

# WONG SHIU CHI SECONDARY SCHOOL

## ANNUAL PLAN 2016/2017

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## School Annual Plan 2016 – 2017

### Major Concern I: Improving students' academic performance through self-regulated learning

Target	Strategy	Success criteria	Evaluation method	Time scale	In charge	Resource required
Students strengthen their habit & ability to manage & reflect on their learning	<ul style="list-style-type: none"> <li>● To consolidate the application of the chosen metacognitive tool in each department</li> <li>● To revise the <i>Student Handbook and the Learning to Learn handbook</i> for S2 and S3 for enhancing students' skills in managing their studies</li> <li>● To help junior form students master and apply the following self-management skills through class periods:                             <ul style="list-style-type: none"> <li>● Recording</li> <li>● Arranging their daily schedule</li> <li>● Filing their documents</li> <li>● Learning to learn</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The scores by junior form students in the 2<sup>nd</sup> Teaching Performance Survey on Q.32 and Q.34 is higher than 3.16 and 3.11 respectively</li> <li>● Junior-form students have a higher scores of their habit of self-regulated learning in 6/2017 than in 9/2016</li> <li>● Lower number of late homework records than last year</li> <li>● The scores in the APASO are higher than those in 2015-2016 (Goal setting&gt;2.86(senior), &gt;3.06(junior); Situation control&gt;2.75(senior), &gt;3.00(junior))</li> <li>● Most teachers agree that students have improvement in their self-management and reflection on learning</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholders survey (teachers)</li> <li>● APASO</li> <li>● Self-regulated learning questionnaire at the beginning &amp; end of the school year</li> <li>● Students discipline records</li> <li>● Teachers' observation</li> </ul>	Whole year	Subject heads  Assistant Principal (academic)  Class teachers  IT support	EOEBG
Teachers and students make better use of eTeaching and eLearning respectively	<ul style="list-style-type: none"> <li>● To enrich the Moodle platform with question banks and self-learning practicing exercises for students (e.g. interactive MC questions, forums etc.)</li> <li>● To support eTeaching with the necessary upgrade in hardware such as of iPads, LCD projectors and Moodle server</li> <li>● To enhance teachers' knowledge of eLearning and eTeaching through organizing training workshops and 'Community of Practice (CoP)'</li> </ul>	<ul style="list-style-type: none"> <li>● Relevant teaching materials are uploaded to the Moodle platform</li> <li>● ≥ 50% students make use of the platform for self-regulated learning</li> <li>● CoPs are organized with positive feedback in the questionnaire</li> <li>● Teachers show positive feedback in eTeaching and eLearning in the year end questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● Records in the Moodle platform</li> <li>● Questionnaire of CoP after the session</li> <li>● Questionnaire on eTeaching &amp; eLearning at the end of the school year</li> </ul>	Whole year  1 CoP in each term	Subject heads  Assistant Principal (academic)  IT support	School fund / EOEBG

## Major Concern II: Building students' capacity in managing their development plan

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	In-charge	Resources Required
Students receive counseling and relevant information about their strengths and weaknesses in setting and adjusting their development plan	<ul style="list-style-type: none"> <li>To further develop the data bank for recording students' academic progress, ECA participation and aptitude for their own access</li> <li>To improve the logistics of the individual life planning consultations at S3 and S5/S6</li> <li>S1-S6: To further equip teachers with the counseling skills for helping students setting up their development plan under LBS</li> </ul>	<ul style="list-style-type: none"> <li>Higher scores in students' (SHS - Q15&gt;3.79 and parents' (SHS Q6&gt;3.5) rating on teachers' help in growing process</li> <li>Higher scores in goal setting in APASO (&gt;3.06 in junior forms; &gt;2.86 in senior forms)</li> <li>Most class teachers agree that students show stronger commitment to LBS</li> <li>Positive feedback from teachers responsible for the S3 and S5/6 consultations</li> </ul>	<p>Stakeholder Survey</p> <p>APASO</p> <p>Evaluation report of LBS</p> <p>Evaluation report from Career Mistress &amp; CLAP</p>	<p>Whole year</p> <p>S5: Second Term, S6: First Term</p> <p>Whole year</p>	<p>AP(Student Affairs)</p> <p>CFS Chair</p> <p>OLE Chair</p>	School fund / EOEBG/ CLAP
Students draft their development plans according to their understanding about the nature and pre-requisites of the studies or careers in which they show interest	<ul style="list-style-type: none"> <li>To further update the information bank of alumni</li> <li>To provide comprehensive information for students and teachers to project their attainment in the HKDSE</li> <li>To help students make use of their personal information and results from aptitude tests for their own career planning</li> <li>To arrange panel sessions on different professions between students and alumni or other representatives of different professions</li> <li>To broaden students' horizons in career through talks, visits and displays</li> </ul>	<ul style="list-style-type: none"> <li>Students set appropriate goals and related action plans in pursuing their studies, career and personal development goals</li> <li>Higher scores in the Stakeholder Survey (Student survey Q12&gt;3.9, Q21&gt;3.9; Teacher survey Q46&gt;3.7, Q48&gt;3.8)</li> <li>Higher score in APASO (Goal Setting, senior&gt;2.86, junior&gt;3.06)</li> </ul>	<p>Report of LBS and OLE Committee</p> <p>Stakeholder Survey</p> <p>APASO</p>	<p>Whole year</p> <p>Before Sep 2016</p> <p>Whole</p> <p>Whole year</p> <p>Whole year</p>	<p>Principal</p> <p>AP (Student Affairs)</p> <p>CFS Chair</p> <p>CFS Chair</p> <p>OLE Chair</p>	School fund / EOEBG/ CLAP

	<ul style="list-style-type: none"> <li>• To better equip students with the skills in setting goals, compiling action plans, making reflections and writing self-accounts</li> </ul>			Whole year	OLE Chair	
Students show improvement in respect and sense of responsibility	<ul style="list-style-type: none"> <li>• To nurture our students to appreciate others, through classroom routine and curriculum</li> <li>• To help our students cultivate a stronger disposition of expressing their respect and shouldering their responsibility, through classroom routine and arrangement of extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Smaller number of misbehavior records &amp; warnings issued in this year than last year</li> <li>• Higher scores in Stakeholder Survey (Student survey Q18&gt;3.9, Q19&gt;3.9, Q24&gt;4.1); Parent survey Q9&gt;3.8, Q11&gt;3.9, Q13&gt;4.0; Teacher survey Q49&gt;3.8)</li> <li>• Higher score in APASO (Social Integration, senior&gt;2.90, junior&gt;3.02)</li> </ul>	<p>Report from Discipline Committee</p> <p>Stakeholder Survey</p> <p>APASO</p>	<p>Whole year</p> <p>Whole year</p>	<p>LE Chair</p> <p>LE Chair</p>	School fund / EOEBG

**Major Concern III: To Strengthen the communication among staff so as to enhance the shared vision**

Targets	Strategies	Success Criteria	Evaluation method	Time Scale	In charge	Resources Required
Teachers' professional dialogue is enhanced	<ul style="list-style-type: none"> <li>To build shared vision among staff through strengthening communication</li> <li>To arrange sharing sessions in staff meetings</li> <li>To organize at least 2 CoPs on teachers' common interests</li> </ul>	<ul style="list-style-type: none"> <li>Relevant workshops, sharing sessions and CoPs are successfully held with positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Post-activity questionnaires</li> </ul>	Whole year  1 CoP in each term	Staff Development Committee  Assistant Principal (academic)	School fund / EOEBG
Teachers' communication is enhanced through better administrative support	<ul style="list-style-type: none"> <li>To enhance the e-Class teachers' apps for promoting better school administration and teachers' communication</li> </ul>	<ul style="list-style-type: none"> <li>The Principal, Assistant Principals, some department and committee heads make use of the e-circular to disseminate messages to teachers</li> <li>Teachers can sign and read the message promptly and take action accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Year-end questionnaire</li> <li>Teachers' e-circular signing and reading records</li> </ul>	Whole year	Assistant Principal (academic)  IT support	School fund / EOEBG
Teachers have better understanding of the students' performance	<ul style="list-style-type: none"> <li>To improve and enhance the school repository for information and knowledge sharing</li> <li>To investigate the unifying of the school information system into a web-based platform</li> <li>To further investigate the applications of the MC analysis system of the Maths Panel and the Rasch model</li> </ul>	<ul style="list-style-type: none"> <li>A programmer is hired to design a unified web-based system for all the school and students information.</li> <li>A MC questions analyzing programme is chosen and introduced in Biology and Geography departments</li> </ul>	<ul style="list-style-type: none"> <li>Teachers positive feedback on the programme including whether it is user friendly and its power on integrating students' information</li> </ul>	Whole year	Assistant Principal  IT panel head  IT technicians  Panel Heads of the Biology and Geography departments	School fund / EOEBG  Strengthening School Administration Management Grant

## Plan on use of Capacity Enhancement Grant in 2016/2017 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: 24

Task area	Major area(s)	Strategies/Tasks	Benefits anticipated	Time scale	Resources required	Success criteria	Methods of evaluation	People responsible
Enhancement of English Language Teaching	Small class in juniors form and S.4	To employ a qualified contract teacher (GM, Point 20) who will take up 3 classes of English and perform the same duties as required of a regular teacher	The class sizes at the respective forms are reduced and greater attention can be given to students.	2016/2017 School Year	GM Salary of contract teacher for 12 months, including MPF $[(\$35,780 \times 7) + (\$37,211 \times 5) + (\$1,500 \times 12) = \$454,515]$		Questionnaire	English 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 after-school remedial class.		2016/2017 School Year	Salary of contract teaching assistant for 12 months, including MPF $[(\$13,500 \times 1.05) \times 12 = \$170,100]$	English teachers show improvement in their teaching effectiveness		English Panel

Funding	Income	Expenditure	Surplus / (Deficit)	
<b>Capacity Enhancement Grant</b>	\$588,202			
GM (Point 20) in English		\$454,515		
Teaching Assistant for English Panel		\$170,100	(\$36,413)	The deficit is covered by EOEBG

## School-based After-school Learning and Support Programmes 2016/17 School Year Programme Plan

Name of School : Wong Shiu Chi Secondary School

Staff-in-charge : Ms. Choi Wai Yin Contact Telephone No. : 2656 1270

A. The estimated number of students (count by heads) benefitted under this programme is 129 (including A. 19 CSSA recipients, B. 94 SFAS full-grant recipients and C. 16 under school's discretionary quota).

B. Information on Activities to be subsidised / complemented by the Grant.

Name	Objective	Success Criteria	Method(s) of evaluation	Period/Date	Estimated no. of target students benefitted			Estimated expenditure (\$)	Name of partner/service provider
					A	B	C		
Pre-S1 English Bridging Class	To enhance students' English abilities for their transition to an English learning environment	<ul style="list-style-type: none"> <li>- Attendance</li> <li>- Improvement in their reading, speaking and comprehensive ability</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance record</li> <li>- Reports prepared by tutors</li> </ul>	18.7.2016 – 5.8.2016	4	15		20,000	Holistic Education Limited
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	6	8	1	34,450	Kodaly Music / Vincent Music

Field Trip and Training Camp for difference subject	Transport fee	- Attendance	- Attendance record	Year round	3	10		2,000	-
Music & Speech Festival Competitions	To develop students' skills in musical and speech	Competitions can enrich their experience	Competition results	Nov 2016 – April 2017		2		1,380	-
English / Chinese Enhancement Activities	To extend students' exposure to authentic English / Chinese	Improvement in the standard of English / Chinese	Attendance and their performance in the activities	Year round		4		500	-
Japanese Class	To enhance students' Japanese abilities	- Attendance	- Attendance record - Reports prepared by tutors	Year round		1		1,000	-
Exchange tour	To widen the students' scope of life exposure	- Attendance	Comments from teacher	March to April 2017	4	15		20,000	-
Leadership Training e.g. Outward bound, AYP, Head Prefects, Red Cross	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	1	15		10,000	-

Training ... etc									
Sports training, e.g. soft ball, badminton, table tennis. ...etc	To develop the spirit of collaboration, self management, and skills in sports	Active participation in the respective sports events	Attendance record and comments from the tutors	Year round		4		5,470	-
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	1	20	15	18,000	Miscellaneous agents
Total no. of activities <u>10</u>					19	94	16	112,800	

## Budget Summaries 2016/2017

<b>EOEBG (Baseline)</b>	<b>Income /\$</b>	<b>Expenditure /\$</b>
General Administrative Expenditure	1,831,631.80	580,000.00
Light & Power		410,000.00
Library Books and CD-ROM's		80,000.00
Extra-Curricular Activities		110,000.00
Integrated Science		75,000.00
Visual Art		30,000.00
Home Economics		32,000.00
Design & Technology		40,000.00
Biology		25,000.00
Physics		12,000.00
Chemistry		27,000.00
Chinese Language		17,000.00
English Language		15,000.00
Enrichment Course Taught By NET		190,000.00
Chinese Extensive Reading Scheme		10,000.00
English Extensive Reading Scheme		30,000.00
Staff Development and Training		22,000.00
Guidance Programmes		500.00
Lift Maintenance Grant		51,320.00
Composite Furniture & Equipment		300,000.00
Deficit transferred to EOEBG		243,700.00
	<u>1,831,631.80</u>	<u>2,300,520.00</u>

### EOEBG (Specific)

Administration Grant	3,725,964.00	3,724,467.00
Composite Information & Technology	390,255.00	390,000.00
Noise-abatement and air-conditioning	308,382.00	220,000.00
Capacity Enhancement Grant (Note 1)	588,202.00	624,615.00
	<u>5,012,803.00</u>	<u>4,959,082.00</u>

### Other Grants Account

	<b>Income &amp; Reserves /\$</b>	<b>Expenditure /\$</b>
Teacher Relief Grant (\$1028660+\$189956) (Note 2)	1,218,616.00	1,163,290.00
Home-school Co-operation Activities Grant	13,500.00	13,500.00
Extra Senior Sec. Curriculum Support Grant (\$1073600) (Note 3)	1,073,600.00	176,400.00
Fractional Post Cash Grant (Note 4)	340,128.00	476,355.00
School-based After School Learning	112,800.00	112,800.00
HKJC LW Learning Fund	96,390.00	96,390.00
Learning Support & Professional Support Grant (SEN)	290,000.00	290,000.00
Diversity Learning Grant - Others Languages (Japanese) (Note 5)	195,000.00	220,000.00
Diversity Learning Grant - Others Programme	84,000.00	84,000.00
Diversity Learning Grant - NSS Applied Learning Courses (ApL)	48,950.00	48,950.00
Career and Life Planning Grant (\$50090)	50,900.00	13,750.00
Moral & National Education Support Grant (\$181337)	181,337.00	95,000.00
Understanding Our Motherland	32,000.00	32,000.00
Extra Recurrent Grant Under ITE4 (Note 6)	66,740.00	112,800.00
School Administration Mgmt Grant (Note 7)	250,000.00	126,000.00
Pilot Sch-Promoting Interflows between Sister School	239,804.00	239,800.00
	<u>4,293,765.00</u>	<u>3,301,035.00</u>

#### Notes

1. To cover the salaries for 1 no. Eng. TA (\$170,100), 1 no. Eng. GM (\$454,515), the deficit (\$36,413) is covered by EOEBG.
2. To cover the salaries for 2 no. Maths GM (\$910,190), 1.5 nos. TA for Chi.& Maths. (\$233,100), and supply teachers (\$20,000).
3. To cover the salary for 1 no. LS TA (176400).
4. Establishment (0.4), SSCSG (0.2).To cover the salary for 1 no. IS GM (\$476,355), the deficit (\$136,227) is covered by EOEBG.
5. The deficit (\$44,400) is covered by EOEBG.
6. The deficit (\$46,060) is covered by EOEBG.
7. To cover the salary of 1 no. programmer for 8 months.