

SKH Bishop Mok Sau Tseng Secondary School
Annual School Plan (2009 – 2010)

Major concern 1: To develop students' independence in learning

Intended Outcome (1): Students master their study skills, which are basics for learning independently and effectively

Strategies / Tasks	Time scale	Success criteria	Method of Evaluation	People/Committee responsible	Resources required
(a) To strengthen study skills and self-management skills to consolidate students' learning ability. <ul style="list-style-type: none"> ● To motivate students to develop a habit of lesson preparation and note-taking. ● To train S.1 students to use mind mapping skills to consolidate their knowledge. ● To heighten students' awareness of the importance of self-management. 	Sept 09 – Aug 10	<ul style="list-style-type: none"> - Students prepare the lessons by reading books, checking dictionaries and searching related information. - Students take notes during lessons. - S.1 students manage to use the mind mapping skill. - At least two 15- minute Morning Programmes / assemblies / form periods focus on self- management. 	<ul style="list-style-type: none"> - Teachers' feedback - Review of annual reports of subject departments 	Subject Departments Academic Committee Moral & Civic Education Committee Form Committees	Human resources
(b) To further develop students' generic skills in subjects, such as collaboration, communication, critical thinking skills and creativity. <ul style="list-style-type: none"> ● To provide students with quality project-based learning and /or task-based activities. 	Sept 09 – Aug 10	<ul style="list-style-type: none"> - Students' performance in the skills of collaboration / communication / critical thinking / creativity acquired through these activities is satisfactory. 	<ul style="list-style-type: none"> - Review of annual report of subject departments 	Subject Departments	Human resources

Intended outcome (2): Students take initiative in learning and develop their own interest and desire to learn

Strategies / Tasks	Time scale	Success Criteria	Method of Evaluation	People/Committee responsible	Resources required
<p>(a) To improve learning initiative through “Reading to Learn”.</p> <ul style="list-style-type: none"> ● To organize new book display, book exhibitions to expose students to a variety of texts. ● To present reading scheme awards to further promote wider and general reading. ● To issue an update list of new library books and inform students monthly. ● To hold talks to further stimulate students’ interest in reading and to teach them the importance of reading ● To make lists of recommended reference books for junior and senior form students by various subjects. 	<p>Sept 09 – Aug 10</p>	<ul style="list-style-type: none"> - Loan of library books increases - Number of students joining the scheme increases. - An update list of new library books is issued and students are informed monthly. - At least two 15-minute Morning Programme Talks are held. - Lists of recommended reference books are made by most of the subject departments. 	<ul style="list-style-type: none"> - Review of the annual report of Library 	<p>Vice-Principal (Academic) Academic Committee Library</p> <p>Library Reading Promotion Team</p> <p>Library</p> <p>Library</p> <p>Subject Departments</p>	<p>Human resources</p>
<p>(b) To instill in students a better understanding of their own strengths and weaknesses so that they can design plans and strategies to meet their own learning needs.</p>	<p>Sept 09 – Aug 10</p>	<ul style="list-style-type: none"> - I-file and quartile rank are made use of to help junior form students to better understand themselves as regards their learning needs. - At least one aptitude test is conducted among senior form students to stimulate their self-awareness and self-analysis - Orientation programme is conducted in 2 double periods of Life Wide Learning periods for S.4 students. 	<ul style="list-style-type: none"> - Review of minutes of Form Committee - Review of minutes of Careers Guidance Committee - Review of minutes of the Academic Committee and Counselling Committee 	<p>Form teachers Form coordinators</p> <p>Careers Guidance Committee</p> <p>Academic Committee Counselling & Guidance Committee</p>	<p>Human resources</p>

Strategies / Tasks	Time scale	Success Criteria	Method of Evaluation	People/Committee responsible	Resources required
(c) To provide a supportive school environment and a positive and appreciative atmosphere to encourage students to strive for self-betterment. <ul style="list-style-type: none"> ● To broaden students' exposure to the outside world ● To further encourage students to strive for betterment ● To establish the art of appreciation in students through recognition of good models. 	Sept 09 – Aug 10	<ul style="list-style-type: none"> - Increasing number of students enter more outside campus activities / competitions / community services. - Students' academic achievements are shared and displayed through prize presentation assembly and school webpage. - At least one talk is held. 	- Survey	Vice-principal (Academic) Assembly Committee IT Committee Academic Committee	Human resources

Major concern 2: To enhance teaching effectiveness

Intended Outcome (1): Teachers improve in pedagogy and classroom teaching strategies

Strategies / Tasks	Time scale	Success criteria	Method of Evaluation	People/Committee responsible	Resources required
<p>(a) To adopt appropriate approaches to facilitate quality interactions and students' participation in class</p> <ul style="list-style-type: none"> ● To familiarize teachers more extensively with the definitions / features of quality interactions ● To promote teachers' initiatives for understanding quality interaction ● To identify the approaches appropriate to individual subjects 	<p>Sept 09 – Aug 10</p>	<ul style="list-style-type: none"> - At least one seminar on the approaches is conducted to facilitate the quality interactions in classroom and over 70% of teachers find that useful. - External seminars on the different approaches are attended by teachers to facilitate the quality of interactions in classroom. - A checklist of different approaches of quality interaction is prepared. 	<p>- Questionnaire</p> <p>- CPD</p>	<p>Vice-principal (Academic)</p> <p>Academic Committee</p> <p>Subject teachers</p> <p>Academic Committee</p>	<p>Guest speakers Budget: \$5,000</p>
<p>(b) To foster a better understanding and develop appropriate strategies to address learners' diversity</p> <ul style="list-style-type: none"> ● To enhance the teachers' understanding of learners' diversity 	<p>Sept 09 – Aug 10</p>	<ul style="list-style-type: none"> - A workshop is designed for teachers to enable them to experience / conduct real-case diagnosis on learners' diversity in terms of graphical treatment and qualitative analysis. - Teachers are enlightened by reading the educational articles / journals about learners' diversity from EDB and educational scholars periodically. 	<p>- Questionnaire</p>	<p>Academic Committee</p>	

<ul style="list-style-type: none"> ● To set different levels of difficulty in exam. papers to cater for the learners' diversity ● To provide a clear guideline on learners' diversity 		<ul style="list-style-type: none"> - A department is invited to share an experience on the strategic development to cater for learners' diversity. - A department is invited to share some examination papers set to cater for learners' diversity. - A clear guideline on the learners' diversity is devised. 		<p>Vice-principal (Academic)</p> <p>Academic Committee</p>	
<p>(c) To improve teachers questioning techniques in classroom teaching to provoke higher order thinking and critical thinking among students</p> <ul style="list-style-type: none"> ● To help teachers to gain further knowledge on the various questioning techniques 	<p>Sept 09 – Aug 10</p>	<ul style="list-style-type: none"> - The educational journals / papers are circulated among teachers - Seminars are attended by teachers for further inspirations on the questioning techniques 	<p>- Questionnaire</p> <p>- CPD Records</p>	<p>Academic Committee</p>	<p>Resources of journals</p>

Intended outcome (2): Teachers' professional growth will be enhanced with improved teamwork and synergy

Strategies / Tasks	Time scale	Success Criteria	Method of Evaluation	People/Committee responsible	Resources required
(a) To promote lesson study / collaborative lesson planning to improve the quality of lessons	Sept 09 – Aug 10	<ul style="list-style-type: none"> - A department is invited to share the rationale and implementation process of the collaborative lesson planning. - Knowledge acquired in previous seminars on diversity of learning or quality interaction is put into practice when NSSC topics are prepared in TCLT. 	- TCLT records of subject department	Vice-principal (Academic) Academic Committee Subject Departments	
(b) To conduct peer class observation with sharp focus on questioning techniques and class interaction	Sept 09 – Aug 10	<ul style="list-style-type: none"> - A lesson observation form specifying on good class interaction skills is prepared. - Lesson observations with sharp focus on class interaction are conducted by departments. 		Academic Committee	