

ANNUAL SCHOOL PLAN 2020 – 2021

This document describes specific areas for improvement within the current academic year, i.e. from September 2020 to July 2021.

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 in collaborations with the middle leaders (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame. The final draft will be shared with all staff for comment and additional ideas.

The major concerns for the Annual School Plan for the 2020 – 2021 school year are as follows:

- 1. To continue to raise academic achievement by enhancing teaching quality and further developing independent, responsible and ambitious learners.**
- 2. To integrate the YHKCC Learner Profile into the wider curriculum.**
- 3. To focus on developing wellbeing within the YHKCC community.**

The aim this year will be to consolidate initiatives started last year. Some of the same targets will therefore be used, but new strategies will be devised.

The Annual School Plan is based on the current School Development Plan.

School Development Plan VI (2020 – 2023)

1. To continue to enhance teaching and learning effectiveness.
2. To refine and improve the 21st century relevant curriculum.
3. To incorporate the key elements of character education and wellbeing into the YHKCC community.

For reference the major concerns for the Annual School Plan for the 2019 – 2020 school year were as follows:

1. To raise academic achievement by further enhancing teaching quality and developing independent, responsible and ambitious learners.
2. To continue to integrate the core values and intellectual character dispositions into building students who are 21st century ready.
3. To further streamline administrative systems and enhance communication channels through the new online learning platform.

Major Concern 1						
<i>To continue to raise academic achievement by enhancing teaching quality and further developing independent, responsible and ambitious learners.</i>						
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) To embed the idea that “Effort Matters” so that it becomes an integral part of the YHKCC school culture.	(i) Actively promote the message that “Effort Matters” across the curriculum, e.g. daily messages on SEQTA, Student Handbook, posters, display students’ work, etc.	<ul style="list-style-type: none"> Messages posted. 	<ul style="list-style-type: none"> Feedback from students and teachers. Record of awards on SEQTA. 	Sep 2020 – Jun 2021	AJH, JeW, SMK, CC	
	(ii) Review the system of awards to ensure a balance between recognition of high achievement and improvement due to effort; review policies and procedures to ensure that a consistent approach.	<ul style="list-style-type: none"> New awards created to recognize effort and improvement. 	<ul style="list-style-type: none"> Awards & Rewards Policy reviewed and amended. Policies and procedures reviewed. 	Sep 2020 – Jun 2021	AJH, JeW, SMK, CC	
	(iii) Regularly reward students for their efforts.	<ul style="list-style-type: none"> Students’ efforts valued and recognized. Students’ engagement in learning increased. 	<ul style="list-style-type: none"> Feedback from students and teachers. Record of awards on SEQTA. 	Sep 2020 – Jun 2021	AJH, JeW, SMK, CC	
(b) To revamp the Gifted and Talented Programme to stretch the more able and provide a suitably challenging curriculum.	(i) Create a method for effectively identifying gifted and talented students.	<ul style="list-style-type: none"> Effective method for identifying G&T students devised. 	<ul style="list-style-type: none"> Feedback from students and teachers. Public exam results. 	Sep 2020 – Jun 2021	KN, AJH, WL, CRM, DT, AA	
	(ii) Implement a programme of events for gifted and talented students.	<ul style="list-style-type: none"> Programme implemented. 	<ul style="list-style-type: none"> Feedback from students and teachers. 	Sep 2020 – Jun 2021	KN, AJH, WL, CRM, DT, AA	

	(iii) Devise measures to ensure that gifted and talented students are suitably challenged by the academic curriculum.	<ul style="list-style-type: none"> ▪ Appropriate support provided, leading to improvement in public examination results. 	<ul style="list-style-type: none"> ▪ Feedback from students and teachers. ▪ Public exam results. 	Sep 2020 – Jun 2021	KN, AJH, WL, CRM, DT, AA	
(c) To enhance the Literacy Programme.	(i) Develop common approaches across departments.	<ul style="list-style-type: none"> ▪ Students' literacy levels developed. 	<ul style="list-style-type: none"> ▪ Feedback from students and teachers. ▪ Public exam results. 	Sep 2020 – Jun 2021	WL, JeC, JY, HoDs	
(d) To further promote independent learning.	(i) Embed strategies that facilitate the development of independent learners, including reflective self-assessment.	<ul style="list-style-type: none"> ▪ Strategies embedded into daily teaching practices. ▪ Student Reflection Booklet amended. 	<ul style="list-style-type: none"> ▪ Feedback from students and teachers. ▪ Student Reflection Booklet. 	Sep 2020 – Jun 2021	DL, WL, AJH, HoDs	
(e) To further raise awareness of Positive Education pedagogy.	(i) 12 Learning Trios to focus on Positive Education and implement strategies into lessons.	<ul style="list-style-type: none"> ▪ Positive Education strategies implemented in lessons. 	<ul style="list-style-type: none"> ▪ Learning Trio lesson observations. 	Sep 2020 – Jun 2021	CEN & PFM	
	(ii) Decorate the school campus with year themes and Values in Action (VIA) character strengths.	<ul style="list-style-type: none"> ▪ School campus decorated with Positive Education concepts. 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students. 	Sep 2020 – Jun 2021	PFM	Posters
	(iii) Staff attend online Positive Education CPD.	<ul style="list-style-type: none"> ▪ Staff participate in online CPD. 	<ul style="list-style-type: none"> ▪ Feedback from teachers. ▪ Lesson Observations. 	Sep 2020 – Jun 2021	CEN	Positive Education CPD
	(iv) Students attend Hong Kong Mental Health Conference and Youth Summit 2020.	<ul style="list-style-type: none"> ▪ Students attend Youth Summit. 	<ul style="list-style-type: none"> ▪ Student voice from Youth Summit. 	Sep 2020 – Jun 2021	CEN	Youth Summit Student Course

Major Concern 2		To integrate the YHKCC Learner Profile into the wider curriculum.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) To further integrate the intellectual character dispositions in the YHKCC Learner Profile into the academic curriculum.	(i) Departments continue to devise new teaching techniques, strategies and learning activities to develop the intellectual character dispositions and embed them into schemes of work.	<ul style="list-style-type: none"> ▪ Teachers utilize existing strategies and systematically create new techniques. ▪ Students develop intellectual character dispositions. 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students. ▪ Feedback from HoDs. ▪ Minutes of meetings. ▪ Resource Bank of strategies. ▪ Schemes of work. 	Sep 2020 – Jun 2021	AJH, WL, HoDs	
	(ii) Teachers use strategies to develop the intellectual character dispositions in the classroom on a more regular basis.	<ul style="list-style-type: none"> ▪ Students develop intellectual character dispositions. 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students. 	Sep 2020 – Jun 2021	AJH, WL, HoDs, All teachers	
	(iii) Embed practices that promote and encourage the development of intellectual character dispositions, e.g. English – promoting reflectiveness through the use of journals, Creative Arts – Biweekly display board, Star of the Month, etc.	<ul style="list-style-type: none"> ▪ Practices established. 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students. ▪ Direct observation. 	Sep 2020 – Jun 2021	AJH, WL, HoDs	
(b) To integrate the intellectual character dispositions in the YHKCC Learner Profile into the pastoral curriculum.	(i) PSHE lessons devised to develop intellectual character dispositions.	<ul style="list-style-type: none"> ▪ Students develop dispositions. 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students. ▪ Feedback from HoYs. ▪ Schemes of work. 	Sep 2020 – Jun 2022	PFM, CEN, HoY	

			<ul style="list-style-type: none"> ▪ Database of strategies. 			
	(ii) Encourage students to reflect and evaluate the development of the intellectual character dispositions through the Student-Teacher conference.	<ul style="list-style-type: none"> ▪ Deeper level of intellectual character dispositions across all year groups developed. 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students. 	Sep 2020 – Jun 2021	AJH, WL, DL	
(c) To integrate the intellectual character dispositions in the YHKCC Learner Profile into the ECA curriculum.	(i) ECA clubs/teams/societies create aims and objectives to incorporate intellectual character dispositions.	<ul style="list-style-type: none"> ▪ Aims and objectives of ECA clubs created. ▪ ECA year plans established. 	<ul style="list-style-type: none"> ▪ Feedback from teachers-in-charge. ▪ ECA reports. ▪ Year-end evaluation. 	Sep 2020 – Jun 2021	IC, AL, ECA Teachers-in-charge	
	(ii) Embed intellectual character dispositions during running of ECA activities.	<ul style="list-style-type: none"> ▪ Development of intellectual character dispositions becomes an integral part of ECA activities. 	<ul style="list-style-type: none"> ▪ Feedback from teachers-in-charge. ▪ Year-end evaluation. 	Sep 2020 – Jun 2021	IC, AL, ECA Teachers-in-charge	
(d) To continue to promote student leadership by incorporating elements of YHKCC Learner Profile.	(i) Equip student leaders and look after their wellbeing through training workshops, planning and debriefing sessions.	<ul style="list-style-type: none"> ▪ Student leaders master the learning dispositions through leadership experiences. 	<ul style="list-style-type: none"> ▪ Feedback from teachers-in-charge. ▪ Feedback from student leaders. ▪ Year-end evaluation. 	Sep 2020 – Jun 2021	IC, Teachers-in-charge	
	(ii) Provide sharing opportunities for student leaders to share their leadership experiences.	<ul style="list-style-type: none"> ▪ Sharing opportunities created. 	<ul style="list-style-type: none"> ▪ Feedback from student leaders. 	Sep 2020 – Jun 2021	IC, Teachers-in-charge	
	(iii) Support students in running student-initiated programmes, e.g. 24 hour race, UNICEF, HKMUN,	<ul style="list-style-type: none"> ▪ Student-initiated programmes supported. 	<ul style="list-style-type: none"> ▪ Feedback from teachers-in-charge. 	Sep 2020 – Jun 2021	IC, Teachers-in-charge	

	etc.		<ul style="list-style-type: none"> ▪ Feedback from student leaders. 			
(e) To integrate the intellectual character dispositions in the YHKCC Learner Profile into the Service Education curriculum.	(i) Strengthen students' sense of serving the community through the organization and provision of service activities organized by the Community Service Club.	<ul style="list-style-type: none"> ▪ Students participate in community service events. 	<ul style="list-style-type: none"> ▪ Feedback from teacher-in-charge. ▪ Year-end evaluation. 	Sep 2020 – Jun 2021	IC, AA, Service Education Committee	

Major Concern 3		To focus on developing wellbeing within the YHKCC community.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) To facilitate whole person development and well-being of students through provision of different types of extra-curricular activities.	(i) Establish new ECA clubs and societies (e.g. Mindfulness Club, Mural Club, Drawing Club, etc.)	<ul style="list-style-type: none"> ECA clubs established; Online platform administered; Videos produced and shared; Student leaders take responsibility for contributing to improving their community. 	<ul style="list-style-type: none"> Feedback from teacher-in-charge. Year-end evaluation. 	Sep 2020 – Jun 2021	IC, AL, ECA Teachers-in-charge	
	(ii) Establish online platform for ECA enrolment and activity registration	<ul style="list-style-type: none"> Online platform established and used. 	<ul style="list-style-type: none"> Feedback from teacher-in-charge. Year-end evaluation. 	Sep 2020 – Jun 2021	IC, AL, ECA Teachers-in-charge	
	(iii) Wellbeing videos produced by various student leadership groups.	<ul style="list-style-type: none"> Wellbeing videos produced. 	<ul style="list-style-type: none"> Feedback from teacher-in-charge. Year-end evaluation. 	Sep 2020 – Jun 2021	IC, AL, ECA Teachers-in-charge	
(b) To further promote spiritual development and wellbeing within the YHKCC community .	(i) Setting up the yearly scripture	<ul style="list-style-type: none"> Participation rate in Christian fellowship events/ programmes. 	<ul style="list-style-type: none"> Feedback from teacher-in-charge. Feedback from students. Year-end evaluation. 	Sep 2020 – Jun 2021	IC, PDAW, DT, Christian Ethos Committee	

	(ii) Invite members of staff, alumni and students to share messages in morning devotions.	<ul style="list-style-type: none"> Participation rate in Christian fellowship events/ programmes. 	<ul style="list-style-type: none"> Feedback from teacher-in-charge. Feedback from students. Year-end evaluation. 	Sep 2020 – Jun 2021	IC, PDAW, DT, Christian Ethos Committee	
	(iii) Further establish and develop spiritual activities, Christian Fellowship and worship band, including organizing a regular staff fellowship.	<ul style="list-style-type: none"> Participation rate in Christian fellowship events/ programmes. 	<ul style="list-style-type: none"> Feedback from teacher-in-charge. Feedback from students. Year-end evaluation. 	Sep 2020 – Jun 2021	IC, PDAW, DT, Christian Ethos Committee	
(c) To further strengthen the Mentorship Programme.	(i) Host F.1 Induction and ECA Taster Activities to enable new F.1 students to experience school life.	<ul style="list-style-type: none"> F.1 Induction and ECA Taster Activities hosted. 	<ul style="list-style-type: none"> Feedback from teacher-in-charge. Feedback from students. Year-end evaluation. 	Sep 2020 – Jun 2021	IC, AL, ECA Teachers-in-charge, Tiffany & Newman	
	(ii) Strengthen the F.1 Mentorship Programme to help new students adjust to school life.	<ul style="list-style-type: none"> F.1 Mentorship Programme strengthened. 	<ul style="list-style-type: none"> Feedback from teacher-in-charge. Feedback from students. Year-end evaluation. 	Sep 2020 – Jun 2021	IC, AL, ECA Teachers-in-charge, Tiffany & Newman	
(d) To further develop the PSHE curriculum.	(i) Devise a curriculum map for PSHE to ensure progression in learning.	<ul style="list-style-type: none"> Curriculum map devised. 	<ul style="list-style-type: none"> HoY feedback. Lesson Observations. 	Sep 2020 – Jun 2021	CEN & PFM	
	(ii) Create learning materials and a weekly lesson for each stage of the PSHE curriculum.	<ul style="list-style-type: none"> New curriculum implemented. 	<ul style="list-style-type: none"> Class Teacher feedback 	Sep 2020 – Jun 2021	CEN, PFM & HoY	

		<ul style="list-style-type: none"> ▪ PSHE practices established. 	<ul style="list-style-type: none"> ▪ Lesson Observations 			
(e) To create student wellbeing resources.	(i) Incorporate weekly scripture into the devotions and Student Handbook.	<ul style="list-style-type: none"> ▪ Weekly thematic scripture shared in devotions. 	<ul style="list-style-type: none"> ▪ Feedback from class teachers. ▪ Student voice. 	Sep 2020 – Jun 2021	CEN & IC	
	(ii) Incorporate a weekly gratitude journal.	<ul style="list-style-type: none"> ▪ Weekly wellbeing resource incorporated in the Student Handbook. 	<ul style="list-style-type: none"> ▪ Feedback from students and teachers. 	Sep 2020 – Jun 2021	CEN	
	(iii) Build use of wellbeing resources into the PSHE curriculum and daily devotions.	<ul style="list-style-type: none"> ▪ Teachers and students utilize wellbeing resources. 	<ul style="list-style-type: none"> ▪ Feedback from students and teachers. 	Sep 2020 – Jun 2021	CEN, PFM, IC & HoY	
(f) To present a monthly hotspot focusing on student and staff wellbeing.	(i) Share a range of wellbeing strategies with staff during monthly hotspots.	<ul style="list-style-type: none"> ▪ Teachers utilize wellbeing strategies. 	<ul style="list-style-type: none"> ▪ Database of wellbeing strategies and tools. ▪ Teacher feedback. 	Sep 2020 – Jun 2021	CEN & LJ	
(g) To deliver a Staff Development wellbeing afternoon	(i) Work with Habitual to design a wellbeing afternoon for YHKCC staff.	<ul style="list-style-type: none"> ▪ Teachers become more aware of personal wellbeing. 	<ul style="list-style-type: none"> ▪ Review of Teacher Development Plans. ▪ Google Forms Staff Development feedback. 	April 2021	CEN & LJ	

Use of Grants

The following government grants have been given to strengthen the services provided to students in the corresponding areas:

- **Life-wide Learning Grant:** This grant will be deployed for supporting students in joining various activities, including but not limited to F1-3 Life-wide learning camps, participation in sports training and competitions, purchasing sports jerseys and joining the ECA activities.
- **Promotion of Reading Grant:** This grant will be deployed for enriching the variety of books in library, Chinese Room, English Reading Room and department reading corners for students.
- **Diversity Learning Grant (Other Languages):** This grant will be used for hiring teacher for offering the third language.
- **Diversity Learning Grant (Other Programmes):** This grant will be deployed for various gifted programme in music, sports and languages.
- **Stepping Up the Education Support for Non-Chinese Speaking Students:** This grant will be deployed for hiring additional Chinese teaching staff for teaching and supporting NCS students in learning Chinese and Chinese Culture.
- **Capacity Enhancement Grant:** This grant will be deployed for hiring a part-time on-site Educational Psychologist for providing assessment and consultation services to students.
- **Provision to Secondary School to support NCS students learn Chinese History and Culture:** This grant will be deployed for supporting NCS in joining Chinese History and culture-related activities/programme.