing the core values on a regular basis; development of the rewards system; development of the concept of 'YHKCC Citizenship'; extending opportunities for student involvement; more effective home-school communication and cooperation.

3. **To equip students with the skills needed for success in a multi-cultural, globalized world**
   Strategies to include … embedding principles of 'international-mindedness' within the curriculum; development of greater understanding and appreciation/celebration of different cultures; development of 'learner attributes' – transferrable skills needed to succeed as a global citizen in an ever-changing world; further development of service opportunities.

Major Concern 1	To continue to inspire and stimulate students to pursue academic excellence.					
Targets	**Strategies**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in Charge**	**Resources Required**
1. To empower students to learn more effectively by 'learning how to learn'.	(a) Develop consistent, whole school approaches to teaching a range of study skills, including note-taking, revision techniques, etc.; integrate study skills into the taught curriculum and the PSE curriculum as necessary.	Strategies developed.	Minutes of Academic Committee meetings; schemes of work.	Sep 2015 – May 2016	AJH, AC, HoDs	
	(b) Actively support collaboration between departments in developing common approaches to study skills, e.g. essay writing skills.	Common approaches developed.	Feedback from departments.	Sep 2015 – May 2016	AJH, AC, HoDs	
	(c) Establish a Task Force to develop a whole school literacy policy.	Policy produced.	Feedback from teachers	Sep 2015 – Jan 2016	AJH, IJF, JeC, IC, HoDs	
	(d) Strengthen provision of support for EAL students.	Quality of support enhanced; IEPs produced in consultation with subject teachers	Feedback from teachers; IEPs.	Sep 2015 – Jun 2016	AJH, IJF	
	(e) Continue to provide a Learning Support Room for studying and completing homework.	Increase in number of students completing homework on time.	Student attendance record	Sep 2015 – May 2016	AJH, LHS	
2. To engage parents more in the learning process.	(a) Enhance communication channels between parents and the school through further development of the VLE.	Modules for enhancing the communications of the VLE developed; usage rate of the VLE increased.	Observation, feedback from parents, records on the usage rate	Sep 2015 – May 2016	DL, PC	

	(b)	Introduce regular drop-in sessions for parents.	Drop-in sessions implemented.	Feedback from parents.	Sep 2015 – May 2016	DC, DL
	(c)	Refine the arrangements for Back to School Night and Parent-Teacher Conferences.	Back to School Night and P-T Conference refined.	Feedback from parents, students and teachers.	Sep 2015 – May 2016	DL
3. To enhance teaching effectiveness.	(a)	Revise existing schemes of work and prepare new schemes of work as necessary for the new timetable due to be introduced in the 2016 – 2017 academic year.	New schemes of work produced.	Schemes of work.	Sep 2015 – Jun 2016	AJH, AC, HoDs
	(b)	Refine the curriculum structure to ensure more focused teaching for HKDSE and IGCSE/GCE streams.	Curriculum structure refined.	Improvement seen in corresponding public exam results.	Sep 2015 – Jun 2016	DC, AC, AJH
	(c)	Discuss strategies for supporting gifted students and those with specific learning difficulties, especially SEN/EAL students, in department meetings during the pre-term staff meetings.	Teachers are able to cater for learner diversity more effectively.	Minutes of department meetings.	Aug 2015 – Jun 2016	AJH, AC, HoDs
	(d)	Regularly review learning progress (i.e. in monthly department meetings) by comparing the current level of attainment with target grades; provide additional support as necessary.	Students receive necessary support.	Minutes of department meetings.	Sep 2015 – Jun 2016	AJH, AC, HoDs
	(e)	Continue to actively support the development of a wide range of assessment for learning strategies through staff development.	Learning effectiveness is enhanced.	Feedback from students and teachers through the Teacher Development	Sep 2015 – Jun 2016	AJH, AC, HoDs

			Plan.			
	(f) Continue to actively encourage a more collaborative culture by providing opportunities for cross-curricular peer observation.	Cross-fertilization of ideas leads to improvements in teaching quality.	Feedback from teachers and students in the Teacher Development Plan.	Sep 2015 – May 2016	AJH, HoDs	
	(g) Engage the Innovative Teaching Committee in promoting and sharing creative teaching ideas.	Greater creativity in the classroom; teachers adapt ideas in their own classrooms.	Feedback from students.	Sep 2015 – May 2016	JTT	
	(h) Provide professional development workshops for different focus groups, e.g. class teachers (delivering the PSE programme), middle managers, enriching teaching and learning, classroom management, etc.	Training conducted and teachers empowered.	Teacher Development Plan.	Sep 2015 – May 2016	LT	
	(i) Continue to provide platforms (e.g. through Department Meetings and General Staff Meetings) for teachers to collaborate further and share good teaching practice.	Cross-fertilization of ideas leads to improvements in teaching quality.	Lesson observations.	Sep 2015 – May 2016	AJH	
	(j) To 'mentor' selected teachers through the 'Teaching Teachers Mentoring Scheme' by providing opportunities to observe great teachers in action.	Teachers put observed techniques into action; classroom management skills are enhanced.	Feedback from teachers and students in the Teacher Development Plan.	Sep 2015 – Mar 2016	AJH, HoDs	External consultant $5,000 per day.
	(k) Continue to encourage teachers to attend external seminars and courses for professional development.	Seminars attended; teachers disseminate new knowledge and skills with relevant	Minutes of department meetings; Teacher	Sep 2015 – Jul 2016	AJH	

		parties.	Development Plan.			
	(l) 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 and/or Deputy Principals.	Observations conducted; teachers act on written feedback and changes; teaching quality enhanced.	Lesson observations; Teacher Development Plan.	Sep 2015 – Jun 2016	DC, AJH, AC, HoDs	
	(m) Devise comprehensive descriptors for lesson observations and performance appraisal of subject teachers; conduct training of Heads of Department in assessing teaching quality; ensure consistent interpretation of descriptors by conducting joint observations.	Descriptors produced; training conducted.	Lesson observations; appraisal documents.	Aug 2015 – Nov 2015	AJH, AC, HoDs	
	(n) Update and improve IT equipment.	IT equipment updated and improved.	Feedback from students and teachers.	Sep 2015 – Jul 2016	DL, PC	
	(o) Enhance teaching through the use of ICT and online resources.	Learning effectiveness enhanced; lessons enriched.	Reports from departments.	Sep 2015 – Jun 2016	DL, AJH, HoDs	
	(p) Introduce new VLE modules to support teaching and learning, e.g. Departmental Resources Pages.	Departmental Resources Pages developed and implemented.	Feedback from students and teachers.	Sep 2015 – Jul 2016	DL, PC	
4. To encourage students to aim higher academically.	(a) Make greater use of the MidYIS and YELLIS data for academic target setting purposes.	Increased awareness of targets; students more motivated to aim higher academically.	Feedback from students.	Sep 2015 – Jul 2016	DL, WL, AJH, AC, HoDs	
	(b) Review and refine the system	Greater awareness of	Feedback from	Sep 2015 –	AJH, AC,	

		of awards to publically recognize and reward academic achievement on a more regular basis throughout the school year.	academic awards.	students.	Jul 2015	HoDs	
	(c)	Further enhance the provision of careers and higher education guidance by strengthening the FUTUREs programme: F.1 **F**inding yourself F.2 **U**nderstanding your choices F.3 Discovering your personality **T**ype F.4 **U**nderstanding the availability of possible study paths and career choices F.5 **R**esearch – workplace experience plus getting prepared for your study and career plan F.6 **E**xecuting your plan.	FUTUREs programme enhanced; more effective careers and higher education guidance provided.	Annual Careers Plan; feedback from teachers and students.	Sep 2015 – Jun 2016	EM, AJH, TM, NB, HoY	
	(d)	Review and refine the provision of careers and higher education guidance within the PSE programme and progressively develop a range of skills, e.g. advice on choosing electives, interview skills, etc.	Careers and higher education guidance enhanced.	Annual Careers Plan; PSE schemes of work.	Sep 2015 – Jul 2016	EM, AJH, TM, NB, HoY	
	(e)	Continue to provide more focused guidance about applying to university.	Greater proportion of graduates progress to higher education.	University admission statistics.	Sep 2015 – Apr 2016	EM, AJH	
	(f)	Develop a VLE module to process university applications.	VLE module developed.	Feedback from students and	Sep 2015 – Jun 2016	EM, AJH, DL	

			teachers.		
	(g) Review and refine the process of elective selection and subject allocation.	Students make more informed decisions.	Feedback from students, parents and teachers.	Sep 2015 – Jan 2016	DC, AC, AJH	

Major Concern 2	To foster whole person development based on the five core values of the school.					
Targets	**Strategies**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in Charge**	**Resources Required**
1. To continue to align students' behaviour with the CARES principles and five core values of the school.	(a) Further develop and improve whole school approaches to discipline and guidance, including consistent strategies for dealing with behavioural and uniform issues.	Improvement in classroom management and student behaviour.	Lesson observations. Teachers and students have clear understanding of approaches and strategies used; feedback from students and teachers.	Sep 2015 – Jul 2016	Heads of SGDS, HoYs, HoDs	
	(b) Reinforce the five core values in dealing with classroom management issues; develop a step-by-step procedure with clear guidelines for teachers.	Teachers refer to core values when dealing with discipline cases; students have better understanding of the core values and conduct themselves accordingly.	Lesson observations; feedback from teachers and students.	Sep 2015 – Jul 2016	Heads of SGDS, HoYs	
	(c) Further strengthen the Form 1 Induction Programme by ensuing a clear understanding of the five core values, with clear examples of how students can carry out and fulfill the core values in their daily lives.	Students have better understanding of the core values and conduct themselves accordingly; cleaner campus.	Feedback from Form 1 HoY and class teachers.	Sep 2015 – Jul 2016	Heads of SGDS, HoYs	
	(d) Regularly emphasize the SGDS themes during morning briefings, assemblies for students and in year team	Consistent whole school approach to school themes; teachers and students	PSE lessons, assemblies, etc., are in line with the SGDS	Sep 2015 – Jul 2016	Heads of SGDS, HoYs	

	meetings and staff development for PSE for teachers.	have clearer understanding of the themes.	themes at that time.			
	(e) Embed the five core values into the curriculum (both PSE and academic); teachers refer to core values when planning lessons.	Core values embedded within the curriculum.	Schemes of work.	Sep 2015 – Jun 2016	TM, NB, HoY, AJH, AC, HoD	
	(f) Review and enhance awards and rewards for students, including merit and attendance awards.	Students feel valued for their hard work and success.	Feedback from students; improved attendance rate; increase in number of merits awarded.	Sep 2015 – Jul 2016	TM, NB, HoY	
	(g) Introduce 'Values Postcards' based on the five core values: Appreciation, Service, Respect, Responsibility and Integrity.	Observable improvement in attitudes and behaviour.	Survey of teachers.	Sep 2015 – Jun 2016	AJH	Artwork, printing of postcards
	(h) Members of Leadership Team to deliver devotions based on the five core values to students during class teacher period.	Students have better understanding of the core values and conduct themselves accordingly.	Feedback from teacher and students.	Sep 2015 – Jun 2016	LT members	
	(i) Increase class support for class teachers struggling with classroom management.	Improvement in classroom management and behaviour management; students more focused on learning.	Lesson observations.	Sep 2015 – Jun 2016	TM, NB, HoY	
	(j) Continue to increase home/school communication and cooperation involving parents in the values education.	Increased parental involvement.	Better cooperation from parents with regard to school	Sep 2015 – Jul 2016	TM, NB, HoY	

				rules.		
2. To further strengthen the concept of 'YHKCC Citizenship' and behaviour within the local community.	(a)	Further educate students about good citizenship through the PSE curriculum and Form 1 Community Lunch.	Student behaviour improves in the local community; students become more responsible citizens.	Decrease in complaints from members of the community.	Sep 2015 – Jul 2016	TM, NB, HoY
	(b)	Review and monitor behaviour of students within the local community; set up a patrol duty for SGDS staff.	Improvement in student behaviour in the local community; students become more responsible citizens.	QAC monitoring of duties and feedback; decrease in complaints from members of the community.	Sep 2015 – Jul 2016	TM, NB, HoY
	(c)	Work with the PTA to further educate students as to their responsibilities as YHKCC citizens and positive members of the community.	PTA to help educate other parents with regards to student issues outside of school.	More PTA involvement in student issues.	Sep 2015 – Jul 2016	DL
	(d)	Make good use of assemblies and student briefings to further educate students about good behaviour in the community and share examples of good citizenship.	Improvement in student behaviour in the local community; students become more responsible citizens.	Decrease in complaints from members of the community and more positive feedback about student behaviour.	Sep 2015 – Jul 2016	TM, NB, HoY
	(e)	Award students for good citizenship / behaviour on whole school and year levels by presenting them with a citizenship certificates.	Improvement in student behaviour in the local community; students become more responsible citizens.	More awards are given.	Sep 2015 – Jul 2016	TM, NB, HoY
	(f)	Public recognition of students	Improvement in	Newsletter and	Sep 2015 –	TM, NB, HoY

	who show good YHKCC citizenship via the school newsletter and/or the school's yearbook.	student behaviour in the local community; students become more responsible citizens.	Yearbook.	Jul 2016		
	(g) Develop a Principal's letter to be sent home to students who exemplify YHKCC citizenship.	Improvement in student behaviour in the local community; students become more responsible citizens.	Letters to parents.	Sep 2015 – Jul 2016	TM, NB, HoY	
3. To continue to empower student leaders.	(a) Extend opportunities for students to be involved in planning and managing ECA programmes.	Increased student involvement.	Feedback from teachers and students.	Sep 2015 – Jul 2016	HT, IC, ECA Committee	
	(b) Introduce opportunities for students to be involved in school/campus management.	Increased student involvement.	Feedback from teachers and students.	Sep 2015 – Jul 2016	DC, Student Leaders	
	(c) Further develop the role of Prefects in the Student Mentorship Scheme.	Roles developed; scheme revised.	Feedback from teachers and students.	Sep 2015 – Jul 2016	CK, AY	

Major Concern 3	To equip students with the skills needed for success in a multi-cultural, globalized world.						
Targets	**Strategies**		**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in Charge**	**Resources Required**
1. To integrate the principles of international-mindedness into the curriculum.	(a)	Embed principles of international-mindedness within the taught curriculum (academic and PSE schemes of work) and the wider curriculum (ECAs, etc.)	Principles on international-mindedness embedded within the curriculum.	Schemes of work.	Sep 2015 – Jun 2016	AJH, AC, HoD, TM, NB, HoY	
2. To further promote respect within multi-cultural environments.	(a)	Continue to develop greater student involvement in different cultural events, social service and exchange programmes (i.e. IFF, SoW, Enrichment Week, trips to overseas/ mainland China)	Increased participation rate in different student activities; students develop a better understanding of and respect for different cultures.	Observation of students' behaviour; students' participation rate.	Sep 2015 – Jun 2016	KN, IFF Committee, YY, IY, HT, IC	
3. To cultivate 'glocal' citizens who can think globally and act locally.	(a)	Provide greater variety of local and overseas service opportunities and work experience placements.	Higher participation rate in service opportunities.	Increased participation rate.	Sep 2015 – Jun 2016	YY, Community Service Club	
	(b)	Review the Community Service Scheme.	Scheme reviewed and implemented.	Meeting documentation.	Sep 2015 – Jun 2016	DC, Community Service Club	
4. To begin to develop a specific set of transferrable skills.	(a)	Develop a commonly agreed set of 6–8 'learner attributes', e.g. confident, responsible, reflective, innovative and engaged.	Learner attributes agreed and published.	Minutes of Academic Committee and LT meetings.	Sep 2015 – Jun 2016	AJH, AC, HoD	