

**SKH Bishop Mok Sau Tseng Secondary School
Annual School Plan (2006/07)**

Major concern 1 : To further enhance the quality of EMI teaching and learning - a whole school approach

Strategies / Tasks	Time scale	Success criteria	Method of Evaluation	People / Committee responsible	Resources required
1. To fortify students' language skills for learning in EMI classroom	Sept.06-Aug. 07				An EMI Team appointed from the staff to organize and/or perform various EMI promotional tasks Source of funding: EMI and CEG An additional Teacher hired to assist in the implementation of the plan \$16,165 x 1.05 x 12 = \$203,679.00* * \$67,893 (4 months) from CEG & \$135,786 (8 months) from EMI Fund
<ul style="list-style-type: none"> ● To organize a year-round bridging course to help S1 students to adapt to the new EMI learning environment. 		90% of the S1 students take part in the program displaying ease in adapting to the new school life	S1 teachers' observation Questionnaires completed by students	Heads of English Dept Academic Committee	
<ul style="list-style-type: none"> ● To vary pace and content of teaching syllabus to cater for diversity in English ability. 		Language is not an obstacle in the understanding of teachers' instruction and completion of assignments.	S1 teachers' observation S1 students' performance in lessons & daily work.	EMI Subject Dept. Heads	
<ul style="list-style-type: none"> ● To help students build necessary vocabulary and skills of reading and writing to meet the language demand of different subjects 					
<ul style="list-style-type: none"> ● To initiate and develop cross-curricular joint projects between the English Department and other subject departments 		With the language support from English lessons, students perform better in reading and writing tasks of other subjects	Teachers' observation and assessment of tasks	Heads of English Dept EMI Subject Dept. Heads	
<ul style="list-style-type: none"> ● To encourage wide reading by exposing students to books, magazines and reading materials of different subjects and diverse interests for the Morning Reading Program. 		Students are reading more widely	Teachers' observation Library record	Teacher Librarian Reading Promotion Team	
2. To build students' confidence in the use of English outside classroom	Sept.06-Aug. 07				
<ul style="list-style-type: none"> ● To provide an authentic and nurturing environment to practise students' speaking skills: a. To encourage EMI subjects/committees/ societies to conduct subject related activities in English. 		Attempts are made to use English in some activities	As indicated in department minutes or annual report	English Enhancement Committee (EEC) EMI Subject Dept. Heads	

<p>b. To strengthen the use of English in Assemblies, Prize Presentation Ceremony, Morning PA Sharing and Prefect & SU Inauguration Ceremony</p>		<p>At least two Assemblies are conducted in English Student MC's are properly trained Student audience are engaged Ceremonies run smoothly as planned</p>	<p>Questionnaires</p>	<p>EEC Assembly Committee</p>	
<p>c. To organize more language arts activities to enhance appreciation of the English culture</p>		<p>Students show greater interest and better appreciation of language arts activities Students' speaking performance improved</p>	<p>Teachers' observation and students' impression of the general atmosphere and attitude</p>	<p>Heads of Eng Dept. EEC English Society</p>	<p>Funding is needed to hire tutors from outside service providers to</p>
<p>d. To encourage more students to take part in competitions, cultural activities and workshops on language skills organized by outside organizations and institutes.</p>		<p>Students' participation in outside language arts activities increased</p>	<p>The number of attendance certificate and prizes awarded</p>	<p>Heads of Eng Dept, Extra-curricular Activities Committee English Society</p>	<p>conduct training sessions and to stage a drama performance: (Asia for English) \$ 17,280 (\$8640 x 2 workshops) (Chunky Onion Productions) \$20,000.00</p>
<p>3. To increase students' exposure to the English environment and culture</p>	<p>Sept.06- Aug. 07</p>				
<p>● To make English 'visible' all over the school building a. To employ English in signs, posters and notices. Others include classroom bulletin boards, school homepage and tuck shop menu, memos from teachers and the office to students, etc.</p>		<p>English is employed in all signs, posters, notices, classroom bulletin board, school homepage, tuck shop menu, memo from teachers and the office to students.</p>	<p>Frequent checks on the campus Students' general impression of the environment</p>	<p>EEC</p>	
<p>b. To conduct daily routines in English e.g. Morning greetings and daily lunch-time announcements</p>		<p>Daily routines, e.g. morning greetings and daily lunch-time announcement conducted in English</p>		<p>Vice-principal (S) EEC</p>	
<p>c. To take part in the Pod-casting project (CUHK) to promote oral language arts activities</p>		<p>Students produce one or two quality radio dramas Students use ELT Rap music to create spoken poetry and write rap lyrics for ELT Students learn the necessary skills and enjoy the learning process</p>	<p>Teachers' observation and students' impression of their performance An online opinion poll of their popularity</p>	<p>Heads of English Dept.</p>	<p>Teacher workshops: \$250 x 2 = \$500 Student workshops: \$3,000 (15 stds) x 2 = \$6,000</p>

4. To enhance teaching in EMI subjects	Sept.06- Aug. 07				
● To join the DOLACEE organized by the EMB		Staff members involved organized in-house workshops and learning experience for EMI teachers EMI teachers attendance rate reaches 75%	Evaluation on the effectiveness of the trainings and sharing sessions provided Questionnaires / surveys among teachers to collect opinions	H Lam, TH Kwong	Course fee: \$18,000.00 Manuals: \$635 x 40 = \$25,400
● To build a strong and supportive EMI culture by encouraging peer sharing		Teachers are more eager to take part in peer observation with special attention to language structures	Questionnaires	EMI Team	
5. To promote English learning at home	Sept.06- Aug. 07				
● To organize workshops or seminars to convince parents of the importance of English newspaper reading and TV viewing in their children's learning.		Students begin to read English newspaper and watch English TV programs regularly at home	Questionnaires completed by parents and students	Heads of English Dept. PTA	
● To involve parents especially those of junior form students in facilitating their children's reading and viewing practice at home			Students' reading and viewing record are regularly signed by parents		
					Misc: \$10,000 Including operational expenses for activities inside and outside school
					Total: \$300,859.00

Major concern 2 : To cultivate students' positive values and proper attitudes in whole school approach

Strategies / Tasks	Time scale	Success criteria	Method of Evaluation	People / Committee responsible	Resources required
<p>1. To strengthen collaboration amongst committees of Student Affairs in planning and implementing school policies on student programmes</p> <ul style="list-style-type: none"> ● To hold regular Joint Committee Meetings of Student Affairs: a. To identify and prioritize major positive values and proper attitudes which should be cultivated among students b. To implement programmes with better coordination and cooperation to enhance their effectiveness c. To share and exchange of view on school policies/ practices/ environment related to the cultivation of positive values & proper attitudes 	Sept. 06– Aug. 07	<p>At least 3 joint Committee Meetings of Student Affairs are held</p> <p>Programmes implemented by Committees will be better scheduled</p> <p>Programmes on selected values & attitudes are being smoothly & effectively run by Committees /joint effort of Committees</p>	<p>Review of minutes of Joint Committee Meetings of Student Affairs</p> <p>Review of annual reports of various Committees of Student Affairs (the evaluation on the selected programme)</p> <p>Observations</p>	Vice-principal (Student Affairs) Committee-in-charge of Moral & Civic Education, Counselling & Guidance, Discipline, ECA and Religious & Evangelical Affairs	Human resources
<ul style="list-style-type: none"> ● To attend meeting of different committees of Student Affairs by Vice-Principal (Student Affairs) 		At least 1 meeting of 3 different Committees of Student Affairs are attended	Review of minutes of Committees of Student Affairs	Vice-principal (Student Affairs)	Human resources
<p>2. To cultivate students' positive values & attitudes (caring the school – environment & people, self-discipline – responsibility, punctuality, comply with rules & regulation) through various educational & formative programmes</p> <ul style="list-style-type: none"> ● To launch various educational & formative programmes/ activities on selected values and proper attitudes by Committees of Student Affairs through different means, e.g. Assembly, Morning talk, Morning Reading Session, Form teachers' period, Posting wisdom words, Carnival, and Writing competition, etc. 	Sept.06 – Aug. 07	<p>At least two activities on selected values & attitudes are run by each committee/ joint effort of committees from Student Affairs</p> <p>Message of caring of school and self discipline are conveyed to students</p>	<p>Observations</p> <p>Feedback from Form teachers meetings</p> <p>Review of annual plans & reports of Committees</p> <p>Review from the Joint meeting of Student Affairs</p>	Vice-principal (Student Affairs) Committees in charge of Moral & Civic Education, Counselling, Discipline, E.C.A. Social workers	Human resources
<ul style="list-style-type: none"> ● To educate and consolidate the selected values and attitudes from the view of Christianity by Religious & Evangelical Affairs Committee through different means, e.g. Assembly, Religious broadcast, Morning reading and Student Fellowship, etc. 	Sept.06 – Aug. 07	<p>At least five activities on selected values & attitudes are held</p> <p>Message of caring of school & self discipline are consolidated from the view of Christianity</p>	<p>Observations</p> <p>Review of Report of Religious & Evangelical Affairs Committee</p> <p>Review from the Joint meeting of Student Affairs</p>	Religious & Evangelical Affairs Committee	An additional staff is needed to support the Religious & Evangelical Affairs Committee (CEG \$126,000)

<ul style="list-style-type: none"> To direct the effort of all teachers in securing the enforcement of school rules to ensure better discipline in school – attending lesson/activities punctually, proper school uniform, proper behaviour outside school. 	Sept.06 – Aug. 07	<p>Improvement in students’ attitudes & behaviour</p> <p>Timely reviews of students’ performance in Form teachers meeting</p> <p>Teachers enhanced understanding of their roles in securing the enforcement of school rules</p>	<p>Observation</p> <p>Review records of ECA</p> <p>Statistics of Good Conduct Awards</p> <p>Statistics of offences</p> <p>Feedback from Form teachers meetings/ discipline committee</p>	Vice-principal (Student Affairs) Discipline Committee	Human resources
<ul style="list-style-type: none"> To implement P.A.T.H.S. Project in S1 and S2 	Sept.06 – Aug. 07	<p>Lessons of personal growth are conducted effectively in form teacher period</p> <p>Tier 2 programmes for selected students are effectively run</p>	<p>Feedback forms</p> <p>Feedback forms</p> <p>Observation</p>	<p>P.A.T.H.S. coordinator</p> <p>Social workers</p> <p>Counselling Committee</p>	<p>P.A.T.H.S. Project</p> <p>P.A.T.H.S. Project</p>
<p>3. To strengthen teachers and parents roles and efforts in cultivating students’ proper values and proper attitudes</p> <ul style="list-style-type: none"> To strengthen teacher training on roles and duties in value education <p>a. To recommend S. 1 & S.2 Form teachers to attend the training courses in P.A.T.H.S. Project.</p>	Sept.06 – Aug. 07	At least 10 form teachers attend the training courses in P.A.T.H.S. Project	Records of CPD	P.A.T.H.S. Coordinator	P.A.T.H.S. Project
<p>b. To hold teacher training in school</p>		At least one seminar/ workshop is held for teachers	Records of CPD	Vice-principal (Student Affairs)	School fund
<ul style="list-style-type: none"> To strengthen roles and duties of form teachers in class management: classroom tidiness & board design 	Sept.06 – Aug. 07	Classroom tidiness & quality of board design are improved	<p>Observations</p> <p>Feedback from Form teachers meetings</p>	<p>AAC</p> <p>Moral & Civic Education Committee</p> <p>Form teachers</p>	School fund
<ul style="list-style-type: none"> To conduct programmes for parents on the importance and ways of value education in family 	Sept.06 – Aug. 07	At least 2 parents’ talks relating to their ways of educating children on proper values and attitudes are held	Questionnaires	<p>PTA</p> <p>Counselling Committee</p> <p>Social worker</p>	School fund

Major concern 3: To achieve academic excellence in public examinations

Strategies / Tasks	Time scale	Success criteria	Method of Evaluation	People / Committee responsible	Resources required
<p>1. To increase the number of students attaining outstanding results in HKCEE</p> <p>a. English Language/Chinese Language: “level 5”; Other subjects: 3 distinctions or above</p> <p>b. Eligible for the University Early Admission Scheme</p> <ul style="list-style-type: none"> ● To award scholarships to students with outstanding results in internal and public examinations. ● To arrange S6 high achievers as mentors for S5 high achievers. ● To allow S4 high achievers to enroll in extra subjects (not offered in school formal curriculum) for the HKCEE. 	Sept. 06 – Aug. 07	<p>20 or above students attaining such results in HKCEE</p> <p>8 or above students are eligible for the University Early Admission Scheme</p>	Review of HKCEE results	Vice-principal (A) Academic Committee Department Heads	School fund or donations
<p>2. To raise the percentage of students in attaining distinctions and credits in the HKCEE</p> <ul style="list-style-type: none"> ● To arrange S6 students to share their experiences with S4 students in preparing for the HKCEE ● To encourage teachers to provide learning materials to consolidate students’ learning ● To remind subject teachers the importance of mastering and following closely the latest assessment mode (e.g. School-based assessment) 	Sept. 06 – Aug. 07	<p>The average percentage of distinctions and credits in the HKCEE is above 55</p> <p>S4 students have learned from the experiences of the S6 students</p> <p>More teachers have provided learning materials to students on regular basis</p> <p>All teachers have followed closely the latest assessment mode</p>	<p>Review of HKCEE results</p> <p>Questionnaire completed by students and teachers</p> <p>Record of the supplementary learning materials kept in departments</p> <p>Record of students’ work</p>	Vice-principal (A) Academic Master Department Heads	
<p>3. To raise the quality and effectiveness of teaching and to strengthen the skills of teachers in lessons and class management</p> <ul style="list-style-type: none"> ● To stimulate teachers to adopt more effective teaching methods such as applying higher order thinking skills and have more interactions in lessons ● To encourage mutual lesson observations for the purpose of sharing experiences rather than appraisal ● To arrange departmental sharing for good learning and teaching strategies 	Sept. 06 – Aug. 07	<p>More departments have promoted, discussed and implemented the effective teaching methods in their department</p> <p>More teachers participating in peer class observations in one year</p> <p>2 departmental sharing sessions arranged in one year</p>	<p>Teachers’ feedback from department meetings and Staff Development Day</p> <p>Record of peer class observation</p> <p>Record of departmental sharing</p>	Vice-principal (A) Academic Committee Department Heads	

<p>4. To raise the number of subjects having a 100% pass in the HKCEE</p> <ul style="list-style-type: none"> ● To render extra care for the low achievers (e.g. lessons, homework, supplementary tests or examinations...etc.) ● To deploy alumni in giving supplementary lessons (financed by CEG) to average achievers after school or on Saturdays. 	<p>Sept. 06 – Aug. 07</p>	<p>100% pass in Chinese language, English Language and Mathematics in the HKCEE</p> <p>100% pass in Chinese language, English Language and Mathematics in S5 mock examination</p>	<p>Review of HKCEE results</p> <p>Review of S5 mock exam. results</p>	<p>Vice-principal (A) Academic Committee Department Heads</p>	<p>CEG</p>
<p>5. To broaden students' horizon in academic related activities</p> <ul style="list-style-type: none"> ● To promote reading in subject related articles ● To provide students with more opportunities to take part in external competitions and activities to attain academic related achievements. 	<p>Sept. 06 – Aug. 07</p>	<p>Considerable number of teachers and students reflect that students have broadened their involvement in studies.</p>	<p>Questionnaire completed by teachers and students</p>	<p>Academic Committee Department Heads</p>	
<p>6. To give recognitions to outstanding students over their academic achievements</p> <ul style="list-style-type: none"> ● To provide students with more opportunities to share their achievements at school 	<p>Sept. 06 – Aug. 07</p>	<p>Students have shared their experiences at the school prize presentation ceremony or displayed their work at school.</p>	<p>Feedback from teachers and students</p>	<p>Academic Committee</p>	

Major concern 4 : To prepare for the implementation of New Senior Secondary Curriculum

Strategies / Tasks	Time scale	Success criteria	Method of Evaluation	People/Committee responsible	Resources required
<p>1. To ensure a smooth and coherent transition to NSS</p> <ul style="list-style-type: none"> ● To set up a NSS Curriculum Committee ● To formulate appropriate NSS time-line ● To survey teachers' views and preference on the NSS subjects to teach ● To deploy and re-structure human resources on teaching staff ● To allocate financial resources 	Sept..06 – Aug. 07	<ul style="list-style-type: none"> - The NSS Curriculum Committee is able to work out the basic principles, the new school curriculum framework for 2009 and thereafter, an human resources plan, a staff development plan to facilitate the migration of the school into the NSS system. - A transparent and fair system on staff deployment is agreed. -The NSS Curriculum Committee is able to work out the numbers of retired teachers, extra teaching staff in order to cope with the staff establishment. 	<ul style="list-style-type: none"> - Evaluation in staff meetings, department heads meetings and NSS Curriculum Committee meetings - Questionnaires filled by the teachers - Review of the amount of money spent on the preparation of NSS Curriculum 	<p>Principal</p> <p>Vice-principals</p> <p>Academic Committee</p> <p>NSS Curriculum Committee</p>	Human resources
<p>2. To work out a school-based NSS curriculum</p> <ul style="list-style-type: none"> ● To go through a 3-tier consultation (NSS Curriculum Committee – Subject Departments – General staff) to collect ideas and to gain consensus ● To change the existing timetable to cope with changing curriculum and teaching and learning mode. 	Sept..06 – Aug. 07	<ul style="list-style-type: none"> - Understanding of the basic principles of NSS and building up of consensus among teachers is achieved. - The new NSS curriculum caters students' needs and abilities - The flexibility of the NSS curriculum allows room for future modifications. - The timetable is redesigned to allow for more student-centred activities. - Subsequent to the changes in the NSS curriculum and the timetable structure, the timetable for S1-3 is also revised. 	<ul style="list-style-type: none"> - Teachers' feedback from Staff meetings, department meetings and Staff Development Days - Feedback from Students and parents - Review of the draft time-table for 2009 	<p>NSS Curriculum Committee</p> <p>Timetable Committee</p>	Human resources

<p>3. To promote and regulate staff development and training</p> <ul style="list-style-type: none"> ● To arrange workshops about NSS curriculum ● To assign teachers to attend workshops concerning NSS curriculum ● To arrange internal sharing among department heads ● To use resources from EMB (e.g. TPPG) effectively 	<p>Sept..06 – Aug. 07</p>	<ul style="list-style-type: none"> - Understanding of the NSS curriculum through workshops and department heads sharing session - More teachers have completed PDPs concerning NSS curriculum - Increasing number of teachers using TPPG for PDPs concerning NSS curriculum 	<ul style="list-style-type: none"> - Level of participation and feedback in workshops and sharing sessions - Record of the total hours of PDPs - Record of the use of TPPG 	<p>Vice-principal (A) Academic Committee</p> <p>NSS Curriculum Committee</p>	<p>Human resources, TPPG</p>
<p>4. To familiarize teachers with School-based Assessment (SBA) and Standards-referenced Reporting (SRA)</p> <ul style="list-style-type: none"> ● To familiarize with SBA through teachers' sharing within subject or across subjects ● To develop an effective administrative system on SBA among subjects ● To help students understand the importance of learning process as a way to improve their performance through continuous assessment ● To review the student report to align with the development of Student Learning Profile (SLP) 	<p>Sept..06 – Aug. 07</p>	<ul style="list-style-type: none"> - Teachers' understanding of SBA and SRA - Number of teachers completes PDPs on SBA and SRA of their own subjects. - The availability of an administrative system on SBA - Students' awareness of learning through continuous assessment - A draft Student Learning Profile is prepared 	<ul style="list-style-type: none"> - Teachers' feedback in Staff meetings and department meetings - Record of the number of hours of PDPs concerning SBA and SRA - Review of the SBA administrative system by the Academic Committee - Observation on the students' performance in continuous assessment - Review of the student report and the draft Student Learning Profile by the Academic Committee 	<p>Vice-principal (A) Academic Committee NSS Curriculum Committee Department Heads</p>	<p>Human resources</p>
<p>5. To prepare for the introduction of NSS Liberal Studies (LS)</p> <ul style="list-style-type: none"> ● To introduce Liberal Studies in S1 ● To deploy teachers to teach junior secondary LS ● To deploy teachers to receive trainings of LS 	<p>Sept..06 – Aug. 07</p>	<ul style="list-style-type: none"> - Writing and implementing a syllabus for S1 LS - 3-4 teachers teaching S1 LS - 5-8 teachers receiving trainings of LS, Integrated Humanities and Science and Technology 	<ul style="list-style-type: none"> - Evaluation in LS department - Survey on the number of teachers willing to teach junior form LS - Survey on the number of teachers who received LS training and teachers who are going to receive training 	<p>Department Heads of Liberal Studies and Civic Education NSS Curriculum Committee</p>	<p>Human resources, TPPG</p>