

S.K.H. Li Fook Hing Secondary School



Annual School Plan
2014/2015

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Annual Objective: **Love to Learn Learn to Love**

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Major Concern 1: To enhance the learning outcome through assessment for learning, strengthening of study skills and consolidation on homework policy.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Supporting the Learning of students through various means.</p> <p>1.1 Study skills will be taught by class teachers systematically through form teacher periods.</p> <p>1.2 Closely supervise and monitor the implementation of the five learning circles.</p> <p>1.3 E-learning is conducted through the use of intranet and the introduction of tablet PCs, especially in Seed Classes and Need Classes.</p> <p>1.4 School library provides adequate resources for students to develop self-learning. Different activities will be organized to promote the reading atmosphere in school.</p> <p>1.5 After-school classes including English enhancement classes and Mathematics tutorial classes are to be arranged to help students uplift their academic standard.</p> <p>1.6 Assemblies are conducted to share study skills with students.</p> <p>1.7 Three academic weeks are arranged throughout the year to promote learning atmosphere.</p> <p>1.7 Further follow up on Homework policy to share the good work.</p> <p>1.8 Rainbow project cultivates students' learning habit.</p> <p>1.9 Library introduction course for S1 students to introduce research skills</p> <p>1.10 Facilitating the learning of need students through SEN program.</p>	<p>9/14-5/15</p>	<ul style="list-style-type: none"> ➤ The study culture is established, number of students participated in tutorial classes. ➤ Effectiveness of the tutorial classes. ➤ Effective usage of IT resources in learning. ➤ Effectiveness of reading programs conducted. 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Feedback from students ➤ Feedback from parents 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ IT Committee ➤ Library ➤ Mathematics and English departments ➤ Teachers involved in academic weeks 	

<p>2. Modification of revision periods.</p> <p>2.1 Revision periods during the test week before the tests in order to enhance the quality of revision.</p> <p>2.2 One to two revision days with longer school hours before examinations are introduced to develop study habits and give students extra time to raise questions.</p>	<p>10/14-6/15</p>	<ul style="list-style-type: none"> ➤ A strong academic atmosphere is created and students are devoted to their studies. ➤ Students make good use of the revision period to solve their learning difficulties. ➤ Study habits are developed. 	<ul style="list-style-type: none"> ➤ Test and examination results analysis ➤ Feedback form teachers ➤ Feedback from students 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ Examination Committee 	
<p>3. Boosting the performance of HKDSE.</p> <p>3.1 Supplementary lessons are arranged for S5 and S6 students in order to create more lesson time as well as enhance the skills for public examinations by repetition and drilling.</p> <p>3.2 All 4E students have one elective, who will then join Chinese, English, Mathematics supplementary lessons to enhance the standard in core subjects.</p> <p>3.3 Students who drop electives or apply for the APL can revise under the assistance of teachers to fully use the revision period.</p> <p>3.4 Starting from the final examination in S5, the duration and format of school examination papers are aligned with the requirements of the public examination.</p> <p>3.5 Arranging students to join the Mock HKDSE organized by other schools or institutions.</p> <p>3.6 Summer school will be arranged during the summer holidays from S3 to S5 students to strengthen students' adaptation and intensify drilling.</p> <p>3.7 Enhancing the quality of teaching through Our Learning Circle.</p>	<p>9/14-6/15</p>	<ul style="list-style-type: none"> ➤ Effectiveness of Supplementary lessons and Summer school. ➤ The readiness of students for sitting HKDSE is enhanced. ➤ The atmosphere of learning is fostered. 	<ul style="list-style-type: none"> ➤ Public examination, test and examination results analysis ➤ Feedback from teachers ➤ Feedback from students 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ Subject Panel Heads ➤ Teachers of senior forms 	

<p>4. English Language Enhancement Policy</p> <p>4.1 Implementing MOI Policy in Junior forms by adopting English as the MOI concentrate in 3 non-language subjects, Integrated Science, History and Mathematics.</p> <p>4.2 English elements are incorporated in different subjects and activities in Seed Classes.</p> <p>4.3 Overseas Exchange Committee provides different learning pathways to enhance students' English learning outside classroom.</p> <p>4.4 English environment is built through various means like English Musical, activities in English Corner and English Wednesdays in which English Ambassadors are trained to make public announcements in English.</p>	<p>9/14-6/15</p>	<ul style="list-style-type: none"> ➤ Students of Seed Classes show a positive progress in taking their exam items which are tested in English. ➤ An increase in number of students who are motivated in using English in their learning or other activities, such as Speech Festival, English Ambassadors program, English Musical, Study Tours, etc. ➤ The standard of students' pronunciation has improved. ➤ Students are more confident in learning and using English. 	<ul style="list-style-type: none"> ➤ Feedback from Seed Class teachers and teachers who adopt English as MOI. ➤ Feedback from English teachers ➤ Feedback from Language Development Committee and Overseas Exchange Committee ➤ Feedback from students 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ English Department ➤ Teachers involved in MOI policy, Seed Class, Language Development Committee and Overseas Exchange Committee 	
<p>5. Facilitating the learning of abler students.</p> <p>5.1 Seed Class is combined with Gifted Education Committee to enhance the academic performance of the students in classes 1A, 2A and 3A.</p> <p>5.2 Seed Class will arrange students with potentials to join different off-school programs organized by the Hong Kong Academy for Gifted Education, EDB and universities. The GE committee will also organize in-school training programs and inter-school activities for abler students.</p> <p>5.3 S5-S6 students with potentials are recruited to join the Cream Project in which extra trainings and support will be given, with the hope to upgrade</p>	<p>9/14-6/15</p>	<ul style="list-style-type: none"> ➤ The academic advancement of students in Seed Class. ➤ Number of Gifted Education programs conducted and number of students involved in Gifted Education. ➤ The academic results of targeted students and Cream Project. 	<ul style="list-style-type: none"> ➤ Public examination, Test and Examination results analysis ➤ Feedback from teachers ➤ Feedback from students ➤ Feedback from parents 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ Gifted Education Committee ➤ Seed Class teachers ➤ Teachers involved in Cream Project ➤ Teachers in senior forms 	

<p>their academic performance and facilitate their further studies.</p> <p>5.4 Outstanding students of different subjects receive additional resources and support to enhance the academic performance.</p>					
<p>6. Implementation of module learning.</p> <p>6.1 Academic Committee inspects the schemes of work of S1-S2 Chinese History and History. It monitors the implementation of curriculum through lesson observation and other professional development.</p> <p>6.2 Chinese History and History subject Panel Heads design curriculum which can cater for the needs of students.</p> <p>6.3 One examination and one form test are arranged to match the schedule of subjects, Subject Panel Heads should provide sufficient amount of continuous assessments on reflecting students' academic performance.</p>	<p>9/14-6/15</p>	<ul style="list-style-type: none"> ➤ The curriculum of S1-S2 Chinese History and History is reviewed or restructured if needed. ➤ Subject Panel Heads can well monitor the implementation of module. ➤ Teachers are well aware of the advantages of module. ➤ Students are devoted to their studies. 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Feedback from students ➤ Lesson Observation Forms 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ Subject Panel Heads 	

Major Concern 2: To foster a positive attitude through optimizing students' potential in various learning contexts so that it could develop students as a whole person.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Students are motivated to excel socially and morally.</p> <p>1.1 Enhancing the students' learning ability by carrying out after school tutorial / enhancement classes.</p> <p>1.2 Enhancing Rainbow class scheme to help S1-S5 students establish the habit of handing in their homework on time.</p> <p>1.3 Encouraging students to participate in skills development on life-wide learning through OLE activities, talks and seminars so as to equip themselves as a whole person.</p> <p>1.4 Recording students' participation in OLE so as to build their SLP.</p> <p>1.5 Establishing an award scheme to encourage students to participate in more OLE activities and to promote good behaviour.</p> <p>1.6 Providing opportunities for students to build up a role model by exemplifying high standards of morality and integrity in the roles of School Prefects, Chairpersons and members of the Student Union, LFH ambassadors, Red Cross members, etc.</p> <p>1.7 Encouraging students to be willing to serve others such as one student one post.</p> <p>1.8 Helping students to be student leaders to raise their confidence facing challenges.</p> <p>1.9 Promoting OLE to offer a platform for students to plan and run activities on their own.</p> <p>1.10 Enhancing whole person development by implementing the career planning after school and materials printed by the Counselling Team in form</p>	9/14-6/15	<ul style="list-style-type: none"> ➤ Students show interest in learning and are willing to spend time and efforts to study. They have high expectation on themselves and strive for improvement. ➤ Students' attendance and performance in tutorial class are satisfactory. ➤ Students hand in their homework on time and finish them seriously. ➤ Decrease in number of participants in Rainbow class. ➤ Students take part in at least one OLE club/society throughout the year . ➤ Number of merit points of students obtained ➤ Number of activities of a student in a school year. ➤ More activities will be organised by students. ➤ Increase in number of students participate in activities outside school and awards that students obtained. ➤ Number and types of OLE activities for students. ➤ Over 80% of form teacher 	<ul style="list-style-type: none"> ➤ Progress shown in students' test and exam results ➤ Feedback from teachers ➤ Feedback from students and tutorial class teachers ➤ Feedback from teachers ➤ Feedback from teachers ➤ Feedback from form teachers ➤ Feedback from teachers ➤ Feedback from students ➤ Feedback from 	<ul style="list-style-type: none"> ➤ All teachers ➤ Academic Committee ➤ Discipline Committee ➤ Heads of Subject and Functional Panels ➤ Head of Careers and 	

<p>teacher periods.</p> <p>1.11 Assisting students to plan their future study career by co-organizing visits, talks with universities and alumni to share their working experience.</p> <p>1.12 Broaden students' horizons by providing opportunities to students taking part in overseas trips.</p> <p>1.13 Providing external services for SEN students to give expert training to raise students' learning motivation and upgrade their ability in learning.</p>		<p>periods use the materials.</p> <ul style="list-style-type: none"> ➤ More students understand their needs through career talks and seminars. ➤ Students are enthusiastic to join the trips and eager to share their experience with other students. ➤ Students are willing to learn more in normal class. 	<p>teachers</p> <ul style="list-style-type: none"> ➤ Feedback from form teachers ➤ Feedback from teachers and students <p>Feedback from teachers</p>	<p>Guidance Committee and Counselling team</p> <ul style="list-style-type: none"> ➤ Heads of subject and Functional panels ➤ Heads of SEN Team 	
<p>2. Parents are to be invited to form partnership to uphold the core mission and values of the school through:</p> <p>2.1 Parents' Day and meetings.</p> <p>2.2 Regular communication between form teachers and parents.</p> <p>2.3 Joint functions with PTA.</p>	<p>9/14-5/15</p>	<ul style="list-style-type: none"> ➤ Number of parents participated in the Parents' Day and other functions. 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Questionnaires to collect parents' opinions ➤ Feedback from PTA 	<ul style="list-style-type: none"> ➤ All Form Teachers ➤ Head of PTA ➤ Head of Parent Education Committee 	
<p>3 Both teachers and students are aware that positive values are the dominant ethos of the school.</p> <p>3.1 Making use of the well-established Invitational Education spirits to diffuse positive values and ethos.</p>	<p>9/14-7/15</p>	<ul style="list-style-type: none"> ➤ Teachers and students make good use of the new hymn book in assemblies and form teacher periods. ➤ Successful integration of the spirits of Invitational Education and positive values 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Feedback from students 	<ul style="list-style-type: none"> ➤ Principal ➤ Religious Affairs ➤ Invitational Education Core Group ➤ Christian Teachers 	

Major Concern 3: To establish a well-equipped and ongoing learning community among teachers in a dynamic educational setting.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Enhance the effectiveness of Our Learning Circles : 1.1 Planning has been worked out in 5 pilot groups to focus on the core concerns on learning and teaching. 1.2 Continuous evaluation on process based on the implementation of the SPAOR cycle. 1.3 Class observation among peers to enhance quality teaching and look for good practice on routines, Q&A technique and mode of engagement. 1.4 More teachers join the school-run and EDB workshops on achieving effective teaching and learning, Learning Circles and roles of form-teachers	9/14-6/15	<ul style="list-style-type: none"> ➤ Positive culture on peer observation is established. ➤ Good practices shared from class observation. ➤ Commitment of teachers involved. ➤ Growth of teachers as facilitators/critical friends 	<ul style="list-style-type: none"> ➤ Annual feedback ➤ Observation ➤ Questionnaire 	<ul style="list-style-type: none"> ➤ School Administration Committee ➤ Our Learning Circle Committee ➤ School Development Committee 	
2. Arrange outsources to help teachers achieve better teaching. 2.1 Organize workshops by academics on staff development day 2.2 Encourage teachers to join visits or exchange programs to broaden horizons on academic aspects	9/14-7/15	<ul style="list-style-type: none"> ➤ Effectiveness of the workshops held ➤ Number of teachers join the academic tours 	<ul style="list-style-type: none"> ➤ Feedback after the workshops / events 	<ul style="list-style-type: none"> ➤ School Administration Committee 	
3. Conduct open lessons to promote professional dialogues across various subjects to achieve good practice on elements (1.3) regarding school policies including the strengthening of the MOI policy.	9/14-6/15	<ul style="list-style-type: none"> ➤ A wider coverage of the subjects and number of teachers involved in open lessons ➤ Teachers' commitment in professional dialogues 	<ul style="list-style-type: none"> ➤ Feedback after each lesson ➤ Annual feedback 	<ul style="list-style-type: none"> ➤ Academic Committee 	
4. Foster subject-based development : 4.1 Empower subject panel heads to monitor members' performance on Learning and Teaching. 4.2 Promote professional dialogue regularly in order to	9/14-8/15	<ul style="list-style-type: none"> ➤ Panel Heads' initiative and commitment ➤ Members' performance is upgraded 	<ul style="list-style-type: none"> ➤ review on the record of professional dialogue and times and feedback on 	<ul style="list-style-type: none"> ➤ Academic Committee 	

<p>share learning reflection and good practice.</p> <p>4.3 Demonstrate and share teachers' work with good curriculum design and accurate feedback to students within the department</p>		<ul style="list-style-type: none"> ➤ Number of quality dialogue ➤ degree of trial on good practice 	<p>classroom observation</p> <ul style="list-style-type: none"> ➤ assignment inspection 		
<p>5. Equipping teachers' English and PTH proficiency to meet school's MOI policy</p> <p>5.1 Invite and arrange teachers of various subjects to attend courses and exams.</p> <p>5.2 All teachers are subjected to a once-in-LFH full subsidy on Eng. Exam fee.</p>	<p>9/14-8/15</p>	<ul style="list-style-type: none"> ➤ Number of teachers meeting the bench mark ➤ Number of teachers who attends languages courses to add self-efficacy 	<ul style="list-style-type: none"> ➤ Annual feedback 	<ul style="list-style-type: none"> ➤ Principal and VPs 	