TSUEN WAN GOVERNMENT SECONDARY SCHOOL

Annual School Plan

2013 – 2014

Endorsed in 3rd SMC Meeting held on 5 July 2013
Major Concerns

1. To enhance learning and teaching efficiency

2. To create a caring school culture

3. To continue to enhance students’ self-image and reduce negative emotions
## Major Concern 1: To enhance learning and teaching efficiency

**Intended Outcomes/ Targets**

1. Participation of students in lessons is strengthened.
2. Specific and appropriate feedback can be given to students in lessons. Students’ achievements are recognized and areas for improvements are pointed out, which in turn foster learning.
3. By fully utilizing assessment data collected, teachers can revise teaching plans and design supporting learning materials to further raise teaching effectiveness.
4. By catering to students’ learning diversity, students’ learning performance at all levels of ability can be enhanced.

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<th>Strategies/Tasks</th>
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| 1    | Through well-focused Peer Lesson Observation, teaching techniques can be shared and teaching effectiveness can be enhanced. Besides, Collaborative Lesson Planning and Parallel Lessons (一課兩講) will be implemented so as to further enhance teaching effectiveness. | Whole Year | • All departments can develop and implement:  
  ☐ at least 2 well-focused peer lesson observations a year  
  ☐ at least 1 parallel lesson a year using the teaching plan derived from the collaborative lesson preparation.  
  • 70% of teachers find that the practices can help them to raise teaching effectiveness. | • Opinion survey of both teachers and students  
  • Scrutinize the records of Peer Lesson Observation and Collaborative Lesson Preparation documents | • All teachers  
  • Members of Academic Committee | • Arrangement for Collaborative lesson preparation period for the subject departments involved. |
| 2    | Specific and appropriate feedback is given to students in lessons so that students’ achievements are recognized and areas for improvement are pointed out, which in turn foster effective learning. | Whole Year | • 70% of students find that teachers’ feedback can help them to improve learning. | • Teachers’ observation  
  • Opinion survey of both teachers and students  
  • Scrutinize the records of Peer Lesson Observation documents | • Teachers from Departments of Chinese and Humanities KLA  
  • Members of Academic Committee | • Teachers need to attend related seminars and workshops. |
| 3    | Effective measures (such as co-operative learning strategies 5E teaching strategies and Web Quest) are to be adopted so as to enhance students’ participation in the lessons which in turn foster active learning. | Whole Year | • 70% of Students are motivated in learning by constructing an active learning atmosphere in the lesson through participation in learning activities, giving responses and expressing views. | • Opinion survey of teachers from Departments of Liberal Studies and Science KLA  
  • Students’ feedback  
  • Scrutinize the records of Peer Lesson Observation and Collaborative Lesson Preparation documents | • Teachers from Departments of Liberal Studies and Science KLA  
  • Members of Academic Committee | • Arrangement for Collaborative lesson preparation period for the subject departments involved. |
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| 4    | By fully utilizing assessment data collected, teachers can revise teaching plans and design supporting learning materials to further raise teaching effectiveness. | Whole Year | • Teachers can make good use of the assessment data to revise and improve teaching plans and strategies which in turn raise teaching effectiveness. | • Teachers’ observation  
• Opinion survey of teachers from Departments of English and Mathematics  
• Scrutinize the records of analyzed assessment data and the follow-up teaching plan/activities. | Teachers from the Departments of English and Mathematics  
Members of Academic Committee | School has to mobilize IT Seeds and Teaching Assistants for generating statistical data for teachers’ analysis and evaluation. |
| 5    | By catering to students’ learning diversity, different study methods (like reading strategy, learning skills), differentiated assignments and teaching strategies are incorporated so that the learning performance of students at all levels of ability can be enhanced. | Whole Year | • 70% of students find that the introduced study methods, differentiated assignments and teaching strategies suit their level and are useful to enhance their learning performance.  
• 70% of students in the remedial classes find that tailor-made lessons help to raise their learning effectiveness.  
• 70% of students in the learning enhancement course find that the tailor-made lessons help to raise their learning effectiveness. | • Opinion survey of both teachers and students  
• Scrutinize the records / documents of tailor-made materials to students addressing their learning diversity.  
• Opinion survey of both teachers and students from Chinese, English and Mathematics remedial classes. | All teachers  
Teachers teaching Chinese, English and Mathematics remedial classes  
Members of Academic Committee | Teacher need to attend related seminar and workshop  
Teachers need to seek help from QSIP Team of CUHK for professional advice and guidance especially for remedial teaching strategies. |
**Major Concern 2: To create a caring school culture**

**Intended Outcomes/ Targets**
1. Establish a culture of caring and inclusiveness in class so that students can care for each other, show mutual respect, and create a harmonious atmosphere.
2. Foster a good class atmosphere so that students appreciate and encourage each other.
3. Promote the spirit of ‘love, care and concern’ in the classroom and in everyday life to strengthen cohesion and nurture a better sense of belonging.
4. Strengthen co-operation between subject departments and functional teams to promote student activities with elements of a caring culture.

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<td>2.1</td>
<td>Implement the “Sail on with My Companions Scheme” (伴我同行計劃) in the Junior Forms</td>
<td>Whole Year</td>
<td>• 70% of students find that with the companionship, learning can be enhanced by the exchange and discussion of ideas and peer encouragement. • 70% of the Class Teachers find that the activities achieve the expected goals.</td>
<td>• Class teachers’ observation • Students’ feedback • Opinion survey of both teachers and students</td>
<td>Teachers from Discipline Team &amp; Guidance Team • Class teachers</td>
<td>Human resources: • Joint meeting of Discipline Team, Guidance Team and Class Teachers Financial resources: • ECA Fund</td>
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<td>2.1.1</td>
<td>Regular class teachers’ period - meeting with students and handling class affairs.</td>
<td>Whole Year</td>
<td></td>
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<td>2.1.2</td>
<td>Informal class teacher &amp; student meetings - With the encouragement of class teachers, each class has to form small groups among themselves with an aim to learn from each other, to co-operate and to make progress in life.</td>
<td>Whole Year</td>
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<td>2.1.3</td>
<td>Informal peer counselor / prefect &amp; student meetings - to promote good personal connection with teachers and senior-form students, Peer counselors and prefects are allocated to take care of the needs of the junior form students. Individual interviews will be arranged and conducted by Peer Counselors / prefects, they need to keep and return interview records to the respective class teachers for follow-up actions.</td>
<td>Whole Year</td>
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| 2.2  | Organize a series of school-based activities and competitions to promote a caring school culture | Whole Year | • 70% of the participating students and teachers find that the activities / competitions organized can help to promote a caring school culture. | • Students’ feedback  
• Teachers’ observation  
• Scrutinize the records / documents related to the programmes | • Teachers of all Functional Teams  
• Class Teachers  
• Teachers of various Subject departments | Human resources:  
• Joint meeting of Class Teachers, subject departments and functional Teams  
Financial resources:  
• ECA Fund |
| 2.2.1| A series of inter-class and inter-house activities / competitions, such as an essay writing competition, class logo and slogan competition, drama competition, adventure-based competition, classroom cleaning will be organized for students to strengthen cohesion and nurture a better sense of belonging. | Whole Year | • 70% of the participating students and teachers find that the activities / competitions organized can help to promote a caring school culture. | • Students’ feedback  
• Teachers’ observation  
• Scrutinize the records / documents related to the programmes | • Teachers of all Functional Teams  
• Class Teachers  
• Teachers of various Subject departments | Human resources:  
• Joint meeting of Class Teachers, subject departments and functional Teams  
Financial resources:  
• ECA Fund |
| 2.3  | Integrate and co-ordinate students’ school and off-campus service projects & activities by the Student Service Activity Co-ordination Committee so as to train students to be considerate and care about the community | Whole Year | • 70% of the students involved are satisfied with charity fund-raising activities.  
• 70% of the students find that they become more caring about the community. | • Opinion survey of both students and teachers  
• Students’ feedback  
• Teachers’ observation  
• Scrutinize the records / documents related to the community services programmes | • Members of Student Service Activity Co-ordination Committee and ECA Team | Human resources:  
• Joint meeting of Class Teachers, ECA Team, CYC, JPC & Social Service Group  
Financial resources:  
• ECA Fund |
| 2.3.1| Student Service Activity Co-ordination Committee will integrate and co-ordinate students’ school and off-campus service projects and activities such as flag-selling days, charity fund-raising events, visits to the elderly and related activities, etc. to provide more care for the community. | Whole Year | • 70% of the students involved are satisfied with charity fund-raising activities.  
• 70% of the students find that they become more caring about the community. | • Opinion survey of both students and teachers  
• Students’ feedback  
• Teachers’ observation  
• Scrutinize the records / documents related to the community services programmes | • Members of Student Service Activity Co-ordination Committee and ECA Team | Human resources:  
• Joint meeting of Class Teachers, ECA Team, CYC, JPC & Social Service Group  
Financial resources:  
• ECA Fund |
| 2.3.2| Class-based Volunteer work will be organized for S4 and S5 students | Whole Year | • Each class does volunteer work once a year as a class unit.  
• At least 80% of students participate in volunteer work. | • Feedback from the social worker / external organization  
• Opinion survey of both class teachers and participating students | • S4 and S5 Class teachers  
• Life-wide Learning Team  
• School Social Worker | Human resources:  
• Class teachers  
• Life-wide Learning Team  
• School Social Worker  
Financial resources:  
• ECA Fund |
Major Concern 3: To continue to enhance students’ self-image, and reduce negative emotions

Intended Outcomes/ Targets
1. Teachers strive to create a positive school culture to enhance students’ self-esteem and self-confidence.
2. Teachers create more chances for students to succeed to stimulate their interest in learning.

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| 3.1  | The functional teams concerned will promote a comprehensive and effective incentive scheme and establish a reward and punishment system so that every student works together to create a positive school culture. | Whole Year | • 70% of students find the revised Award System help to reinforce students’ positive behavior and encourage them to try their best in all aspects of school life. | • Opinion survey of both students and teachers  
• Feedback from class teachers and subject teachers concerned.  
• Observation of students’ performance in class and activities. | • Members of Discipline Team, Guidance Team, ECA Coordination Team, Class Teachers and Subject Teachers | Human resources:  
• HODs and teaching staff  
• Guidance Team  
• Discipline Team  
• ECA Coordination Team  
• Class Teachers  
Financial resources:  
• ECA Fund  
• Subject Grant |
| 3.1.1| The existing Award System will be revised and implemented to reinforce students’ positive behavior and encourage them to try their best in all aspects of their school life. | Whole Year | • Feedback from class teachers and subject teachers concerned.  
• Observation of students’ performance in class and activities. | • Members of Discipline Team, Guidance Team, ECA Coordination Team, Class Teachers and Subject Teachers | Members of Discipline Team, Guidance Team, ECA Coordination Team, Class Teachers and Subject Teachers | Human resources:  
• HODs and teaching staff  
• Guidance Team  
• Discipline Team  
• ECA Coordination Team  
• Class Teachers  
Financial resources:  
• ECA Fund  
• Subject Grant |
| 3.2  | Different functional teams will cooperate in organising co-curricular activities to assist students in self-understanding, appreciating themselves, creating a positive self-image, developing a full range of social skills and establishing harmonious interpersonal relationship. | Whole Year | • 70% of the teachers and students find the short talks; drama & role plays conducted during school assemblies are useful in cultivating their spiritual health. | • Feedback from students and teachers on the effectives of activities in enhancing spiritual health. | Teachers in-charge and student official members of functional teams. | ECA Coordination Team  
• Teacher I/C of Functional Teams  
• TAs  
• IT seeds |
| 3.2.1| Collaborate with different functional teams/units to promote students’ positive spiritual health through short talks, drama and role plays in school assemblies | Whole Year | • 70% of the teachers and students find the short talks; drama & role plays conducted during school assemblies are useful in cultivating their spiritual health. | • Feedback from students and teachers on the effectives of activities in enhancing spiritual health. | Teachers in-charge and student official members of functional teams. | ECA Coordination Team  
• Teacher I/C of Functional Teams  
• TAs  
• IT seeds |
| 3.2.2| Good People Good Deed (好人好事) | Whole Year | • 70% of the teachers and students find the programme meaningful  
• At least 5% of the students are nominated for the programme. | • Number of nominees in each class  
• Questionnaires | Members of Discipline Team & Guidance Team | School Webpage  
• TAs |
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| 3.3  | Different subjects will design and implement activities or programmes to enhance students’ self-esteem and successful experience. | Whole Year | • Students can share their successful experiences on different occasions in school.  
• 70% of the students find the activities stimulating and able to enhance their learning. | • Opinion survey of both students and teachers  
• Teachers’ observation | • KLA coordinators  
• Members of Life-wide Learning Team | Human resources:  
• KLA teachers-in-charge  
• Life-wide Learning Team  
Financial resources:  
• ECA fund |
| 3.3.1 | Visits, activities and/or competitions will be organized to enhance students’ self-esteem and enrich their successful experience. | Whole Year | • Students can share their successful experiences on different occasions in school.  
• 70% of the students find the activities stimulating and able to enhance their learning. | • Opinion survey of both students and teachers  
• Teachers’ observation | • KLA coordinators  
• Members of Life-wide Learning Team | Human resources:  
• KLA teachers-in-charge  
• Life-wide Learning Team  
Financial resources:  
• ECA fund |
| 3.3.2 | All S4 students will join a life planning workshop to help them realize their potential and set their goals. | At the end of the second term | • 70% of the students find the workshop useful in helping them set their goals. | • Feedback from the students  
• Observation of the students’ performance in the workshop | • Members of Careers Unit | Human resources:  
• Careers Unit  
• An organization conducting the career planning workshop  
Financial resources:  
• Subsidy from the school |
| 3.4  | Through the implementation of student-oriented activities, more chances can be created to enable students to succeed, thus stimulating students’ interest in learning. | Whole Year | | | |
| 3.4.1 | A programme “A Stage for You and Me” (「飛躍舞台」計劃) will be launched. This is a lunch time performing session aimed at providing more performing opportunities for students with talent for performing. | Whole Year | • 70% of the students find the programme worth while and can provide more opportunities for them to succeed. | • Opinion survey of both students and teachers | • Members of ECA Coordination Team, Students’ Association, Music Department & AV, Stage and Broadcasting Team | Human resources:  
• ECA Coordination Team  
• Students’ Association  
• Music Department  
• TAs  
• IT seeds |
| 3.4.2 | A “Company Programme” will be organized to enable students to learn about business practices and teamwork, and to enhance their leadership and financial planning skills. | Whole Year | • 70% of the student participants find that the program can help them to enhance their leadership and financial planning skills. | • Opinion survey of both students and teachers | • Members of ECA Coordination Team, Students’ Association & BAFS Department | Human resources:  
• ECA Coordination Team  
• Students Association  
• BAFS Department  
• TAs |