

ANNUAL SCHOOL PLAN 2017 – 2018

This document describes specific areas for improvement within the current academic year, i.e. from September 2017 to July 2018.

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 2017 – 2018 school year are as follows:

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 ...
 - embedding the ‘active learning’ philosophy and methodology (i.e. student-centered learning, teacher as facilitator, assessment for learning, etc.)
 - utilizing ICT to greater effect
 - cultivating a Growth Mindset
 - 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 ...
 - systematically and progressively developing the intellectual character dispositions in the YHKCC Learner Profile
 - 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 <i>To raise academic achievement by enhancing learning effectiveness.</i>						
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To continue to improve performance in IGCSE, GCE & HKDSE public examinations.	(a) Departments to set realistic yet optimistic targets for improvement and determine specific strategies to achieve this goal.	1. 100% passing rate and/or reach the HK / worldwide norm in all public exams and/or increase the proportion of higher levels/grades (e.g. 4-5** for HKDSE A*-C grades for A-level and A*-A for IGCSE).	- Department / subject annual plans (targets) - Public examination results	Sep 2017 – Jun 2018	AJH, WL, HoDs, subject teachers	
	2. Develop a range of revision strategies to maximize the learning effectiveness.					
2. To continue improve the quality of teaching.	(a) Conduct ‘Learning Walks’ for staff development purposes with a view to ‘stealing good ideas’.	1. All teachers’ own professional development targets are met. 2. Teachers’ ICT skills are further developed and applied appropriately. 3. Effective group work enhances students’ learning 4. Students begin to develop the intellectual character dispositions in the YHKCC Learner	- Lesson reviews - Feedback from students, teachers, MDH, CEN and HoDs - Feedback from HoDs; department minutes - Resource Bank for teaching learning dispositions created	Sep 2017 – Jun 2018	AJH, WL, HoDs, MDH, CEN, All teachers	- Staff Development - Teacher Development Plan - Student Survey - ICT support
	(b) Provide opportunities to observe great teachers in action using a Pineapple Chart for invitational drop-ins.					
	(c) Offer learning communities to develop specific areas, e.g. motivating the unmotivated, challenging the most able, etc.					
	(d) Make greater use of ICT to enhance learning effectiveness.					
	(e) Build teachers’ capacity and extend repertoire by creating new techniques to develop dispositions in the YHKCC					

	Learner Profile.	Profile.				
	(f) Make more effective use of group work to encourage greater student ownership, engagement and collaboration.					
	(g) To provide more staff development regarding ICT	1. Teaching quality is enhanced through the use of ICT.	- Feedback from staff - Lesson observations	Sept 2017 – Jun 2018	DL, MDH, CEN	
3. To continue to develop students' ability to learn.	(a) 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.	1. Students develop a growth mindset. 2. Students' learning performance in their subjects progresses throughout the year.	- Lesson reviews - Feedback from students and teachers. - Monitoring & Tracking Learning Progress	Sep 2017 – Jun 2018	AJH, WL, HoDs, All teachers	- Student Survey - ICT support
	(b) Departments to develop specific skills and/or habits required by different subjects.					
4. To continue to maximize the potential of 65-minute lessons and the three-part lesson structure.	(a) HoDs to mentor newly qualified teachers in conjunction with the Heads of Staff Development.	1. All new teachers are able to plan and deliver a three-part structure lessons. 2. All current teachers are able to plan and deliver quality lessons with three-part structure in 65 minutes as well as meeting subject, department and school's specific expectations.	- Teachers' lesson plans - Lesson reviews - Feedback from HoDs, teachers and students	Sep 2017 – Jun 2018	AJH, WL, HoDs, All teachers	- Lesson plans and materials - Student Survey - ICT support
	(b) Conduct 'Learning Walks' for staff development purposes to observe specific parts of the lesson, e.g. starters, plenaries, etc.					
	(c) Develop inter- and intra-departmental professional collaboration.					

	(d) Reinforce student-centered teaching and learning approaches.	(grouping, group works, team presentation).				
5. To introduce the YHKCC Learner Profile to students.	(a) Introduce the intellectual character dispositions in the YHKCC Learner Profile through assemblies, PSHE lessons, student activities and displays.	1. Students' develop an understanding of the 14 intellectual character dispositions.	Feedback from teachers and students	Sep 2017 – Jun 2018	LT, HoDs, HoYs, All teachers	
6. To strengthen programmes designed to support lower achievers.	(a) Closely monitor and track academic performance to ensure early intervention as necessary. (b) Modify procedure for supporting students on Academic Probation, with HoD & HoY sharing responsibility.	1. Improved academic performance of lower achievers.	- Assessment records - Feedback from teachers and students	Sep 2017 – Jun 2018	AJH, WL, TM, NB, HoDs, HoYs	
7. To increase homework submission rates.	(a) Modify consequences for late submission of homework. (b) Continue to run a Learning Support Room to provide proactive support for students completing homework assignments.	1. Improved submission rates.	Detention records	Sep 2017 – Jun 2018	AJH, WL, TM, NB, HoDs, HoYs	
8. To restructure the staff development programme.	(a) Modify the learning community concept to create groups that work together on practical projects to move the school forward.	1. Teachers develop broader range of skills.	- Staff Development Plan - Feedback from teachers	Sep 2017 – Jun 2018	AJH, MDH, CEN	

Major Concern 2		<i>To foster the development of critical 21st century skills.</i>				
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.	(a) Department members devise teaching techniques / learning activities to develop dispositions.	1. Teachers utilize existing practises and create new techniques. 2. Students develop dispositions.	- Feedback from teachers and students - Feedback from HoDs - Minutes of meetings	Sept 2017 – Jun 2018	AJH, WL, HoDs	
	(b) PSHE lessons devised to develop dispositions.	1. Students develop dispositions.	- Feedback from teachers and students - Feedback from HoYs	Sept 2017 – Jun 2018	TM, NB, HoY	
	(c) Refine the Student Reflection Booklet to provide a platform for students to reflect on the dispositions being developed.	1. Awareness of dispositions developed.	- Observations - Feedback from teachers and students	Sept 2017 – Jun 2018	DL, AJH, WL	Student Reflection Booklet
2. To develop students' sense of responsibility.	(a) Introduce a Ladder of Consequences for dealing with behavioural issues.	1. Reduction in number of students with behavioral issues	Detention records	Sept 2017 – Jun 2018	LT, All teachers	
3. To enhance students' cultural exposure and learning experiences.	(a) Organize various inbound and outbound exchanges.	1. Exchanges organized and conducted.	Feedback from teachers and students	Sept 2017 – Jun 2018	KN, IC, WL	

Major Concern 3		<i>To systematically review, refine and align school policies and procedures.</i>				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To review the Human Resources System.	(a) Review existing practices with a view to streamlining and refining policies and procedures.	1. Review conducted. 2. Policies and procedures streamlined.	▪ School Policy & Procedure Manual	Sept 2017 – Jun 2018	DC, DL, AJH	
2. To review the Performance Appraisal System.	(a) Streamline the current Performance Appraisal System to increase efficiency and reduce paperwork.	1. Performance Appraisal System reviewed and refined.	▪ School Policy & Procedure Manual	Sept 2017 – Nov 2017	DC, AJH, WL	
3. To further strengthen the P-I-E cycle.	(a) Review each stage in the P-I-E cycle with a view to enhancing linkages and making more effective use of data.	1. P-I-E cycle strengthened.	▪ School Policy & Procedure Manual	Sept 2017 – Jun 2018	DC, DL, AJH, WL	
4. To reduce the amount of paperwork.	(a) Review a wide range of existing practices with a view to reducing paperwork.	1. Paperwork reduced.	▪ School Policy & Procedure Manual	Sept 2017 – Jun 2018	LT, HoDs, HoYs	
5. To introduce new online modules for administrative purposes.	(a) Introduce new online admin modules, including booking rooms, SGDS, admissions, ECAs, etc.	1. New modules introduced.	▪ Feedback from teachers	Sept 2017 – Jun 2018	LT	