

ANNUAL SCHOOL PLAN 2022 – 2023

This document describes specific areas for improvement within the current academic year, i.e. from August 2022 to July 2023.

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 in collaborations with the middle leaders (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame. The final draft is shared with all staff for comments and additional suggestions before being published.

The major concerns for the Annual School Plan for the 2022 – 2023 school year are as follows:

- 1. To enhance learning effectiveness by developing independent and resilient learners.**
- 2. To educate our whole school community about PERMA as a model for wellbeing.**
- 3. To embed positive values and attitudes in the extra-curricular programme.**

The Annual School Plan is based on the current School Development Plan 2020 – 2023.

School Development Plan VI (2020 – 2023)

1. To continue to enhance teaching and learning effectiveness.
2. To refine and improve the 21st century relevant curriculum.
3. To incorporate the key elements of character education and wellbeing into the YHKCC community.

For reference the major concerns for the Annual School Plan for the 2021 – 2022 school year were as follows:

1. To enhance learning effectiveness using a whole person approach.
2. To further embed and instill values education as part of the 21st century relevant curriculum.
3. To develop a deeper understanding of wellbeing within the YHKCC community.

Major Concern 1		To enhance learning effectiveness by developing independent and resilient learners.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
A. To further develop reflective practices.	1. Departments to implement regular, commonly agreed subject-specific reflective practices, e.g. reflective journals, students responding to teacher's feedback, DIRT, self-assessment, peer-assessment, etc.	Students regularly engage in self-reflection during lessons according to expectations outlined in the department action plans.	Student survey feedback. Teacher survey feedback. Departmental action plans.	Sep 2022 – Jun 2023	AJH, JeC, HoDs	
	2. Each subject to trial self-assessment trackers with at least two year groups.	Students periodically use self-assessment trackers to reflect on their learning and make more informed decisions about next steps.	Self-Assessment Trackers on Google Classroom Student survey feedback. Teacher survey feedback.	Sep 2022 – Jun 2023	AJH, JeC, HoDs	
B. To help students acquire the skills needed to become more independent learners.	1. Teachers embed effective learning strategies – retrieval practice, dual coding, concrete examples, elaboration, spacing and interleaving – into daily teaching; teachers use a common language in the classroom.	At least 50% of students use what they have learned about effective learning strategies inside the classroom when learning/revising outside the classroom.	Student survey feedback. Teacher survey feedback.	Sep 2022 – Jun 2023	AJH, JeC, HoDs	
	2. Teachers use higher-order questioning techniques and effective scaffolding strategies	Students develop the skills needed to solve problems	Student survey feedback.	Sep 2022 – Jun 2023	AJH, JeC, HoDs	

	to promote independent problem-solving skills.	independently.	Lesson observations. Homework inspection. Examination results.			
C. To facilitate teachers and students in assessing the development of reflectiveness and resilience.	1. To create rubrics to assess the development of reflectiveness and resilience so that there is a more systematic development of the skills needed to become more independent learners.	Students use the rubrics in the Second Progress Report to assess the development of reflectiveness and resilience.	Semester 2 Reflection Booklet.	Sep 2022 – Jun 2023	AJH, JeC, HoDs, CEN, AY, HoY	
D. To further develop resilient learners.	1. Promote a culture of celebrating success in learning (#Icandothis) despite facing obstacles or challenges.	Students find ways to overcome obstacles in learning.	Student survey feedback.	Sep 2022 – Jun 2023	AJH, JeC, HoDs	
	2. Departments to increase the frequency of low-stakes (or no-stakes) assessments/quizzes versus high-stakes tests in order to normalize failure and responses to failure, and give students the opportunity to “fail early, fail often and fail cheaply”.	More than 50% of students become more confident in learning.	Whole school student survey feedback. Feedback from teachers and parents.	Sep 2022 – Jun 2023	AJH, JeC, HoDs	
	3. Celebrate the mistakes that students make and recognize their efforts; use affirmations to reward students who take risks in learning.	Students are not afraid of making mistakes in learning.	Whole school student survey feedback. Feedback from teachers and parents.	Sep 2022 – Jun 2023	AJH, JeC, HoDs	

			Affirmation records.			
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Major Concern 2		To educate our whole school community about PERMA as a model for wellbeing.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
A. To educate staff about the principles of the PERMA model.	1. Conduct staff development workshops about PERMA, including 5 hotspots focusing on exploring each element of the PERMA model and 3 hotspots exploring existing practice in PERMA in SWT, Academics and ECA.	All teaching staff will be able to explain the five core elements of the PERMA model and how they lead to flourishing; more than 50% of the support staff will understand the PERMA model.	End of Staff Development Day review of understanding of the PERMA model. Teacher Development Plan.	Sep 2022 – Jun 2023	CEN, PF, Positive Education Committee	
	2. Staff Wellbeing events calendar specifically linked to the elements of PERMA.	Staff will explore the PERMA model in their own lives.	Attendance rate of staff wellbeing activities.	Sep 2022 – Jun 2023	CEN, PF, Positive Education Committee	
	3. Regular inputs about the PERMA model in Academic Committee and Department Meetings.	Teachers develop a deeper understanding of the PERMA model.	Minutes of meetings. Feedback from teachers.	Sep 2022 – Jun 2023	AJH, JeC, HoDs	
B. To educate students about the principles of the PERMA model.	1. To design the Form 2, 4 and 6 Retreat activities based on the PERMA model.	80% of students understand the elements of the PERMA model.	Student Handbook reflection task. End of year student evaluation.	Sep 2022 – Jun 2023	PF, CEN, AY	
	2. To run a mindfulness course in Form 5 General PRS.	80% of students understand the elements of the PERMA model.	Form 5 student evaluation of mindfulness course.	Sep 2022 – Jun 2023	PF, CEN, AY	

	3. To run an assembly for each year group on the elements of PERMA.	80% of students understand the elements of the PERMA model.	Feedback from student leaders and class representatives.	Sep 2022 – Jun 2023	PF, CEN, AY	
C. To introduce the PERMA model to parents.	1. To run workshops to engage parents: Strengthening Family Wellbeing during COVID 19 (Coolminds); Mental Health Awareness for Parents (Positive Wellbeing Limited), Introduction to PERMA (PF); Mindfulness (Compassion Culture).	Lower school parents who attended the workshops understand the basic elements of the PERMA model.	Post-workshop evaluation with parents. Attendance rate of parent engagement workshops.	Sep 2022 – Jun 2023	PF, CEN, AY	
	2. To incorporate elements of PERMA in school events.	Parents who attended the school events understand the basic elements of the PERMA model.	Parents' feedback from an online survey.	Sep 2022 – Jun 2023	PF, CEN, AY	
	3. To include an overview of the elements of PERMA and updates in the YHKCC Newsletter and letters to parents.	Parents understand the basic elements of the PERMA model.	Parents' feedback from an online survey.	Sep 2022 – Jun 2023	PF, CEN, AY	
D. Class Teachers to practice wellbeing interventions directly focusing on PERMA in their class, e.g. Mindfulness, Chatterbox, Physical Activities, etc.	1. To design activities schedules for upper and lower school Class Teacher based on PERMA; to work collaboratively in upper and lower school teams to devise morning activities for Class Teachers to deliver to enrich PERMA for students.	Class Teachers demonstrate the PERMA model based on the morning Student Wellbeing activities. Students are actively practice the PERMA activities.	Feedback in Year Team Meetings. Students' perception of activities based on feedback from class representatives.	Sep 2022 – Jun 2023	CEN, AY, HoY, Positive Education Committee	
E. To promote student enjoyment and	1. To establish new ECA clubs to promote happiness and joyful	More than 50 students enroll in	ECA enrollment data in SOCS.	Sep 2022 – Jun 2023	IC, AL, ChL, ECA	

happiness in extracurricular activities (ECAs) through the PERMA model.	school life, e.g. hiking, animal welfare, art of tea, mural etc.	the new ECAs formed.	Feedback from students.		Committee, Sports Development Committee, ECA Teachers	
	2. To provide more opportunities and increase the student intake for sports ECA participation.	Students participate in sports ECAs increase by 20% and positive emotions are observed.	ECA participation data in SOCS. Feedback and observations from teachers.	Sep 2022 – Jun 2023	IC, AL, ChL, ECA Committee, Sports Development Committee, ECA Teachers	
	3. To provide more opportunities for junior school (F.1 – F.3) to participate in extra-curricular activities, with the maximum number of ECA to be increased to 3 ECAs.	25% of F.1 – F.3 students join more than 2 ECAs and positive emotions are observed.	Attendance rate of ECAs. Feedback from teachers and students.	Sep 2022 – Jun 2023	IC, AL, ChL, ECA Committee, Sports Development Committee, ECA Teachers	
	4. To explore the PERMA model through ECA implementation.	Staff explore the PERMA model in ECAs; positive emotions are observed in student activities.	End of year survey. Feedback from teachers and students.	Sep 2022 – Jun 2023	IC, AL, ChL, ECA Committee, Sports Development Committee, ECA Teachers	

Major Concern 3		To embed positive values and attitudes in the extra-curricular programme.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
A. To embed a focus on positive values in SWT enrichment activities.	1. To embed positive value activities into the Form 2, 4 & 6 Retreat Programmes, Form 5 Sleep-Out and Form 6 Enrichment Trip.	At least 50% of the students reflect on the year theme through SWT enrichment activities.	Reflective qualitative student survey at the end of all SWT enrichment activities.	Sep 2022 – Jun 2023	CEN, AY, HoY, IC, AL	
	2. To work in collaboration with ECA Committee to direct LWL and Enrichment Week activities to develop positive values.	Students demonstrate the positive values through their year themes in SWT enrichment activities.	Reflective qualitative student survey at the end of all SWT enrichment activities.	Sep 2022 – Jun 2023	CEN, AY, HoY, IC, AL	
B. To promote student leadership skills in non-academic / extra-curricular activities.	1. To re-establish the Chairperson and Executive Committee for ECA Clubs to provide a platform and opportunities to foster student leadership.	At least 75% of the ECAs would have their chairperson / captains selected and leadership opportunities provided.	Increased student ownership and leadership in school events. Feedback from teachers and students.	Sep 2022 – Jun 2023	IC, AL, ChL ECA Committee, ECA Teachers	
	2. To implement a leadership training programme which includes training, workshops and outside school adventures for student leaders to facilitate the development of leadership skills.	Students leaders demonstrate the positive values through their leadership training programmes.	Feedback in student leader meetings. Feedback and observations from teachers.	Sep 2022 – Jun 2023	IC, AL, ChL ECA Committee, ECA Teachers	
	3. ECA Committee to host hotspots to share insights and experiences about leadership	ECA teachers demonstrate the model of leadership	Students' perception of activities based on feedback from	Sep 2022 – Jun 2023	IC, AL, ChL ECA Committee,	

	development.	development in their daily practice of ECA administration and at least 50% of student leaders understand the leadership development.	student leaders. Feedback and observations from teachers.		ECA Teachers	
C. To educate student leaders and sports athletes about the importance of striking a balance between academics and extra-curricular activities.	1. To establish and implement the YHKCC Code of Conduct to student leaders and sports athletes.	All student leaders and sports athletes understand the importance of academics and behavior in participating in ECAs. At least 75% of the student leaders and sports athletes fulfill the requirement specified in the Code of Conduct.	Improved effort and conduct grade of student leaders and sports athletes shown in year-end report cards. Reduced C3/C4 academic and behavioural detentions involving student leaders and sports athletes. Feedback from staff, coaches and parents.	Sep 2022 – Jun 2023	IC, AL, ChL Sports Development Committee, Teachers of Student Leadership Groups	
D. To promote learning dispositions in non-academic / extra-curricular activities.	1. Extra-curricular activities to identify and select at least one learning disposition in their aims and objectives.	50% of the ECA clubs able to develop at least one learning disposition in their aims and objectives.	End of year ECA survey. Feedback from staff and students.	Sep 2022 – Jun 2023	IC, AL, ChL, ECA teachers	
	2. Whole school programmes such as Life-wide Learning Camps, International Fun Fair and Enrichment Week to reinforce	At least 80% of students participating in whole school programmes	Reflective qualitative student survey at the end of whole school	Sep 2022 – Jun 2023	IC, AL, ChL, ECA teachers	

	and promote learning dispositions in their activities.	understand the learning dispositions to be promoted.	programmes.			
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Use of Grants

The following government grants have been given to strengthen the services provided to students in the corresponding areas:

- **Student Activities Support Grant** – This grant will be deployed for supporting students in joining various activities, including but not limited to Forms 1 – 3 Life-wide Learning Camps, participation in sports training and competitions and joining the ECA activities.
- **School-based After-School Learning Support Grant** – This grant will be deployed for supporting students in joining various after-school activities especially for the needy families.
- **Diversity Learning Grant (Other Languages)** – This grant will be used for hiring teachers for offering the third language.
- **Diversity Learning Grant (Other Programmes)** – This grant will be deployed for various gifted programmes in music, sports and languages.
- **Stepping Up the Education Support for Non-Chinese Speaking (NCS) Students** – This grant will be deployed for hiring additional Chinese teaching staff for teaching and supporting NCS students in learning Chinese and Chinese Culture.
- **Capacity Enhancement Grant** – This grant will be deployed for hiring a part-time on-site Educational Psychologist for providing assessment and consultation services to students.
- **Provision to Secondary School to support NCS students to learn Chinese History and Culture** – This grant will be deployed for supporting NCS in joining Chinese History and culture-related activities/programmes.
- **Learning Support Grant** – This grant will be deployed for hiring additional teaching assistants and/or staff for providing support for students with special learning needs.
- **Supporting Non-Chinese Speaking Students with Special Education Needs** – This grant will be deployed for additional hiring teaching assistants and/or staff for providing support for non-Chinese Speaking students with special learning needs.
- **One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development** – This grant will be deployed for developing or procuring relevant learning and teaching resources; subsidizing the fees incurred by teachers' participation in Mainland interflow activities relating to the Citizenship and Social Development curriculum and subsidizing students' participation in the mainland study tours.