

# WONG SHIU CHI SECONDARY SCHOOL

## ANNUAL PLAN 2017/2018

---

### ***CONTENTS***

#### Annual Plan 2017/2018

Appendix I: Plan on use of Capacity Enhancement Grant/ Senior Secondary Curriculum Support Grant

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

Appendix III: Budget Summaries

## School Annual Plan 2017 – 2018

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

Targets	Strategies	Success criteria	Evaluation methods	Time scale	In-charge	Resources required
Students develop their self-regulated learning habit and self-management ability	<ul style="list-style-type: none"> <li>To enhance students' self-regulated learning habit and self-management ability through adopting them as the themes in the action research and lesson studies (Appendix I)</li> <li>To consolidate and closely monitor students' self-regulated learning habit and self-management ability in each subject (Appendix I)</li> </ul>	<ul style="list-style-type: none"> <li>The scores by students in the TPS on Q.34 is higher than 3.19</li> <li>Higher percentage of no late homework records than last year (<math>\geq 20\%</math>)</li> <li>The average scores in the APASO are higher than those in 2016-2017 [Goal setting <math>&gt; 2.81</math>(senior), <math>&gt; 2.98</math>(junior); Situation control <math>&gt; 2.76</math>(senior), <math>&gt; 2.95</math>(junior); Task <math>&gt; 3.03</math>(senior), <math>3.18</math>(junior)]</li> <li>Most teachers agree that students have developed their self-regulated learning habit and self-management ability</li> </ul>	<ul style="list-style-type: none"> <li>SHS</li> <li>APASO</li> <li>TPS</li> <li>Self-regulated learning questionnaire</li> <li>Students discipline records</li> <li>Teachers' observation</li> <li>AR and LS reports</li> <li>Evaluation reports of subject departments</li> </ul>	Whole year	Assistant Principal (Academic)	
Teachers and students enhance their ability to use e-Teaching and e-Learning respectively	<ul style="list-style-type: none"> <li>To enhance the Moodle platform with self-regulated learning materials (Appendix II) in ALL subject panels in each class with at least 2 interactive exercises in each term (4 in the whole year)</li> <li>To ensure that all the self-regulated learning courses and exercises in the Moodle platform are highly utilized To support e-teaching with the necessary upgrade in hardware such as iPads (pro/with GPS), iPad pencils, iPad clamp stand, audio system for apple TV, the LCD projectors compatible to apple TV and the school "cloud" for storage</li> <li>To further enhance teachers' knowledge of e-teaching and e-learning through self-learning courses in Moodle and Community of Practice (CoP)</li> </ul>	<ul style="list-style-type: none"> <li>Higher scores in Stakeholder Survey (student survey : Q.8 <math>&gt; 3.7</math>, Q.9 <math>&gt; 3.6</math>, Q.10 <math>&gt; 3.7</math>, Q.12 <math>&gt; 3.7</math>, Q.13 <math>&gt; 3.8</math>)</li> <li>Higher scores Stakeholder Survey (teacher survey : Q.41 <math>&gt; 3.1</math>, Q.43 <math>&gt; 3.2</math>, Q.45 <math>&gt; 3.5</math>)</li> <li>Higher scores in Stakeholder Survey (parent survey : Q.2 <math>&gt; 3.6</math>, Q.4 <math>&gt; 3.7</math>)</li> <li>Relevant self-regulated learning materials are uploaded to the Moodle platform</li> <li>ALL students make use of the self-regulated learning materials on the Moodle platform</li> <li>Action research and lesson studies are successfully completed and disseminated to the respective subject departments for their reference</li> <li>Questionnaire of hardware support for each subject department is collected and the respective hardware is purchased</li> <li>CoPs are organized with positive feedback in the questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>TPS</li> <li>Moodle data (usage tracking records)*</li> <li>Questionnaire on e-learning &amp; e-teaching at the end of the school year</li> <li>Minutes, interim reports and annual report of subject departments</li> </ul>	Whole year	Assistant Principal (Academic)  Subject Department Chairs  IT coordinator	EOEBG  OITG*

## 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 set and adjust their development plan according to their strengths and weaknesses	<ul style="list-style-type: none"> <li>To complete WSC Portal for recording and retrieving students' academic progress, ECA participation and aptitude for their own access</li> </ul>	<ul style="list-style-type: none"> <li>Teacher advisors agree that most students set better action plans in pursuing their studies, career and personal development goals</li> <li>Higher scores in the Stakeholder Survey (Student survey Q12&gt;3.7; Teacher survey Q46&gt;3.7)</li> <li>Higher score in APASO (Goal Setting, senior&gt;2.81, junior&gt;2.98)</li> </ul>	<p>Report of LBS teacher advisors</p> <p>Stakeholder Surveys</p> <p>APASO</p>	Whole year	AP (Student Affairs)	SSAMG
Students better explore their potentials through in-depth participation in extra-curricular activities	<ul style="list-style-type: none"> <li>To streamline Houses &amp; clubs administration                             <ul style="list-style-type: none"> <li>The roles and functions of current Clubs and Houses will be revised</li> <li>6 Houses will be integrated into 4 Houses</li> </ul> </li> <li>To steer ECA towards long-term &amp; in-depth participation                             <ul style="list-style-type: none"> <li>Strengthen membership system for more consistent participation</li> <li>Improve guidance to Clubs and Houses by teacher advisors</li> <li>Provide challenges to more students to help them explore their potentials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Higher scores in the Stakeholder Survey (Student survey Q17&gt;3.7; Q20&gt;3.8, Q21&gt;3.8; Parent Survey Q10&gt;3.8; Teacher Survey Q51&gt;4.0)</li> <li>Higher score in APASO (Achievement, senior&gt;2.5, junior&gt;2.73)</li> <li>Teacher advisors of Clubs and Houses consider the measures effective in helping students exploring their potentials</li> </ul>	<p>Stakeholder Surveys</p> <p>APASO</p> <p>Report from teacher advisors</p>	<p>Whole year</p> <p>Whole year</p>	<p>AP (Student Affairs)</p> <p>AP (Student Affairs)</p>	School fund / EOEBG/ CLAP
Students show improvement in respect and sense of responsibility	<ul style="list-style-type: none"> <li>To build up those virtues by classroom and campus routine                             <ul style="list-style-type: none"> <li>Strengthen students' self-management in aspects such as the use of mobile phones and punctuality</li> <li>Strengthen students' role in the management of classroom and campus</li> </ul> </li> <li>To improve subjects' collaboration in promoting those virtues, including                             <ul style="list-style-type: none"> <li>Language subjects</li> <li>Liberal Studies subject, and</li> <li>Other subjects which find it appropriate</li> </ul> </li> <li>To state more explicitly our expectations on the leadership quality of student leaders                             <ul style="list-style-type: none"> <li>Code of conduct for student leaders</li> <li>Improve induction training of student leaders</li> </ul> </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 Q16&gt;3.7, Q17&gt;3.7, Q19&gt;3.9, Q22&gt;3.8); Parent survey Q7&gt;3.7, Q9&gt;3.8)</li> <li>Higher score in APASO (Commitment, senior&gt;2.96, junior&gt;3.10)</li> </ul>	<p>Report from Discipline Committee Stakeholder Survey</p> <p>APASO</p>	<p>Whole year</p> <p>Whole year</p> <p>Before 1/Sep</p>	<p>Discipline Mistress</p> <p>Relevant panel heads</p> <p>AP (Student Affairs)</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 methods	Time Scale	In-charge	Resources Required
Teachers' communication is enhanced through better administrative support	<ul style="list-style-type: none"> <li>To provide channels for teachers to contribute their ideas in school policies formulation through meetings or electronic media</li> </ul>	<ul style="list-style-type: none"> <li>Regular channels are established</li> <li>Teachers' opinions and ideas are successfully collected</li> </ul>	<ul style="list-style-type: none"> <li>SHS</li> <li>APASO</li> <li>TPS</li> <li>Questionnaire</li> </ul>	Whole year	Assistant Principal (Academic)	
Teachers develop a culture of communication	<ul style="list-style-type: none"> <li>To allocate teachers' sharing sessions in every staff meeting and staff development day</li> <li>To organize 2 sessions of Community of Practice (CoP) in each term to encourage sharing of teachers' implicit knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Relevant sessions of teachers' sharing are arranged</li> <li>Relevant CoPs are successfully organized with positive feedback in the evaluation questionnaires</li> <li>Further self-generated CoPs are formed among teachers of common interests</li> </ul>	<ul style="list-style-type: none"> <li>SHS</li> <li>APASO</li> <li>TPS</li> <li>Questionnaire</li> </ul>	Whole year	Assistant Principal (Academic)	School Fund
Teachers have better understanding of the students' performance	<ul style="list-style-type: none"> <li>To finish developing the WSC Portal with students' academic and non-academic tracking system</li> <li>To make use of school-based assessment data to plan the teaching strategies for improvement</li> <li>To achieve "Assessment for Learning" by making use of tools to analyze tests and examinations data in each subject panel</li> </ul>	<ul style="list-style-type: none"> <li>The Portal is successfully completed</li> <li>Relevant school-based data is fully utilized on further planning of teaching strategies</li> <li>Assessment for Learning tools e.g. the Rasch model and other school-based tools are successfully used by subject departments</li> </ul>	<ul style="list-style-type: none"> <li>SHS</li> <li>APASO</li> <li>TPS</li> <li>Questionnaire</li> <li>Minutes of subject departments</li> </ul>	Whole year	Assistant Principal (Academic)  IT Coordinator  Subject Department Chairs	EOEBG SSAMG*

\* **SSAMG : Strengthening School Administration Management (SAM) Grant**

**OITG : One-off Information Technology Grant**

**The Moodle usage tracking records include the no. of courses, no. of participations, homework submission data and questions correct rate etc.**

## Teaching performance survey (TPS)

Q34. I have a self-learning habit for this subject.

## Stakeholder Survey (SHS)

Student Survey	Teacher Survey	Parent Survey
<p>8. I take the initiative to learn.</p> <p>9. I am confident in learning</p> <p>10. I often do my assignments seriously.</p> <p>12. I know how to set learning goals for myself.</p> <p>13. I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.</p> <p>16. My schoolmates are self-disciplined and abide by school regulations.</p> <p>17 The school is intent on fostering our leadership.</p> <p>19. The school actively fosters our virtues.</p> <p>20. My schoolmates actively participate in extra-curricular activities.</p> <p>21. Through participation in the school's extra-curricular activities, my learning opportunities In respect of extra-curricular knowledge and life skills, etc. are increased</p> <p>22. The students respect the teachers.</p>	<p>41. My students take the initiative to learn.</p> <p>43. My students often complete their assignments seriously.</p> <p>45. My students are often able to use a variety of resources, such as the Internet and the library, in learning.</p> <p>46. The school's discipline and guidance work is geared to students' development needs.</p> <p>51. The school's extra-curricular activities can help extend students' learning experiences.</p>	<p>2. My child takes the initiative to learn.</p> <p>4. My child often completes his/her assignments seriously.</p> <p>7. The school is able to foster my child's self-discipline and make them abide by school regulations.</p> <p>9. The school can foster in my child good virtues.</p> <p>10. Through participation in the school's extra-curricular activities, my child's learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.</p>

## Appendix I

### Relevant metacognitive skill(s) to be adopted in the teaching of different departments (from the School Annual Plan 2015-2016)

	Self/Peer evaluation	Error analysis	Concept mapping	K-N-L table	Self-questioning
Chinese Language	✓				✓
English Language	✓	✓			✓
Mathematics		✓			✓
Chinese Literature	✓				✓
Liberal Studies			✓		✓
History			✓		✓
Integrated Humanities			✓		✓
Physics			✓		✓
Chemistry			✓		✓
Biology			✓		✓
Chinese History			✓		✓
Geography		✓	✓		✓
Integrated Science			✓		✓
Economics and Society			✓		✓
Visual Art			✓		✓
Economics					✓
BAFS	✓	✓			✓
Computer Studies					✓
Design and Technology				✓	✓
Home Economics				✓	✓

### Self-management skills to be attained by students (from the School Annual Plan 2016-2017)

- Recording of ECA participation
- Arranging daily schedule
- Filing documents
- Learning to learn

### Appendix II : Self-regulated learning materials:

- Flipped classroom videos and follow-up exercises
- Interactive exercises or quizzes
- E-books reading tasks with follow-up exercises
- Forums
- Revision materials e.g. videos clips

## Plan on use of Capacity Enhancement Grant in 2017/2018 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 Liberal Studies Teaching	Small class in S.4 and S.5	To employ a qualified contract teacher (GM, Point 17) who will take up 4 classes of LS 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.	2017/2018 School Year	GM Salary of contract teacher for 12 months, including MPF $[(\$31,855 \times 7) + (\$33,130 \times 5) + (\$1,500 \times 12) = \$406,635]$		Questionnaire	Liberal Studies 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.		2017/2018 School Year	Salary of contract teaching assistant for 12 months, including MPF $[(\$13,000 \times 1.05) \times 12 = \$163,800]$	English teachers show improvement in their teaching effectiveness		English Panel

Funding	Income	Expenditure	Surplus / (Deficit)	
<b>Capacity Enhancement Grant</b>	\$599,381			
GM (Point 17) in English		\$406,635		
Teaching Assistant for English Panel		\$163,800	\$28,946	

## School-based After-school Learning and Support Programmes 2017/18 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 131 (including A. 22 CSSA recipients, B. 94 SFAS full-grant recipients and C. 15 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>	24.7.2017 – 4.8.2017	4	15		7,600	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	7	4		16,200	Sunstar Creation / Vincent Music

Field Trip and Training Camp for difference subject	Transport fee	- Attendance	- Attendance record	Year round	3	10		500	-
Music & Speech Festival Competitions	To develop students' skills in musical and speech	Competitions can enrich their experience	Competition results	Nov 2017 – April 2018		2		500	-
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		400	-
Japanese Class	To enhance students' Japanese abilities	- Attendance	- Attendance record - Reports prepared by tutors	Year round		6		6,000	-
Exchange tour	To widen the students' scope of life exposure	- Attendance	Comments from teacher	March to April 2017	4	15		40,000	-
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	3	14		19,800	-

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		4,000	-
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	10,000	Miscellaneous agents
Total no. of activities <u>10</u>					22	94	15	105,000	

## Budget Summaries 2017/2018

<b>EOEBG (Baseline)</b>	<b>Income /\$</b>	<b>Expenditure /\$</b>
General Administrative Expenditure	1,866,432.80	591,000.00
Light & Power		380,000.00
Library Books and CD-ROM's		80,000.00
Extra-Curricular Activities		95,000.00
Integrated Science		59,000.00
Visual Art		30,000.00
Home Economics		36,900.00
Design & Technology		35,000.00
Biology		25,000.00
Physics		15,000.00
Chemistry		25,000.00
Geography		5,000.00
Chinese Language		15,000.00
English Language		22,000.00
Enrichment Course Taught By NET		140,000.00
Chinese Extensive Reading Scheme		13,000.00
English Extensive Reading Scheme		12,000.00
Staff Development and Training		20,000.00
Other Learning Experiences		17,000.00
Lift Maintenance Grant		54,000.00
Composite Furniture & Equipment		790,000.00
Deficit transferred to EOEBG		125,052.47
	<u>1,866,432.80</u>	<u>2,584,952.47</u>

<b>EOEBG (Specific)</b>		
Administration Grant	3,796,800.00	3,840,314.00
Composite Information & Technology	397,670.00	380,000.00
Noise-abatement and air-conditioning	314,240.00	220,000.00
Capacity Enhancement Grant (Note 1)	599,381.00	575,000.00
	<u>5,108,091.00</u>	<u>5,015,314.00</u>

<b>Other Grants Account</b>	<b>Income &amp; Reserves /\$</b>	<b>Expenditure /\$</b>
Teacher Relief Grant (\$55615+\$190000) (Note 2)	245,615.00	245,615.00
Home-school Co-operation Activities Grant	15,372.00	15,372.00
Extra Senior Sec. Curriculum Support Grant (Note 3)	897,200.00	329,700.00
School-based After School Learning	105,000.00	105,000.00
HKJC LW Learning Fund	85,522.50	85,522.50
Learning Support & Professional Support Grant (SEN) (Note 4)	290,000.00	290,000.00
Diversity Learning Grant - Others Languages (Japanese) (Note 5)	218,400.00	239,400.00
Diversity Learning Grant - Others Programme	84,000.00	84,000.00
Diversity Learning Grant - NSS Applied Learning Courses (ApL)	50,350.00	50,350.00
Moral & National Education Support Grant	99,817.00	20,000.00
Understanding Our Motherland	60,000.00	60,000.00
Extra Recurrent Grant Under ITE4 (Note 6)	66,740.00	113,760.00
School Administration Mgmt Grant (Note 7)	104,606.53	118,125.00
Pilot Sch-Promoting Interflows between Sister School	241,948.00	241,948.00
Transitional Career Grant (Note 8)	100,000.00	100,000.00
e-Learning in Schools	199,450.00	199,450.00
Promotion of STEM	200,000.00	170,000.00
Information Technology Staffing Support Grant (Note 9)	300,000.00	260,000.00
Promotion of Chines Hist. and Culture	150,000.00	51,350.00
	<u>2,564,571.03</u>	<u>1,998,792.50</u>

### Notes

1. To cover the salaries for 1 no. Eng. TA (\$163,800), 1 no. LS GM (\$406,635), and backpay for last year .
2. To cover the salaries for 1 no. Chi. TA (\$170,896), and supply teachers (\$74,719).
3. To cover the salary for 2 no. TA (\$329,700).
4. To cover the salary for 1 no. TA (\$151,200), and SEN Courses.
5. The deficit (\$21,000) is covered by EOEBG.
6. The deficit (\$47,020) is covered by EOEBG.
7. To cover the salary of 1 no. programmer for 4 months(\$63,000), 1 no. 0.3 Maths. Teacher (\$55,125)
8. To cover the salary of 1 no. TA for 6 months (\$75,600), and expenditure for activities of career.
9. To cover the salary of 1 no. programmer for 6 months (\$100,275), and 1 no. IT Staff (\$138,600)and expenditure for courses of IT Staff.