

WONG SHIU CHI SECONDARY SCHOOL

ANNUAL PLAN 2012/2013

CONTENT

Annual Plan 2012/2013

Appendix I: Plan on use of Capacity Enhancement Grant/Enhanced Senior Secondary Curriculum Support Grant in 2012/2013 School Year

Appendix II: School-based After-school Learning and Support Programmes 2012/13 - Programme Plan

Annual Plan 2012/2013

Major Concern I: To enhance students' learning outcome through improving language proficiency, developing self-regulatory learning habits and addressing diverse learning needs

Intended Outcomes	Strategies	Time scale	Success Criteria	Method of evaluation	Department(s)/ Committee(s)/ Teacher(s) Responsible	Resources Required
Enhancement of students' English proficiency	<ul style="list-style-type: none"> To increase the number of subjects participating in the Language-across-the-Curriculum Project (LAC) To further integrate language elements in teaching for those participating subjects 	Whole year	<ul style="list-style-type: none"> Higher attainment (raw score) in S3 students' English in TSA Better attainment in internal English assessments achieved by S1-4 students 	<ul style="list-style-type: none"> S3 TSA Internal assessment results Teaching Performance Survey 	<ul style="list-style-type: none"> Panel Chairs of relevant subjects EMI Support Committee Chair 	Administrative support of the school EMI Support Committee and the School-based Support Team from EDB
	<ul style="list-style-type: none"> To try out Reading-across-the-Curriculum Project (RAC) in S2 Integrated Humanities and S4 Science subjects 	Whole year	<ul style="list-style-type: none"> Higher score in Teaching Performance Survey(TPS) Q10 & Q35 		<ul style="list-style-type: none"> Panel Chairs of relevant subjects EMI Support Committee Head 	EOEBG
	<ul style="list-style-type: none"> To enhance the effectiveness of English lessons by graded exercises, improved questioning techniques, enrichment exercises for high-fliers and more systematic grammatical training 	Whole year	<ul style="list-style-type: none"> Higher average rating of English teachers in TPS than last year 		<ul style="list-style-type: none"> English Panel Chair 	
	<ul style="list-style-type: none"> To enhance the EMI skills of non-language EMI subject teachers by (i) nominating teachers for relevant courses, and (ii) refining the training offered by British Council 	Whole year			<ul style="list-style-type: none"> AP (academic) 	REES Grant
	<ul style="list-style-type: none"> To build an English-rich campus to 	Whole			<ul style="list-style-type: none"> Relevant 	

	encourage the use of English by students in all aspects of school life	year			committee chairs, AP	
	<ul style="list-style-type: none"> To provide junior-form students who are weak in English with afterschool remedial classes 	Whole year			<ul style="list-style-type: none"> AP (academic) English Panel Chairs 	EOEBG
Nurturing students as lifelong learners	<ul style="list-style-type: none"> To strengthen students' metacognitive skills through (i) the application of metacognitive tools in daily teaching and (ii) the integration of metacognitive tools into the lesson design in the Collaborative Lesson Planning (CLP) exercise 	Whole year	<ul style="list-style-type: none"> Higher score in Stakeholder Survey(Student) Q2, 8, 9, 10, 12, 13 and 14 Higher score in TPS Q32 & Q36 Higher rating of reading strategy in APASO than 2010-2011 	<ul style="list-style-type: none"> Stakeholder survey Teaching Performance Survey APASO 	<ul style="list-style-type: none"> Relevant panel chairs AP (Academic) 	
	<ul style="list-style-type: none"> To integrate elements of self-regulated learning into Physics, Chemistry and Mathematics lessons 	Whole year			<ul style="list-style-type: none"> Relevant panel chairs 	
	<ul style="list-style-type: none"> To enhance the habits and skills of reading by (i) promoting extensive reading, (ii) nurturing students' reading skills 	Whole year			<ul style="list-style-type: none"> English and Chinese Panel Chairs Library Committee Chair EMI Support Committee Chair 	Administrative support from the Library and the School-based Support Team from EDB

Better attendance of learners' diversity	SUBJECT LEVEL:	Whole year	<ul style="list-style-type: none"> S3 students have higher attainment in TSA and internal examinations Higher percentage of students pass Annual Assessment (in term of average mark) than last year Higher score in Teaching Performance Survey Q1, 2, 3, 4, 5 & 6, 27, 28 Higher score in Stakeholder Survey(Parent) Q1, 3, 10 & (Student) Q3, 21, 26 	<ul style="list-style-type: none"> S3 TSA and internal assessment Annual Assessment Teaching Performance Survey Stakeholder survey 	<ul style="list-style-type: none"> Relevant panel chairs 				
	SCHOOL LEVEL:						Whole year	<ul style="list-style-type: none"> Higher score in Stakeholder Survey(Parent) Q1, 3, 10 & (Student) Q3, 21, 26 	<ul style="list-style-type: none"> KLA coordinators
	<ul style="list-style-type: none"> To offer after-school Chinese, English and Mathematics remedial classes for junior-form low-achievers in these three subjects 	<ul style="list-style-type: none"> Relevant panel chairs 							

Major Concern II : To enable students to fully realize their potentials through character-building

Intended Outcomes	Strategies	Time Scale	Success Criteria	Method of Evaluation	Department(s)/ Committee(s)/ Teacher(s) Responsible	Resources Required
Enhancement of students' self-discipline	SCHOOL LEVEL: <ul style="list-style-type: none"> To achieve better understanding and consensus among teaching 	Whole year	<ul style="list-style-type: none"> Consensus of teaching staff on 	<ul style="list-style-type: none"> Students' discipline 	<ul style="list-style-type: none"> Student Affairs Committee 	EOEBG, DLG,

	<p>staff on expected student behaviour at each level of their development</p> <ul style="list-style-type: none"> • To encourage students' self-disciplined behaviour through positive reinforcements by giving them awards • To organize more counseling groups for students with learning and behavioural difficulties by the Guidance Committee and the School Social Workers • To organize parenting forums to synchronize parents' and school effort to develop self discipline among students <p>CLASS LEVEL:</p> <ul style="list-style-type: none"> • To assist students to set goals with the element of self-discipline incorporated in the Life Building Scheme 	<p>Dec 2012, Apr 2013</p>	<p>the expected behaviour among students and the implementation priority are drawn</p> <ul style="list-style-type: none"> • Overall improvements in the Discipline record • Overall improvements in the performance assemblies • Stakeholder survey (student) Q16 with 4.0 or above. • Stakeholder survey (Parent) Q9,17,20 with 3.6 or above; Q18,19,21,23 with 3.8 or above • Improvements in the APASO in the area of "emotional stability" • Improvements in the areas "My view on support for student development" (Q6 to Q10) and "My views on home-school cooperation" (Q17 to 23) 	<p>records</p> <ul style="list-style-type: none"> • Students' overall performances in assemblies and other school functions. • Stakeholder Survey (Teacher, Parent & Student) • APASO 	<ul style="list-style-type: none"> • Discipline Committee • Guidance Committee • Life Education Committee 	<p>HKJC(LLF), ASLSPG</p>
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<p>Reinforcing students' sense of responsibility</p>	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> To recognize responsible behaviour through immediate awards and commendations To instill the virtue of responsibility among student leaders through leadership training programmes To nurture students' awareness of the importance of responsibility through their participation in the Student Council <p>CLASS LEVEL:</p> <ul style="list-style-type: none"> To allocate sufficient meeting time for class teachers to give individual guidance to students under the Life Building Scheme and the Co-class Teachers System 	<p>Whole year</p>	<ul style="list-style-type: none"> Stakeholder survey (Teacher) Q49 with 4.0 or above Stakeholder survey (Student) Q18,19 & 21 with 4.0 or above Stakeholder survey (Parent) Q8,9,10 with 3.8 or above. Students' performance as audience in assemblies on Day 1 and Day 5 Students are able to produce their development plans and make self-evaluation under the supervision of their respective class teachers. Improvements in the APASO in the area of "Goal Setting" and "Commitment" Reduction of discipline record due to irresponsible behaviour 	<ul style="list-style-type: none"> Students' discipline records Stakeholder Survey (Teacher, Parent & Student) APASO 	<ul style="list-style-type: none"> Assistant Principal (Student Affairs) Student Affair Committee Discipline Committee Guidance Committee Life Education Committee OLE Committee 	<p>EOEBG, DLG, HKJC(LLF), ASLSPG,</p>
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			<ul style="list-style-type: none"> Improvement in the homework submission record 			
Strengthening students' self-confidence	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> To nominate more students of different capabilities to participate in various internal and external extracurricular activities To organize training programmes for student leaders with YWCA To develop students' career aspiration through career mapping programmes To recognize students' outstanding achievements in assemblies and through exhibitions <p>CLASS LEVEL:</p> <ul style="list-style-type: none"> To allocate sufficient meeting time for class teachers to give individual guidance to students under the Life Building Scheme and the co-class teachers system 	Whole year	<ul style="list-style-type: none"> Successfully nominations for students to participate in different training activities and receive various awards Successfully organization of training camps and workshops meeting the expected number of participants Stakeholder survey (student) Q.17 with 4.0 or above. Improvements in the APASO in the area of "Perseverance", "Social Integration" and "Interpersonal Competence" 	<ul style="list-style-type: none"> Nomination and participation records of students Stakeholder Survey (Student) APASO 	<ul style="list-style-type: none"> Student Affairs Committee Discipline Committee Guidance Committee Life Education Committee OLE Committee Career & Further Studies Committee 	EOEBG, DLG, HKJC(LLF), ASLSPG
Widening students' exposure	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> To nominate more students to various award schemes outside school and overseas' exchange 	Whole year	<ul style="list-style-type: none"> A 20% increase in the number of students 	<ul style="list-style-type: none"> Nomination and participation 	<ul style="list-style-type: none"> Student Affairs Committee Career & Further 	EOEBG, DLG, HKJC(LLF), ASLSPG,

	<p>programmes</p> <ul style="list-style-type: none"> To broaden students' exposure on different careers through the development of the Alumni Mentorship Scheme To organize one "Cross Boundary Learning Activity" to Mainland China for 40 students from S2-5 <p>CLASS LEVEL:</p> <ul style="list-style-type: none"> To organize field studies for different levels of students by various departments 	<p>2nd term</p> <p>Apr 2013</p>	<p>nominated to various award schemes outside school overseas' exchange programmes</p> <ul style="list-style-type: none"> Successful organization of a "Cross Boundary Learning Activity" for F.2 and F.5 respectively Improvements in the APASO in the area of "Opportunity" and "Emotional Attachment to the Nation" Successful organization of the first mentorship seminar and the mentor-mentee gathering Successful organization of different field study programmes Improvement in the Stakeholder Survey (students) Q1 	<p>records of students.</p> <ul style="list-style-type: none"> Stakeholder Survey (Student) APASO 	<p>Studies Committee</p> <ul style="list-style-type: none"> Alumni Association Department chairs 	<p>CCF</p>
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<p>Early intervention to meet students' identified needs</p>	<p>SCHOOL LEVEL:</p> <ul style="list-style-type: none"> • To re-design the student information form for the new S1 students and parents • To ensure early intervention by prompt referral of students in need to guidance teachers, social workers & educational psychologists • To explore useful resources from EDB and other organizations to offer more professional assistance to students in need 	<p>Whole year</p>	<ul style="list-style-type: none"> • The successful collection of information related to pre-S1 parents and students, and the systematic filing in the general office for further follow-up works if necessary • The completion of various intervention procedures careful monitoring by the Guidance Committee • The successful acquirement of funding and various support from EDB and other relevant organizations 	<ul style="list-style-type: none"> • S1 students' records • Reports from the Guidance Committee 	<ul style="list-style-type: none"> • Student Affairs Committee • Guidance Committee • School Social Workers 	<p>EOEBG, Special grant from the EDB</p>
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Major Concern III: To develop the School into a Learning Organization

Intended Outcomes	Strategies	Time scale	Success criteria	Method of evaluation	Department(s)/ Committee(s)/ Teacher(s) Responsible	Resources Required
Development of an environment that encourages professional dialogues for pursuing improvement	<ul style="list-style-type: none"> To identify good practice from Collaborative Lesson Planning and routine school practice 	Whole year	<ul style="list-style-type: none"> Higher score in Stakeholder Survey (Teacher) Q14- 16, 19 & 21-25. Teachers' agreement on the fact that they have more professional dialogues about teaching 	<ul style="list-style-type: none"> Stakeholder Survey 	<ul style="list-style-type: none"> AP (Academic) 	
	<ul style="list-style-type: none"> To arrange more sharing of good practice in Staff Development Days 	Whole year			<ul style="list-style-type: none"> Staff Development Committee Chair 	
	<ul style="list-style-type: none"> To better prepare for the implementation of quality circles by attending relevant training and supporting existing groups who have already established relevant culture 	Whole year			<ul style="list-style-type: none"> AP 	
	<ul style="list-style-type: none"> To better analyze findings from the staff appraisal system to provide more information and insights for staff development 	Whole year			<ul style="list-style-type: none"> AP 	
	<ul style="list-style-type: none"> To increase the number of staff development days to provide more room for training 	Whole year			<ul style="list-style-type: none"> AP 	
	<ul style="list-style-type: none"> To assign two mentors (one for teaching and one for student affairs) to each new teacher and to organize try-out teaching in summer vacation 	Whole year			<ul style="list-style-type: none"> Staff Development Committee Chair 	
	<ul style="list-style-type: none"> To nominate strategically staff members to attend training considered helpful to the fulfillment of school major concerns 	Whole year			<ul style="list-style-type: none"> AP 	
	<ul style="list-style-type: none"> To enhance the role of class 	Whole			<ul style="list-style-type: none"> AP (Student 	

	<p>teachers in the Co-class Teachers System by providing a more comprehensive job description, guidelines and related reading materials</p> <ul style="list-style-type: none"> To create more chances for sharing of experiences between class teachers on class management and the Life Building Scheme To offer professional training sessions for teachers, such as those related to group dynamics, relationship and trust building 	year			<p>Affairs)</p> <ul style="list-style-type: none"> Staff Development Committee Chair 	
Improvement of the school planning-implementation-evaluation (PIE) cycle	<ul style="list-style-type: none"> To make better use of the data from self-evaluation and staff appraisal for planning by Subject panels and committee chairs 	Whole year	<ul style="list-style-type: none"> Higher score in Stakeholder Survey(Teacher) Q4, 5, 6,7,9,13, 16, 17,30,31 Teachers' better understanding and handling of PIE 	<ul style="list-style-type: none"> Stakeholder survey 	<ul style="list-style-type: none"> Relevant panel and committee chairs 	<ul style="list-style-type: none"> Administrative support
	<ul style="list-style-type: none"> To refine the setting, implementation and evaluation of School Annual Plans by (i) reasonable allocation of duties, and (ii) better use of data from self-evaluation and other sources 	Whole year			<ul style="list-style-type: none"> AP 	
	<ul style="list-style-type: none"> To further refine the existing data from various surveys and assessments to provide more insights for improvement 	Whole year			<ul style="list-style-type: none"> AP Panel and committee chairs 	<ul style="list-style-type: none"> Administrative support from Teaching Assistants
Building shared vision among staff of different aptitudes and points of view	<ul style="list-style-type: none"> To align teachers' view upon school policies and their implementation through active involvement of all staff in School Plan formulation and evaluation 	Whole year	<ul style="list-style-type: none"> Higher score in Stakeholder Survey(Teacher) Q1,3,14,52, 53, 55 56 	<ul style="list-style-type: none"> Stakeholder Survey 	<ul style="list-style-type: none"> AP 	
	<ul style="list-style-type: none"> To encourage staff to achieve jointly the school goals through better focusing and prioritizing 	Whole year			<ul style="list-style-type: none"> AP 	

Plan on use of Capacity Enhancement Grant/Enhanced Senior Secondary Curriculum Support Grant in 2012/2013 School Year

Name of School: Wong Shiu Chi Secondary School

Means by which teachers have been consulted: Opinion survey followed by staff meeting

No. of operating classes: 28

Task area	Major area(s)	Strategies/Tasks	Benefits anticipated	Time scale	Resources required	Success criteria	Methods of evaluation	People responsible
Enhancement of Chinese Language Teaching	To adopt continuously split class teaching among students at bottom 40% and the implementation of Putonghua without additional staff resources	To employ a qualified contract teacher (GM, Point 18) who will take up 3 classes of Chinese and perform the same duties as required of a regular teacher	The teaching load will be reduced on average by 2 periods per 6-day cycle across the Chinese Panel. Hence Chinese subject teachers will spare time to prepare new teacher materials of the NSS curriculum.	2012/2013 School Year	Salary of contract teacher for 12 months, including MPF $[(27,245 + 1,250) \times 12 = 341,940]$	Chinese teachers shows improvement in their teaching effectiveness	questionnaire	Chinese Panel
Enhancement of English Language Teaching	English teacher can spare more time on teaching by releasing their administrative duties	To employ one teaching assistant who will provide general supports to the English Panel by taking up routine non-teaching duties, and hence English subject teachers		2012/2013 School Year	Salary of contract teaching assistant for 12 months, including MPF $[(13,000 + 650) \times 12 = 163,800]$	English teachers shows improvement in their teaching effectiveness		English Panel

Enhancement of English Language Teaching	Split class in juniors form is possible	To employ a qualified contract teacher (GM, Point 18) who will take up 3 classes of English and perform the same duties as required of a regular teacher	The class size in juniors forms is reduced and greater attention can be given to students.	2012/2013 School Year	Salary of contract teacher for 12 months, including MPF [(27,245+1,250) x 12 = 341,940]		questionnaire	English Panel
Giving support to the implementation of NSS Liberal Studies	To adopt small group teaching in Liberal Studies, such that the 5 classes at each NSS1 and NSS2 levels can be split into 7 groups	To employ a qualified teacher (GM, Point 21) who will take up classes in Science and perform the same duties as required of a regular teacher	The teaching load of existing Science teacher will be released and they will be spared to take up split classes in Liberal Studies	2012/2013 School Year	Salary of contract teacher for 12 months, including MPF [(31,525 + 1,250)x12 = 393,300]		questionnaire	

Funding	Income	Expenditure	Suplus / (Deficit)	
Capacity Enhancement Grant	516,616			
GM (Point 18) in Chinese		341,940		
Teaching Assistant for English Panel		163,800	10,786	

Funding	Income	Expenditure	Suplus / (Deficit)	
Enhanced Senior Secondary Curriculum Support Grant	713,520			
GM (Point 20) in English		341,940		
GM (Point 21) in Science		393,300	(21,720)	The deficit is covered by EOEBG

Wong Shiu Chi Secondary School
School-based After-school Learning and Support Programmes 2012/13 School Year
Programme Plan

Guiding Principles:

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 to an English learning environment	- Attendance - Improvement in their reading, speaking and comprehensive ability	- Attendance record - Reports prepared by tutors	17.7.2012 – 10.8.2012	20	10,000.00	Q-Language

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 2012 & July 2013	20	10,000.00	-
School Picnic	Transport fee			Nov 2012	100	5,000.00	
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	35	50,000.00	Music Friendly / Vincent Music
Leadership Training e.g. YLD, AYP, Head Prefects Training ... etc	To instill the virtues of leaders among students	Students showing improvement in collaboration, communicative and self management	Attendance record and comments from the tutors	Year round	10	5,000.00	
Sports training, e.g. fencing, judo, badminton,	To develop the spirit of collaboration, self	Active participation in the respective sports events	Attendance record and comments from the tutors	Year round	20	5,000.00	

table tennis, soft ball ...etc	management, and skills in sports						
After school tutorial class	To enable low achievers to make improvement in their studies	Improvement in the learning outcome	Examination results	Year round	30	30,000.00	
Music & Speech Festival Competitions	To develop students' skills in musical and speech	Competitions can enrich their experience	Competition results	Nov 2012 to Jan 2013	20	3000	
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	5,000.00	Miscellaneous agents