

Shau Kei Wan Government Secondary School
Annual School Plan
2012-2013

Major Concern I - To enhance students' self-learning skills

Focus Area 1.1 : To encourage students to become self-directed and independent learners					
	Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
1.1.1	<p>To organize workshops/courses to enhance students' self-learning skills</p> <ul style="list-style-type: none"> ◆ To use the 'Diversity Learning Grant' (DLG) for Gifted Education Programmes to organise workshops for high-achievers in senior levels ◆ To conduct tailor-made programmes for low-achievers in junior levels ◆ To provide opportunities for students to develop their generic skills in lessons <p>Focused skills:</p> <p>S1-2 : Communication, Collaboration and Information Technology S3-4 : Problem-solving and Self-management S5-6 : Critical Thinking and Study skills</p>	Whole year	<ul style="list-style-type: none"> ◆ Stronger students are given extra opportunities to stretch their potential in different areas. ◆ Weaker students are given support to improve their academic results. ◆ Students do better in tests and examinations. ◆ Class activities are designed to help students develop different generic skills. 	<ul style="list-style-type: none"> ◆ Post-programme feedback and survey ◆ Instructors' feedback ◆ Observation of organizers/ teachers ◆ Students' performance in tests and exams ◆ Subject Department Annual Evaluation 	<ul style="list-style-type: none"> ◆ DLG from EDB (\$35,000 for @ of NSS1 – NSS3) ◆ Teacher i/c of Enhancement & Remedial Programme ◆ Curriculum Development Committee ◆ Outside resources ◆ <i>School-based After-school Learning & Support Programmes</i> Grant ◆ Subsidy from PTA ◆ KLA Coordinators & HODs
1.1.2	<p>To promote among students the habit of pre-lesson preparation</p> <ul style="list-style-type: none"> ◆ To design learning tasks and schedule of work for students to prepare before attending lessons ◆ To follow-up on students' preparation work in lessons 	Whole year	<ul style="list-style-type: none"> ◆ Students are motivated to take the initiative in learning. ◆ Students form the habit of pre-lesson preparation. ◆ Students share their preparation work for peer learning. 	<ul style="list-style-type: none"> ◆ Subject Department Annual Evaluation ◆ Inspection of students' work 	<ul style="list-style-type: none"> ◆ Curriculum Development Committee, KLA Coordinators, HODs & subject teachers

Focus Area 1.1 : To encourage students to become self-directed and independent learners

Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
<p>1.1.3 To promote reflective learning through sharing/ peer learning</p> <ul style="list-style-type: none"> ♦ To arrange presentation/sharing sessions in class or on e-class ♦ To design oral or written activities for reflection after talks or programmes in Life Wide Learning 	<p>Whole year</p>	<ul style="list-style-type: none"> ♦ Students display the results of their learning and are able to learn from each other. ♦ Students enjoy the mass programmes and are able to learn through reflection. 	<ul style="list-style-type: none"> ♦ Post programme feedback & survey ♦ Observation of organisers/ teachers ♦ Subject Department Annual Evaluation 	<ul style="list-style-type: none"> ♦ Curriculum Development Committee, KLA Coordinators, HODs & subject teachers ♦ Function Teams concerned
<p>1.1.4 To hold workshops/seminars to refine teachers' teaching strategies for developing students' self-learning skills</p> <ul style="list-style-type: none"> ♦ Collaborative lesson preparation (CLP) ♦ Presentation/sharing of good teaching models among department and KLA members ♦ Sharing session with teachers from other schools or professionals on Staff Development Day 	<p>Whole year</p>	<ul style="list-style-type: none"> ♦ Teachers make good use of the CLP sessions in presenting, sharing and reflecting on good teaching models. ♦ Effective learning and teaching strategies are identified, shared and practised by subject teachers. 	<ul style="list-style-type: none"> ♦ Subject Department Annual Evaluation ♦ Teachers' participation in CLP sessions ♦ Lesson observation/ Peer lesson observation 	<ul style="list-style-type: none"> ♦ Timetabling Team to plan the schedule for CLP ♦ Principal, Asst. Principals, KLA Coordinators & HODs to nominate teachers having good teaching performance to share with their KLA or department members ♦ Staff Development Committee

Focus Area 1.1 : To encourage students to become self-directed and independent learners

Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
<p>1.1.5 To seek parents' support in fostering students' life-long learning attitude</p> <ul style="list-style-type: none"> ◆ To organise talks for parents so as to familiarize them with their roles Suggested themes: S1 : Adaptation to secondary school life and study skills S2 : Learning at junior levels S3 : Adaptation to senior secondary study methods All levels : Parenting education ◆ To provide school intranet and e-class accounts for parents and encourage them to keep pace with their children's learning ◆ To invite parents to recommend books or share their learning experiences 	<p>Whole year</p>	<ul style="list-style-type: none"> ◆ Parents attend the talks and access the school e-class. ◆ Parents find the talks useful. ◆ Parents recommend good readers and share at the book exhibition. 	<ul style="list-style-type: none"> ◆ Participation rate of parents ◆ Parents' Evaluation ◆ Parents' hit rate on the school e-class ◆ Reading-to-Learn Team Annual Evaluation 	<ul style="list-style-type: none"> ◆ Curriculum Development Committee, KLA Coordinators and HoDs concerned ◆ IT & Intranet Team ◆ PTA ◆ Reading-to-Learn Team & School Librarian
<p>1.1.6 To collaborate on cross-curricular project learning</p> <ul style="list-style-type: none"> ◆ To encourage subject departments and function teams to make the best use of school resources and outside resources to prepare project work 	<p>Whole year</p>	<ul style="list-style-type: none"> ◆ Sufficient high quality learning experiences are provided for students. ◆ Students' motivation to learn is raised. ◆ Students' communication and collaboration skills are enhanced and they show perseverance through active participation in project work. 	<ul style="list-style-type: none"> ◆ Post programme feedback & survey ◆ Students' performance ◆ Subject Department & Function Team Annual Evaluation 	<ul style="list-style-type: none"> ◆ Curriculum Development Committee, KLA Coordinators, HoDs & subject teachers ◆ Reading-to-Learn Team & Function Teams concerned

Focus Area 1.2 : To encourage students to acquire knowledge through the school e-class and other internet resources

Strategies/Tasks		Time Scale	Success Criteria	Evaluation	People responsible & Resources required
1.2.1	<p>To maximize the use of e-class resources</p> <ul style="list-style-type: none"> ◆ To create the framework of e-class for teachers' convenient use ◆ To establish e-resources banks for learning and teaching materials ◆ To promote interactive learning to encourage sharing of knowledge and collaborative work ◆ To provide channels for students to submit assignments and projects 	Whole year	<ul style="list-style-type: none"> ◆ Teachers and students make good use of the e-classes. ◆ Student-centred learning is enhanced. ◆ The systematic and user-friendly e-class framework facilitates learning and teaching. 	<ul style="list-style-type: none"> ◆ Subject Department & Reading-to-Learn Team Annual Evaluation ◆ Feedback from Function Team 	<ul style="list-style-type: none"> ◆ IT & Intranet Team ◆ Curriculum Development Committee, KLA Coordinators, HoDs & subject teachers ◆ Reading-to-Learn Team & Function Teams concerned
1.2.2	<p>To set up more e-forums for peer learning</p> <ul style="list-style-type: none"> ◆ To set up e-forums on subject-based topics and ad hoc issues by the English Department, Chinese Department and Liberal Studies Department ◆ To encourage students to post responses or reflections on their learning experiences 	Whole year	<ul style="list-style-type: none"> ◆ Students' motivation in learning is raised through peer learning and sharing. ◆ Interactive learning and exchange of ideas among teachers and students are facilitated and enhanced. 	<ul style="list-style-type: none"> ◆ Subject Department Annual Evaluation ◆ Feedback and participation of teachers and students 	<ul style="list-style-type: none"> ◆ English Department, Chinese Department & Liberal Studies Department ◆ IT & Intranet Team
1.2.3	<p>To provide updated information from internet resources/websites for extended learning</p> <ul style="list-style-type: none"> ◆ To establish web-links to internet reading resources using the school e-class ◆ To design extended activities to continue classroom learning 	Whole year	<ul style="list-style-type: none"> ◆ Students' self-learning ability is enhanced. ◆ The reflexive learning atmosphere is established among students. 	<ul style="list-style-type: none"> ◆ Subject Department & Reading-to-Learn Team Annual Evaluation ◆ Feedback and participation of students ◆ Feedback from Function Team 	<ul style="list-style-type: none"> ◆ IT & Intranet Team ◆ Curriculum Development Committee, KLA Co-ordinators, HoDs & subject teachers ◆ Reading-to-Learn Team & Function Teams concerned

Focus Area 1.2 : To encourage students to acquire knowledge through the school e-class and other internet resources

Strategies/Tasks		Time Scale	Success Criteria	Evaluation	People responsible & Resources required
1.2.4	<p>To teach students the proper use of the internet</p> <ul style="list-style-type: none"> ♦ To include the proper ways of using the internet in the school curriculum ♦ To introduce students to the correct ways to cite references from the internet ♦ To arrange talks and mass programmes on the correct attitude to using the internet 	Whole year	<ul style="list-style-type: none"> ♦ Students understand the formal rules and correct behaviour when using internet resources. ♦ Students are more aware of proper ways of using the internet. 	<ul style="list-style-type: none"> ♦ Subject Department Annual Evaluation ♦ Students' performance ♦ Post programme feedback & survey 	<ul style="list-style-type: none"> ♦ Curriculum Development Committee, KLA Co-ordinators, HoDs & subject teachers ♦ Reading-to-Learn Team & Function Teams concerned

Focus Area 1.3 : To develop in students a habit of reading and engage them actively in purposeful reading across curriculum

Strategies/Tasks		Time Scale	Success Criteria	Evaluation	People responsible & Resources required
1.3.1	<p>To create more reading time</p> <ul style="list-style-type: none"> ♦ To create a 25-min morning reading session every Tuesday. Students have to bring their own readers to the sessions. Class teachers and non-class teachers will read alongside students on alternate weeks. ♦ To compile a list of books, including a biography of an outstanding person in each related field, recommended by subject departments. Students are required to read at least three books on the list throughout the year for structured reading. ♦ To provide structured reading materials for students. Students are given reading materials with follow-up activities prepared by subject departments and Function Teams. They can share their reflections on the reading materials in the class period or through the e-class system. 	Whole year	<ul style="list-style-type: none"> ♦ Students engage in active reading during the morning reading sessions and are able to develop the habit of reading. ♦ Students meet the target of the morning reading session and make good use of the e-classes for peer sharing. ♦ Students are able to explore knowledge in the subject field through structured reading. ♦ Students' self-learning ability is enhanced. ♦ Students are able to connect the knowledge they obtain from structured reading and construct their own opinion about the topics. 	<ul style="list-style-type: none"> ♦ Students' performance in the Morning Reading Session ♦ Observation of teachers ♦ Students' reading record ♦ Students' reflection on their reading ♦ Subject Department & Reading-to-Learn Team Annual Evaluation ♦ Feedback from Function Team 	<ul style="list-style-type: none"> ♦ Teachers concerned ♦ Subject Departments & Function Teams ♦ Reading-to-Learn Team ♦ School Librarian

Focus Area 1.3 : To develop in students a habit of reading and engage them actively in purposeful reading across curriculum

	Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
1.3.2	<p>To strengthen the role of the School Library as a centre of learning resources</p> <ul style="list-style-type: none"> ♦ To create a reference corner in the school library for students' easy access to subject reference materials to facilitate students' self-learning ♦ To hold theme-based book exhibitions to expose students to specific fields of interest and encourage them to explore knowledge in the fields ♦ To invite students' suggestions for the purchase of new library books. Students' recommendations will be posted to encourage peer-sharing in reading ♦ To invite speakers, such as authors, book critics and parents, to recommend books or do reading sharing at the Book Fair ♦ To conduct reading sharing sessions by teachers at the Book Fair 	Whole year	<ul style="list-style-type: none"> ♦ Students have easy access to subject reference books and benefit from the exposure to the reading materials. ♦ Students are interested in the books recommended in the exhibitions. ♦ Library books recommended by students are purchased. ♦ Reading sharing is enhanced with recommendations from students, teachers and parents. ♦ More students visit the school library and make good use of it. Students borrow books from the school library more frequently. 	<ul style="list-style-type: none"> ♦ School Library Annual Report ♦ Subject Department Annual Evaluation ♦ Library book borrowing billboard ♦ Students' participation in the book exhibitions and Book Fair ♦ Students' recommendation 	<ul style="list-style-type: none"> ♦ Subject Departments ♦ Reading-to-Learn Team ♦ School Librarian ♦ Teachers concerned
1.3.3	<p>To launch award-incentive reading programmes to foster a positive reading atmosphere.</p> <ul style="list-style-type: none"> ♦ To create an award system through the e-library to encourage students to read ♦ To include book titles from the class library, subject-based recommended book list, morning reading articles and e-books in the award system ♦ To encourage students to keep a personal reading record and share their reflections and recommendations through the e-library system 	Whole year	<ul style="list-style-type: none"> ♦ The e-library system with book titles from various sources is activated. ♦ Students are eager to keep a personal reading record and are able to attain awards. ♦ Students are motivated to share, reflect on and discuss the books they read. 	<ul style="list-style-type: none"> ♦ Students' reading record in the e-library ♦ Survey on students' reading habits ♦ Reading-to-Learn Team Annual Evaluation 	<ul style="list-style-type: none"> ♦ Reading-to-Learn Team ♦ IT & Intranet Team

Focus Area 1.3 : To develop in students a habit of reading and engage them actively in purposeful reading across curriculum

Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
<p>1.3.4 To teach students reading skills to facilitate effective reading</p> <ul style="list-style-type: none"> ♦ To include reading skills in the curriculum to facilitate effective reading ♦ To develop a set of graded exercises on reading strategies for S3 students ♦ To conduct a morning reading session on Fridays for S1 to S3 students. <p>S1 and S2 students will be given structured reading materials while S3 students will do self-assessment exercises on reading strategies.</p>	<p>Whole year</p>	<ul style="list-style-type: none"> ♦ Students acquire different reading skills and are able to comprehend different text types. ♦ S1 and S2 students enjoy reading the articles from the reading kits. ♦ Students produce thoughtful feedback which shows their understanding of the articles and their opinion on the topic. ♦ S3 students do the self-assessment reading exercises independently and benefit from practising different reading strategies. 	<ul style="list-style-type: none"> ♦ Subject Department Annual Evaluation ♦ Students' performance ♦ Observation of class teachers ♦ Students' reading record ♦ Students' reflection on their reading ♦ Survey on students' reading habit 	<ul style="list-style-type: none"> ♦ Curriculum Development Committee, KLA Coordinators, HoDs & subject teachers ♦ Reading-to-Learn Team ♦ S1-3 class teachers

Programme Team: Miss HUI Kwai Yin (Team Leader), Miss LO Lai Wah (Deputy Team Leader), Ms CHOW Lam Lam (Deputy Team Leader), Mrs. CHEUNG Chan So Kum, Miss CHUNG Wai Man, Mr. POON Ting Cheong, Mr. YU Siu Fai, Mr. KWOK Wai Hung

Major Concern II - To equip students with life-planning skills and help them to actualize their career goals

Focus Area 2.1: Students understand the importance of goal setting and are able to draw up their personal development plan					
Strategies/Tasks		Time Scale	Success Criteria	Evaluation	People responsible & Resources required
2.1.1	<p>Programmes to help students understand the importance of setting and reviewing their goals at different stages of their secondary school life and inculcating in them a sense of continuous development in life</p> <p>- A briefing session will be held at the beginning of the school year to</p> <ul style="list-style-type: none"> • highlight/ remind students of the New Academic System and the challenges that lie ahead • introduce the concept of “Life Planning” and use of SLP as a tool for self-reflection and planning for the future at different stages in secondary school life • help students understand the importance of continuous development in life 	<p>Beginning of the school year, preferably in early September</p>	<ul style="list-style-type: none"> • Students show understanding of the concept of life planning by incorporating their goals in their target-setting plans. • Students make a good choice of duties to take up and OLE to participate in. 	<ul style="list-style-type: none"> • Reflections completed by students at different times of the year. 	<ul style="list-style-type: none"> • Teacher i/c of Major Concern 2 • All teachers and students
2.1.2	<p>The S1 Mentors will help students to set their goals.</p> <p>a) Student mentors are provided with activities and training that are related to leadership and counselling skills.</p> <p>b) Meetings will be arranged between student mentors and S1 students.</p> <p>c) S1 students will set their goals with the guidance of the student mentors.</p> <p>d) Programmes will be organised to develop the time management skills of the S1 students.</p>	<p>Whole year</p>	<ul style="list-style-type: none"> • Students participate actively in the activities. • Positive feedback from teachers and students. • Students display positive values. 	<ul style="list-style-type: none"> • Students’ response and participation in the activities • Survey on students’ comments about the activities • Feedback from the school social worker • Teachers’ observations 	<ul style="list-style-type: none"> • Counselling Team • School Social Worker • S1 Class Teachers • Student Mentors

Focus Area 2.1: Students understand the importance of goal setting and are able to draw up their personal development plan

Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
<p>2.1.3 Students will be encouraged, as well as parents' support sought, to foster a balanced development through 'One Sport, One Art, One Service' Scheme</p> <p>a) 'One Sport, One Art, One Service' Scheme will span three years for the incoming cohort of S1 students (2012-13). S1 students are required to join one uniformed group throughout their first secondary school year so as to cultivate their self-discipline, perseverance, responsibility and commitment as well as a sense of belonging to the school. (Uniformed groups include Boy Scouts, Girl Guides, Hong Kong Air Cadet Corps and Red Cross Youth Unit)</p> <p>S1 students will be engaged in physical development programmes in their second school year, and aesthetic development programmes in their third school year. The physical and aesthetic development programmes aim to help students develop physical competence, nurture aesthetic development and sensitivity, as well as develop generic skills and cultivate positive attitudes and values. (Art includes music, visual arts, drama, dance, photography, video production and stage management)</p> <p>b) For students of levels other than S1, they follow the existing OLE programmes designed to enrich their learning experiences.</p>	<p>Whole year</p>	<ul style="list-style-type: none"> • Students are engaged in the activities. • New skills and knowledge are acquired. • Better physical fitness is observed. • Positive values and attitudes in students are established. • Generic skills are acquired by students. 	<ul style="list-style-type: none"> • Feedback from participants • Feedback from tutors, instructors and teachers 	<ul style="list-style-type: none"> • Teachers of P.E., Music and Visual Arts • Teachers i/c of uniformed groups including Boy Scouts, Girl Guides, Hong Kong Air Cadet Corps, Junior Police Call and Red Cross Youth Unit • Instructors of related training courses • Venues for holding various activities

Focus Area 2.2: Students' personal qualities are developed and they become contributing members of the community

Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
<p>2.2.1 Programmes will be organised to develop in junior form students the basic qualities of self-confident, self-disciplined and self-reliant individuals</p> <p>a) Two class teacher period programmes will be held in LWL periods for the whole of S1 and S2 to develop their personal qualities as self-confident, self-reliant and self-disciplined individuals.</p> <p>b) i) Working in collaboration with the Reading to Learn Team, books will be recommended to students so as to encourage the students to read in-depth in the pursuit of good qualities through self-learning. (The book recommended for S1 and S2: The Essential 55: an Award Winning Educator's Rules for discovering the successful student in every child by Ron Clark The book was written in English and has been translated into Chinese and published by a Taiwanese publisher.)</p> <p>ii) A list of books that can help students develop life skills will be compiled, and books on life skills, personal growth and development will be on display during a book exhibition.</p>	<p>Class teacher period in LWL will be held once in the first term & once in the second term</p> <p>Reading should be done all year round</p>	<ul style="list-style-type: none"> Students show the essential qualities that were introduced at the beginning of the school year. Students read books that can help them to improve their personal qualities. 	<ul style="list-style-type: none"> Teachers' observation on daily performance of the students Comments from class teachers, subject teachers and students 	<ul style="list-style-type: none"> Teachers i/c of Major concern 2 (preparation of materials for class periods) Class Teachers Reading to Learn team Major concern 1 members School Librarian

Focus Area 2.2: Students' personal qualities are developed and they become contributing members of the community

Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
<p>2.2.2 OLE / LWL activities will be organised for S3/4 students who are senior members of organizations / groups / services to develop their leadership skills</p> <p>a) S3 and S4 students are challenged to be leaders and contributing members to their immediate community at the beginning of the school year in a class period held in LWL period.</p> <p>b) i) Students are encouraged to read and improve their personal qualities and habits. (The book recommended for S3 and S4: The 7 habits of Highly Effective Teens – the ultimate teenage success guide by Sean Covey)</p> <p>ii) A booklist on reading materials that are related to leadership will be compiled, and books on leadership will be on display during a book exhibition.</p> <p>c) Leadership training will be provided to office bearers by the ECA Committee.</p>	<p>First term</p> <p>Whole year</p> <p>First term</p>	<ul style="list-style-type: none"> • Students take up responsibilities to serve other people both inside and outside school. • Students read books on self-improvement. • Smooth operation of the administrative work and personal growth of the students are observed. 	<ul style="list-style-type: none"> • Feedback from class teachers, teachers and students • Change in attitudes of students towards work and study 	<ul style="list-style-type: none"> • Teachers i/c of Major Concern 1 and 2 • ECA committee • Reading to Learn team • School Librarian • Class teachers

Focus Area 2.2: Students' personal qualities are developed and they become contributing members of the community

Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
<p>2.2.3 Programmes introducing outstanding students / great people's success stories will be held to instill in students the personal qualities required for success in life</p> <p>a) Talks and / or experience sharing sessions with outstanding alumni and / or professionals will be held.</p> <p>b) Reference for outstanding students / alumni's success stories will be collected in preparation for an internal video library to be set up in the next academic year (2013-14).</p> <p>c) Articles on great people's success stories will be collected for display and as morning reading materials.</p>	<p>Whole year</p>	<ul style="list-style-type: none"> • Students show active participation. • Students give positive feedback. • Teachers give positive feedback. 	<ul style="list-style-type: none"> • Feedback from Careers Teachers, teachers and students 	<ul style="list-style-type: none"> • Teachers i/c of Careers Education and Guidance • Careers Ambassadors • Alumni • Video Production Team • Reading to Learn Team

Focus Area 2.3: Provided with more exposure and information on their study/ job careers, students are able to actualize their goals

Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
<p>2.3.1 Easy access to related career information will be provided for students</p> <p>a) Careers-related information will be disseminated through the following channels</p> <ul style="list-style-type: none"> - Careers Display Board - Careers webpage accessible on the school website - Careers Resource Corner in School Library - Careers Library on 3/F, west block - School Intranet and through Careers Ambassadors making announcements in morning assemblies or in their own class. <p>c) Careers Ambassadors are provided with training to facilitate information exchange.</p>	<p>Whole year</p>	<ul style="list-style-type: none"> • Up-to-date careers-related information can reach students readily. 	<ul style="list-style-type: none"> • Records of students' visits to the School Library and Careers Library • Feedback from Careers Teachers, School Librarian and Careers Ambassadors 	<ul style="list-style-type: none"> • Teachers i/c of Careers Education and Guidance • Careers Ambassadors • School Librarian • IT Technician

Focus Area 2.3: Provided with more exposure and information on their study/ job careers, students are able to actualize their goals

Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
<p>2.3.2 Careers-related learning activities will be organised to arouse senior form students' awareness of careers planning</p> <p>a) Careers Day will be held to familiarise S6 students with different options for further education under the New Senior Secondary Curriculum and help them explore their orientation for further studies and careers aspirations.</p> <p>b) Senior form students are encouraged to visit the Info Days at various universities, and the Education Fair / Careers Expo arranged by outside bodies.</p> <p>c) Talks and experience-sharing with alumni and / or professionals will be held to increase students' exposure to the changing demands of the working world and the essential qualities for success.</p> <p>d) Workplace visits to different professions / job shadowing programmes will be arranged to allow students a close-up look at the real world of work.</p>	<p>Whole Year</p>	<ul style="list-style-type: none"> • Students develop an awareness of career planning. • Students show active participation. • Students give positive feedback. • Teachers give positive feedback. 	<ul style="list-style-type: none"> • Survey on students' participation and comments about the activity • Discussion with participants, supporting outside bodies and teachers-in-charge of the activity • Observation from Careers Teachers and Class Teachers 	<ul style="list-style-type: none"> • Teachers i/c of Careers Education and Guidance • Careers Ambassadors • Community Sources • Alumni • Class Teachers

Focus Area 2.4: The optimization of the data record system of e-Class for JUPAS application and SLP production

	Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
2.4.1	<p>All staff will be familiarised with the data input system of e-Class</p> <p>a) Workshop/ instruction sheets will be provided to all staff so as to introduce the working system of eClass in recruiting students for activities, as well as the record system for all the activities and awards that the students complete and receive through the school.</p> <p>b) Clear instructions and flowcharts will be written for all staff to provide easy reference to all the forms used to input students' activities and awards.</p>	Whole year	<ul style="list-style-type: none"> Teachers and staff can input the information of the activities and awards of the students accurately according to the standards specified. 	<ul style="list-style-type: none"> Feedback from staff and teachers on the use of the systems 	<ul style="list-style-type: none"> All teachers and general office SAMS Team eClass support SLP Team
2.4.2	<p>A complete and accurate record system of all LWL / OLE/ ECA activities for the JUPAS application and SLP production will be established.</p>	Whole year	<ul style="list-style-type: none"> Students get accurate and complete data for JUPAS application. The SLP issued to the students in S6 contain accurate and complete records of students in the school. 	<ul style="list-style-type: none"> Feedback from teachers and students concerned 	<ul style="list-style-type: none"> Teachers i/c of Careers Education and Guidance SAMS Team SLP Team Students Teachers and General Office

Programme Team: Mrs. Chan Leung Chui Ha (i/c), Ms Lee Ming Yee (Deputy i/c), Mr. Man Lec San (Deputy i/c), Ms Chow Sin Yung, Ms Ho Wai Chu, Ms Lee Sau Han, Mr. Lee Yuen Hing, Mr. Poon Ting Cheong.

Major Concern III - To foster among students a positive and healthy lifestyle

Focus 3.1: Students are trained in the core values (perseverance, respecting others, care for others, responsibility, commitment and integrity) to become contributing members to their family, community and the world.					
Strategies/Tasks		Time Scale	Success Criteria	Evaluation	People responsible & Resources required
3.1.1	<p>The ‘Charity Begins at Home Charter’ (「立己達人約章」) programme will be prepared and implemented in the junior forms.</p> <p>籌備學生在「立己達人」約章中自訂目標</p> <ul style="list-style-type: none"> ● 籌備中二級學生於下學初 (2013—14 年度) 在「立己達人」約章中訂立自己在四個範疇：「個人」、「家庭」、「社群」和「世界」所擔當的角色和應履行的責任，培養正面的價值觀和態度。 	全年	<ul style="list-style-type: none"> • 制訂「立己達人」約章 	<ul style="list-style-type: none"> • 教師回饋 	<p>德育及公民教育組、 訓導組、 健康教育組、 環境教育組</p>
3.1.2	<p>Well-structured and diversified programmes like speeches, talks, exhibitions, inter-class competitions etc to cultivate positive values will be launched in LWL periods.</p> <p>透過不同組別統整及規劃「立己達人」多元化班際、社際聯營課堂學習活動，培養學生正面的價值觀和態度，為學生提供一個整全的學習經歷。學習活動包括：</p> <ul style="list-style-type: none"> ● 班際比賽—設立「班際盃」 ● 例如舉辦：秩序比賽、善用資源比賽、標語創作比賽、 名人事蹟演講比賽 ● 社際比賽—清潔比賽、辯論比賽 	全年	<ul style="list-style-type: none"> • 學生投入班際及社際比賽 • 60%以上學在活動問卷中評估結果正面 	<ul style="list-style-type: none"> • 觀察學生學習活動表現 • 活動問卷 	<p>德育及公民教育組、 訓導組、 健康教育組、 環境教育組、 閱讀學習組</p>

Focus 3.1: Students are trained in the core values (perseverance, respecting others, care for others, responsibility, commitment and integrity) to become contributing members to their family, community and the world.

Strategies/Tasks	Time Scale	Success Criteria	Evaluation	People responsible & Resources required
<p>3.1.3 Learning activities for students to foster core values and strengthen civic consciousness will be organized by the MCE Committee and other subject panels/ teams. 德育及公民教育組與相關科組及小組協辦學習活動，提升學生正面價值觀，加強公民意識。</p>	<p>全年</p>	<ul style="list-style-type: none"> 活動跟進報告能總結學習成果 	<ul style="list-style-type: none"> 活動跟進分享及報告 	<p>德育及公民教育組、通識科、中史科</p>
<p>3.1.4 Coordination and co-operation with other subject departments on the promotion of core values. 中一級各學科在課程滲透正面的價值觀和態度，協同教學，資源共享。</p>	<p>全年</p>	<ul style="list-style-type: none"> 學生通過該課題學習，提升正面的價值觀和態度 	<ul style="list-style-type: none"> 中一級各學科在工作計劃中訂立特訂的教學課題，施教後評估學習成果 	<p>中一級各學科</p>

Focus 3.2: A caring, supportive and inviting culture is fostered in school.

Strategies/Tasks		Time Scale	Success Criteria	Evaluation	People responsible & Resources required
3.2.1	A variety of programmes, award schemes, competitions etc (e.g. Outstanding Class Award Competition) will be organized to develop a harmonious, respectful and collaborative atmosphere in school.	Whole year	<ul style="list-style-type: none"> Students show improvement in the following aspects: Classroom cleanliness, classroom discipline, and punctuality. 	<ul style="list-style-type: none"> Teachers' feedback and observation. Spot checks Lateness record 	Discipline Team Prefect Body Class teachers Subject teachers Environmental Education
3.2.2	Teachers will be encouraged to participate in cultivating a positive school culture through taking part in (a) "Words of appreciation" programme Teachers write words of encouragement or appreciation to students. (b) Conduct Award Scheme Teachers nominate students for conduct awards.	(a) December (b) July	<ul style="list-style-type: none"> At least 80% of teachers take part in the activities. 	<ul style="list-style-type: none"> Teachers' participation. 	Moral and Civic Education Discipline Team
3.2.3	Programmes like talks and 'Little Angel' Scheme will be organized to promote an inclusive learning environment.	Whole year	<ul style="list-style-type: none"> At least 50% of SEN students benefit from assistance provided by "Little Angels". Other students learn to respect individual differences and help establish an inclusive learning environment. 	<ul style="list-style-type: none"> Evaluate SEN students' general performance at the end of the school year. Comments or reflections from "Little Angel" and other students 	SEN support team Class teachers School social worker Guidance team

Focus 3.3: Students develop a healthy lifestyle and pay heed to problems (e.g. on-line addiction & bullying) that affect their learning.

Strategies/Tasks		Time Scale	Success Criteria	Evaluation	People responsible & Resources required
3.3.1	A variety of programmes like talks, seminars, workshops, forums on on-line addiction, bullying, good learning attitude will be organized for parents and students.	Whole year	<ul style="list-style-type: none"> At least 50% of parents and students are more aware of the bad effect of on-line addiction and bullying on learning. At least 30% of the participants have taken measures to cultivate good learning attitude. 	<ul style="list-style-type: none"> Survey on participants' comments 	Health and Sex Education PTA
3.3.2	Award schemes to cultivate a positive attitude on healthy lifestyle among students will be organized.	Whole year	<ul style="list-style-type: none"> All students in the target level participate in the scheme. At least 30% of the participants fulfill the criteria stipulated in the scheme. 	<ul style="list-style-type: none"> Number of students that can meet the success criteria and calculate the percentage. 	Health and Sex Education Environmental Education
3.3.3	Cross-curricular collaboration especially in the formal curriculum will be encouraged.	2 nd term	<ul style="list-style-type: none"> At least 3 subjects in S1 to S5 explore the concept of healthy lifestyle and ways to pursuit physical and mental health in their formal curriculum (provided by Health and Sex Education) 	<ul style="list-style-type: none"> Feedback from teachers and students. Comments or reflections from the students 	Health and Sex Education Subject teachers

Budget :

	Items	Estimates
1	Prizes and Trophies	\$ 6,000
2	Paper for printing Certificates and cards	\$ 800
3	“Fit For Fun program “ equipment	\$ 3,100
Total :		\$ 9,900

Programme Team: Ms HO Yuet-wah, Eva (i/c), Ms LEUNG Shuk-yuen (Deputy i/c), Mrs. KWAN LEE Yuen-fun (Deputy i/c), Ms LEE Sau Han (Deputy i/c), Mrs. WONG CHENG Yuk-wan, Wendy, Mr. LAU Chak-leung, Ms TSE Shuk-yin, Agnes

Shau Kei Wan Government Secondary School
Three-year plan – Proposed Provision of Gifted Education Programmes for 2012/13 to 2014/15 Cohort of Senior Secondary Students

Other programmes (OP) for gifted education purposes are adopted with the support of EDB's Diversity Learning Grant (DLG):

Other Programmes (OP) DLG funded	Strategies and benefits anticipated	Name of programmes / courses	Duration of the programme	Target students	Estimated No. of students involved in each school year			Evaluation of student learning / success indicators	Action taken by
					2012/13	2013/14	2014/15		
(1) Enrichment Programmes <i>(School-based / Pulled-out / generic skills /subject-based)</i>	<ul style="list-style-type: none"> To develop students' life planning skills and careers aspirations 	Careers Education Training Workshop	4 to 6 hours	S4 to S5 students of this cohort	30	30	-	<ul style="list-style-type: none"> Assessment of students' performance Feedback from coaches and students 	DLG teacher i/c Careers Unit
	<ul style="list-style-type: none"> To give enrichment training to students in preparation for <i>Odyssey of the Mind Competition</i> To develop students' critical thinking, creativity and problem solving skills 	Training for <i>Odyssey of the Mind</i>	3 months	S4 to S5 students of this cohort	10	10	-	<ul style="list-style-type: none"> Assessment of students' performance in the Competitions Feedback from coaches and students 	KLA Science Physics Dept
	<ul style="list-style-type: none"> To give enrichment training to students in preparation for <i>Hong Kong Physics Olympiad</i> To stretch students' potential in Physics 	Training for <i>Hong Kong Physics Olympiad</i>	3 months	S4 to S5 students of this cohort	10	10	-	<ul style="list-style-type: none"> Assessment of students' performance in the Competition Feedback from coaches and students 	KLA Science Physics Dept
	<ul style="list-style-type: none"> To develop students' leadership abilities and prepare them become student leaders 	Prefects' Training Camp	2 days	S4 to S5 students of this cohort	25	25		<ul style="list-style-type: none"> Assessment of students' performance Feedback from coaches and students 	Discipline

Other Programmes (OP) DLG funded	Strategies and benefits anticipated	Name of programmes / courses	Duration of the programme	Target students	Estimated No. of students involved in each school year			Evaluation of student learning / success indicators	Action taken by
					2012/13	2013/14	2014/15		
(1) Enrichment Programmes <i>(School-based / Pulled-out / generic skills /subject-based)</i>	<ul style="list-style-type: none"> To help students better prepare for their future and enhance their problem solving skills 	Applied Strategic Planning Workshop	4 to 6 hours	S5 students of this cohort	-	30	-	<ul style="list-style-type: none"> Assessment of students' performance Feedback from coaches and students 	DLG teacher i/c
	<ul style="list-style-type: none"> To develop students' creativity 	Creativity Thinking Workshop	4 to 6 hours	S5 students of this cohort	-	30	-	<ul style="list-style-type: none"> Assessment of students' performance Feedback from coaches and students 	DLG teacher i/c
	<ul style="list-style-type: none"> To develop students' effective presentation and interviewing skills for university admission 	Effective Presentation and Interviewing Skills workshop	8 hours	S6 students of this cohort	-	-	60	<ul style="list-style-type: none"> Assessment of students' performance Feedback from coaches and students 	DLG teacher i/c and S6 CT
	<ul style="list-style-type: none"> To develop students' effective study skills and problem solving skills 	Effective Study Skills Workshop	2 to 4 hours	S6 students of this cohort	-	-	80	<ul style="list-style-type: none"> Assessment of students' performance Feedback from coaches and students 	Careers Unit
(2) Study Tours <i>(School-based / pulled out / generic skills / subject-based)</i>	<ul style="list-style-type: none"> To widen students' exposure to other cultures and enrich their learning experiences outside the classroom 	To be confirmed (e.g. study tours run by Civic and Moral Education / Liberal Studies Department)		S4 to S6 students of this cohort	20	20	20	<ul style="list-style-type: none"> Assessment of students' performance Completion of learning projects Feedback from teachers and students 	Depts concerned
(3) Programmes offered by Universities / NGO <i>(Off-site support / generic skills / subject-based)</i>	<ul style="list-style-type: none"> To stretch students' potential and widen their exposure to different disciplines / fields of study 	To be confirmed (e.g. HKUST Summer Institute / Programmes offered by Hong Kong Federation of Youth Groups)		S4 to S6 students of this cohort	10	10	10	<ul style="list-style-type: none"> Successful completion of the programme Student Evaluation 	Careers Unit Gifted Education

Shau Kei Wan Government Secondary School
Proposed use of Government Funds
2012- 2013

I. Capacity Enhancement Grant (CEG) \$516,615

	Description	Expenditure	Balance
	Allocation for 9/2012 - 3/2013 = \$516,615		516,615
1	1 Teaching Assistant (Languages) 9/2012 - 8/2013 (Salary & MPF) $$(12,670+634) \times 12 = \$159,648$	159,648	356,967
2	Computer Technician 9/2012 - 8/2013 (Salary & MPF) $$(11,520+\$576) \times 12 = \$145,152$	145,152	211,815
3	Enhancement Programmes for Junior Levels: -S3 Winged-Youth Training Camp -Training for sports, music and community service	211,815	0

II. Teacher Relief Grant (TRG) \$171,740

	Description	Expenditure	Balance
	Financial Year 4/2011 - 3/2012 (Surplus)= \$299,701		299,701
	Allocation for 9/2012 - 8/2013 = \$171,740		471,441
1	Expenses for Supply Teachers \$150,000	150,000	321,441
2	1 General Clerk 9/2012 - 8/2013 (Salary & MPF) $$(9,480+\$474) \times 12 = \$119,448$	119,448	201,993

III. Enhanced Senior Secondary Curriculum Support Grant (SSCSG) \$686,599

(Note: Enhanced SSCSG will cease to be disbursed in the 2012/13 school year and onwards, govt schools should not incur expenditure after 31 Aug 2013 and any unspent balance Enhanced SSCSG will lapse on 31 Mar 2014.)

	Description	Expenditure	Balance
	Last Allocation for 2012-13 = \$686,599		686,599
1	1 Teaching Assistant (Humanities) 9/2012 - 8/2013 (Salary & MPF) \$(12,670+634)x12= \$159,648	159,648	526,951
2	1 Temporary Graduate Teacher 9/2012 - 8/2013 (Salary & MPF) \$(24,715+1,236)x12=\$311,412	311,412	215,539
3	1 Temporary Graduate Teacher 9/2012 - 8/2013 (Salary & MPF) \$(24,715+1,236)x12=\$311,412	311,412	-95,873
4	0.6 Temporary CM Teacher (VA) 9/2012 - 8/2013 (Salary & MPF) [\$(12,798+640)x9]+ [\$(13,443+673)x3]=\$163,290	163,290	-259,163
5	0.5 Temporary CM Teacher (D&T) 9/2012 - 8/2013 (Salary & MPF) \$(18,103+906)x12]=\$228,108	228,108	-487,271
6	New Allocation (Senior Secondary Curriculum Support Grant) for 9/2012 - 8/2013 = \$416,220	-416,220	157,057

IV. Senior Secondary Curriculum Support Grant (SSCSG) \$416,220

Description	Expenditure	Balance
Allocation for 9/2012 - 8/2013 = \$416,220		416,220

V. Extra Senior Secondary Curriculum Support Grant (SSCSG) \$250,000

Description	Expenditure	Balance
Allocation for 9/2012 - 8/2013 = \$250,000		250,000

VI. Composite IT Grant (CITG) \$377,466

	Description	Expenditure	Balance
	Allocation for 9/2012 - 8/2013 = \$377,466		377,466
1	TSSOI 9/2012 - 8/2013 (Salary & MPF) \$(11,840+592)x12=\$149,184	149,184	228,282
2	Hardware & maintenance & repair	228,282	0

VII. Learning Support Grant-GSS \$180,000

	Description	Expenditure	Balance
	Allocation for 9/2012 - 8/2013 = \$180,000		180,000
	1 Teaching Assistant (SEN) 9/2012 - 8/2013 (Salary & MPF) \$(12,670+634)x12= \$159,648	159,648	20,352

**VIII. School-based After-school Learning & Support Programmes (SBG) \$82,400
for 2012/13 school year**

	Description	Expenditure	Balance
	Allocation for 9/2012 - 8/2013 = \$82,400		82,400
1	Support classes	25,000	57,400
2	Training programmes	20,000	37,400
3	School outings, field trips, study tours, exchange programmes.	37,400	0

IX. Diversity Learning Grant (DLG)

(A) Applied Learning (2011-13 Cohort) \$0

Description	Expenditure	Balance
Allocation for 9/2012- 8/2013 = \$0		0

(B) Applied Learning (2012-14 Cohort) \$16,650

Description	Expenditure	Balance
Allocation for 9/2012- 8/2013 = \$16,650		16,650

(C) Other Programmes (from 2009-10 to 2012-14 school year) \$105,000

	Description	Expenditure	Balance
	Allocation for 9/2012- 8/2013 = \$105,000		105,000
1	School-based enrichment Training Programmes, such as Workshop on effective communication and interviewing skills	30,000	75,000
2	School-based Training Programmes for competitions	20,000	55,000
3	Study Tours	30,000	25,000
4	Off-site gifted education programmes / workshops / courses	25,000	0

X. Liberal Studies Curriculum Support Grant \$91,597

Description	Expenditure	Balance
Surplus amount carried forward as at 31/3/2012		19,797
Additional Liberal Studies Curriculum Support Grant for 2012-13 \$71,800	-71,800	91,597
1 Daily-pay Graduate Teacher 9/2011 - 8/2012 (Salary & MPF) [\$(1,243+63)x70 days=\$91,420	91,597	0

XI. Refined English Enhancement Scheme (from 2011-12 to 2013-14 school year) \$833,000

	Description	Expenditure	Balance
	Surplus amount carried forward as at 31/8/2012		468,548
1	Hiring language consultancy services to conduct professional development courses for teachers in 2012-13 and 2013-14	116,000	352,548
2	Hiring service to assist teachers in providing English learning activities/training for students in 2012-13 and 2013-14	250,000	102,548
3	Purchasing reading materials related to different subjects to enrich students' learning in 2012-13 and 2013-14	30,000	72,548
4	Hiring service to assist teachers in running cross-curricular activities for students in 2012-13 and 2013-14	72,548	0

XII. Moral and National Education Support Grant \$530,000

Description	Expenditure	Balance
Allocation for 9/2012- 8/2013 = \$530,000		530,000
1 Teaching Assistant for developing resources and activities related to MCE 1/2013 - 8/2013 (Salary & MPF) \$(12,670+634)x8= \$106,432	106,432	423,568

Shau Kei Wan Government Secondary School
Proposed Provision of Gifted Education Programmes for New Senior Secondary Students in the year 2012-2013

DLG funded programmes	Organiser	Talent targeted for	Mode of Implementation	Duration	Budget (\$)	S4	S5	S6	No. of Students
Workshop on Study Strategies and Problem Solving Skills	External Organisation	Students on self recommendation and with selection exercise	Level II (School-based/ pulled out generic skills)	Nov 2012	9 000			✓	80
Interview Preparation Training Programme	External Organisation	Students on self recommendation and with selection exercise	Level II (School-based/ pulled out generic skills)	Feb to Jun 2013	7 500@ 15 000			✓	50
Applied Strategic Workshop	External Organisation	Good thinking and logical / reasoning skills	Level II (School-based / pulled-out generic skills)	Feb to Mar 2013	7 500		✓		30
Creative Education Training Programme	External Organisation	Students with good creativity and on teacher nomination with selection exercise	Level II (School-based / pulled-out generic skills)	Apr 2013	7 500		✓		30
Careers Education Training Programme	External organisation	Students on self recommendation and with selection exercise	Level II (School-based / pulled-out generic skills)	Feb to May 2013	8 000	✓	✓		30
Training for Hong Kong Physics Olympiad	Alumnus	Students with good results in Physics	Level II (School-based / pulled-out subject-based)	Jan to Mar 2013	4 000	✓	✓		10
Training for Hong Kong Odyssey of the Mind Competition (HKOM)	Alumnus	Students on teacher nomination and with creativity	Level II (School-based / pulled-out generic skills)	Jan to Mar 2013	4 000	✓	✓		10

DLG funded programmes	Organiser	Talent targeted for	Mode of Implementation	Duration	Budget (\$)	S4	S5	S6	No. of Students
Prefect Leadership Training Camp	Discipline	Prefects with leadership qualities	Level II (School-based / pulled-out generic skills)	Oct 2012	5 000	✓	✓		46
Cross-curricular Study Tour to Taiwan	Chinese and Liberal Studies Department, Environmental Education and Civic and Moral Education	Students on self recommendation and with selection exercise	Level II (School-based/ pulled-out subject-based and generic skills)	April 2013	1 200@ 24 000	✓	✓		20
Moral and Civic Education Study Tour to Taiwan	Moral and Civic Education	Students on self recommendation and with selection exercise	Level II (School-based/ pulled-out subject-based)	Dec 2012	1 000@ 7 000	✓	✓		7
Moral and Civic Education Study Tour to Shenzhen	Moral and Civic Education	Students on self recommendation and with selection exercise	Level II (School-based / pulled-out subject-based)	Mar 2013	200@ 4 000	✓	✓		20
Gifted Education Programmes / Workshops / Courses	Local Tertiary Institutions / Universities	Highly-motivated and talented in designated areas	Level III (Off-site support / generic skills and subject-based)	Sept 2012 to Aug 2013	10 000	✓	✓	✓	10 to 20
Total:					105 000				

Shau Kei Wan Government Secondary School
Proposed Provision of School-based Grant under the After-school Learning and Support Programme
Annual Plan (2012-2013)

Target Group: 1. student in receipt of the CSSA and full grant under the SFAS
 2. disadvantaged students identified by the school under the 10% discretionary quota
 Allocation for 2012-2013: \$82,400

Funded Programme / Activity	Objective(s) of the Programme / Activity	Mode of Implementation	Success Criteria *	Mode of Evaluation	Period / Date of Activity	Estimated Expenditure
1. Support classes	To enable under achieving and mediocre students to make progress in their academic performance	School-based, pulled out tuition class / tutorial group	Students show improvement in their examination results	1. Students' examination results 2. Post-course survey 3. Scrutiny of the attendance record	Nov. 2012 – Jan. 2013 Feb. – April 2013 May – June 2013 July – Aug. 2013	\$25,000
2. Training programmes e.g. personal empowerment & leadership training programmes, music sports and community service trainings & activities	1. To provide opportunities for students to develop life-long learning capabilities, self-esteem, personal, interpersonal and social skills	School-based, subject-based, generic skills pulled out training course / programme	1. Students are more confident and have developed better self-image, skills and abilities concerned 2. Students' post-programme sharing reflect that they have acquired the capabilities & skills stated in the programme objectives	1. Students' post-programme evaluation and reflection 2. Teachers' observation of students' performance	Nov. 2012 – Mar. 2013 July – Aug. 2013	\$20,000
3. School outings, field trips, study tours, exchange programmes	2. To provide students with life-wide learning experiences outside the classroom					\$37,400
					Total	\$82,400

* Students attend not less than 80% of the lessons / course hours.