

ANNUAL SCHOOL PLAN 2016 – 2017

This document describes specific areas for improvement within the current academic year, i.e. from September 2016 to July 2017.

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 2016 – 2017 school year are as follows:

- 1. To enhance the quality of the education provided in the pursuit of academic excellence.**
- 2. To continue to foster values-based, whole-person development.**
- 3. To further equip students with the skills needed for success in a multi-cultural, globalized world.**

Major Concern 1		To enhance the quality of the education provided in the pursuit of academic excellence.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To further empower students to learn more effectively by 'learning how to learn'.	(a) Integrate whole school approaches to teaching note-taking, revision techniques and essay writing into the taught curriculum and the PSE curriculum as necessary.	Students learn more effectively.	Minutes of Academic Committee meetings; schemes of work; lesson observations; student performance; feedback from students.	Sep 2016 – May 2017	AJH, AC, HoDs	
	(b) Actively support collaboration between departments in further developing consistent, whole school approaches to teaching a range of study skills, including reading, research, analytical skills, etc.	Students learn more effectively.	Minutes of Academic Committee meetings; schemes of work; lesson observations; student performance; feedback from students.	Sep 2016 – May 2017	AJH, AC, HoDs	
2. To strengthen the support given to students in the learning process.	(a) Strengthen provision of support for students (including SEN students); further engage teachers, students and parents in the process; introduce SEN Profiles and One Page Profiles; enhance the effectiveness of IEPs.	Quality of support enhanced; SEN Profiles and One-Page Profiles produced; IEPs developed in consultation with subject teachers, students and parents	Feedback from teachers; SEN Profiles, One-Page Profiles and IEPs; student performance.	Sep 2016 – Jun 2017	AJH, TM, NB, Student Support Team	

	(b) Introduce new VLE module to facilitate regular reviews of learning progress (i.e. in monthly department meetings) and monitor academic progress more closely by comparing the current level of attainment with target grades; provide additional support as necessary.	Quality of support enhanced; SEN Profiles and One-Page Profiles produced; IEPs developed in consultation with subject teachers, students and parents	Minutes of department meetings.	Sep 2016 – Jun 2017	DL, AJH, AC, HoDs	
	(c) Utilize Teaching Assistants to greater effect in the classroom to support students' learning.	Quality of support enhanced; SEN Profiles and One-Page Profiles produced; IEPs developed in consultation with subject teachers, students and parents	Minutes of department meetings; feedback from teachers and students; increased usage.	Sep 2016 – Jun 2017	AJH, AC, HoDs	
	(d) Provide training for Subject Teachers, Class Teachers and HoY as necessary to improve support for SEN students.	Quality of support enhanced; SEN Profiles and One-Page Profiles produced; IEPs developed in consultation with subject teachers, students and parents	Minutes of meetings; training surveys; feedback from teachers.	Sep 2016 – Jun 2017	TM, NB, AJH, Student Support Team	
3. To enhance teaching quality.	(a) Develop a whole school Literacy Policy.	Teaching quality enhanced.	Literacy Policy.	Sep 2016 – Jun 2017	AJH, ILF, JeC, HoDs	
	(b) Organize differentiated professional development workshops for different focus groups or 'Learning Communities' to enhance	Teaching quality enhanced.	Feedback from teachers and HoD.	Sep 2016 – May 2017	AJH, Staff Development Committee	

	teaching quality.					
	(c) Actively encourage a more collaborative culture by providing opportunities for focused peer observation within each learning community.	Teaching quality enhanced.	Feedback from teachers and students in the Teacher Development Plan.	Sep 2016 – May 2017	AJH, HoDs, Staff Development Committee	
	(d) Continue to provide platforms (e.g. through Department Meetings and General Staff Meetings) for teachers to collaborate further and share good teaching practice.	Teaching quality enhanced.	Lesson observations.	Sep 2016 – May 2017	AJH, SJL/MDH, Innovative Teaching Committee	
	(e) Extend the mentorship scheme and provide opportunities to observe great teachers in action.	Teaching quality enhanced.	Feedback from teachers and students in the Teacher Development Plan.	Sep 2016 – May 2017	AJH, HoDs	External consultant \$5,000 per day.
	(f) Conduct ‘Learning Walks’ for staff development purposes to improve teaching and learning.	Teaching quality enhanced.	Lesson observations; Teacher Development Plan.	Sep 2016 – May 2017	LT, HoDs, Staff Development Committee	
	(g) Review and revise comprehensive descriptors for lesson observations and performance appraisal of subject teachers; conduct further training of Heads of Department in assessing teaching quality; ensure consistent interpretation of descriptors by conducting joint observations.	Teaching quality enhanced.	Lesson observations; appraisal documents.	Aug 2016 – Oct 2016	AJH, AC, HoDs	

4. Use ICT to enhance teaching and learning effectiveness.	(a) Purchase additional mobile devices for learning purposes.	Teaching and learning enhanced.	Feedback from students and teachers.	Sep 2016 – Jul 2017	DL, PC	
	(b) Reactivate the IT Task Force to further explore ways of enhancing teaching and learning effectiveness through the use of technology; explore appropriate models for the school to develop technologies for learning; provide training to teachers as necessary.	Teaching and learning enhanced.	Reports from departments.	Sep 2016 – Jun 2017	DL, AJH, HoDs, IT Task Force	
	(c) Explore the use of various mobile apps to facilitate assessment for learning.	Teaching and learning enhanced.	Feedback from teachers and students.	Sep 2016 – May 2017	DL, AJH, HoDs, IT Task Force	
5. To encourage students to aim higher academically.	(a) Make greater use of the MidYIS and YELLIS benchmark data by sharing the results with parents/students and engaging parental support.	Students aim higher academically.	Feedback from students and parents.	Sep 2016 – Jul 2017	DL, WL, AJH, AC, HoDs	
	(b) Further enhance the provision of careers and higher education guidance by continuing to strengthen the FUTURES programme, greater collaboration between teachers and providing training for Class Teachers and HoY as necessary: F.1 <u>F</u> inding yourself F.2 <u>U</u> nderstanding your choices F.3 <u>D</u> iscovering your	Students aim higher academically.	Annual Careers Plan; feedback from teachers and students; training records.	Sep 2016 – Jun 2017	RC, AJH, Careers Committee, TM, NB, HoY	

	<p>personality Type F.4 Understanding the availability of possible study paths and career choices F.5 Research – workplace experience plus getting prepared for your study and career plan F.6 Executing your plan.</p>					
	(c) Introduce a VLE module to process university applications.	Students aim higher academically.	Feedback from students and teachers.	Sep 2016 – Jun 2017	RC, AJH, DL	
6. To cultivate a growth mindset.	(a) Foster growth mindset attitudes in the classroom: belief in the malleability of the brain; praise the process, not the person; celebrate mistakes.	Students develop a growth mindset.	Feedback from students and teachers.	Sep 2016 – Jun 2017	AJH, AC, HoDs	

Major Concern 2	<i>To continue to foster values-based, whole-person development.</i>					
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To continue to foster attitudes and actions consistent with the CARES principles and five core values of the school.	(a) Strengthen the spiritual development programme for students and staff.	CARES principles and core values demonstrated by students behaviour.	Minutes of meetings; feedback from students and teachers.	Sep 2016 – Jul 2017	DC, IC, EH	
	(b) Continue to encourage teachers to act as role-models in a range of contexts, e.g. Student Briefings, Hall Assemblies, PSE, regular lessons, ECAs service trips, etc.	CARES principles and core values demonstrated by students behaviour.	Lesson observations; feedback from teachers and students.	Sep 2016 – Jul 2017	LT	
	(c) Develop a Professional Code of Conduct for teachers for using social media.	CARES principles and core values demonstrated by students behaviour.	Observation.	Sep 2016 – Jun 2017	TM, NB	
	(d) Develop a Student Code of Conduct for using social media.	CARES principles and core values demonstrated by students behaviour.	Reduction in reported incidents.	Sep 2016 – Jun 2017	TM, NB	
	(e) Strengthen students' understanding to their responsibilities to ensure that those representing the school (on service trips, sporting events, etc.) exemplify the core values.	CARES principles and core values demonstrated by students behaviour.	Observation.	Sep 2016 – Jun 2017	TM, NB	
2. To redevelop the	(a) Devise a modular approach to	PSE curriculum	PSE Schemes of	Sep 2016 –	TM, NB, HoY	

PSE curriculum.	teaching PSE with a clear continuity and progression between year groups.	redeveloped.	Work.	Jun 2017		
	(b) Systematically plan Relationship Education across all year groups.	PSE curriculum redeveloped.	PSE Schemes of Work.	Sep 2016 – Jun 2017	TM, NB, HoY	
3. To continue to cultivate YHKCC citizens.	(a) Enhance students' sense of belonging – as YHKCC citizens, as Hong Kong citizens and as global citizens – by strengthening their knowledge and awareness of social and global issues.	Students become more responsible citizens.	Feedback from teachers and observations.	Sep 2016 – Jun 2017	SGDS, LS Department	
	(b) Develop a Principal's letter to be sent home to students who exemplify YHKCC citizenship.	Improvement in student behaviour in the local community; students become more responsible citizens.	Letters to parents.	Sep 2016 – Jul 2017	TM, NB, HoY	

Major Concern 3		<i>To further equip students with the skills needed for success in a multi-cultural, globalized world.</i>				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To further integrate the principles of international-mindedness into the curriculum.	(a) Embed principles of international-mindedness within the wider curriculum (ECAs, etc.)	Principles of international-mindedness embedded within the curriculum.	Schemes of work.	Sep 2016 – Jun 2017	IC, HT	
2. To provide additional opportunities to develop of skills in multi-cultural environments.	(a) Organize more inter-school exchange programmes and activities.	Increased participation rate in different student activities; students develop a better understanding of and respect for different cultures.	Observation of students' behaviour; students' participation rate.	Sep 2016 – Jun 2017	KN	
3. To develop a specific set of attributes and transferrable skills.	(a) Develop the YHKCC Learner Profile – a commonly agreed set of attributes and/or skills.	YHKCC Learner Profile agreed and published.	Minutes of Academic Committee and LT meetings; training record and survey.	Sep 2016 – Jan 2017	AJH, AC, HoDs	External consultants
	(b) Devise a framework to comprehensively and progressively develop these attributes and/or skills from Forms 1 – 6.	Framework published.	Minutes of Academic Committee and LT meetings.	Sep 2016 – Jan 2017	AJH, AC, HoDs	