Shau Kei Wan Government Secondary School

Annual School Plan

2013/2014

Shau Kei Wan
Government Secondary School

Contents

Shau Kei Wan
Government Secondary School

School Vision

We provide students with opportunities to strive for excellence in all aspects of life.

School Mission

We strive to provide our students with a positive learning environment; with a moral, intellectual, physical, social and aesthetic education; to develop their potential; to prepare them for further education and encourage them to follow our school motto "VINCIT VERITAS" in the pursuit of truth, so that they become independent, confident, responsible and contributing citizens.

Annual School Plan

Major Concern 1: <u>To enhance students' self-learning skills</u>

Focus Area 1.1 : To encourage students to become self-directed and independent learners					
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
1.1.1	**To organize workshops/courses to enhance students' self-learning skills** ● To use the 'Diversity Learning Grant' (DLG) for Gifted Education Programmes to organise workshops for high-achievers in senior levels ● To conduct tailor-made programmes for low-achievers in junior levels ● To provide opportunities for students to develop their generic skills in lessons Focused skills: S1-2 : Communication, Collaboration and Information Technology S3-4 : Problem-solving and Self-management S5-6 : Critical Thinking and Study skills	2013/14 School Year	● Stronger students are given extra opportunities to stretch their potential in different areas. ● Weaker students are given support to improve their academic results. ● Students do better in tests and examinations. ● Class activities are designed to help students develop different generic skills.	● Post-programme feedback and survey ● Instructors' feedback ● Observation of organizers/ teachers ● Students' performance in tests and exams ● Subject Department Annual Evaluation ● Students' self-evaluation of learning	● DLG from EDB ($35,000 for @ of NSS1 – NSS3) ● Teacher i/c of Enhancement & Remedial Programme ● Curriculum Development Committee ● Outside resources ● School-based After-school Learning & Support Programmes Grant ● Subsidy from PTA ● KLA Co-ordinators & HODs

Focus Area 1.1 : To encourage students to become self-directed and independent learners					
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
1.1.2	**To promote among students the habit of pre-lesson preparation** ● To design learning tasks and schedule of work for students to prepare before attending lessons ● To follow-up on students' preparation work in lessons	2013/14 School Year	● Students are motivated to take the initiative in learning. ● Students form the habit of pre-lesson preparation. ● Students share their preparation work for peer learning.	● Subject Department Annual Evaluation ● Inspection of students' work ● Students' self-evaluation of learning	● Curriculum Development Committee, KLA Co-ordinators, HODs & subject teachers
1.1.3	**To promote reflective learning through sharing/ peer learning** ● To arrange presentation/sharing sessions in class or on e-class ● To design oral or written activities for reflection after talks or programmes in Life Wide Learning ● To conduct student assessment on learning attitude and learning focuses with self-assessment and peer assessment parts, including knowledge and generic skills acquired, after certain topic or module	2013/14 School Year	● Students display the results of their learning and are able to learn from each other. ● Students enjoy the mass programmes and are able to learn through reflection. ● Students evaluate themselves and are able to reflect on the feedback from their peers.	● Post programme feedback & survey ● Observation of organisers/ teachers ● Subject Department Annual Evaluation ● Students' self-evaluation of learning	● Curriculum Development Committee, KLA Co-ordinators, HODs & subject teachers ● Functional Teams concerned

	Focus Area 1.1 : To encourage students to become self-directed and independent learners				
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
1.1.4	**To hold workshops/seminars to refine teachers' teaching strategies for developing students' self-learning skills** ● Collaborative lesson preparation (CLP) ● Presentation/sharing of good teaching models among department and KLA members ● Sharing session with teachers from other schools or professionals on Staff Development Day	2013/14 School Year	● Teachers make good use of the CLP sessions in presenting, sharing and reflecting on good teaching models. ● Effective learning and teaching strategies are identified, shared and practised by subject teachers.	● Subject Department Annual Evaluation ● Teachers' participation in CLP sessions ● Lesson observation/ Peer lesson observation	● Timetabling Team to plan the schedule for CLP ● Principal, Asst. Principals, KLA Co-ordinators & HODs to nominate teachers having good teaching performance to share with their KLA or department members ● Staff Development Committee

1.1.5	**To seek parents' support in fostering students' life-long learning attitude**
	
	● To organise talks for parents so as to familiarize them with their roles
	
	  Suggested themes:
	  S1 : Adaptation to secondary school life and study skills
	  S2 : Learning at junior levels
	  S4 : Adaptation to senior secondary study methods
	  All levels : Parenting education
	● To provide school intranet and e-class accounts for parents and encourage them to keep pace with their children's learning
	● To invite parents to recommend books or share their learning experiences
		2013/14
		● School Year
			● Parents attend the talks and access the school e-class.
			
			● Parents find the talks useful.
			
			● Parents recommend good readers and share at the book exhibition.
				● Participation rate of parents
				
				● Parents' Evaluation
				
				● Parents' hit rate on the school e-class
				
				● Reading-to-Learn Team Annual Evaluation
					● Curriculum Development Committee, KLA Co-ordinators and HoDs concerned
					
					● IT & Intranet Team
					
					● PTA
					
					● Reading-to-Learn Team & School Librarian

	Focus Area 1.1 : To encourage students to become self-directed and independent learners				
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
1.1.6	**To collaborate on cross-curricular project learning** ● To encourage subject departments and function teams to make the best use of school resources and outside resources to prepare project work	2013/14 School Year	● Sufficient high quality learning experiences are provided for students. ● Students' motivation to learn is raised. ● Students' communication and collaboration skills are enhanced and they show perseverance through active participation in project work.	● Post programme feedback & survey ● Students' performance ● Subject Department & Function Team Annual Evaluation ● Students' self-evaluation of learning	● Curriculum Development Committee, KLA Co-ordinators, HoDs & subject teachers ● Reading-to-Learn Team & Functional Teams concerned

Focus Area 1.2 : To encourage students to acquire knowledge through the school e-class and other internet resources					
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
1.2.1	**To maximize the use of e-class resources** ● To create the framework of e-class for teachers' convenient use ● To establish and maintain e-resources banks for learning and teaching materials ● To promote interactive learning to encourage sharing of knowledge and collaborative work ● To integrate the use of e-class in class learning activities ● To provide channels for students to submit assignments and projects	2013/14 School Year	● Teachers and students make good use of the e-classes. ● Student-centred learning is enhanced. ● The systematic and user-friendly e-class framework facilitates learning and teaching.	● Subject Department & Reading-to-Learn Team Annual Evaluation ● Feedback from Functional Team ● Students' self-evaluation of learning	● IT & Intranet Team ● Curriculum Development Committee, KLA Co-ordinators, HoDs & subject teachers ● Reading-to-Learn Team & Functional Teams concerned
1.2.2	**To set up more e-forums for peer learning** ● To set up e-forums on subject-based topics and ad hoc issues by extending from the core subject departments to elective subject departments ● To encourage students to post responses or reflections on their learning experiences	2013/14 School Year	● Students' motivation in learning is raised through peer learning and sharing. ● Interactive learning and exchange of ideas among teachers and students are facilitated and enhanced.	● Subject Department Annual Evaluation ● Feedback and participation of teachers and students ● Students' self-evaluation of learning	● HoDs & subject teachers ● IT & Intranet Team

Focus Area 1.2 : To encourage students to acquire knowledge through the school e-class and other internet resources					
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
1.2.3	**To provide updated information from internet resources/websites for extended learning** ● To connect web-links to internet reading resources using the school e-class ● To design extended activities to continue classroom learning	2013/14 School Year	● Students' self-learning ability is enhanced. ● The reflexive learning atmosphere is established among students.	● Subject Department & Reading-to-Learn Team Annual Evaluation ● Feedback and participation of students ● Feedback from Function Team ● Students' self-evaluation of learning	● IT & Intranet Team ● Curriculum Development Committee, KLA Co-ordinators, HoDs & subject teachers ● Reading-to-Learn Team & Functional Teams concerned
1.2.4	**To teach students the proper use of the internet** ● To include the proper ways of using the internet in the school curriculum ● To introduce students to the correct ways to cite references from the internet ● To arrange talks and mass programmes on the correct attitude to using the internet	Sept 2013 ｜ July 2014	● Students understand the formal rules and correct behaviour when using internet resources. ● Students are more aware of proper ways of using the internet.	● Subject Department Annual Evaluation ● Students' performance ● Post programme feedback & survey ● Students' self-evaluation of learning	● Curriculum Development Committee, KLA Co-ordinators, HoDs & subject teachers ● Reading-to-Learn Team & Functional Teams concerned

Focus Area 1.3 : To develop in students a habit of reading and engage them actively in purposeful reading across curriculum					
Strategies/Tasks		**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
1.3.1	**To integrate reading sessions into the school timetable** ● To integrate the reading period into the school timetable. Students have to bring their own readers to the sessions. Class teachers and non-class teachers will read alongside students on alternate weeks. ● To revise the booklist for the Structured Reading Programme and strengthen the promotion to recommend the books on the list to students ● To encourage subject departments to integrate the books recommended for the Structured Reading Programme in the subject curriculum for better use ● To provide structured reading materials for students. Students are given reading materials with follow-up activities prepared by subject departments and Functional Teams. They can share their reflections on the reading materials in the class period or through the e-class system.	2013/14 School Year	● Students engage in active reading during the morning reading sessions and are able to develop the habit of reading. ● Students meet the target of the morning reading session and make good use of the e-classes for peer sharing. ● Students are able to explore knowledge in the subject field through structured reading. ● Students' self-learning ability is enhanced. ● Students are able to connect the knowledge they obtain from structured reading and construct their own opinion about the topics.	● Students' performance in the Morning Reading Session ● Observation of teachers ● Students' reading record ● Students' reflection on their reading ● Subject Department & Reading-to-Learn Team Annual Evaluation ● Feedback from Function Team ● Students' self-evaluation of learning	● Teachers concerned ● Subject Departments & Function Teams ● Reading-to-Learn Team ● School Librarian

Focus Area 1.3 : To develop in students a habit of reading and engage them actively in purposeful reading across curriculum					
Strategies/Tasks		**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
1.3.2	**To strengthen the role of the School Library as a centre of learning resources** ● To maintain the reference corner in the school library for students' easy access to subject reference materials to facilitate students' self-learning ● To conduct library lessons for S1 students ● To hold theme-based book exhibitions to expose students to specific fields of interest and encourage them to explore knowledge in the fields ● To invite students' suggestions for the purchase of new library books ● Students' recommendations will be posted to encourage peer-sharing in reading ● To invite speakers, such as authors, book critics and parents, to recommend books or do reading sharing at the Book Fair ● To invite parents to the Book Fair to choose good readers and read alongside with their children. ● To conduct reading sharing sessions by teachers at the Book Fair	2013/14 School Year	● Students have easy access to subject reference books and benefit from the exposure to the reading materials. ● S1 students are familiar with the rules and operation of the school library. ● Students are interested in the books recommended in the exhibitions. ● Library books recommended by students are purchased. ● Reading sharing is enhanced with recommendations from students, teachers and parents. ● More students visit the school library and make good use of it. Students borrow books from the school library more frequently. ● Parents visit the Book Fair and encourage their children to read.	● School Library Annual Report ● Subject Department Annual Evaluation ● Library book borrowing billboard ● Students' participation in the book exhibitions and Book Fair ● Students' recommendation ● Students' self-evaluation of learning	● Subject Departments ● Reading-to-Learn Team ● School Librarian ● Teachers concerned

Focus Area 1.3 : To develop in students a habit of reading and engage them actively in purposeful reading across curriculum					
Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**	
1.3.3 **To launch award-incentive reading programmes to foster a positive reading atmosphere.** ● To create an award system through the e-library to encourage students to read ● To include book titles from the class library, subject-based recommended book list, morning reading articles and e-books in the award system ● To encourage students to keep a personal reading record and share their reflections and recommendations through the e-library system	2013/14 School Year	● The e-library system with book titles from various sources is activated. ● Students are eager to keep a personal reading record and are able to attain awards. ● Students are motivated to share, reflect on and discuss the books they read.	● Students' reading record in the e-library ● Survey on students' reading habits ● Reading-to-Learn Team Annual Evaluation ● Students' self-evaluation of learning	● Reading-to-Learn Team ● IT & Intranet Team	

Focus Area 1.3 : To develop in students a habit of reading and engage them actively in purposeful reading across curriculum					
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
1.3.4	**To teach students reading skills to facilitate effective reading** ● To include reading skills in the curriculum to facilitate effective reading ● To assign a set of graded exercises on reading strategies for S3 students ● To conduct a morning reading session on Fridays for S1 to S3 students. ● S1 and S2 students will be given structured reading materials while S3 students will do self-assessment exercises on reading strategies.	2013/14 School Year	● Students acquire different reading skills and are able to comprehend different text types. ● S1and S2 students enjoy reading the articles from the reading kits. ● Students produce thoughtful feedback which shows their understanding of the articles and their opinion on the topic. ● S3 students do the self-assessment reading exercises independently and benefit from practising different reading strategies.	● Subject Department Annual Evaluation ● Students' performance ● Observation of class teachers ● Students' reading record ● Students' reflection on their reading ● Survey on students' reading habit ● Students' self-evaluation of learning	● Curriculum Development Committee, KLA Co-ordinators, HoDs & subject teachers ● Reading-to-Learn Team ● S1-3 class teachers

Focus Area 1.4 : To encourage students to develop good learning attitude					
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
1.4.1	**To place a stronger emphasis on helping students develop good learning habits in lesson** ● To include the introduction of success people as role-models for students in the curriculum ● To conduct class activities with the aim of developing good learning habits ● To conduct self-evaluation on learning focuses after certain module or topic allowing students to reflect on their learning attitude	2013/14 School Year	● Students are motivated to learn. ● Students demonstrate good learning behaviour. ● Students' reflection helps improve their learning attitude.	● Subject Department Annual Evaluation ● Students' behaviour in class ● Students' self-evaluation of learning	● Curriculum Development Committee, KLA Co-ordinators, HODs & subject teachers
1.4.2	**To cultivate good learning attitude among students through peer influence** ● To award students with good results in the mid-term tests in junior secondary levels ● To organise an inter-class competition to encourage students to build up disciplined learning attitude and to encourage improvement throughout the school year	2013/14 School Year	● Students develop good learning behaviour. ● Students observe the good learning behaviour of their peers and learn from them.	● Students' behaviour ● Feedback and participation of teachers and students ● Students' self-evaluation of learning	● Curriculum Development Committee, KLA Co-ordinators, HODs & subject teachers ● Prize Giving Team ● Class teachers

Programme Team: Miss HUI Kwai Yin (Team Leader), Miss LO Lai Wah (Deputy Team Leader), Ms CHOW Lam Lam (Deputy Team Leader), Ms CHEUNG Yin (Deputy Team Leader), Miss CHUNG Wai Man, Mr. POON Ting Cheong, Mr YU Siu Fai, Miss WONG Siu Fong

Major Concern 2: To equip students with life-planning skills and help them to actualize their career goals

Focus Area 2.1: Students understand the importance of goal setting and are able to draw up their personal development plan				
Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
2.1.1 Programmes to help students understand the importance of setting and reviewing their goals at different stages of their secondary school life and inculcating in them a sense of continuous development in life - Different programmes will be held in the school year to ● highlight/ remind students of the New Academic System and the challenges that lie ahead ● introduce the concept of "Life Planning" and use of SLP as a tool for self-reflection and planning for the future at different stages in secondary school life ● help students understand the importance of continuous development in life	2013/14 School Year	● Students show understanding of the concept of life planning by incorporating their goals in their target-setting plans. ● Students make a good choice of duties to take up and OLE to participate in.	● Reflections completed by students at different times of the year.	● Teacher i/c of Major Concern 2 ● All teachers and students
2.1.2 The S.1 Mentors will help students to set their goals. a) Student mentors are provided with activities and training that are related to leadership and counselling skills. b) Meetings will be arranged between student mentors and S1 students. c) S1 students will set their goals with the guidance of the student mentors. d) Programmes will be organised to develop the time management skills of the S1 students.	2013/14 School Year	● Students participate actively in the activities. ● Positive feedback from teachers and students. ● Students display positive values.	● Students' response and participation in the activities ● Survey on students' comments about the activities ● Feedback from the school social worker ● Teachers' observations	● Counselling Team ● School Social Worker ● S1 Class Teachers ● Student Mentors

Focus Area 2.1:	**Students understand the importance of goal setting and are able to draw up their personal development plan**				
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
2.1.3	Students will be encouraged, as well as parents' support sought, to foster a balanced development through 'One Sport, One Art, One Service' Scheme a) 'One Sport, One Art, One Service' Scheme will span three years for the 2012-2013 cohort of S1 students. S1 students are required to join one uniformed group throughout their first secondary school year so as to cultivate their self-discipline, perseverance, responsibility and commitment as well as a sense of belonging to the school. (Uniformed groups include Boy Scouts, Girl Guides, Hong Kong Air Cadet Corps and Red Cross Youth Unit) The S1 students (when promoted to Secondary Two) will be engaged in physical development programmes in their second school year, and aesthetic development programmes in their third school year. The physical and aesthetic development programmes aim to help students develop physical competence, nurture aesthetic development and sensitivity, as well as develop generic skills and cultivate positive attitudes and values. (Art includes music, visual arts, drama, dance, photography, video production and stage management) b) For students of levels other than S1, they follow the existing OLE programmes designed to enrich their learning experiences.	2013/14 School Year	● Students are engaged in the activities. ● New skills and knowledge are acquired. ● Better physical fitness is observed. ● Positive values and attitudes in students are established. ● Generic skills are acquired by students.	● Feedback from participants ● Feedback from tutors, instructors and teachers	● Teachers of P.E., Music and Visual Arts ● Teachers i/c of uniformed groups including Boy Scouts, Girl Guides, Hong Kong Air Cadet Corps, Junior Police Call and Red Cross Youth Unit ● Instructors of related training courses ● Venues for holding various activities

Focus Area 2.2: Students' personal qualities are developed and they become contributing members of the community

	Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
2.2.1	Programmes will be organised to develop in junior form students the basic qualities of self-confident, self-disciplined and self-reliant individuals a) A programme will be held in LWL / Class Teacher's Periods for the whole of S1 and S2 to develop their personal qualities as self-confident, self-reliant and self-disciplined individuals. b) i) Working in collaboration with the Reading-to-Learn Team, books will be recommended to students so as to encourage the students to read in-depth in the pursuit of good qualities through self learning. (The book recommended for S1 and S2: The Essential 55: an Award Winning Educator's Rules for discovering the successful student in every child by Ron Clark The book was written in English and has been translated into Chinese and published by a Taiwanese publisher.) ii) A list of books that can help students develop life skills will be compiled, and books on life skills, personal growth and development will be on display during a book exhibition.	Class Teacher's / LWL Periods held once in the school year Reading should be done all school year round	● Students show the essential qualities that were introduced at the beginning of the school year. ● Students read books that can help them to improve their personal qualities.	● Teachers' observation on daily performance of the students ● Comments from class teachers, subject teachers and students	● Teachers i/c of Major concern 2 (preparation of materials for Class Teacher's Periods) ● Class Teachers ● Reading-to-Learn Team ● Major Concern 1 members ● School Librarian

Focus Area 2.2: Students' personal qualities are developed and they become contributing members of the community

	Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
2.2.2	OLE / LWL activities will be organised for S3/4 students who are senior members of organizations / groups / services to develop their leadership skills a) S3 and S4 students are challenged to be leaders and contributing members to their immediate community b) i) Students are encouraged to read and improve their personal qualities and habits. (The book recommended for S3 and S4: The 7 habits of Highly Effective Teens – the ultimate teenage success guide by Sean Covey) ii) A booklist on reading materials that are related to leadership will be compiled, and books on leadership will be on display during a book exhibition. b) Leadership training will be provided to office bearers by the ECA Committee.	Class Teacher's / LWL Periods held once in the school year First term Whole year First term	● Students take up responsibilities to serve other people both inside and outside school. ● Students read books on self-improvement. ● Smooth operation of the administrative work and personal growth of the students are observed.	● Feedback from class teachers, teachers and students ● Change in attitudes of students towards work and study	● Teachers i/c of Major Concerns 1 and 2 ● ECA committee ● Reading-to-Learn Team ● School Librarian ● Class teachers
2.2.3	Programmes introducing outstanding students / great people's success stories will be held to instill in students the personal qualities required for success in life a) Talks and / or experience sharing sessions with outstanding alumni and / or professionals will be held. b) Reference for outstanding students / alumni's success stories will be collected and made accessible in the School Library. c) Articles on great people's success stories will be collected for display and as morning reading materials.	2013/14 School Year	● Students show active participation. ● Students give positive feedback. ● Teachers give positive feedback.	● Feedback from Careers Teachers, teachers and students	● Teachers i/c of Careers Guidance ● Careers Ambassadors ● Alumni ● Video Production Team ● Reading to Learn Team

Focus Area 2.3: Provided with more exposure and information on their study/ job careers, students are able to actualize their goals				
Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**

2.3.1 Easy access to related career information will be provided for students
 	
a) Careers-related information will be disseminated through the following channels
  - Careers Display Board
  - Careers webpage accessible on the school website
  - Careers Resource Corner in School Library
  - Careers Library on 3/F, west block
  - School Intranet
and through Careers Ambassadors making announcements in morning assemblies or in their own class.
 	
b) Careers Ambassadors are provided with training to facilitate information exchange.
	2013/14 School Year	● Up-to-date careers-related information can reach students readily.	● Records of students' visits to the School Library and Careers Library
			
			● Feedback from Careers Teachers, School Librarian and Careers Ambassadors
			
			●
				● Teachers i/c of Careers Guidance
				
				● Careers Ambassadors
				
				● School Librarian
				
				● IT Technician
				
				●

2.3.2 Careers-related learning activities will be organised to arouse senior form students' awareness of careers planning a) Careers Day will be held to familiarise S6 students with different options for further education under the New Senior Secondary Curriculum and help them explore their orientation for further studies and careers aspirations. b) Senior form students are encouraged to visit the Info Days at various universities, and the Education Fair / Careers Expo arranged by outside bodies. c) Talks and experience-sharing with alumni and / or professionals will be held to increase students' exposure to the changing demands of the working world and the essential qualities for success. d) Workplace visits to different professions / job shadowing programmes will be arranged to allow students a close-up look at the real world of work.	2013/14 School Year	● Students develop an awareness of career planning. ● Students show active participation. ● Students give positive feedback. ● Teachers give positive feedback.	● Survey on students' participation and comments about the activity ● Discussion with participants, supporting outside bodies and teachers-in-charge of the activity ● Observation from Careers Teachers and Class Teachers	● Teachers i/c of Careers Guidance ● Careers Ambassadors ● Community Sources ● Alumni ● Class Teachers

Focus Area 2.4: The optimization of the data record system of e-Class for JUPAS application and SLP production				
Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
2.4.1 All staff will be familiarised with the data input system of e-Class a) Instruction sheets will be provided to new staff so as to introduce the working system of eClass in recruiting students for activities, as well as the record system for all the activities and awards that the students complete and receive through the school. b) Clear instructions and flowcharts will be written for all staff to provide easy reference to all the forms used to input students' activities and awards.	2013/14 School Year	● Office staff can input the information of the activities and awards of the students accurately according to the standards specified.	● Feedback from staff and teachers on the use of the systems	● All teachers and general office ● A&A Record Teacher i/c ● SAMS Team ● eClass support ● SLP Team
2.4.2 A complete and accurate record system of all LWL / OLE/ ECA activities for the JUPAS application and SLP production will be established.	2013/14 School Year	● Students get accurate and complete data for JUPAS application. ● The SLP issued to the students in S6 contain accurate and complete records of students in the school.	● Feedback from teachers and students concerned	● Teachers i/c of Careers Guidance ● A&A Record Teacher i/c ● SAMS Team ● SLP Team ● Students ● Teachers and General Office

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Major Concern 3: <u>To foster among students a positive and healthy lifestyle</u>

Focus 3.1: Students are trained in the core values (perseverance, respecting others, care for others, responsibility, commitment and integrity) to become contributing members to their family, community and the world.					
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
3.1.1	The 'Charity Begins at Home Charter' （「立己達人約章」） programme will be prepared and implemented in the junior forms 學生在「立己達人」約章中自訂目標 ●中二級學生於本學年在「立己達人」約章中訂立自己在四個範疇:「個人」、「家庭」、「社群」和「世界」所擔當的角色和應履行的責任,培養正面的價值觀和態度。	2013/14 School Year	●65%以上學生在約章中評估結果正面	●每學期評估自訂之目標	德育及公民教育組、訓導組、健康教育組、環境教育組
3.1.2	Well-structured and diversified programmes like speeches, talks, exhibitions, inter-class competitions etc to cultivate positive values will be launched in LWL periods. 透過不同組別統整及規劃「立己達人」多元化班際、社際聯營課堂學習活動,培養學生正面的價值觀和態度,為學生提供一個整全的學習經歷。學習活動包括: ●班際比賽—「班際盃」 ●例如舉辦:秩序比賽、善用資源比賽、漫「話」比賽、名人事蹟演講比賽 ●社際比賽—清潔比賽 ● 透過「生命教育課」多元化學習活動,培育學生的「堅毅」、「尊重他人」、「責任感」、「公民身份認同」、「承擔精神」、「關愛」和「誠信」,裝備學生持守正面的價值觀和積極的健康生活態度,對「個人」、「家庭」、「社群」和「世界」作出貢獻。	2013/14 School Year	●學生投入班際及社際比賽 ●60%以上學生在活動問卷中評估結果正面 ●學生投入課堂學習 ●50%以上學生在問卷中評估	●觀察學生學習活動表現 ●活動問卷 ●觀察學生課堂學習表現 ●每學期進行一次問卷調查	德育及公民教育組、訓導組、健康教育組、環境教育組、 德育及公民教育組、健康教育組、訓導組、輔導組、升學及就業輔導組、環保教育組
3.1.3	Learning activities for students to foster core values, strengthening civic consciousness, will be organised by the MCE Committee and other subjects / teams. 德育及公民教育組與相關學科及小組協辦學習活動,提升學生正面價值觀,加強公民意識。	2013/14 School Year	●活動跟進報告能總結學習成果	●活動跟進分享及報告	德育及公民教育組、通識科、中史科

	Focus 3.1: Students are trained in the core values (perseverance, respecting others, care for others, responsibility, commitment and integrity) to become contributing members to their family, community and the world.				
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
3.1.4	Coordination and co-operation with other subject departments on the promotion of core values. 中一級及中二級特定之學科在課程滲透正面的價值觀和態度,協同教學,資源共享。	2013/14 School Year	●學生通過該課題學習,提升正面的價值觀和態度	●中一級及中二級特定之學科在工作計劃中訂立特訂的教學課題,施教後評估學習成果	中一級及中二級特定之學科

Focus 3.2:	**A caring, supportive and inviting culture is fostered in school.**				
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
3.2.1	A variety of programmes, award schemes, competitions etc (e.g. Outstanding Class Award Competition) will be organized to develop a harmonious, respectful and collaborative atmosphere in school.	2013/14 School Year	● Students show improvement in: ● Classroom cleanliness, classroom discipline and punctuality.	● Teachers' feedback and observation. ● Spot checks ● Lateness record	Discipline Team, Prefect Body, Class teachers, Subject teachers , Environmental Education Committee
3.2.2	Through teachers' active participation in various activities, a positive school culture will be cultivated. (a) "Words of appreciation" programme, Comic Script Writing Competition will be conducted. Teachers will give encouragement or show appreciation to students. (b) Conduct Award Scheme Teachers will nominate students with good conduct.	December 2013 to July 2014	● At least 80% of teachers take part in the activities.	● Teachers' participation rate	Moral & Civic Education Committee, Discipline Team
3.2.3	Programmes like talks and 'Little Angel' Scheme will be organized to promote an inclusive learning environment.	2013/14 School Year	● At least 50% of SEN students benefit from assistance provided by "Little Angels". ● Other students learn to respect individual differences and help establish an inclusive learning environment.	● Evaluate SEN students' general performance at the end of the school year. ● Comments or reflections from "Little Angel" and other students	SEN support team, Class teachers, School social worker, Guidance Team

Focus 3.3: Students develop a healthy lifestyle and pay heed to problems (e.g. on-line addiction & bullying) that affect their learning.					
	Strategies/Tasks	**Time Scale**	**Success Criteria**	**Evaluation**	**People responsible & Resources required**
3.3.1	A variety of programmes like talks, seminars, workshops, forums on addiction, bullying, good learning attitude will be organized for parents and students ● A variety of programmes on healthy lifestyle and good attitude will be organised for students.	2013/14 School Year	● At least 60% of students are more aware of the effect of healthy lifestyle and the importance of good attitude	● Students' Survey	Health and Sex Education Committee, PTA
3.3.2	Award schemes to cultivate a positive attitude on healthy lifestyle among students will be organized.	2013/14 School Year	● All students in the target level participate in the scheme. ● At least 35% of the participants fulfill the criteria stipulated in the scheme.	● Number of students that can meet the success criteria	Health and Sex Education Committee, Environmental Education Committee
3.3.3	Cross-curricular collaboration especially in the formal curriculum will be encouraged.	2nd term	● At least 3 subjects in S1 to S5 explore the concept of healthy lifestyle and ways to pursue physical and mental health in their formal curriculum (provided by Health and Sex Education)	● Feedback from teachers and students. ● Comments or reflections from the students	Health and Sex Education Committee, Subject teachers

Budget：

	Items	Budgeted cost
1	Prizes and trophies	$ 4,000
2	Paper for printing certificates and cards	$ 2,000
3	Fees for Guest Speakers	$ 3,000
	Total :	**$ 9,000**

Programme Team: Ms HO Yuet-wah, Eva (i/c), Ms LEUNG Shuk-yuen (Deputy i/c), Ms LEE Sau-han (Deputy i/c), Mrs. WONG CHENG Yuk-wan, Wendy, Ms TSE Shuk-yin, Agnes

Shau Kei Wan Government Secondary School
Proposed Use of Government Funds
2013-2014

I. Capacity Enchancement Grant (CEG) $537,792

	Description	Expenditure	Balance
	Allocation for 9/2013 - 8/2014 = $537,792		537,792
1	1 Teaching Assistant (English) 9/2013 - 8/2014 (Salary & MPF) $(13,170+659)x12= $165,948	165,948	371,844
2	TSSOI 9/2013 - 8/2014 (Salary & MPF) $(13,000+$650)x12=$163,800	163,800	208,044
3	Enhancement programmes for junior levels: -S3 Winged-Youth Training Camp -Training for sports, music and community service	208,044	0

II. Teacher Relief Grant (TRG) $178,500

	Description	Expenditure	Balance
	Financial Year 4/2012 - 3/2013 (Surplus)= $283,138		283,138
	Allocation for 9/2013 - 8/2014 = $178,500		461,638
1	Expenses for Supply Teachers $150,000	150,000	311,638
2	1 Genearl Clerk 9/2013 - 8/2014 (Salary & MPF) ($9,855+$493)x12= $124,176	124,176	187,462

III. Senior Secondary Curriculum Support
Grant (SSCSG) $741,510

	Description	Expenditure	Balance
	Allocation for 2013-14 = $713,520		741,510
1	1 Temporary Graduate Teacher 9/2013 - 8/2014 (Salary & MPF) $(29,720+1,250)x12months=$371,640	371,640	369,870
2	0.5 Temporary CM Teacher (D&T) 9/2013 - 8/2014 (Salary & MPF) $(18,813+941)x12months]=$237,048	237,048	132,822

IV. Extra Senior Secondary Curriculum Support Grant

(SSCSG) $250,000

	Description	Expenditure	Balance
	Financial Year 4/2012 - 3/2013 (Surplus)= $263,939		263,939
	Allocation for 9/2013 - 8/2014 = $250,000		513,939
1	1 Temporary Graduate Teacher 9/2013 - 8/2014 (Salary & MPF) $(26,985+1,250)x12months=$338,820	338,820	175,119
2	1 Teaching Assistant (Maths) 9/2013 - 8/2014 (Salary & MPF) $(13,170+659)x12= $165,948	165,948	9,171

V. Composite IT Grant (CITG) $392,943

	Description	Expenditure	Balance
	Allocation for 9/2013 - 8/2014 = $392,943		392,943
1	Technical Support Manager 9/2013 - 8/2014 (Salary & MPF) $(14,000+700)x12months=$176,400	176,400	216,543
2	Hardware & maintenance & repair	216,543	0

VI. Learning Support Grant-GSS $192,000

	Description	Expenditure	Balance
	Allocation for 9/2013 - 8/2014 = $192,000		192,000
1	1 Teaching Assistant (SEN) 9/2013 - 8/2014 (Salary & MPF) $(13,170+659)x12= $165,948	165,948	26,052
2	Balance subsidized by ESCBG	26,052	0

VII. School-based After-school Learning & Support Programmes (SBG) for 2013/14 school year $82,400

	Description	Expenditure	Balance
	Allocation for 9/2013 - 8/2014 = $82,400		82,400
1	Support classes	25,000	57,400
2	Training programmes	20,000	37,400
3	School outings, field trips, study tours, exchange programmes	37,400	0

VIII. Diversity Learning Grant (DLG)

Other Programmes (from 2009-10 to 2012-14 school year) $105,000

	Description	Expenditure	Balance
	Allocation for 9/2013- 8/2014 = $105,000		105,000
1	School-based enrichment training programmes, such as workshop on effective communication and interviewing skills	30,000	75,000
2	School-based training programmes for competitions	20,000	55,000
3	Study tours	30,000	25,000
4	Off-site gifted education programmes / workshops / courses	25,000	0