

School Programme Plan 2011-2012

A. Brief Review of previous year:

Implementation of the major concerns	Evaluation and Suggestion
1. Raising standard of students to use English as medium of learning	1. Raising standard of students to use English as medium of learning
1.1 Relevant subject panels devise action plans to improve students' ability to use English as medium of learning; make better use of assessments to identify and help weaker students.	<p>1.1.1 Biology panel enhanced students' ability of essay writing by assigning reading articles and including essay writing as their regular assignments.</p> <p>1.1.2 Mathematics panel requested their 2010-11 F1 students to study chapter 0 on their own before the beginning of the academic year; and to emphasize the studying of mathematics related vocabularies throughout the year.</p> <p>1.1.3 Junior form Science panel has made better use of daily assessments to enhance learning.</p> <p>1.1.4 English Panel has organized a 30 hour English Enrichment Course for the Bottom 40 of F1 students.</p> <p>1.1.5 An end-of-the-year survey shows that 90% of students believe that they can use English to read and write effectively; about 79% agree that they can learn effectively using EMI; only 61% students agree that teachers have taken measures to cater for the individual differences of EMI class. It is expected that the figures could be improved if the EMI policy and remedial measures continue.</p>
1.2 Reinforce the current practices of English Language Activities.	1.2 Survey shows that 85% of the students and 88% of teachers agree that Dramatic English is effective in enhancing English learning while English Friday and the English Mentoring System are considered as less effective. It is agreed that English Friday is a new measure and started running only from mid April, the effectiveness is not obvious in a short-term. The English panel will revise the implementation of the Mentoring system to see if any adjustment is needed.

<p>1.3 Employ randomized class allocation system so each class has an approximately equal proportion of higher ability students to ensure a better atmosphere of using English as the medium of instruction.</p>	<p>1.3.1 Lesson observations show that the majority of F1 students are able to understand and interact with their teachers in EMI subjects. However, the effectiveness of EMI teaching and learning needs to be monitored and the strategies adjusted in the years ahead.</p> <p>1.3.2 The school should consider the give-and-take of the randomized class allocation policy as some of previously creamed students find that their English learning is hindered by this new policy.</p>
<p>1.4 Adopt bi-literate policy of School documents</p>	<p>1.4.1 Survey of the panel heads show that all the EMI subjects have adopted English as their official document language</p> <p>1.4.2 Survey of the functional groups shows that, with the exception of the Career Guidance Unit, the others (including Discipline, Students Counseling, Extracurricular Activity, Civic and Moral Education) mainly use Chinese as the medium to communicate with students and colleagues.</p> <p>1.4.3 Observation shows that the general medium of communication in the school is mainly Chinese and it is expected great efforts over a very long period of time is needed to see a significant change.</p>

<p>2. To consolidate and better the OLE “Other Learning Experience” scheme.</p>	
<p>2.1 To continue and extend last year’s F.4 successful activities and experience to this year’s F.4 students.</p>	<p>2.1.1 The 5 activities carried over from last year:</p> <ol style="list-style-type: none"> 1. In addition to last year’s Art projects and volunteer service, this year, we also had ‘Standard Chartered Arts in the Park Mardi Gras’ and the fund raising function ‘Aids Concern’ for the World Aids Day 2. Arts appreciation, exhibition visits and other visits to museums and Geopark, etc. 3. Inviting drama companies to give performances in our school: financial planning drama, anti-corruption drama, etc. 4. Theme-focused Visit Day: students visited Stanley this year and studied the special features and the conservation issues there. 5. Flag selling at the beginning of the term to serve the community and to foster friendship among classmates. <p>2.1.2 Satisfying results and progress this year. These activities will continue in the coming school year.</p>
<p>2.2 To better prepare our F.5 students, our F.5 OLE activities focused mainly on careers guidance</p>	<p>2.2.1 We had a most diverse list of activities this year, to name but a few, form-wide participation in visiting the University of Hong Kong Open day, talks, comprehensive student-conducted search/research on careers information, aptitude tests, etc..</p> <p>2.2.2 Over 80% of the students found the related activities beneficial to their careers preparation.</p> <p>2.2.3 The above activities should continue.</p>

<p>2.3 Our F.4 OLE activities focused on serving the others.</p>	<p>2.3.1 Great enthusiasm among students was observed in services held outside school: across the Form flag-selling and participation in the Aids Concern function, volunteer participation of community service with other organizations (organized and facilitated by the Civil and Moral Education Unit),</p> <p>2.3.2 A wide range of Intra-school services was available, more than 60% of the students thought the school was providing sufficient service opportunities.</p> <p>2.3.3 Areas of improvement: it was not clear to the students if the services they were filling up in the service logs were held outside school or within school. Also, some students were unclear about how service hours of various types of services should be counted.</p>
<p>2.4 We explained to students the meaning of OLE and improved our OLE record keeping.</p>	<p>2.4.1 Through printed materials, assemblies and in-class sharing by class masters, we explained the rationale of OLE to students.</p> <p>2.4.2 The OLE was well received. Students asked for more outside-classroom experience and they were willing to serve the others.</p> <p>2.4.3 More than 70% of our students filled in their OLE records. We are considering asking every senior form student to fill in their individual OLE record during the summer holiday.</p>
<p>3. Values education & character building</p>	
<p>3.1 “Integrity” was the main focus of this year’s values education</p>	<p>3.1.1 Through talks in assemblies and the Ringing Ten, 90% of the students learnt that ‘integrity’ was the theme of the year’s values education. We have successfully aroused general awareness and discussions on the topic.</p>
<p>3.2 ‘Integrity’ was instilled through various activities.</p>	<p>3.2.1 The importance of integrity was promoted through a number of activities: assembly talks, book reports, writing competition, classroom blackboard design, Merit commending scheme in F.1, interaction with students in class master’s class.</p> <p>3.2.2 88% of the students regarded integrity as a key value in life. We concluded we have generally achieved our goal.</p>

<p>3.3 Keep pushing ‘Growth through serving the others’</p>	<p>3.3.1 To promote outside-school volunteer work, the Civic and Moral Education Unit invited 3 primary schools to work with our students under the “secondary-primary hand in hand, lend a help” scheme. The response was good. Students’ enthusiasm in serving the others was obvious.</p> <p>3.3.2 82% of the students felt that they had benefitted and grown through serving the others.</p> <p>3.3.3 We recommend all students should have some experience in serving the others in the coming school year. The annual benchmark of service hours was targeted at no less than 10 hours for junior forms, and no less than 15 hours for F.4 and F.5 students. F.6 students were not included.</p>
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B. Major Concerns of the year:

1. To promote assessment for Learning
2. Active development of student potentials
3. Encourage ‘Community Care’ - theme of values education

C. Implementation Plan to address the major concerns:

Strategy/work	Schedule	Criteria of success	Means of evaluation	Person in charge	Resource/ Proposed Budget
<p>1. To promote assessment for Learning</p> <p>1.1 To use the assessment information to enhance teaching and learning</p> <p>i. To analyze internal and external exam results to identify students’ strength and weakness</p>	<p>Sept 2011 – June 2012</p>	<ul style="list-style-type: none"> ● Production of statistical analysis and exam evaluation forms on students’ performance in internal and external exam. ● More than 60% of teachers have taken 	<ul style="list-style-type: none"> ● Scrutiny of documents ● Reports form panel heads. ● Teacher’s feedback 	<ul style="list-style-type: none"> ● Academic committee ● Panel heads ● Subject teachers 	<p>Teachers’ Time</p>

<p>ii. Design follow-up actions for improvement</p> <p>iii. Identify students with difficulties in the core 3 subjects (Chinese, English & Maths) using the first term test/exam results and render appropriate help.</p>		<p>follow-up actions to enhance teaching and learning.</p> <ul style="list-style-type: none"> ● Low achievers are given remedial support. 			
<p>1.2 To adopt a variety of assessment methods/modes of assessments</p> <p>i. Subject departments to continue adopting different modes of assessment such as newspaper commentaries, projects, on-line tests, oral presentation, etc,</p> <p>ii. Subject departments to incorporate student's self-assessment and peer-assessment.</p>	<p>Sept 2011 – June 2012</p>	<ul style="list-style-type: none"> ● 80% of subject departments adopted a variety of assessment modes. ● 60% of subject departments adopted self and peer assessment. 	<ul style="list-style-type: none"> ● Homework book inspection ● Survey 	<ul style="list-style-type: none"> ● Panel heads ● Subject teachers 	<p>Teachers' Time</p>
<p>1.3 To use marking and feedback more effectively in student assignment to enhance learning.</p> <p>i. Plan to identify the objectives clearly before the work is set.</p> <p>ii. Share objectives with the</p>	<p>Sept 2011 – June 2012</p>	<ul style="list-style-type: none"> ● 60% of students agree that teachers' feedback help them to improve learning. ● 60% of teachers agree that they have used marking and 	<ul style="list-style-type: none"> ● Homework book inspection ● Survey 	<ul style="list-style-type: none"> ● Subject teachers 	<p>Teachers' Time</p>

<p>students.</p> <p>iii. Use marking to identify student misconceptions.</p> <p>iv. Provide constructive feedback.</p> <p>v. Use information gathered to inform the planning and teaching of future work.</p>		<p>feedback effectively to enhance student learning.</p>			
<p>2. To fully develop students' potentials</p>					
<p>2.1 To encourage students to participate in extra-curricular activities and competitions outside school, to push forward '1 person 1 competition' scheme in F.1 and 2</p>	<p>Year round</p>	<ul style="list-style-type: none"> ● An above 70% participation rate amongst F. 1 and 2 students in extra-curricular activities and competitions outside school 	<ul style="list-style-type: none"> ● Questionnaire survey, ● Teachers' observation, ● Records checking 	<ul style="list-style-type: none"> ● Student activities unit, ● Subject teachers-in-charge 	
<p>2.2 To set up a '15 hour service commitment' benchmark for F.4 and 5 students</p>	<p>Year round</p>	<ul style="list-style-type: none"> ● An above 80% rate of F.4 students participating 15 hours or more in service. ● One outside-school service per student per year. 	<ul style="list-style-type: none"> ● Questionnaire survey, ● Teachers' observation, ● Records checking 	<ul style="list-style-type: none"> ● Civic and Moral Education Unit, ● Subject teachers-in-charge 	
<p>2.3 To display students' works and achievements of our</p>	<p>Year round</p>	<ul style="list-style-type: none"> ● Display outstanding works by students at 	<ul style="list-style-type: none"> ● Questionnaire survey, 	<ul style="list-style-type: none"> ● Subject teachers-in-charge 	

<p>students in school and give them recognition</p>		<p>various locations in school and publicize</p> <ul style="list-style-type: none"> ● Students' achievements in 'Ring Ten'. 	<ul style="list-style-type: none"> ● Teachers' observation, ● Students' opinion, Records checking 	<p>rge,</p> <ul style="list-style-type: none"> ● Visual arts department 	
<p>2.4 To keep students better informed of all outside-school activities, they will be categorized on the web and all related circulars will be posted at one spot in the school</p>	<p>Year round</p>	<ul style="list-style-type: none"> ● Designate a spot for circulars on outside-school activities. ● Update the information of outside-school activities on the school website regularly. 	<ul style="list-style-type: none"> ● Questionnaire survey. ● Teachers' observation, ● Records checking, ● Students' opinion 	<ul style="list-style-type: none"> ● Subject teachers-in-charge, ● Student activities unit, ● School website 	
<p>2.5 To train student leaders through</p> <ol style="list-style-type: none"> various school based leadership programs, having junior and senior Form students in all committees and, employing the help of our alumni. 	<p>Year round</p>	<ul style="list-style-type: none"> ● Organise one school based leadership summer training program. ● Ensure that there are junior as well as senior students in all school club committees 	<ul style="list-style-type: none"> ● Questionnaire survey, ● Teachers' observation, ● Records checking. ● Students, opinion 	<ul style="list-style-type: none"> ● Subject teachers-in-charge, ● Counselling Unit, ● Student Activities Unit, ● All clubs / student bodies 	
<p>3. To build character and reinforce values education</p>					
<p>3.1 To adopt EDB's "Care for Others" as core value, rotating</p>	<p>Year round</p>	<p>80% of our students become aware of the</p>	<ul style="list-style-type: none"> ● Questionnaire survey, 	<ul style="list-style-type: none"> ● Civic and Moral 	

<p>with each subsequent year six other core values, including “perseverance, respecting others, responsibility, commitment & integrity” as mentioned in the Moral & Civic Education Curriculum. We hope to see a full moral development in students.</p>		<p>theme of the year, Care For Others.</p>	<ul style="list-style-type: none"> ● Teachers’ observation 	<p>Education Unit</p>	
<p>3.2 To adopt a Zero tolerance school policy towards ‘School Bullying’ to arouse attention to school bullying, prevent it and eradicate it through putting ‘Care & Concern’ into practice</p>	<p>Year round</p>	<p>Over 80% of our students willing to cooperate with the school in administering the ‘zero tolerance for bullying’ policy.</p>	<ul style="list-style-type: none"> ● Questionnaire survey, ● Teachers’ observation 	<ul style="list-style-type: none"> ● Counselling Unit ● All teachers & Discipline Unit 	
<p>3.3 To align ‘Care and Concern’, with the Healthy Campus policy</p>	<p>Year round</p>	<p>Over 80% of our students acknowledge the attitude of ‘Love yourself, love others’</p>	<ul style="list-style-type: none"> ● Questionnaire survey, ● Teachers’ observation, ● Students’ opinion 	<ul style="list-style-type: none"> ● Counseling Unit ● Civic and Moral Education 	
<p>3.4 To use ‘Care & Concern’ as a driving force to guide students to serve others and take part in extra-curricular activities</p>	<p>Year round</p>	<p>Over 70% of our F.1 & 2 students have participated in competitions outside-school within a school year. Over 80% of our F.4</p>	<ul style="list-style-type: none"> ● Questionnaire survey, ● Teachers’ observation, ● Records checking, ● Students’ opinion 	<ul style="list-style-type: none"> ● Subject teachers-in-charge, ● Civic and Moral Education Unit, 	

		students have spent 15 hours in service with at least one outside-school service experience a year.		● Student Activities Unit	
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(Mr. Chung Fat Shing)