

**SKH Bishop Mok Sau Tseng Secondary School  
Annual School Plan (2007/08)**

**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
<p>1. To fortify students' language skills for learning in EMI classroom</p> <ul style="list-style-type: none"> <li>● To organize a year-round bridging course to help S1 students to adapt to the new EMI learning environment</li> <li>● To vary pace and content of S1 teaching syllabus to cater for diversity in English ability</li> <li>● To help S1 students build necessary vocabulary and skills of reading and writing to meet the language demand of different subjects</li> <li>● To initiate and develop cross-curricular joint projects between the English Department and other subject departments</li> <li>● To encourage wide reading by exposing students to books, magazines and reading materials of different subjects and diverse interests for the Morning Reading Program</li> <li>● To organize book exhibitions and board displays (outside library) to promote reading</li> </ul>	Sept. 07 – Aug. 08				<p>An EMI Team appointed from the staff to organize and/or perform various EMI promotional tasks</p> <p>An additional teacher hired to assist in the implementation of the plan (EMI Funds)</p>
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		
Language is not an obstacle in the understanding of teachers' instruction and completion of assignments.		S1 teachers' observation of students' performance in lessons & daily work	EMI Subject Dept. Heads		
A number of selected language patterns from EMI subjects to be covered in English lessons.		As indicated in syllabuses of subjects involved	EMI Subject Teachers		
Students are reading more widely.		Teachers' observation  Library record	Heads of English Dept. EMI Subject Dept. Heads		
			Teacher Librarian Reading Promotion Team		
<p>2. To provide an authentic and nurturing environment to build students' confidence in the use of English outside classroom</p> <ul style="list-style-type: none"> <li>● To encourage more EMI subjects/ committees/societies to conduct activities in English</li> <li>● To strengthen the use of English in assemblies / school functions and events</li> <li>● To encourage more collaboration between the Eng Dept, EEC and other clubs and societies providing students with language opportunities</li> <li>● To organize more language arts activities to enhance appreciation of the English culture</li> </ul>	Sept. 07 – Aug. 08				
At least two activities are conducted in English.		As indicated in department minutes or annual report Questionnaires	English Enhancement Committee (EEC) EMI Subject Dept. Heads		
The number of assemblies / school functions and events employing English as medium of presentation increased.			Assembly Committee, EEC, ECA Committee, English Society, English Department,		
Students show greater interest and better appreciation of language arts activities Students speaking performance improved.		Teachers' observation and students' impression of the general atmosphere and attitude	Heads of Eng. Dept. EEC English Society	'Chunky Onion Productions' : Students' contribution + School subsidy	

<ul style="list-style-type: none"> <li>To encourage more students to take part in competitions, cultural activities and workshops on language skills organized by outside organizations and institutes</li> </ul>		Students' participation in outside language arts activities increased.	The number of attendance certificate and prizes awarded	Heads of Eng Dept, ECA Committee English Society	Workshops on drama and debate: Students' contribution + EMI Funds
3. To increase students' exposure to the English environment and culture	Sept. 07 – Aug. 08				
<ul style="list-style-type: none"> <li>To ensure English is 'visible' all over the school building</li> <li>a. To employ English in all signs, posters and notices. Others include classroom bulletin boards, blackboard messages, school homepage and tuck shop menu, memos from teachers and the office to students, etc.</li> </ul>		English is employed in all signs, posters, notices, classroom bulletin board, school homepage, tuck shop menu, memo from teachers and the office to students.	Frequent checks on the campus  Students' general impression of the environment	EEC ECA Committee English Dept.	
b. To conduct daily routines in English e.g. Morning greetings and daily lunch-time announcements		Daily routines, e.g. morning greetings and daily lunch-time announcement conducted in English.			
c. To strengthen and diversify the programmes of Day 6 'News Broadcast' to promote oral language arts activities		More students are involved in the production of programmes.  Programmes are noticeably more diversified.  Students learn the necessary language and production skills and enjoy the process.	Teachers' observation and students' impression of their performance  Questionnaires		Teacher workshops: \$ 7,000 (EMI Funds)
4. To enhance teaching in EMI subjects	Sept. 07 – Aug. 08				
<ul style="list-style-type: none"> <li>To organize school-based workshops for content subject teachers to make them aware of their students' language need and to acquaint them with current pedagogies in respect of EMI teaching and learning</li> <li>To encourage EMI teachers to attend related courses to further facilitate teaching and learning in English</li> </ul>		EMI subject teachers attendance rate reaches 80%.  At least one EMI teacher attends a related course.	Questionnaires	Principal T.H. Kwong H. Lam	Manual fee: \$15,700 (EMI Funds)
5. To promote English learning at home	Sept. 07 – Aug. 08				
<ul style="list-style-type: none"> <li>To organize book talks or displays to convince parents of the importance of English books / newspaper reading and TV viewing in their children's learning.</li> </ul>		At least one such activity is held.  Students begin to read English newspaper and watch English TV programs regularly at home.	Students' portfolio (reading and viewing record) regularly signed by parents	English Dept. PTA	

**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 polices on student programmes</p> <ul style="list-style-type: none"> <li>● To hold regular Joint Meetings of Committees of Student Affairs:</li> <li>a. To identify and prioritize major positive values and proper attitudes which should be cultivated among students</li> <li>b. To implement programmes with better coordination and cooperation to enhance their effectiveness</li> <li>c. To share and exchange views on school policies/ practices/ environment related to the cultivation of positive values &amp; proper attitudes</li> </ul>	Sept. 07– Aug. 08	<p>At least 3 joint meetings of Committees of Student Affairs are held.</p> <p>Programmes implemented by Committees will be better scheduled.</p> <p>Programmes on selected values &amp; attitudes are being smoothly &amp; effectively run by Committees /joint effort of Committees.</p>	<p>Minutes of joint meetings of Committees of Student Affairs</p> <p>Review of annual reports of various Committees of Student Affairs (the evaluation on the selected programmes)</p>	<p>Vice-principal (Student Affairs)</p> <p>Teacher-in-charge of Moral &amp; Civic Education Committee, Counselling &amp; Guidance Committee, Discipline Committee, Extra-curricular Activities Committee, Student Union Advisory Committee and Religious &amp; Evangelical Affairs Committee</p>	Human resources
<ul style="list-style-type: none"> <li>● To attend meeting of different Committees of Student Affairs by Vice-Principal (Student Affairs)</li> </ul>		At least 1 meeting of 3 different Committees of Student Affairs are attended.	Minutes of Committees of Student Affairs	Vice-Principal (Student Affairs)	Human resources
<p>2. To cultivate students' positive values &amp; attitudes (Caring for myself - self-management, self respect &amp; integrity; caring for my family - communication, responsibility &amp; concern; caring for our school – environment, people &amp; reputation) through various educational &amp; formative programmes</p> <ul style="list-style-type: none"> <li>● To launch various educational &amp; 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 and Carnival, etc.</li> </ul>	Sept. 07– Aug. 08	<p>At least three activities on selected values &amp; attitudes are run by each committee/ joint effort of committees from Student Affairs.</p> <p>Message of caring for myself, my family and our school are conveyed to students in various programmes / activities.</p>	<p>Review from the joint meetings of Committees of Student Affairs</p> <p>Review of annual reports of Committees of Student Affairs</p> <p>Feedback from Form Committee meetings</p>	<p>Vice-principal (Student Affairs)</p> <p>Teacher-in-charge of Moral &amp; Civic Education Committee, Counselling &amp; Guidance Committee, Discipline Committee, Extra-curricular Activities Committee &amp; Student Union Advisory Committee</p>	Human resources
<ul style="list-style-type: none"> <li>● To educate and consolidate the selected values and attitudes from the view of Christianity by Religious &amp; Evangelical Affairs Committee through different means, e.g. Assembly, Religious Broadcast, Morning Reading and Student Fellowship, etc.</li> </ul>	Sept. 07– Aug. 08	<p>At least five activities on selected values &amp; attitudes are held.</p> <p>Message of caring for myself, my family and our school are delivered from the view of Christianity.</p>	<p>Observations</p> <p>Review of Report of Religious &amp; Evangelical Affairs Committee</p> <p>Review from the joint meetings of Committees of Student Affairs</p>	Religious & Evangelical Affairs Committee	An additional staff is needed to support the Religious & Evangelical Affairs Committee (CEG Fund)

<ul style="list-style-type: none"> <li>To direct the effort of all teachers in securing the enforcement of school rules to ensure better discipline in school – proper school uniform, proper behaviour in lessons &amp; proper handling of personal property</li> </ul>	Sept. 07– Aug. 08	<p>Students’ attitudes &amp; behaviour Improved.</p> <p>The number of offences decreased.</p> <p>Students’ performance is timely reviewed in Form Committee meeting.</p> <p>Teachers understanding of their roles in securing the enforcement of school rules is enhanced.</p>	<p>Observation</p> <p>Statistics of offences</p> <p>Statistics of Good Conduct Awards</p> <p>Review records of ECA</p> <p>Feedback from Form Committee and Discipline Committee</p>	<p>Vice-Principal (Student Affairs)</p> <p>Discipline Committee</p> <p>Extra-curricular Activities Committee</p>	Human resources
<ul style="list-style-type: none"> <li>To implement P.A.T.H.S. Project in S1 – S3</li> </ul>	Sept. 07– Aug. 08	<p>Lessons of personal growth are conducted effectively in form teachers’ periods.</p> <p>Tier 2 programmes for selected students are effectively run.</p>	<p>Evaluation Report of Tier 1 Programme</p> <p>Evaluation Report of Tier 2 Programme</p>	<p>P.A.T.H.S. Coordinator &amp; Form Teachers</p> <p>Social workers Counselling &amp; Guidance 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"> <li>To strengthen teacher training on roles and duties in value education</li> </ul> <p>a. To recommend S1– S3 Form Teachers to attend the training courses in P.A.T.H.S. Project</p>	Sept. 07– Aug. 08	<p>At least 7 Form Teachers attended the training courses in P.A.T.H.S. Project.</p>	Records of CPD	P.A.T.H.S. Coordinator	P.A.T.H.S. Project
<p>b. To hold teacher training in school</p>		<p>At least one seminar / workshop is held for teachers.</p>	Records of CPD	Vice-Principal (Student Affairs)	P.A.T.H.S. Project fund
<ul style="list-style-type: none"> <li>To strengthen roles and duties of form teachers in class management: classroom tidiness &amp; board design</li> </ul>	Sept. 07– Aug. 08	<p>Classroom tidiness &amp; student performance in producing the board display are improved.</p>	<p>Observations</p> <p>Feedback from Form Committee meetings</p>	<p>Administrative Affairs Committee</p> <p>Members of Joint Meeting of Committees of Student Affairs</p> <p>Form Teachers</p>	School fund
<ul style="list-style-type: none"> <li>To conduct programmes for parents on the importance and ways of value education in family</li> </ul>	Sept. 07– Aug. 08	<p>At least 2 parents talks relating to their ways of educating children on proper values and attitudes are held.</p>	Questionnaires	<p>Parents and Teachers Association</p> <p>Counselling &amp; Guidance Committee</p>	PTA 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 the HKCEE</p> <ul style="list-style-type: none"> <li>To award scholarships to students with outstanding results in internal and public examinations</li> <li>To arrange S6 high achievers as mentors for S5 high achievers</li> <li>To allow S4 high achievers to enroll in extra subjects (not offered in school formal curriculum) for the HKCEE</li> </ul>	Sept.07 – Aug. 08	<p>17 or above students attaining English Language / Chinese Language: “level 4”; Other subjects: 3 distinctions or above in the HKCEE.</p> <p>9 or above students are eligible for the University Early Admission Scheme.</p>	Review of HKCEE results	Vice Principal (Academic) 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"> <li>To arrange S6 students to share their experiences with S4 students in preparing for the HKCEE</li> <li>To encourage teachers to provide learning materials to consolidate students’ learning</li> <li>To remind subject teachers the importance of mastering and following closely the latest assessment mode (e.g. School-based assessment)</li> </ul>	Sept.07 – Aug. 08	<p>The average percentage of distinctions and credits in the HKCEE is above 60.</p> <p>S4 students have learned from the experiences of the S6 students.</p> <p>Learning materials are provided by more teachers to students on regular basis.</p> <p>The latest assessment mode is followed closely by all teachers.</p>	<p>Review of HKCEE results</p> <p>Questionnaires completed by students and teachers</p> <p>Records of the supplementary learning materials kept in Departments</p> <p>Record of students’ work</p>	Vice Principal (Academic) Academic Master Department Heads,	
<p>3. To raise the number of subjects having a 100% pass in the HKCEE</p> <ul style="list-style-type: none"> <li>To render extra care for the low achievers (e.g. lessons, homework, supplementary tests or examinations...etc.)</li> <li>To deploy alumni in giving supplementary lessons (financed by CEG) to average achievers after school or on Saturdays</li> <li>To deploy alumni in giving supplementary lessons to low achievers after school or on Saturdays</li> </ul>	Sept.07 – Aug. 08	<p>100% pass in Chinese Language, English Language and Mathematics in the HKCEE.</p> <p>Number of subjects (other than Chinese Language, English Language and Mathematics) having 100% pass increased.</p>	Review of HKCEE results	Vice Principal (Academic) Academic Committee Department Heads	CEG

<p>4. To increase the number of students attaining outstanding results in the HKALE</p> <ul style="list-style-type: none"> <li>● To award scholarships to students with outstanding results in internal and public examinations</li> <li>● To deploy alumni in giving supplementary lessons to weaker students after school or on Saturdays</li> <li>● To give more guidance on JUPAS to S7 students</li> </ul>	<p>Sept.07 – Aug. 08</p>	<p>8 or above students attaining 2A or above in AL or ASL subjects in the HKALE.</p> <p>The average percentage of distinctions and credits in the HKALE is above 50.</p> <p>100% pass in UE and CLC in the HKALE.</p> <p>Number of subjects having a 100% pass in the HKALE increased.</p> <p>The percentage of students entering into local universities increased.</p>	<p>Review of HKALE results</p> <p>Review of JUPAS results</p>	<p>Vice Principal (Academic) Academic Committee Department Heads Career Guidance Committee</p>	<p>School fund or donations</p> <p>CEG Fund</p>
<p>5. 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"> <li>● To stimulate teachers to adopt more effective teaching methods, such as applying high order thinking skills and having more interactions in lessons</li> <li>● To encourage mutual lesson observations for the purpose of sharing experience rather than appraisal</li> <li>● To arrange departmental sharing for good learning and teaching strategies</li> </ul>	<p>Sept.07 – Aug. 08</p>	<p>Effective teaching methods are promoted, discussed and implemented by more departments.</p> <p>More teachers are participating in peer class observations.</p> <p>1 departmental sharing session arranged.</p>	<p>Teachers' feedback from department meetings and Staff Development Day</p> <p>Records of peer class observation</p> <p>Records of departmental sharing</p>	<p>Vice Principal (Academic) Academic Committee Department Heads</p>	
<p>6. To broaden students' horizon in academic related activities</p> <ul style="list-style-type: none"> <li>● To promote reading in subject related articles</li> <li>● To provide students with more opportunities to take part in external competitions and activities to attain academic related achievements.</li> </ul>	<p>Sept.07 – Aug. 08</p>	<p>60% of departments have provided book/articles list to students to promote reading in their subjects.</p> <p>60% of departments have students participated in external competitions.</p>	<p>Questionnaires filled by Department Heads</p>	<p>Academic Committee Department Heads</p>	
<p>7. To give recognitions to outstanding students over their academic achievements</p> <ul style="list-style-type: none"> <li>● To provide students with more opportunities to share their achievements at school</li> </ul>	<p>Sept.07 – Aug. 08</p>	<p>At least one sharing in school assembly or display of achievements at school.</p>	<p>Review of minutes of Academic Committee and departments</p>	<p>Academic Committee Department Heads</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
1. To ensure a smooth and coherent transition to NSS system <ul style="list-style-type: none"> <li>● To survey teachers' views and preference on the NSS subjects to teach</li> <li>● To deploy and re-structure human resources on teaching staff</li> <li>● To allocate financial resources</li> </ul>	Sept.07 – Aug. 08	<ul style="list-style-type: none"> <li>- Teachers' views on the NSS subjects to teach are gauged.</li> <li>- A human resources plan and a staff development plan to facilitate the migration of the school into the NSS system are worked out.</li> <li>- A financial resources plan to cope with the NSS preparation is prepared.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation in NSS Curriculum Committee meetings</li> <li>- Questionnaires filled by the teachers</li> <li>- Review of the amount of money spent on the preparation of NSS Curriculum</li> </ul>	Principal  Vice-principals  NSS Curriculum Committee	Human resources  TPPG  NSSCMG
2. To work out a school-based NSS curriculum <ul style="list-style-type: none"> <li>● To refine the Final Draft of the NSS curriculum if necessary</li> <li>● To consult the opinion of the S1&amp;2 parents</li> <li>● To plan for the Other Learning Experiences (OLE) in NSS curriculum</li> <li>● To review the student report to align with the development of Student Learning Profile (SLP)</li> <li>● To prepare tentative timetables (both senior and junior forms) for the years 2009-12</li> </ul>	Sept.07 – Aug. 08	<ul style="list-style-type: none"> <li>- New opinion relating to the Final Draft of the NSS curriculum is considered.</li> <li>- Opinion of the S1&amp;2 parents is collected and analysed</li> <li>- A working group for the planning of OLE is set up.</li> <li>- A draft Student Learning Profile is prepared.</li> <li>- Tentative timetables for the years 2009-12 are prepared.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' feedback</li> <li>- Report of the feedback from S1&amp;2 parents</li> <li>- Review of the minutes of the OLE working group</li> <li>- Review of the student report and the draft Student Learning Profile by the Academic Committee &amp; ECA Committee</li> <li>- Availability of tentative timetables for the years 2009-12</li> </ul>	NSS Curriculum Committee  OLE working group  Academic Committee  ECA Committee  SAMS Committee  Timetable Committee	Human resources
3. To promote and regulate staff development and training <ul style="list-style-type: none"> <li>● To encourage teachers to attend workshops and seminars concerning NSS curriculum</li> <li>● To use resources from EDB (e.g. TPPG) effectively</li> </ul>	Sept.07 – Aug. 08	<ul style="list-style-type: none"> <li>-Teachers completed PDPs concerning NSS curriculum.</li> <li>-Teachers using TPPG for PDPs concerning NSS curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Record of the total hours of PDPs</li> <li>- Record of the use of TPPG</li> </ul>	Vice-principal(Academic)  NSS Curriculum Committee	Human resources,  TPPG

<p>4. To familiarize teachers with School-based Assessment (SBA) and Standards-referenced Reporting (SRA)</p> <ul style="list-style-type: none"> <li>● To familiarize with SBA through teachers' sharing within subject or across subjects</li> <li>● To develop an effective administrative system on SBA among subjects</li> </ul>	<p>Sept.07 – Aug. 08</p>	<ul style="list-style-type: none"> <li>- Teachers understand SBA and SRA.</li> <li>- An administrative system on SBA is available.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' feedback in department meetings</li> <li>- Review of the SBA administrative system by the Academic Committee</li> </ul>	<p>Vice-principal(Academic)</p> <p>Academic Committee</p> <p>NSS Curriculum Committee</p> <p>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"> <li>● To introduce Liberal Studies in S2</li> <li>● To deploy teachers to teach junior secondary LS</li> <li>● To deploy teachers to receive trainings of LS</li> </ul>	<p>Sept.07 – Aug. 08</p>	<ul style="list-style-type: none"> <li>- A syllabus for S2 LS is written and implemented.</li> <li>- 6 teachers teaching junior form LS.</li> <li>- 6-8 teachers receiving trainings of LS.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation in LS Department</li> <li>- Review of the number of teachers willing to teach junior form LS</li> <li>- Survey on the number of teachers who received LS training</li> </ul>	<p>Department Heads of Liberal Studies and Civic Education</p> <p>NSS Curriculum Committee</p>	<p>Human resources,</p> <p>TPPG</p>