

ANNUAL SCHOOL PLAN 2014 – 2015

This document describes specific areas for improvement within the current academic year, i.e. from September 2014 to July 2015.

Following a review and evaluation of the Annual School Plan at the end of each academic year, the Leadership Team of the school identifies specific areas (major concerns) for future improvement and development. Teaching staff are consulted and the proposed major concerns are modified as necessary and published. The Leadership Team then devises a range of specific targets (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame.

The major concerns for the 2014 – 2015 school year are as follows:

1. To actively encourage students to pursue excellence in their academic studies.

Strategies to include ... setting high expectations; further development of student-centered learning and teaching approaches; encouraging a greater degree of creativity in the classroom; enhancing opportunities for collaboration between teachers; sharing good practice; further development of the rewards system and greater recognition of achievement; mentoring teachers.

2. To continue to promote and advance the development of student attitudes and behaviour based on the five core values of the school.

Strategies to include ... setting high expectations; greater emphasis of Christian moral values; strengthen moral development; student-produced values statement describing how they should interact with their peers and teachers.

3. To continue to cultivate and nurture responsible, internationally-minded, ‘glocal’ citizens.

Strategies to include ... develop an understanding of ‘international-mindedness’; develop greater understanding and appreciation/celebration of different cultures; development of skills needed to succeed as a global citizen in an ever-changing world; further development of student leadership roles.

Major Concern 1		To actively encourage students to pursue excellence in their academic studies.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) Develop and refine processes to support and enhance student learning.	(i) To provide more effective support for students who are struggling academically by rationalizing existing procedures and strengthening effective systems, e.g. 'Cause for Concern – Academic' slips, Academic Probation procedures, academic warning letters, Out of Lesson Events, etc.	Systems to support students developed and implemented; improvements in effort and achievement observed.	Report card data; reports from academic mentors.	Sep 2014 – Jun 2015	AJH, AC, HoD	
	(ii) To continue to schedule monthly Academic Support meetings to discuss academic causes for concern and devise strategies for improvement.	Effective strategies devised; students receive support as necessary.	Minutes of meetings.	Sep 2014 – June 2015	AC, AJH, HoD	
	(iii) To continue to set and communicate (through Year Assemblies, Information Evenings, Back to School Night, Student-Teacher Conference, etc.) high expectations for academic achievement, e.g. promotion criteria for DSE/GCE and average effort grade requirement of at least satisfactory.	Events run smoothly; promotion criteria set and communicated to all concerned; expected average effort grade communicated to all concerned.	Feedback from teachers and parents; average effort grade on report cards calculated and compared to 2013 – 2014.	Sep 2014 – Jun 2015	AJH, AC, DL, Heads of SGDS, HoY	

	(iv) To refine SMART target setting in the PSE programme to ensure that students set clear targets for improvement and strive to realize their potential.	Students achieve their targets.	Review of Reflection Sheet.	Sep 2014 – Jun 2015	TM, NB, HoY	
	(v) To further promote the use of the benchmark data to review and evaluate student academic performance on a regular basis.	Students' academic results are reviewed regularly with reference to the target grade and benchmark data.	Internal examination reports.	Sep 2014 – Jun 2015	DL, AC, AJH	Benchmark test data, internal exam data
	(vi) To explore how to use data (e.g. benchmark data, internal/external exam reports, value-added reports, public exam reports, etc.) more effectively to inform and enhance teaching and learning. (For example, a clearer understanding of students' ability and potential could be obtained by developing a comprehensive database of exam results including Pre-F.1 Internal Assessment, Pre-F.1 Attainment Test, TSA, IGCSE, GCE AS/A level, HKDSE, internal exams, etc.)	Teachers have clearer and more data and are able to use it more effectively to set realistic targets and support student learning.	Statistical data.	Sep 2014 – Aug 2015	AC, AJH, KN	

	(vii) To raise academic awareness through further development and enhancement of different modules on mYnet, e.g. Departmental Resources Pages, individual email accounts for students, etc.	Number of visit time on mYnet increases.	Usage statistics.	Sep 2014 – Jun 2015	DL, IT Dept	VLE company
	(viii) To collect feedback from users after the implementation of new modules on mYnet with a view to further improving modules and systems.	Feedback collected.	Feedback from parents, students and teachers.		DL, PC, IT Department	
	(ix) To continue to involve parents more in supporting students' learning by scheduling two Parent-Teacher Conference Days a year and informal Parent-School consultations.	Students gain more parental support in learning.	Increased participation rate in parent-teacher meetings.	Sep 2014 – Jun 2015	DL	Progress reports
(b) Support students in developing more effective organizational and time management skills.	(i) Introduce a same day Learning Support Room (i.e. Homework Club) to ensure that homework is completed and submitted on the day of the deadline.	Homework submission rates improved.	Feedback from teachers; black mark record.	Sep 2014 – Jun 2015	AJH, LHS	
	(ii) Produce a Sports Policy to help students maintain a reasonable balance between time spent on academic studies and ECA involvement, e.g. limit	Sports Policy written; academic studies not affected by involvement in Sports Teams.	Feedback from teachers involved.	Sep 2014 – Jun 2015	RM, HT	

	participation in sports teams and set a cut-off date of about one month for students in public exam classes, etc.					
(c) Empower students to learn more effectively by 'learning how to learn'.	(i) Develop consistent, whole school approaches to teaching a range of study skills, including note-taking, essay writing skills, revision techniques, etc.; integrate study skills into the taught curriculum and the PSE curriculum as necessary.	General approaches and guidance written and incorporated into the curriculum.	Feedback from students.	Sep 2014 – Jun 2015	AJH, AC, HoDs, Heads of SGDS, HoY	
(d) Actively engage students in learning.	(i) To review, refine and enhance the system of academic awards and rewards, e.g. Principal's Commendation.	Rewards system enhanced	Feedback from teachers and students.	Aug 2014 – Dec 2014	AJH, AC	
	(ii) To introduce a 'Learning Portfolio' for students – a folder containing students' very best pieces of work, merits, certificates and the Student Reflection Sheet. (Students will be responsible for collating the portfolio, organizing their work (perhaps with the help of their Class Teachers) and bringing it to the Student-Teacher Conference.) The pilot project will focus on F.1	Learning Portfolio introduced.	Feedback from teachers and students.	Sep 2014 – Jun 2015	AJH, AC, Heads of SGDS	

	students.					
	(iii) To make effective use of displays to create a more stimulating learning environment and display students' achievements.	The quality of classroom displays is enhanced.	Direct observation.	Sep 2014 – Jun 2015	AJH, AC, HoDs, HoY	
(e) Enhance teaching quality through staff development.	(i) To 'mentor' teachers through the 'Teaching Teachers Mentoring Scheme' by providing opportunities to observe great teachers in action.	Teachers put observed techniques into action; classroom management skills are enhanced.	Feedback from teachers and students in the Teacher Development Plan.	Sep 2014 – Jun 2015	AJH, HoDs	
	(ii) To continue to actively encourage a more collaborative culture by providing more opportunities for peer observation through the creation of Cross-curricular Support Groups, focusing on assessment for learning.	Cross-fertilization of ideas leads to improvements in teaching quality.	Feedback from teachers and students in the Teacher Development Plan.	Sep 2014 – May 2015	AJH, HoDs	
	(iii) To provide platforms (e.g. through Department Meetings and General Staff Meetings) for teachers to collaborate further and share good teaching practice.	Cross-fertilization of ideas leads to improvements in teaching quality.	Minutes of Department and General Staff Meetings.	Sep 2014 – Jun 2015	AJH, HoDs	
	(iv) To establish an Innovative Teaching Committee to identify and share examples of good teaching practice (especially about assessment for learning) in the YHKCC.	Teachers adapt ideas in their own classrooms.	Feedback from teachers in the Teacher Development Plan.	Sep 2014 – Jun 2015	JTT, AJH	

	(v) To introduce a range of assessment for learning strategies over the course of the year. (Presentations to be made in General Staff Meetings by members of the Academic Committee and/or Innovative Teaching Committee.)	Assessment for learning strategies shared on a weekly basis.	Feedback from HoDs; Teacher Development Plan.	Sep 2014 – Jun 2015	AJH, HoDs	
	(vi) To create a common template for lesson planning purposes (to be used for lesson observations) which utilizes a three part approach (starter – main activity – plenary) to lessons; encourage teachers to actively plan for assessment for learning, differentiation, literacy, special educational needs, gifted and talented, etc.	Template created.	Feedback from HoDs.	Sep 2014 – Jun 2015	AJH, HoDs	
	(vii) To continue to conduct lesson observations for staff development purposes. All teachers will be observed at least once per semester by Heads of Department and once a year by the Principal and/or Deputy Principals.	Teachers act on written feedback and changes; teaching quality is enhanced.	Feedback from teachers and students in the Teacher Development Plan.	Sep 2014 – May 2015	DC, AJH, AC	
	(viii) To continue to encourage teachers to attend external seminars and courses for professional development.	Teachers disseminate new knowledge and skills.	Minutes of Department Meetings.	Sep 2014 – Jun 2015	AJH, HoDs	

	(ix)	To send teachers on (partially or fully subsidized) local and overseas study trips or conferences.	Study trips organized.	Report written about study trip or conference.	Sep 2014 – Jun 2015	DC, AJH	
	(x)	To explore setting up a YMCA Staff Development Fund.	Research conducted.	SMC minutes.	Sep 2014	DC, AC	
(f) Enhance teaching and learning effectiveness through the development of IT.	(i)	To establish an IT Task Force to explore ways of using IT to enhance teaching and learning.	Report written and recommendations made.	Minutes of meetings; IT Task Force Report.	Sep 2014 – Jun 2015	DL, AJH, IT Development Working Party	
(g) Improve academic achievement and public examination results.	(i)	To continue to set specific targets for departments to achieve in public examinations: (a) within 1 year to meet the HK/Worldwide norm for both the passing rate and rate for individual levels/grades for TSA, HKDSE, IGCSE and GCE, (b) if norms are already being met, to achieve negotiated percentage improvements.	Targets achieved.	External examination results.	Sep 2014 – Aug 2015	AC, AJH, KN, HoD	
	(ii)	To continue to organize the Pre-Form 1 Enhancement Course.	Enhancement Course organized.	Attendance lists.	Apr 2014 – May 2015	DL	
	(iii)	To continue to organize Saturday tutorials.	Saturday Tutorials organized.	Attendance lists.	Sep 2014 – Jun 2015	AC	

(h) Further enhance the quality of careers and higher education guidance provided to students and parents.	(i) To create a comprehensive careers programme to progressively address and meet students' needs from F.1 – 6 based on the theme FUTURE's: F.1 F inding yourself, F.2 U nderstanding your choices, F.3 D iscovering your personality T ype, F.4 U nderstanding the availability of possible study paths and career choices, F.5 R esearch – workplace experience plus getting prepared for your study and career plan, F.6 E xecuting your plan.	Annual Careers Plan written.	Feedback from teachers and students.	Sep 2014 – Jun 2015	EM, AJH, Heads of SGDS, HoY	
	(ii) To provide more focused guidance about applying to university.	Greater proportion of graduates progress to higher education.	University admission statistics.	Sep 2014 – Apr 2015	EM, AJH	
	(iii) To incorporate more information careers / higher education into the PSE programme and progressively develop a range of skills, e.g. advice on choosing electives, interview skills, etc.	Information incorporated into PSE programme; workshops conducted.	Annual Careers Plan; PSE schemes of work.	Sep 2014 – Jul 2015	EM, AJH	
	(iv) To encourage students to set higher expectations for themselves.	Students are more motivated to strive for academic excellence.	Feedback from students and teachers.	Sep 2014 – Apr 2015	EM, AJH	
	(v) To collaborate with the PTA Executive Committee and the Alumni Association with a view to providing more	Talks and seminars conducted.	Feedback from students and teachers.	Sep 2014 – Jul 2015	EM, AJH	

	information about Career options.					
(i) Improve students' performance in oral examinations.	(i) To organize joint HKDSE Chinese and English oral sharing and practice sessions with local schools to further improve students' experience and skills in the HKDSE oral examinations.'	Improved performance in oral examinations.	Feedback from participants, including teachers and students.	Sep 2014 – Apr 2015	AC, KN, Languages Department, English Department	
	(ii) To continue to organize language immersion programmes and overseas tours.	Programmes organized.	Feedback from participants and teachers.	Sep 2014 – Jun 2015	AC, YYY Chinese & Chinese History Department	

Major Concern 2		<i>To continue to promote and advance the development of student attitudes and behaviour based on the five core values of the school.</i>				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) Align students' behaviour with the five core values of the school.	(i) To educate new F.1 students about the values and expectations of the school during the summer bridging course and monthly themes in the PSE lessons, Tuesday Briefings and Hall Assemblies.	New F.1 students' behave according to the expectations of the school; PSE scheme of work.	Observation by teachers, parents.	Aug 2014	DL, TM, NB	Curriculum, programme of the course
	(ii) To continue with the F.1 lunch arrangement to provide opportunities for reinforcement of core values and development of polite behaviour and good manners.	Students demonstrate behaviour in accordance with the core values.	Feedback from class teachers and HoY.	Sep 2014 – Jun 2015	TM, NB, HoY	
	(iii) To set high expectations for students and consistently reinforce the YHKCC Code of Conduct during lessons and ECAs.	Class teachers and subject teachers make specific reference to the YHKCC Code of Conduct when dealing with disciplinary matters.	Feedback from teachers and HoY.	Sep 2014 – Jun 2015	TM, NB	
	(iv) To categorize and rewrite school rules based on the five core values.	Rules rewritten and published in the Student Handbook.	Student Handbook.	Aug 2014	TM, NB, KN, AJH	
	(v) To display posters of the YHKCC Code of Conduct in classrooms.	Poster produced and displayed.	Direct observation.	Aug 2014	TM, NB	Posters, lamination

	(vi) To review and revise the system of rewards to recognize excellence with regard to punctuality, attendance and citizenship.	Excellent attendance and punctuality records recognized and rewarded.	myNet records.	Sep 2014 – Jun 2015	TM, NB	
	(vii) To introduce ‘Values Postcards’ based on the five core values: Appreciation, Service, Respect, Responsibility and Integrity.	Observable improvement in student behaviour.	Survey of teachers.	Sep 2014 – Jun 2015	AJH	Artwork, printing of postcards
(b) Continue to improve more pastoral support for students during non-contact time.	(i) To continue to develop additional in-house resources for delivering the PSE curriculum.	Resources developed.	Schemes of work for PSE.	Sep 2014 – Jun 2015	TM, NB, HoY	
(c) Further enhance the effectiveness of PSE lessons.	(i) To continue to provide training for class teachers in delivering the PSE curriculum.	Training conducted.	Feedback from class teachers and HoY.	Sep 2014 – Jun 2015	TM, NB, HoY	
	(ii) To continue to integrate professional courses, talks and community support into the PSE curriculum.	External resources used.	Schemes of work for PSE.	Sep 2014 – Jun 2015	TM, NB, HoY	

Major Concern 3		<i>To continue to cultivate and nurture responsible, internationally-minded, 'glocal' citizens.</i>				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) Develop a clear understanding of international-mindedness.	(i) Provide whole school INSET on Staff Development Day for teachers regarding the concepts of international-mindedness.	Teachers understand the concept and the benefits of making international-mindedness an explicit aim.	INSET given to all staff; teachers surveyed.	Sep 2014 – May 2015	AJH, DL	
	(ii) Infuse the concepts of international-mindedness into the curriculum.	External audit of the curriculum conducted.	Curriculum audit report.	Sep 2014 – Jun 2015	AJH, AC, DL, Heads of SGDS, Head of ECA	External consultant
(b) Cultivate 'glocal' citizens who can think globally and act locally.	(i) To continue to provide local and overseas service opportunities.	Higher participation rate in service opportunities.	Increased participation rate.	Sep 2014 – Jun 2015	YY, Community Service Club	
(c) Enhance students' understanding and concern of different cultures.	(i) To continue to develop greater student involvement in different cultural events, social service and exchange programmes (i.e. IFF, SoW, Enrichment Week, trips to overseas/ mainland China)	Increased participation rate in different student activities; students develop a better understanding of and respect for different cultures.	By observation of students' behaviour; students' participation rate.	Sep 2014 – Jun 2015	KN, IFF Committee, YY, IY, HT, IC	
(d) Encourage more parental support and involvement in cultural activities.	(i) To further involve the PTA and the Alumni Association by recruiting more parent/alumni volunteers to help organize and participate in the cultural activities.	Parents participate and contribute in organizing some activities for students and all other parents to join.	Participation rate of parent volunteers.	Sep 2014 – Jun 2015	DL	Parent Volunteers