

**SKH Bishop Mok Sau Tseng Secondary School**  
**Annual School Plan (2011 – 2012)**

**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
<p><b>Target (a)</b>  <b>To strengthen study skills and self-management skills to consolidate students' learning ability.</b></p> <p>(i) To further develop pre-lesson preparation and note-taking skills</p> <p>(ii) To help students put into practice the self-management attitudes and skills</p>	<p>Sep 11            –            Aug 12</p>	<ul style="list-style-type: none"> <li>● Most students have developed the habit of pre-lesson preparation and note-taking.</li> <li>● Teachers spend more time asking questions to check students' preparation.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● Review of annual reports of subject department</li> <li>● Review of panel meeting minutes and scheme of work</li> </ul>	<p>Subject Departments</p> <p>Academic Committee</p>	<p>Human resources</p>
		<ul style="list-style-type: none"> <li>● Production of at least two 15-minute Morning Programmes, two assemblies and two form periods focusing on self-management</li> <li>● Most students set their own learning goals, their schedule of learning and reflection in I-files or SLP.</li> <li>● Most students keep records of achievement in ECA, service and other learning experiences in I-files or SLP</li> </ul>	<ul style="list-style-type: none"> <li>● Review of annual plan and report of Academic Committee, Counselling &amp; Guidance Committee and MCE Committee</li> <li>● Review of I-files and SLP by form teachers</li> <li>● Review of form meeting minutes by I-file Working Group</li> </ul>	<p>Academic Committee, Counselling and Guidance Committee, Moral &amp; Civic Education Committee</p> <p>Form Committees</p> <p>I-file Working Group and form teachers</p> <p>SLP Coordinator</p>	

<p><b>Target (b)</b>  <b>To further develop students' generic skills in subjects, such as collaboration, communication, critical thinking skills and creativity.</b></p> <p>(i) Progressively infuse generic skills in teaching</p>	<p>Sep 11  –  Aug 12</p>	<ul style="list-style-type: none"> <li>● Teachers can infuse the skills of collaboration / communication / critical thinking / creativity into teaching / projects / task-based activities</li> </ul>	<ul style="list-style-type: none"> <li>● Review of annual reports of subject departments</li> <li>● Student performance in projects and task-based activities.</li> </ul>	Subject Departments	Human resources
		<ul style="list-style-type: none"> <li>● Subject departments attend seminars / workshops on various generic skills relevant to curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Check CPD records</li> </ul>	Subject Departments	

**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><b>Target (a)</b>  <b>To improve learning initiative through “Reading to Learn”.</b></p> <p>(i) To organize book exhibitions to expose students to a variety of texts.</p> <p>(ii) To present reading awards to further promote wider and general reading.</p> <p>(iii) To issue an update list of new library books and organize book displays monthly.</p> <p>(iv) To hold talks/book sharing activities to cultivate students’ interest in reading</p> <p>(v) To encourage students to participate in school-based and external reading programmes / competitions</p>	<p>Sep 11                      –                      Aug 12</p>	<ul style="list-style-type: none"> <li>● At least three book exhibitions are organized.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of annual plans and reports of Library, Chinese Department and English Department</li> </ul>	<p>Library                      Chinese Department                      English Department</p>	<p>Human resources</p>
		<ul style="list-style-type: none"> <li>● Most awards are presented to students for good performance in reading (e.g. General Reading Award)</li> <li>● Reading Top Ten: reward the top ten students at the end of the academic year (individual and class basis)</li> </ul>	<ul style="list-style-type: none"> <li>● Library record</li> </ul>	<p>Reading Promotion Team                      Library</p>	<p>Prizes for winners</p>
		<ul style="list-style-type: none"> <li>● An update list of new library books is issued followed by new book display and special topic based book display with librarian recommendation monthly.</li> </ul>	<ul style="list-style-type: none"> <li>● Library record</li> </ul>	<p>Library</p>	
		<ul style="list-style-type: none"> <li>● At least two 15-minute Morning Programme Talks and six book sharing activities are held.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of annual plans and reports of Library, Chinese Department and English Department</li> </ul>	<p>Library                      Chinese Department                      English Department                      Reading Club</p>	
		<ul style="list-style-type: none"> <li>● School-based and external reading programmes and competitions are introduced to students in S.1 Bridging and Library Orientation sessions and S.4 LWL lessons.</li> <li>● Students recorded participation in school-based and external reading programmes.</li> </ul>	<ul style="list-style-type: none"> <li>● Library record</li> </ul>	<p>Library</p>	

<p><b>Target (b)</b>  <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.</b></p>	<p>Sep 11  –  Aug 12</p>	<ul style="list-style-type: none"> <li>● I-files are made use of to help junior form students to better understand themselves as regards their learning needs.</li> <li>● Orientation programmes are conducted for S.1 and S.4 students.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of minutes of Form Committees</li> <li>● Review of annual reports of Academic Committee and Counseling &amp; Guidance Committee</li> </ul>	<p>I-file Working Group  Form teachers</p> <p>Academic Committee  Counseling &amp; Guidance Committee</p>	<p>Human resources</p>
<p><b>Target (c)</b>  <b>To provide a supportive school environment and a positive and appreciative atmosphere to encourage students to strive for self-betterment.</b></p>	<p>Sep 11  –  Aug 12</p>	<ul style="list-style-type: none"> <li>● At least three talks from peers / teachers / alumni are held and students are able to appreciate good models from them.</li> <li>● Students' academic achievements are shared and displayed through prize presentation assembly and school webpage.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of annual reports of related committees</li> </ul>	<p>Principal  Academic Committee</p> <p>Careers Guidance Committee  Assembly Committee</p> <p>ECA Committee</p>	<p>Human resources</p>

**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><b>Target (a)</b>  <b>To adopt appropriate approaches to facilitate quality interactions and students' participation in class</b></p>	<p>Sep 11                      –                      Aug 12</p>	<ul style="list-style-type: none"> <li>● A seminar/workshop of different approaches to facilitate quality interaction is conducted and over 70% of teachers find that useful.</li> <li>● Peer lesson observations with sharp focus on class interaction are conducted by subject departments.</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaire</li> <li>● Peer lesson observation form</li> <li>● Review of annual report of subject departments</li> </ul>	<p>Principal                      Academic Committee</p> <p>Subject departments</p>	<p>Human resources</p> <p>Guest speaker</p>
<p><b>Target (b)</b>  <b>To foster a better understanding and develop appropriate strategies to address learners' diversity</b></p> <p>(i) To enhance teachers' understanding of learners' diversity</p> <p>(ii) To formulate policies in curriculum planning, teaching and assessment methods by Academic Committee</p>	<p>Sep 11                      –                      Aug 12</p>	<ul style="list-style-type: none"> <li>● A seminar/workshop to enhance teachers' understanding of learners' diversity is conducted and over 70% of teachers find that useful.</li> <li>● Teachers are active in attending seminars/workshops/training courses organized by EDB on learners' diversity.</li> <li>● Teachers share within department knowledge gained from seminars / workshops/training courses, etc.</li> <li>● Department Heads have agreed to the policies in curriculum, teaching and assessment methods formulated by the Academic Committee.</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaire</li> <li>● Check CPD Record</li> <li>● Review of annual reports of subject departments</li> <li>● Review of minutes, memorandum and annual reports of subject department</li> </ul>	<p>Principal                      Academic Committee</p> <p>Vice-principal (A)                      Subject departments</p> <p>Vice-principal (A)                      Academic Committee</p>	<p>Human resources</p> <p>Guest speaker</p>

(iii) To encourage teachers to participate in the courses about developing appropriate strategies to address learners' diversity, such as Jigsaw, SEN etc. offered by EDB and tertiary institutions, etc.		At least two teachers have completed these courses.	<ul style="list-style-type: none"> <li>● Check CPD Record</li> </ul>	Principal relevant committees SEN Team	
<b>Target (c)</b> <b>To improve teachers' questioning techniques in classroom teaching to provoke higher order thinking and critical thinking among students</b>	Sep 11 – Aug 12	<ul style="list-style-type: none"> <li>● Teachers include questions demanding higher order thinking in classroom teaching.</li> <li>● Peer lesson observations with sharp focus on questioning techniques are conducted by subject departments.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' feedback</li> <li>● Review of annual report of subject departments</li> <li>● Peer lesson observation form</li> </ul>	Subject departments	Human resources

**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
<b>Target (a)</b> <b>To promote lesson study / collaborative lesson planning to improve the quality of lessons</b>	Sep 11 – Aug 12	<ul style="list-style-type: none"> <li>● A department is invited to share the rationale and implementation process of the collaborative lesson planning.</li> <li>● Knowledge acquired in seminars/ workshops on learners' diversity is put into practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' feedback</li> <li>● Review of annual reports of subject department</li> </ul>	Vice-principal (A) Academic Committee  Subject Departments	Human resources
<b>Target (b)</b> <b>To encourage sharing of good teaching practices among subject departments and with those from other schools</b>	Sep 11 – Aug 12	<ul style="list-style-type: none"> <li>● Sharing of good teaching practices among subject departments or with those from other schools is conducted.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of annual reports of subject departments</li> </ul>	Academic Committee Subject departments	Human resources