

ANNUAL SCHOOL PLAN 2023 – 2024

This document describes specific areas for improvement within the current academic year, i.e. from August 2023 to July 2024.

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 2023 – 2024 school year are as follows:

- 1. To strengthen the consolidation of students' learning.**
- 2. To further develop students' resilience and integrity.**
- 3. To develop students' positive values towards learning and personal development.**

The Annual School Plan is based on the current School Development Plan 2023 – 2026.

School Development Plan VI (2023 – 2026)

1. To enhance the academic performance of students and nurture independent learners.
2. To nurture responsible citizens in accordance with the CARES principles.
3. To enhance the wellbeing of members of the YHKCC community consistent with the PERMA model.

For reference the major concerns for the Annual School Plan for the 2022 – 2023 school year were 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.

Major Concern 1	To strengthen the consolidation of students' learning.					
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
A. To enhance students' ability to retain information in the long-term.	1. Teach students how to use retrieval practice and spaced practice by delivering workshops about effective learning strategies targeted at particular year groups.	<ul style="list-style-type: none"> ▪ Students are able to articulate their understanding of retrieval practice and spaced practice. 	<ul style="list-style-type: none"> ▪ Student feedback after each workshop and at the end of the year. 	Sep 2023 – Jun 2024	AJH, JeC	Presentation materials
	2. Each department to create a shared bank of subject specific retrieval practice strategies; all teachers show students how to use retrieval practice in different subjects.	<ul style="list-style-type: none"> ▪ Students are able to use retrieval practice and spaced practice in their own learning. 	<ul style="list-style-type: none"> ▪ Review of departmental resources, schedules and checklists. ▪ Teacher feedback. 		HoDs	Bank of retrieval practice strategies for each subject
	3. Each department to produce retrieval practice / revision schedule for each subject.	<ul style="list-style-type: none"> ▪ Students' use of these strategies enables them to retain more information for a longer period of time. 				
	4. Each subject to distribute checklists to students to help them manage their own revision using retrieval practice and spaced practice; checklists tailored to specific examination content, e.g. knowledge, skills, etc.					

B. To enhance students' ability to reflect on their learning, identify strengths and weaknesses, and develop strategies for improvement.	1. Develop a bank of at least three subject-specific metacognition strategies to teach students how to reflect on their learning.	<ul style="list-style-type: none"> ▪ Students are able to use subject specific-strategies to reflect on their learning, identify strengths and weakness, and develop their own strategies for further improvement. ▪ Students are able to reflect on their progress in becoming a more reflective and independent learner. 	<ul style="list-style-type: none"> ▪ Student feedback at the beginning and end of the year. 	Sep 2023 – Jun 2024	JeC, EW, PH, JY, SS			
	2. Embed these strategies into at least two pre-/post assessment reflections throughout the year.							
	3. Students to use at least one self-assessment tracker/ sheet to assess their understanding on a regular basis.							
	4. Develop Academic Reflections sheets for students to complete to aid the formulation of Action Plans when attending C3 Academic Detentions.					<ul style="list-style-type: none"> ▪ C3 detention data & Academic Reflection Sheets. 	Academic Data Analysis Team + HoDs	Academic Reflection Sheet
	5. Develop a rubric for students to systematically measure and track the development of the skills needed to become more reflective and independent learners.					<ul style="list-style-type: none"> ▪ Completed rubric. ▪ Students' self-assessments in the Reflection Booklet from the second Student-Teacher Conference. ▪ Teacher feedback. 	JeC, AJH	Rubric for Independent Learners

C. To enhance students' ability to master the skills they have learned.	1. Provide time in class and for homework (i.e. once per week for Forms 4 – 6), specifically for the development of exam skills.	<ul style="list-style-type: none"> ▪ Students acquire a range of subject-specific strategies and skills for tackling exam questions and this is reflected in their exam performance. 	<ul style="list-style-type: none"> ▪ Analysis of public exam results. ▪ Pre-planned practice sessions are recorded in minutes of meetings. 	Sep 2023 – Jun 2024	AJH, JeC, HoDs	
	2. Provide students taking public exams this year with more frequent opportunities (i.e. at least three opportunities) to complete whole past papers and receive feedback on their performance, including specific areas for further improvement.					
	3. Allocate at least 10 minutes of each lesson to the specific purpose of general consolidation of learning so that teachers can actively check for understanding and provide formative feedback.	<ul style="list-style-type: none"> ▪ Students demonstrate improved mastery of subject-specific skills and concepts, as evidenced by higher scores on formative and summative assessments, and teacher observations. 	<ul style="list-style-type: none"> ▪ Internal assessment data. ▪ Lesson observations. ▪ Student feedback. ▪ Teacher feedback. ▪ Review of departmental consolidation strategies produced. ▪ Minutes of meetings. 		AJH, JeC, HoDs + Academic Data Analysis Team	
	4. Provide teachers with a range of consolidation strategies, each department to select a bank of strategies with 2 – 3 that are used on a regular basis,					

Major Concern 2		To further develop students' resilience and integrity.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
A. To enhance students' understanding of resilience and integrity.	1. Further incorporate National Security Education into the curriculum to instill a sense of civic responsibility, patriotism, and awareness of national security issues.	<ul style="list-style-type: none"> Students display better understanding of resilience and integrity. 	<ul style="list-style-type: none"> Review of PSHE year plan. Review of Class Teacher Period wellbeing activities. Teacher & Student feedback. 	Sep 2023 – Jun 2024	AY, HoYs	Curriculum Framework of National Security Education in Hong Kong
	2. Embed interactive games related to National Security within the Class Teacher Period wellbeing activities to strengthen students' sense of integrity.					
	3. Invite guest speakers for PSHE sharing that focus upon integrity and resilience (e.g. Office for Film, Newspaper and Article Administration, the Law Society of Hong Kong) to inspire and motivate students to reflect on and develop these character dispositions.					
	4. Enhance moral and value education components during daily F.1 Lunch by incorporating teachers' sharing.		<ul style="list-style-type: none"> Teacher & Student feedback. 		YK, PaW	

B. To enhance students' understanding towards mental health and emotional intelligence.	1. Enhance students' growth mindset by revising the Student-Teacher Conference reflection booklets to encourage reflection on how they have demonstrated integrity and resilience in both their school life and daily activities.	<ul style="list-style-type: none"> Students are more aware of the available mental health supports. 	<ul style="list-style-type: none"> Review of Student-Teacher Conference Reflection Booklets. 	Sep 2023 – Jun 2024	AY, HoYs	Student-Teacher Conference Reflection Booklets
	2. Integrate the VIA Character Strengths into PSHE lessons and year activities to provide opportunities for students to reflect on their personal character growth and foster continuous development.					VIA Character Strengths survey
	3. Embed more elements of mental health within the PSHE curriculum aiming to reduce the stigmatization of mental health needs.		<ul style="list-style-type: none"> Number of self-referrals to the Student Support Team. 			
	4. Schedule reflective meetings with the Youth Counsellor for students who have received multiple C3 Behaviour detentions, providing them with an opportunity to positively reflect on their actions and behaviour.	<ul style="list-style-type: none"> Students demonstrate a higher level of reflectiveness towards their behaviour. 	<ul style="list-style-type: none"> Review of the C3 Behaviour detention record. 		AY, Shirralee	Youth Counsellor, C3 detention Reflection Sheets

Major Concern 3		<i>To develop students' positive values towards learning and personal development.</i>				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
A. To enhance students' awareness of the Student Support Team.	1. Strengthen the collaboration between Student Wellbeing Team and Student Support Team by inviting a member of the student support team to join at least one Year Meeting for each year group.	<ul style="list-style-type: none"> ▪ Students are more comfortable in seeking help the Student Support Team. 	<ul style="list-style-type: none"> ▪ Teacher feedback. 	Sep 2023 – Jun 2024	AY, HoYs, Student Support Team members	
	2. Implement the personalized version of the Know My Student mental health screening survey, involving class teachers in supporting students who require Tier 1 interventions.		<ul style="list-style-type: none"> ▪ KMS survey data log. 		AY, HoYs, CTs, Kevin, Roven, Shirralee	KMS survey
	3. Enhance the accessibility of the Social Workers and Youth Counsellor services by opening up the Social Worker Room during lunchtime and recess, and having the SSW and Youth Counsellor actively engage with students across the school campus.		<ul style="list-style-type: none"> ▪ Increased number of students' self-referring to the Student Support Team. 		AY, Kevin, Roven, Shirralee	

B. To enhance students' sense of belonging towards the class and the school community.	1. To enhance the practical collaborative elements of the CTP wellbeing activities, in particular the Collaborate Monday to strengthen the class spirit, Connecting Thursday to conduct class discussion and Fun Friday to strengthen friendship through whole class games.	<ul style="list-style-type: none"> Students exhibit positive emotions, enhanced engagement and improved relationships with their classmates. 	<ul style="list-style-type: none"> Teacher & Student feedback. 	Sep 2023 – Jun 2024	AY, HoYs	Materials required for class activities
	2. Reinforce students' sense of gratitude by organizing monthly themed gratitude days focusing on various themes (e.g. family, teachers, self, 2023, nature, non-teaching staff, and friends). This provides students with opportunities to extend their expressions of gratitude.					Materials required for gratitude activities
	3. Reinforce the year themes in year group activities (e.g. Retreat Programmes, Year Assemblies, F.1 – F.3 LWL camps, etc.)	<ul style="list-style-type: none"> Students experience a stronger connection to their respective year themes. 	<ul style="list-style-type: none"> LWL Camp evaluations. Retreat evaluations. Teacher & Student feedback. 		IC, AL, ChL, AY, HoYs	LWL camp evaluations, retreat evaluations
	4. Build up class spirit and embed positive values through the F.1 Classroom Door Display Showcase.		<ul style="list-style-type: none"> Door displays. Teacher & Student feedback. 		YK, PaW, Form 1 CTs	Materials for the showcase

C. To enhance student leadership in cultivating positive values.	1. To enhance and empower the role of Class Representatives by providing training to equip them with skills necessary them to plan and implement year activities (e.g. Year Assemblies, Team-building activities, F.5 class trip, F.6 Graduation Dinner, etc.)	<ul style="list-style-type: none"> ▪ The leadership abilities of Class Representatives and student mentors are enhanced. 	<ul style="list-style-type: none"> ▪ Activity evaluations. ▪ Teacher & Student feedback. 	Sep 2023 – Jun 2024	AY, HoYs	
	2. Further empower student mentors for the F.1 Mentorship Programme by providing training sessions in order to strengthen the F.1 students’ sense of community.					
D. To enhance students’ understanding and application of positivity and gratitude through spiritual education.	1. Develop a year scripture and weekly scriptures related to the theme of “joy”, “pray” and “thankfulness”.	<ul style="list-style-type: none"> ▪ Students are able to understand the key concepts and reflect on their own lives in becoming more joyful and grateful. ▪ Students are able to demonstrate the application of positivity and gratitude in class devotions. 	<ul style="list-style-type: none"> ▪ Student feedback ▪ Teacher feedback. ▪ Student feedback after each devotion and at the end of the year. 	Sep 2023 – Jun 2024	IC, SK, PDAW	Posters, Student handbook
	2. Embed the year scripture and weekly scriptures into the morning devotions and hall assemblies.					Presentation materials
	3. Students to refer to the weekly scriptures to share class devotions.					Presentation materials

E. To enhance the leadership skills and cultivate positive values in Student Leadership groups.	1. Educate student leaders to be role models and act according to the Student Leaders' Code of Conduct.	<ul style="list-style-type: none"> Student leaders are able to understand and fully apply the five core values as role models. 	<ul style="list-style-type: none"> Percentage of student leaders meeting the Code of Conduct requirement. 	Sep 2023 – Jun 2024	IC, ChL, LE, JaL, AnW, WeC, HJH, JC, IY	YHKCC Student Leaders' Code of Conduct
	2. Formalize the application and interview procedures for Student Leadership groups.	<ul style="list-style-type: none"> Students are able to reflect on their progress in becoming a leader. 	<ul style="list-style-type: none"> Teacher feedback. 			Application Forms, Reflection Forms
	3. Strengthen sense of belonging and unity within and among Student Leadership groups.	<ul style="list-style-type: none"> Students are able to build relationships and find sense of identity within Student Leadership groups. 	<ul style="list-style-type: none"> Student feedback at the end of the year. 			
F. To build and enrich positive values through experiential trips.	1. Provide 3 – 4 overseas Service Outreach experiences for F.4 students.	<ul style="list-style-type: none"> Students build and enrich positive values through participation in overseas learning experiences. 	<ul style="list-style-type: none"> Student feedback after each trip. 	Sep 2023 – Jun 2024	IC, AnK	
	2. Provide 1 – 2 trips to the mainland for F.3 – F.6 students.					
	3. Provide an overseas Careers Exploration trip for F.3 – F.5 students.					

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.
- **Sister School Grant** – This grant will be used for organizing various exchange activities with sister schools in the Mainland, enhancing teachers’ professionalism and broadening students’ horizons.
- **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.
- **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.