ANNUAL SCHOOL PLAN 2018 – 2019

This document describes specific areas for improvement within the current academic year, i.e. from September 2018 to July 2019.

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 Annual School Plan for the 2018 – 2019 school year are as follows:

1. **To raise academic achievement by further enhancing teaching and learning effectiveness.**
2. **To foster an environment in which students are encouraged to embed the 21st century skills (in the YHKCC Learner Profile) into their daily lives.**
3. **To continue to streamline and refine administrative procedures by utilizing IT systems.**

For reference the major concerns for the Annual School Plan for the 2017 – 2018 school year were:

1. To raise academic achievement by enhancing learning effectiveness.
2. To foster the development of critical 21st century skills.
3. To systematically review, refine and align school policies and procedures.

The Annual School Plan is based on the current School Development Plan.

School Development Plan V (2017 – 2020)

1. **To further enhance teaching and learning effectiveness**

   - To enhance learning effectiveness by …
     o embedding the 'active learning' philosophy and methodology (i.e. student-centered learning, teacher as facilitator, assessment for learning, etc.)
     o utilizing ICT to greater effect
     o cultivating a Growth Mindset
     o developing the intellectual character dispositions in the YHKCC Learner Profile
   - To refine the Professional Development Programme

2. **To provide an education which is 21st century relevant**

   - To equip students with critical 21st century skills by …
     o systematically and progressively developing the intellectual character dispositions in the YHKCC Learner Profile
     o developing IT literacy and competencies
   - To cultivate global mindsets by developing a greater awareness of "citizenship" and a deeper understanding of the responsibilities of individuals to the local and global communities
   - To strengthen spiritual development and develop the personal qualities needed to be a force for good in the world
   - To strengthen the Careers Counselling Service

3. **To align and refine the organizational culture**

   - To review and refine the Human Resources structures and policies
   - To streamline administrative work

Major Concern 1	To raise academic achievement by further enhancing teaching and learning effectiveness.					
Targets	**Strategies**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in Charge**	**Resources Required**
1. To continue to improve academic performance, especially in IGCSE, GCE & HKDSE public examinations.	To identify high achieving students who are struggling in one particular subject and implement additional tutorial programmes.	▪ Students identified and appropriate support provided, leading to improvement in public examination results.	▪ Public examination results.	Sep 2018 – Jun 2019	AJH, WL, HoDs	
	To upgrade the existing Gifted and Talented Programme to stretch the more able and provide a suitably challenging curriculum.	▪ Students identified and appropriate support provided, leading to improvement in public examination results.	▪ Feedback from students and teachers.	Sep 2018 – Jun 2019	KN, AJH, WL, HoDs	
	To continue to develop a range of revision strategies to maximize learning effectiveness.	▪ Effective revision strategies developed which impact examination results.	▪ Database of revision strategies. ▪ Public examination results. ▪ Feedback from students and teachers.	Sep 2018 – Jun 2019	AJH, WL, HoDs	
2. To strengthen programmes desgined to support low achievers.	To monitor and track learning progress, identify those most in need of help and ensure that additional support is provided as necessary, deploying TAs in the classroom as much as possible.	▪ Students identified in a timely manner and appropriate support provided, e.g. SEN, EAL, etc., resulting in improved academic	▪ Assessment data. ▪ Feedback from students and teachers.	Sep 2018 – Jun 2019	AJH, WL, HoDs	

				performance.		
3. To continue to improve the quality of teaching.	To continue to promote sharing of best practice in department meetings and ensure that teaching and learning discussions occupy a core place.	▪ Teaching quality improved.	▪ Meetings of department meetings. ▪ Feedback from teachers.	Sep 2018 – Jun 2019	AJH, WL, HoDs	
	To encourage more frequent observations of other teachers teaching through use of the Pineapple Chart, learning walks, informal observations, etc.	▪ Teaching quality improved.	▪ Feedback from teachers.	Sep 2018 – Jun 2019	AJH, WL, HoDs	
	To further develop the Early Professional Years (EPY) Programme to support teachers in the transition from teacher training to the YHKCC.	▪ Teaching quality improved.	▪ Feedback from HoDs and teachers involved in the EPY Programme.	Sep 2018 – Jun 2019	CEN, MDH, AJH, WL, HoDs	
	To make the most of internal and external CPD opportunities, including face-to-face and online training.	▪ Teaching quality improved.	▪ CPD record ▪ Feedback from teachers.	Sep 2018 – Jun 2019	CEN, MDH, AJH, WL, HoDs	
	To actively encourage implementation of strategies shared by Learning Communities and through the weekly Hotspots.	▪ Teaching quality improved.	▪ Feedback from teachers.	Sep 2018 – Jun 2019	CEN, MDH, AJH, WL, HoDs	
	To encourage inter-departmental collaboration in teaching of skills, e.g. essay writing.	▪ Students' skills upgraded, e.g. essay writing.	▪ Assessment data. ▪ Evaluation of Literacy Policy. ▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	AJH, WL, HEM, HoDs	
	To continue to develop high quality group work to encourage greater student ownership, engagement and collaboration.	▪ Effective group work strategies developed ▪ Students' learning	▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	AJH, WL, HoDs	

		effectiveness enhanced.				
	To build teachers' capacity and extend individual repertoires by creating new techniques to develop dispositions in the YHKCC Learner Profile.	▪ Students begin to develop the intellectual character dispositions in the YHKCC Learner Profile.	▪ Resource Bank for teaching learning dispositions created.	Sep 2018 – Jun 2019	AJH, WL, HoDs, All teachers	
4. To continue to develop students' ability to learn.	To enhance teaching and learning effectiveness through the use of ICT in the classroom.	▪ Learning effectiveness enhanced.	▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	AJH, WL, HoDs	
	To develop a whole-school Literacy Policy and to promote the literacy across curriculum.	▪ Students' literacy skills developed.	▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	HEM, AJH, WL, HoDs	
	To promote reflectiveness, e.g. make use of reflective learning journals.	▪ Students' ability to reflect on their learning enhanced.	▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	AJH, WL, HoDs	
	To provide ICT training for junior form students.	▪ Students' ICT skills developed.	▪ Training record. ▪ Feedback from students.	Sep 2018 – Jun 2019	PC	
	To increase manpower in supporting the learning of students with specific learning difficulties	▪ Improvement in students' academic performance.	▪ Feedback from teachers and students.	Sep 2018	DC, IY, AJH, WL	
	To continue to develop practical ways to foster and cultivate growth mindset attitudes in the classroom: belief in the malleability of the brain; praise the process, not the person; celebrate mistakes.	▪ Students develop a growth mindset. ▪ Students' learning performance progresses throughout the year.	▪ Lesson reviews. ▪ Feedback from students and teachers. ▪ Monitoring & Tracking Learning Progress.	Sep 2018 – Jun 2019	AJH, WL, HoDs, All teachers	

Major Concern 2	To foster an environment in which students are encouraged to embed 21st century skills (in the YHKCC Learner Profile) into their daily lives.					
Targets	**Strategies**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in Charge**	**Resources Required**
1. To develop the intellectual character dispositions in the YHKCC Learner Profile.	Departments continue to devise teaching techniques / learning activities to develop the intellectual character dispositions in the YHKCC Learner Profile and embed dispositions into schemes of work.	▪ Teachers utilize existing strategies and systematically create new techniques. ▪ Students develop dispositions.	▪ Feedback from teachers and students. ▪ Feedback from HoDs. ▪ Minutes of meetings. ▪ Database of strategies. ▪ Schemes of work.	Sep 2018 – Jun 2019	AJH, WL, HoDs	
	To build in practices that promote and encourage the development of intellectual character dispositions, e.g. English – promoting reflectiveness through the use of journals; PE – Stars of the Month Programme, Creative Arts – Biweekly display board, etc.	▪ Practices established.	▪ Feedback from teachers and students. ▪ Direct observation.	Sep 2018 – Jun 2019	AJH, WL, HoDs	
	To embed resilience into regular lessons by developing a growth mindset and encouraging/ supporting students facing difficulties.	▪ Students become more resilient.	▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	AJH, WL, HoDs	
	PSHE lessons devised to develop the intellectual character dispositions in the YHKCC Learner Profile.	▪ Students develop dispositions.	▪ Feedback from teachers and students. ▪ Feedback from HoYs. ▪ Schemes of work. ▪ Database of	Sep 2018 – Jun 2019	NB, PFM, HoY	

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			strategies.			
	Develop the intellectual character dispositions in the YHKCC Learner Profile through the extra-curricular curriculum.		▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	IC	
2. To foster resilience and empathy in students, staff and parents.	Introduce and implement 'The Brightly Project' and "Know My Students" module".	▪ Mental health screening provided for all year groups. ▪ Students reflect on their mental health and wellbeing through completing the survey. ▪ Students increase their empathy for others through awareness being raised. ▪ Students' resilience levels increased and become more self-assured through follow up support given.	▪ Survey data – comprehensive overview of student's mental health status produced. ▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	NB, PFM, HoY	
3. To identify and provide support for students where needed.	Introduce and implement the PASS survey to assess students' attitudes to school and self.	▪ To be used by all teachers to increase their understanding of the needs of the students they teach.	▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	NB, PFM, HoY	
	Provide extra support for the School Social Workers and students (highlighted by the "Know my Students" survey) through a school placement	▪ Counsellor can provide support and counselling to low risk and some medium risk	▪ Feedback from School Social Workers and students.	Sep 2018 – Jun 2019	NB, PFM, HoY	

		students.				
4. To increase the awareness of mental health and well-being awareness within the school community.	Make use of SGDS Hotspots to highlight different pastoral issues, e.g. self-injury, mental health awareness, know my students, PASS survey, etc.	▪ CPD provided to teachers. ▪ Awareness of mental health and well-being awareness within the school community increased.	▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	NB, PFM, HoY	
	Make use of the Student Briefing to speak to students about mental health and well-being, e.g. teacher talks on topics such as self-kindness, happiness, etc.	▪ Awareness of mental health and well-being awareness within the school community increased.	▪ Feedback from teachers and students.	Sep 2018 – Jun 2019	NB, PFM, HoY	
	Adapt PSHE and staff development by using the data gained from "Know my Students" and PASS surveys.	▪ PSHE curriculum adapted based on the specific needs of different year groups.	▪ Schemes of work.	Sep 2018 – Jun 2019	NB, PFM, HoY	
5. To facilitate whole person development of students through provision of extra-curricular activities	Establish new ECA clubs and societies (e.g. Film club, handicraft course, Fine Art Photography, Literacy readers, etc.)	▪ ECA clubs established.	▪ No. of students enrolled and student participation rate. ▪ Feedback from teachers-in-charge. ▪ Year-end evaluation.	Sep 2018 – Jun 2019	IC, AL, ECA Teacher-in-charge	
6. To further develop sports teams and foster character	Provide extra training and coaching support for sports teams and athletes to further raise standards	▪ Higher quality and more support of coaching sessions	▪ Results of inter-school sporting competitions.	Sep 2018 – Jun 2019	IC, RM, Sports team Teacher-in-	

building and collaborative spirit among athletes and teams.	and competitiveness.	provided.	▪ Feedback from teachers-in-charge. ▪ Year-end evaluation.		charge	
	Provide support for athletes interested in pursuing professional career and continue to explore opportunities for university recommendation through sports scholarships.	▪ Students nominated	▪ No. of students successfully nominated.	Sep 2018 – Jun 2019	IC, RM, Careers & Higher Education Counsellor	
7. To further promote student leadership and acting as role models across different leadership bodies.	Organize leadership trainings and sharing sessions to help students to grow as leaders across the academic year.	▪ Leadership training sessions conducted.	▪ Feedback from teachers-in-charge.	Sep 2018 – Jun 2019	IC	
	Recommend/nominate student leaders in different external scholarship programmes.	▪ Students nominated.	▪ No. of students successfully nominated.	Sep 2018 – Jun 2019	IC, AA	
	Provide more opportunities for student leaders to share with the student body in Tuesday briefings and assemblies.	▪ Student talk and devotions conducted.	▪ Feedback from teachers-in-charge.	Sep 2018 – Jun 2019	IC	
	Establishing the Green Ambassadors to raise awareness and cultivate green concepts on campus.	▪ Green Ambassadors established.	▪ Feedback from teacher-in-charge.	Sep 2018 – Jun 2019	IC, JaL	
8. To provide opportunities for students to engage in community service.	Enrich the variety of inbound and outbound service opportunities during Service Outreach Week.	▪ Various inbound and outbound trips organized.	▪ Feedback from teachers-in-charge. ▪ Year-end evaluation.	Sep 2018 – Jun 2019	IC, AA, Service Education Committee	
	Strengthen the role and the scope of the community service club to offer	▪ More activities organized.	▪ Feedback from teachers-in-	Sep 2018 – Jun 2019	IC, AA	

	variety of service opportunities to the student body.		▪ charge. ▪ Year-end evaluation.			
	Encourage and support students in running student-initiated service program or fundraising activities.	▪ More student initiated activities organized.	▪ Feedback from teacher-in-charge.	Sep 2018 – Jun 2019	IC, AA	
9. To further promote spiritual development through activities and events.	Introduce more interactive school assemblies to promote interest in understanding Christian faith.	▪ Young Life Assemblies held across the year.	▪ Feedback from teacher-in-charge. ▪ Year-end evaluation.	Sep 2018 – Jun 2019	IC, BL	
	Strengthen the role and scope of the Christian fellowship.	▪ More students joining Christian Fellowship and Young Life Club.	▪ Feedback from teachers-in-charge. ▪ Year-end evaluation.	Sep 2018 – Jun 2019	IC, BL	
	Revamp the devotions structure and content.	▪ Monthly devotions conducted.	▪ Feedback from class teachers. ▪ Year-end evaluation.	Sep 2018 – Jun 2019	IC, BL	

Major Concern 3	To continue to streamline and refine administrative procedures by utilizing IT systems.					
Targets	**Strategies**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in Charge**	**Resources Required**
1. To introduce SEQTA for teaching and learning purposes.	To introduce SEQTA.	▪ SEQTA introduced.	▪ Feedback from teachers.	Sep 2018 – Jun 2019	LT	
2. To reduce the amount of paperwork.	To review a wide range of existing practices with a view to reducing paperwork.	▪ Paperwork reduced.	▪ School Policy & Procedure Manual.	Sep 2018 – Jun 2019	LT, HoDs, HoYs	
3. To further strengthen the P-I-E cycle.	To review each stage in the P-I-E cycle with a view to enhancing linkages and making more effective use of data.	▪ P-I-E cycle strengthened.	▪ School Policy & Procedure Manual.	Sep 2018 – Jun 2019	DC, DL, AJH, WL	
	To implement the new appraisal review system.	▪ P-I-E cycle strengthened.	▪ School Policy & Procedure Manual.	Sep 2018 – Jun 2019	DC, DL, AJH, WL, HoDs	