

# WONG SHIU CHI SECONDARY SCHOOL

## ANNUAL PLAN 2009/2010

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### *CONTENT*

Annual Plan 2009/2010

Appendix: School-based After-school Learning and Support Programmes 2009/10 - Programme Plan

2009/2010

**Major Concern I: Revitalizing the School Curriculum to foster leaders of the age – to give greater emphasis on the development of students’ language proficiency, self-esteem, social and personal value systems**

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of Evaluation	Teachers Responsible	Resources Required*
<ul style="list-style-type: none"> <li>To strengthen the communicative ability of students through improvement in language proficiency, reasoning skills, and expressive power</li> </ul>	<ul style="list-style-type: none"> <li>English attainment targets are set at each level from S1 to S3 and applied in classroom teaching in order that students can develop up-to-standard language level and apply the language skills in the context of different disciplines.</li> <li>A suitable set of higher-order thinking skills are identified and applied in classroom teaching in order that students can apply the skills in the context of different disciplines.</li> <li>Approximately 5 – 10% of the total marks of each test or examination paper have to be allocated to questions related to HOT skills / language skills.</li> <li>The extensive reading habit is promoted among students through               <ol style="list-style-type: none"> <li>the extensive reading schemes implemented separately by Chinese and English departments;</li> <li>the morning reading sessions;</li> <li>book sharing by teachers and students during morning reading sessions, assemblies, and in School Web Page;</li> <li>compilation of a recommended book list that covers different disciplines and intellectual requirements;</li> <li>the formation of guided book study</li> </ol> </li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>Students show improvement in English and communicative ability, and it is evidenced by comparing their performance in Pre-S1AT, internal assessments and TSA.</li> <li>Students are engaged in reading books of diverse disciplines under the supervision of different subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>Students’ performance in Pre-S1 AT, internal assessment, and TSA is compared.</li> <li>Survey organized by the Chinese Department, English Department and C/T’s</li> </ul>	<p>Academic Committee + all teachers</p> <p>Academic Committee + language teachers + subject panel chairs + C/T’s</p>	<p>Administrative support</p> <p>Administrative support + EOEBG</p>

	<p>groups led by teachers or student leaders;</p> <p>6. newspaper cutting exercises assigned in both Chinese and English lessons;</p> <ul style="list-style-type: none"> <li>As the means to sharpen students' critical thinking skills, debates are promoted through</li> </ul> <ol style="list-style-type: none"> <li>integrating the debate skills in the S1-4 Chinese and S3 English curricula;</li> <li>conducting inter-class (Chinese debate and English debate are organized for S1-7 classes and S3-7 classes respectively) and inter-house debate competitions; and participating in inter-school competitions.</li> </ol>		<ul style="list-style-type: none"> <li>There is high class participation rate in debate competitions.</li> <li>Favourable comments are given by adjudicators.</li> </ul>	<ul style="list-style-type: none"> <li>Annual report from the language departments + Activity report from the Debating Club</li> </ul>	Chinese Department + English Department + Debating Club + LS, WPK, LYM	EOEBG
<ul style="list-style-type: none"> <li>To empower students, guided by mutual respect and sincerity, with the confidence to air their opinions</li> </ul>	<ul style="list-style-type: none"> <li>An open school atmosphere is created through</li> </ul> <ol style="list-style-type: none"> <li>conducting school-student consultative meetings on school policies;</li> <li>encouraging the Student Union to build up the hierarchy to include representatives from different forms such that folk opinions from students can be effectively collected.</li> </ol>	Jan – Feb  Whole year	<ul style="list-style-type: none"> <li>Students can proactively make contributions in formulating school policies.</li> </ul>	<ul style="list-style-type: none"> <li>Students actively participate in the school-student consultative meeting</li> </ul>	Principal + Functional Committee Chairs + Student Union	Administrative support
<ul style="list-style-type: none"> <li>To develop students' sense of social responsibility by keeping track of</li> </ul>	<ul style="list-style-type: none"> <li>Talks, workshops, open forums or display boards on current issues are arranged in assemblies, class periods or after school by the School Civic Education Team, Student Union, Social Science Club</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students can confidently apply the knowledge in their daily writing, discussions and debates.</li> </ul>	<ul style="list-style-type: none"> <li>Annual Report from language departments + activity report from</li> </ul>	Current Affairs Team of the English Department + Social Science Club + Debating	EOEBG

current issues	or other extra-curricular clubs.			the Debating Club	Club	
<ul style="list-style-type: none"> <li>To enable students to develop their personal career and life goals</li> </ul>	<ul style="list-style-type: none"> <li>Students develop the habit of tracking their personal development, evaluating the progress made, and making reflections through the implementation of the Life Building Scheme with guidance of class advisors.</li> <li>Students in S4 are required to compile their Student Learning Profiles through the support of the Career and Further Studies Committee and their respective class advisors.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students are able to produce their development plans and make self evaluation annually.</li> <li>S4 students can produce their partially completed Student Learning Profiles at the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Reports from the LBS coordinators and the Career and Further Studies Committee</li> </ul>	LBS coordinators + Career and Further Studies Committee	EOEBG
<ul style="list-style-type: none"> <li>To ensure students make academic achievement in keeping with their abilities</li> </ul>	<ul style="list-style-type: none"> <li>Gifted students and high achievers are nominated to participate in external competitions and conferences to broaden their horizon.</li> <li>Remedial measures for below-par performers</li> </ul> <ol style="list-style-type: none"> <li>small class teaching in English and Chinese is arranged in S1-3 for bottom 40% students ;</li> <li>remedial class in mathematics is arranged after school;</li> <li>weekly Learning Enhancing Classes are arranged in S1-3 for bottom 10 students.</li> </ol>	Whole year Whole year Whole year After the 1 <sup>st</sup> Term Test	<ul style="list-style-type: none"> <li>More students are nominated to attend activities outside school.</li> <li>Any slipping students can be identified timely and remedial measures can be made immediately.</li> <li>Students in the remedial classes show improvement in internal assessments and TSA</li> </ul>	<ul style="list-style-type: none"> <li>Report from the EC Committee</li> <li>Student performance in Pre-S1 AT, internal assessments and TSA are compared. PIF is also referred.</li> </ul>	LWK  Academic Committee + Department Chairs	EOEBG + Diversity Learning Grant  Administrative Support
<ul style="list-style-type: none"> <li>To recognize both academic and non-academic achievements made by students as a means to promote</li> </ul>	<ul style="list-style-type: none"> <li>All types of student achievement are recognized through public prize presentation and experience sharing.</li> <li>More display boards and trophy cabinets are installed to display</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students show higher self esteem.</li> </ul>	<ul style="list-style-type: none"> <li>The results from APASO and the Conduct Assessment Scheme</li> </ul>	EC Club Advisors + AYL	EOEBG + Administrative support

<p>their self esteem</p>	<p>students' achievements.</p> <ul style="list-style-type: none"> <li>The School actively nominates students to participate in external competitions to recognize their standard of performance.</li> </ul>					
<ul style="list-style-type: none"> <li>To develop a positive attitude towards life among students</li> </ul>	<ul style="list-style-type: none"> <li>The teachings in the Bible are introduced in assemblies, Biblical knowledge periods, Christian Fellowship and Bible study groups.</li> <li>The school motto is used as the guideline for students to make self reflection in their personal growth in the Life Building Scheme.</li> <li>Learning packages are adopted as the materials for class periods to consolidate some life values among students.</li> <li>Students are encouraged to render community services through their participation in the Red Cross, Scouts, Girl Guides, Adventure Ship... etc.</li> <li>Senior students play an active role as prefects, helpers, mentors in the Angel Project, Learning Enhancing Class to help the juniors in their personal development.</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>The School forms a coherent, harmonious and safe environment for students.</li> <li>Students show empathy towards deprived groups in society and are ready to render services for the betterment of them.</li> </ul>	<ul style="list-style-type: none"> <li>Records from the Discipline Committee</li> <li>Records from the Conduct Assessment Scheme</li> </ul>	<p>BK Committee, Christian Fellowship</p> <p>KWS + CSM, Teacher Advisers</p> <p>Guidance Committee</p> <p>Teachers advisers of the respective EC clubs</p> <p>Discipline Committee, Guidance Committee, School Social Workers, APs</p>	

## Major Concern II: Enabling the teaching staff to develop into a Learning Organization through regular sharing, team work and cross-curricular collaboration

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of Evaluation	Teachers Responsible	Resources Required*
<ul style="list-style-type: none"> <li>To ensure all newly appointed teachers can receive timely support and render quality teaching in classroom</li> </ul>	<ul style="list-style-type: none"> <li>New Teacher Induction Programme is implemented through a mentor and mentee system such that new teachers, under guidance, can               <ol style="list-style-type: none"> <li>become familiar with the school visions and administration within a short time;</li> <li>receive guidance in developing the skills in teaching, classroom management, counseling and test paper setting;</li> <li>design his/her career path for professional development.</li> </ol> </li> <li>New teachers are arranged to visit the lessons of teachers with good teaching performance within the first month of the school year such that they can have exemplary teaching models to follow.</li> </ul>	<p>Whole year</p> <p>Mid Sept</p>	<ul style="list-style-type: none"> <li>Quality teaching and classroom management can be perceived among new teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Report prepared by the respective panel chairs</li> <li>Lesson observation report</li> </ul>	Respective panel chairs + Staff Development Committee	Administrative support
<ul style="list-style-type: none"> <li>To develop the environment that encourages professional dialogue for pursuing improvement in teaching skills</li> </ul>	<ul style="list-style-type: none"> <li>Mutual class observations are arranged in the first school term. The field notes and the post-observation discussion are used as the means for professional development. Panel Chairs are responsible for keeping records of these observations. The Principal and Assistant Principals also participate on some occasions.</li> <li>In the second term, every three teachers form a group and collaborate to design a lesson illustrating a selected teaching approach or technique. The lesson plan is tried out by each group member, and improvement is made after each tryout teaching.</li> </ul>	<p>1<sup>st</sup> sch. term</p> <p>2<sup>nd</sup> sch. term</p>	<ul style="list-style-type: none"> <li>Good practices can be identified as exemplars, and below-par performance is improved with early supporting measures.</li> </ul>	<ul style="list-style-type: none"> <li>Survey on teaching performance + Stakeholder Questionnaire provided by EDB</li> </ul>	A&D Committee and Panel Chairs	Administrative support

	<ul style="list-style-type: none"> <li>• Good performance is identified and shared in staff development workshops.</li> <li>• Teacher performance appraisals, followed by individual interviews by their seniors, are conducted on the basis of self evaluations, students' feedback in teaching performance survey, lesson observation reports, internal and external examination results, and panel chairs' reports.</li> </ul>	<p>Staff Dev. Days</p> <p>End of school year</p>				
<ul style="list-style-type: none"> <li>• To ensure staff keep track of the latest development in education</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of the recent progress in the education is evidenced <ol style="list-style-type: none"> <li>1. by panel or department minutes indicating the sharing time during panel meetings;</li> <li>2. through developing a data bank for uploading the workshop/seminar materials.</li> </ol> </li> <li>• Staff development workshops addressing the school concerns and promoting teachers' well being are organized.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Teachers are well-informed of the current educational development and ready to try out innovation.</li> </ul>	<ul style="list-style-type: none"> <li>• Department reports</li> </ul>	Department Chairs	Administrative support + EOEBG

### Major Concern III: Deploying resources for the smooth implementation of the NSS curriculum

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of Evaluation	Teachers Responsible	Resources Required
<ul style="list-style-type: none"> <li>To equip teachers with the subject knowledge and pedagogy of the new senior curricula</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers attend their respective training courses organized by the EDB to gain thorough understanding of their curricula, pedagogies, assessments and subject contents</li> <li>Workshops on questioning skills and HOT skills are organized for teachers to prepare teachers for the new pedagogical approaches</li> </ul>	<p>Whole year</p> <p>Aug &amp; Jan</p>	<ul style="list-style-type: none"> <li>Subject teachers attend all the basic training workshops organized by EDB.</li> <li>Improvement is shown in comparing with the past year record</li> </ul>	<ul style="list-style-type: none"> <li>CPD records and Department reports</li> <li>Stakeholder survey and the school based teaching performance survey</li> </ul>	<p>Department chair + subject teachers</p> <p>Staff Development Committee</p>	<p>Administrative support</p> <p>EOEBG</p>
<ul style="list-style-type: none"> <li>To allocate resources for LS implementation</li> </ul>	<ul style="list-style-type: none"> <li>A period is assigned to LS teachers in each cycle for collaborative lesson planning.</li> <li>Small group teaching in Liberal Studies by employing an additional teacher to share the teaching load.</li> </ul>	<p>Whole year</p> <p>Whole year</p>	<ul style="list-style-type: none"> <li>Participating teachers recognize the practice is helpful</li> <li>Both teachers and students recognize greater rooms for class interaction with the class arrangement</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from the LS panel reports</li> <li>Feedback from the LS teachers and survey on S4 LS classes</li> </ul>	<p>LS Panel Chair and the respective module coordinators</p>	<p>Administrative support</p> <p>Enhanced SSC Support Grant</p>
<ul style="list-style-type: none"> <li>To widen the exposure of students</li> </ul>	<ul style="list-style-type: none"> <li>Japanese is introduced in the senior secondary curriculum as a step towards reinforcing global vision among students.</li> <li>Seminars and visits are arranged to enable students to have preliminary understanding of the courses offered under Applied Learning</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>20 S4 students are enrolled in the Japanese class and not less than 16 of them proceed their studies in S5.</li> <li>Students have idea about ApL and are able to make informed decision in making their choices.</li> </ul>	<ul style="list-style-type: none"> <li>Actual counting of the no. of students in the Class</li> <li>Survey on students disposition in taking ApL</li> </ul>	<p>AYL + NPK + the newly employed Japanese teacher</p> <p>KCY + members of the Careers &amp; Further Studies Committee</p>	<p>Diversity Learning Grant</p> <p>Administrative support</p>

<ul style="list-style-type: none"> <li>To provide the platform for OLE development and SLP compilation</li> </ul>	<ul style="list-style-type: none"> <li>Through the implementation of the school based “Life Building Scheme”, students are engaged to set their personal development plan, to keep records of their activities, and to make reflection as the preparation for them to compile their Student Learning Profiles</li> <li>A web-based i-portfolio is installed to make systematic record of students’ other learning experiences and to allow effective communication between teacher-mentors and student-mentees</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>Students are able to draft their own 3-year development plan and keep records of their OLE participations and the related reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Records in students i-portfolio and feedback from teacher advisers</li> </ul>	<p>KWS + CSM + LBS teacher advisers</p>	<p>Administrative support</p> <p>Self-financing by students (\$40 per account)</p>
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Wong Shiu Chi Secondary School  
School-based After-school Learning and Support Programmes 2009/10 School Year  
Programme Plan

Guiding Principles:

1. Students in receipt of the Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFAS) are eligible to receive full subsidy from the Grant.
2. Disadvantaged students identified by the school are also discretionary eligible for the subsidy, but the amount is limited to 10% of the grant.
3. The subsidy would enable the target group to have opportunities outside classroom to develop their life skills, life skills, self esteems, exposures and life enrichment.
4. Parents can declare their financial needs in the reply slip of the parent letters of the respective activities. Families in receipt of CSSA have to produce the confirmation letter issued by the Social Welfare Department to prove their financial status; while student of full grant under SFAS can be checked from the list provided by Student Financial Assistance Agency.

Activities

Name	Objective	Success Criteria	Method(s) of evaluation	Period/Date	Estimated no. of target students benefitted	Estimated expenditure (\$)	Name of partner/service provider
Pre-S1 English Bridging Class	To enhance students' English abilities for the their transition	- Attendance - Improvement in their reading, speaking	- Attendance record - Reports prepared by tutors	18.8.2009 – 22.8.2009	20	5,000	Q-Language

	to an English learning environment	and comprehensive ability					
School Prefect Training Camps	To familiarize newly appointed prefects with the operational routines, to develop the team spirit and collaboration	Prefects can take up their duty confidently	Comments from the teacher advisors	Oct 2009 & July 2010	20	8,000	-
National Education Programme	To enhance students national identity through visit to home country	Students enjoy the trip and able to make reflections on the visit	Interview	Christmas Holiday / Easter Holiday / Summer vacation	20	8,000	-
Musical instrument training classes	To develop students' skills in musical instruments and their ability in musical appreciation	Regular attendance and mastery of the performing skills of the musical instrument	Attendance record and comments from the tutors	Year round	5	5,000	MusicFriendly

Miscellaneous activities for developing student self esteem, skills development and enrichment of learning experiences	To widen the students' scope of life exposure	Regular attendance and having development in self esteem and skills	Comments from instructors and interviews	Year round	30	20,000	Miscellaneous agents
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