ANNUAL SCHOOL PLAN 2019 – 2020

This document describes specific areas for improvement within the current academic year, i.e. from September 2019 to July 2020.

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 2019 – 2020 school year are as follows:

1. **To raise academic achievement by further enhancing teaching quality and developing independent, responsible and ambitious learners.**
2. **To continue to integrate the core values and intellectual character dispositions into building students who are 21st century ready.**
3. **To further streamline administrative systems and enhance communication channels through the new online learning platform.**

For reference the major concerns for the Annual School Plan for the 2018 – 2019 school year were:

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.

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 quality and developing independent, responsible and ambitious learners.					
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 strengthen programmes for low achievers by utilizing SEQTA to identify academic concerns (using the Pastoral Care notes) in a timely manner and implementing targeted Academic Action Plans for students who need more support.	▪ Additional academic support provided.	▪ SEQTA records.	Sep 2019 – Jun 2020	AJH, WL, HoDs	
	To refine the schemes of work for the new timetable structure for the next school year	▪ Schemes of works refined.	▪ Schemes of Works	Sep 2019 – Jun 2020	LT, AJH, WL, HoDs	
	To increase the provision of the Chinese language curriculum to students	▪ Schemes of works refined.	▪ Schemes of Works	Sep 2019 – Jun 2020	WL, Chinese Department	
	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 2019 – Jun 2020	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 2019 – Jun 2020	AJH, WL, HoDs	
	To expand the Summer	▪ Online courses set	▪ Schemes of	Sep 2019 –	AJH, WL,	

	Enhancement Courses to other departments.	up to enhance in a range of subjects.	work.	Jun 2020	HoDs	
2. To continue to improve the quality of teaching.	To further enhance teaching and learning effectiveness through the use of ICT in the classroom, especially in Form 1.	▪ Teaching and learning effectiveness enhanced.	▪ Feedback from teachers and students.	Sep 2019 – Jun 2020	AJH, WL, HoDs, All teachers	
	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 2019 – Jun 2020	AJH, WL, HoDs	
	To continue 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 2019 – Jun 2020	AJH, WL, HoDs	
	To build teachers' capacity and extend individual repertoires by creating new techniques to develop dispositions in the YHKCC Learner Profile and specific strategies to motivate students, e.g. Star of the Month.	▪ Students begin to develop the intellectual character dispositions in the YHKCC Learner Profile.	▪ Resource Bank for teaching learning dispositions created.	Sep 2019 – Jun 2020	AJH, WL, HoDs, All teachers	
3. To continue to develop students' ability to learn.	To utilize SEQTA for teaching and learning purposes, e.g. WISP assessment, student reflection, etc.	▪ WISP assessment utilized by teachers.	▪ Feedback from teachers and HoDs.	Sep 2019 – Jun 2020	AJH, WL, HoDs, All teachers	
	To create a more stimulating learning environment based on the three I's: Inspire, Inform, Independent Learners.	▪ Learning environment enhanced.	▪ Direct observation.	Sep 2019 – Jun 2020	AJH, WL, HoDs, All teachers	
	To develop a "Learning to Learn" course for PSHE to be implemented in the 2020 – 2021 academic year.	▪ Course developed.	▪ Scheme of work.	Sep 2019 – Jun 2020	AJH, WL, CEN, PFM, HoDs, HoY	
4. To improve the	To introduce a Form 1 Talented	▪ Higher percentage	▪ Internal	Nov 2019 –	DL,	

academic quality of students admitted to the school.	Scheme to attract students with stronger academic backgrounds.	of student intake with strong academic backgrounds.	assessment and Form 1 Attainment Test.	Jun 2020	Admission Team	

Major Concern 2	*To continue to integrate the core values and intellectual character dispositions into building students who are 21ˢᵗ century ready.*					
Targets	**Strategies**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**People in Charge**	**Resources Required**
1. To further 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 2019 – Jun 2020	AJH, WL, HoDs	
	To continue 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 2019 – Jun 2020	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 2019 – Jun 2020	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 strategies.	Sep 2019 – Jun 2020	PFM, CEN, HoY	
	Develop the intellectual character dispositions in the YHKCC Learner Profile through the extra-curricular curriculum.	▪ Dispositions further developed.	▪ Feedback from teachers and students.	Sep 2019 – Jun 2020	IC	
	Create posters to be placed around the school that illustrate and communicate the school's learning dispositions and individual year themes.	▪ Increased awareness of the learner dispositions and years themes for 2019.	▪ Direct observation.	Sep 2019 – Jun 2020	CEN, PFM, HoY	
2. To strengthen spiritual development and develop the personal qualities needed to be a force for good in the world.	Renaming of the SGDS to the Student Wellbeing Team in order to emphasize a whole school focus upon wellbeing.	▪ Increased awareness of wellbeing, its relationship to academic success and practical ways that students and staff can improve their personal and collective wellbeing.	▪ Regular meetings and discussions with HoY, SST and Class Teachers. ▪ Know My Students survey.	Sep 2019 – Jun 2020	CEN, PFM, HoY	
	To strengthen opportunities for spiritual and character development by running a one day and one night pilot retreat programme for volunteer Form 6 students.	▪ Students reflect upon their personal journey. ▪ Students become more resilient.	▪ Students feedback form after the retreat programme. ▪ Feedback from	Sept 2019 – Oct 2019	CEN, PFM	

			teachers involved			
	To strengthen opportunities for character and empathy development by running a 'sleep-out' programme for Form 5 volunteer students.	▪ Students develop empathy for those living in poverty in Hong Kong.	▪ Students feedback form after the sleep-out programme. ▪ Feedback from teachers.	Sept 2019 – Oct 2019	CEN, PFM	
	To embed a focus for each year group to permeate their direction for the year.	▪ Students develop resilience and skills to overcome problems they face.	▪ End of year HoY review.	Sep 2019 – Jun 2020	CEN, PFM, HoY	
3. 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 create an affirmation points system, whereby classes collectively raise money for a selected charity based on the affirmation points they receive.	▪ Students develop awareness for local social and environmental issues. ▪ Students take responsibility for contributing to improving their community. ▪ Students work collaboratively towards a shared goal.	▪ Review with HoY at the end of the year. ▪ Student voice from class representatives.	Sep 2019 – Jun 2020	CEN, PFM	
4. To strengthen the Careers Counselling Service.	To embed careers lessons into the PSHE curriculum for all forms.	▪ Students understand their strengths and work towards a future goal.	▪ Feedback from CT and HoY.	Sep 2019 – Jun 2020	SY, CEN, PFM, AJH, WL	
5. To facilitate whole person development and well-being of students through provision of different	Establish new ECA clubs and societies (e.g. Trail Running Club, Creative Writing Club, etc.)	▪ ECA clubs established, ECA affirmations in SQETA	▪ Feedback from teacher-in-charge; Year-end evaluation	Sep 2019 – Jun 2020	IC, AL, ECA and House Teacher-in-charges	Reading Grant

types of extra-curricular activities.						
	Organize new inter-house activities to promote sense of belonging and participation, e.g. UNO, Handball, Tug of War, etc.	▪ Activities organised	▪ Feedback from students and teachers	Sep 2019 – Jun 2020	IC, AL, ECA and House Teacher-in-charges	
	Recognize students' achievement and excellent behavior by giving ECA affirmations in SEQTA.	▪ No. of affirmations given out	▪ SEQTA Record	Sep 2019 – Jun 2020	IC, AL	
6. To further provide opportunities for sports development and promote sense of unity and positive values through sports participation.	Establish new sports teams, e.g. Dodgeball team, Fencing team, Dragon Boat team, Tennis team, etc.	▪ ECA clubs established, ECA affirmations in SEQTA, achievements in HKSSF and ISSFHK competitions, No. of students receiving sports scholarships	▪ Feedback from teacher-in-charge; Year-end evaluation	Sep 2019 – Jun 2020	IC, RM, JJC, Sports Team Teacher-in-charges, Career Counselor	LWL Grant
	Support development of developing sports through participation in HKSSF and ISSFHK fixtures.	▪ Performance improved	▪ Competition results and students' participation	Sep 2019 – Jun 2020	IC, RM, JJC, Sports Team Teacher-in-charges	LWL Grant
	Collaborate with the career counselor and sports team teachers-in-charge in nominating outstanding sports athletes for university applications.	▪ Successful applications	▪ Application Results	Sep 2019 – Jun 2020	IC, RM, JJC, Sports Team Teacher-in-charges, Career Counselor	
	Standardize the sports team jerseys across various teams.	▪ A consistent design of Jerseys	▪ Jerseys produced	Sep 2019-Dec 2019	IC, RM, JJC, Sports Team Teacher-in-charges	LWL Grant

7. To continue to promote student leadership and strengthen the mentorship programme.	To equip student leaders and look after their well-being through training workshops, planning and debriefing sessions.	▪ Election percentage in Student Council elections, ECA affirmations in SEQTA	▪ Feedback from teacher-in-charge ▪ Feedback from student leaders, Feedback of F.1 students and mentors in F.1 mentorship program ▪ Year-end evaluation	Sep 2019 – Jun 2020	IC, Teacher-in-charges of Student Leadership Bodies, Tiffany & Newman	
8. To provide opportunities for students to engage in community service.	Organize various inbound and outbound service opportunities in the Service Outreach Week. Evaluate the effectiveness of service trips and explore different service destinations.	▪ Participation rate in community service programmes, community service hours in SEQTA	▪ Feedback from teacher-in-charge; Feedback from students; Year-end evaluation	Sep 2019 – Jun 2020	IC, AA, Service Education Committee	
	Strengthen student leadership and initiative through the organization and provision of service activities organized by the Community Service Club.					
9. To further promote spiritual development.	Introduce Alpha Course in F.1 during lunch.	▪ Participation rate in Christian fellowship events/ programmes	▪ Feedback from teacher-in-charge ▪ Feedback from students ▪	Sep 2019 – Dec 2012	IC, PDAW, DT, Christian Ethos Committee	
	Review and redevelop daily devotion through weekly Bible scriptures.	▪ Newly designed devotion materials	▪ Feedback from teacher-in-charge ▪ Feedback from students	Sep 2019 – Dec 2012	IC, PDAW, DT, Christian Ethos Committee	

Major Concern 3	To further streamline administrative systems and enhance communication channels through the new online learning platform.					
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 the following SEQTA modules: ▪ Attendance ▪ Curriculum ▪ Pastoral Care	▪ SEQTA modules introduced.	▪ Feedback from teachers.	Sep 2019 – Jun 2020	LT	
2. To enhance communication channels between various stakeholders.	To fully utilize the communication channels on SEQTA: SEQTA Learn (students), SEQTA Engage (parents) and Direqt (staff).	▪ Students and Parents get the message from the school through SEQTA Learn and Engage	▪ Feedback from parents and students	Sep 2019 – Jun 2020	DL, IT Team	
3. To further enhance administrative systems.	To empower the office staff to support more administrative work in daily school operation	▪ Effectiveness is enhanced	▪ Feedback from staff	Sep 2019 – Jun 2020	DL	
4. To introduce SEQTA for ECA administrative purposes.	Use of SEQTA as communication channels with students and parents regarding ECA activities.	▪ SEQTA functions introduced	▪ Feedback from teachers	Sep 2019 – Jun 2020	IC, AL	
	Use of SEQTA for attendance and record of students' achievement.	▪ SEQTA functions introduced	▪ Feedback from teachers	Sep 2019 – Jun 2020	IC, AL	
5. Streamline ECA forms.	Modify the ECA documents to reduce administrative workload.	▪ ECA forms modified	▪ Feedback from teachers	Sep 2019 – Jun 2020	IC, AL	

Use of Grants

The following government grants have been given to strengthen the services provided to students in the corresponding areas:
- **Life-wide Learning Grant:** This grant will be deployed for supporting students in joining various activities, including but not limited to F1-3 Life-wide learning camps, participation in sports training and competitions, purchasing sports jerseys, ECA activities.
- **Promotion of Reading Grant:** This grant will be deployed for enriching the variety of books in library, Chinese Room, English Reading Room and department reading corners for students.

- **Diversity Learning Grant (Other Languages):** This grant will be used for employing French teacher
- **Diversity Learning Grant (Other Programmes):** This grant will be deployed for various gifted programme in music, sports and languages.
- **Stepping Up the Education Support for Non-Chinese Speaking 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 and a Chinese Drama instructor.
- **Provision to Secondary School to support NCS student learn Chinese History and Culture:** This grant will be deployed for supporting NCS in joining Chinese History and culture-related activities/programme.
- **Learning Support Grant:** This grant will be deployed for supporting the employment of a SENCo, an Educational Psychologist and purchasing materials for assessment.
- **Grants for Supporting Non-Chinese Speaking Students with Special Educational Needs:** This grant will be deployed for supporting the employment of the SEN teachers and SEN Assistant for in-class support.