

*Sir Ellis Kadoorie
Secondary School
(West Kowloon)*



**Annual School Plan
2014/15**

Sir Ellis Kadoorie Secondary School

(West Kowloon)

Our School Vision

Appreciating the cultural diversity of the students and reflecting on the changing demands of the modern world, the school aims at the holistic development of each individual student in order to enable them to become lifelong learners, and valuable members of the local and global community.

Our School Mission

To develop in our students:

1. all-roundedness and multiple intelligences
2. respect for other cultures
3. a sense of social awareness and responsibility

Our School Motto

Carpe diem – Seize the Day

School Values

S	Synergy
E	Enthusiasm
K	Kindness
S	Self-discipline
S	Service
W	Wisdom
K	Knowledge

Sir Ellis Kadoorie Secondary School
(West Kowloon)

Annual School Plan

School Year 2014-2015

Major Concerns

- 1. Effective Learning and Teaching**
- 2. Healthy Lifestyle and Cultural Harmony among students**
- 3. Capacity building in teachers**

Annual School Plan 2014/2015

1. Major Concern: Effective Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
➤ <i>To modify the curriculum to cater for learner diversity and better interfacing between Junior and Senior Secondary</i>	➤ To implement Life and Society in Junior Forms	<ul style="list-style-type: none"> ➤ L&S implemented in S1 to S3 ➤ Choosing modules for interfacing 	<ul style="list-style-type: none"> ➤ Scheme of work ➤ Dept. minutes 	➤ Whole year	<ul style="list-style-type: none"> ➤ AP ➤ L&S HOD 	
	➤ To broaden the elective choices of Senior Secondary to cater for learner diversity	<ul style="list-style-type: none"> ➤ More elective choices for S.4 (VA, Music, French, Hindi, Urdu, Applied Learning, Health Management and Social Care) ➤ Written Examination in junior forms for better interfacing 	<ul style="list-style-type: none"> ➤ Number of new subjects increases ➤ APASO 	➤ Whole year	<ul style="list-style-type: none"> ➤ AP ➤ HODs 	<ul style="list-style-type: none"> ➤ Subject Curriculum Grant ➤ DLG
	➤ To implement Enhanced Chinese Learning and Teaching for NCS students	<ul style="list-style-type: none"> ➤ Enhancement programme be carried out in the best group/class for NCS students from S1 to S4. <ul style="list-style-type: none"> i. Lunch time programme for S1 to promote Chinese Learning. ii. Afterschool enhancement courses for S2 to S4 students. ➤ Sharing of teaching experience and 	<ul style="list-style-type: none"> ➤ Scheme of work ➤ Assessment tool provided by EDB ➤ Survey ➤ Internal examinations and tests. ➤ minutes 	➤ Whole year	<ul style="list-style-type: none"> ➤ AP ➤ NCS Chinese HOD 	➤ Enhanced Funding Support to Schools

		resources amongst NCS Chinese Panel members.				
	➤ To develop a School-based curriculum for Class Periods	<ul style="list-style-type: none"> ➤ Class period plan produced and implemented ➤ Career Education element implemented 	<ul style="list-style-type: none"> ➤ Survey ➤ Record of Work 	➤ Whole year	<ul style="list-style-type: none"> ➤ AP ➤ OLE Team i/c ➤ Class teachers 	
	➤ To prepare for the implementation of the Moral and National Education	➤ Proposed plan for implementation of MNE in a multi-cultural environment	<ul style="list-style-type: none"> ➤ Minutes of MNE ➤ Proposed plan of work 	➤ Whole year	<ul style="list-style-type: none"> ➤ AP ➤ MNE Team i/c 	➤ MNE Funding
➤ <i>To Enrich students' learning experience</i>	➤ To provide learning experiences outside the classroom to arouse students' interest in learning	➤ All subjects arrange at least one learning activity for students of each level outside the classroom.	<ul style="list-style-type: none"> ➤ Minutes of Dept. ➤ Proposed plan of work 	➤ Whole year	<ul style="list-style-type: none"> ➤ HODs ➤ Subject teachers 	<ul style="list-style-type: none"> ➤ ECA Fund ➤ Jockey club ➤ LWL Fund ➤ OEP
	➤ To provide chances for students to celebrate their success in learning through exhibitions, demonstrations, performances, etc	➤ All subjects display the good work of students of each level through various means.	<ul style="list-style-type: none"> ➤ Minutes of Dept. ➤ Proposed plan of work 	➤ Whole year	<ul style="list-style-type: none"> ➤ HODs ➤ Subject teachers 	
	➤ To work closely with parents on the academic development of students	<ul style="list-style-type: none"> ➤ 5 PTA meetings are arranged. ➤ 8 'Meeting with Principal' are arranged for the principal and parents to share their view on the academic development of students. 	<ul style="list-style-type: none"> ➤ APASO ➤ Survey ➤ Minutes of Dept. 	➤ Whole year	<ul style="list-style-type: none"> ➤ P ➤ PTA i/c 	

2. Major Concern: Healthy Lifestyle and Cultural Harmony among students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
➤ <i>To develop a healthy lifestyle in students</i>	➤ To help students develop essential virtues (punctuality, responsibility, honesty, etc) through reading materials, assemblies and mass programmes	<ul style="list-style-type: none"> ➤ 50% of students joining “Early Bird Scheme” have their punctuality improved ➤ 80% of junior form monitors and monitresses received training on duty and responsibility ➤ On average 4 positive messages to students per month on responsibility and honesty etc. to be conducted in the morning assembly ➤ At least 20 activities are organized to develop students’ essential virtues 	<ul style="list-style-type: none"> ➤ Records ➤ Teachers’ observation 	➤ Whole year	<ul style="list-style-type: none"> ➤ HODs ➤ Reading Team i/c ➤ Guidance Team i/c ➤ Discipline Team i/c ➤ Careers Team i/c ➤ Environmental Ed i/c ➤ Health & Sex Ed i/c ➤ OLE Team i/c ➤ MNE Team i/c ➤ ECA Team i/c ➤ Class Teachers 	<ul style="list-style-type: none"> ➤ Support from the staff of Guidance & Discipline Section of EDB ➤ Funding from School
	➤ To strengthen moral and civic education through school-based student support programmes for Class Periods	<ul style="list-style-type: none"> ➤ At least 4 activities held in Class Periods to strengthen moral and civic education ➤ At least 6 sets of reading materials of essential virtues prepared for class period 	<ul style="list-style-type: none"> ➤ Records ➤ Feedback from students 	➤ Whole year		<ul style="list-style-type: none"> ➤ Funding from School

<ul style="list-style-type: none"> ➤ To participate in the Healthy School Programme, including drug tests and various anti-drug activities 	<ul style="list-style-type: none"> ➤ 10% more students participated in the healthy school programme ➤ 2 whole school activities and 5 activities for targeted students will be organized in the healthy school programme ➤ 1 team of student helpers is set up to assist in the implementation of the healthy school programme 	<ul style="list-style-type: none"> ➤ Records ➤ Teachers' observation 	<ul style="list-style-type: none"> ➤ Whole year 	<ul style="list-style-type: none"> ➤ Healthy School Programme i/c ➤ Discipline Team i/c ➤ Guidance Team i/c ➤ MNE Team i/c ➤ Health & Sex Ed i/c 	<ul style="list-style-type: none"> ➤ Funding from School and the Narcotic Division ➤ Manpower from the NGO (HKBGCA)
<ul style="list-style-type: none"> ➤ To pave way for the organization of Student Union as a platform for developing students' leadership potential 	<ul style="list-style-type: none"> ➤ At least 8 S.3 to S.5 students join SACA as committee members ➤ At least 3 school events organized by SACA ➤ SACA members participated in at least 1 workshop/ seminar 	<ul style="list-style-type: none"> ➤ Number of students joining SAA. ➤ Records of the events held. ➤ Records of workshop/ seminar held 	<ul style="list-style-type: none"> ➤ Whole year 	<ul style="list-style-type: none"> ➤ ECA Team i/c 	<ul style="list-style-type: none"> ➤ Funding from School
<ul style="list-style-type: none"> ➤ To enhance more parental involvement in promoting the social and emotional growth of students 	<ul style="list-style-type: none"> ➤ At least 8 teacher-parent meetings were organized 	<ul style="list-style-type: none"> ➤ Records 	<ul style="list-style-type: none"> ➤ Whole year 	<ul style="list-style-type: none"> ➤ PTA Teacher i/c 	<ul style="list-style-type: none"> ➤ Funding from School and PTA ➤ School social worker

➤ <i>To cultivate cultural harmony among students</i>	➤ To decorate the school campus with multi-cultural colours	➤ At least 30 exhibits of multi-cultural colours were displayed in different parts of the school campus	➤ Records ➤ Teacher's observation	➤ Whole year	➤ Aesthetic Ed i/c ➤ VA HOD	➤ Funding from School
	➤ To enhance inter-cultural understanding through Class Period programmes and the Moral and National Education	➤ At least 4 sets of reading materials prepared for S.1, S.2 & S.3 students	➤ Records	➤ Whole year	➤ OLE Team i/c ➤ MNE Team i/c ➤ Class Teachers	
	➤ To enhance inter-cultural acceptance through talks, assemblies, seminars and mass programmes	➤ At least 2 activities about cultural harmony conducted ➤ 2 speeches by students and teachers on Chinese culture conducted	➤ Records	➤ Whole year	➤ Guidance Team i/c ➤ MNE Team i/c ➤ OLE Team i/c	➤ Funding from School
	➤ To develop appreciation and cooperation among various cultures through exhibitions, art fairs and performances	➤ One art exhibition, one dance performance and 4 lunch-time mini-concert	➤ Records	➤ Whole year	➤ Music HOD ➤ Aesthetic Ed i/c ➤ VA HOD ➤ ECA Team i/c	➤ Funding from School

3. Major Concern: Capacity building in teachers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
➤ To strengthen teachers' professional development	➤ To identify and share good pedagogical practices among teachers (peer lesson observation, open lessons, etc)	<ul style="list-style-type: none"> ➤ All teaching staff attends peer lesson observation or open lessons, etc. ➤ Two times per year 	<ul style="list-style-type: none"> ➤ Record of Participation ➤ Survey and evaluation from teachers 	➤ Whole year	<ul style="list-style-type: none"> ➤ AP ➤ HODs 	
	➤ To develop the school into a professional learning community with collaborative culture among teachers, e.g. peer lesson planning, enhancing self-evaluation and team work among teachers	<ul style="list-style-type: none"> ➤ Collaborative lesson preparation arranged for smaller subject panels or different levels of larger panels ➤ 70% of teachers share teaching materials and expertise ➤ Developing learning and teaching materials on question command words in PSHE and Science KLAs 	<ul style="list-style-type: none"> ➤ Record of work ➤ The no of teaching materials shared with subject dep. ➤ Survey and evaluation from teachers 	➤ Whole year	<ul style="list-style-type: none"> ➤ HODs ➤ Teachers in different subject panels. 	
	➤ To enhance communication through professional dialogue at level meetings	➤ At least 1 level meeting for each level conducted to discuss class matters and academic performance of students	<ul style="list-style-type: none"> ➤ Records of level meetings ➤ Follow-up action taken for improvement 	➤ Whole year	<ul style="list-style-type: none"> ➤ AP ➤ Level co-ordinator ➤ Discipline Team i/c ➤ Guidance Team i/c ➤ Class teachers 	

	<ul style="list-style-type: none"> ➤ To consolidate more linkages with external organizations and experts for professional support 	<ul style="list-style-type: none"> ➤ Exchange programmes arranged with other schools by different functional teams/subject panels ➤ Support programmes or projects conducted with external organizations and experts 	<ul style="list-style-type: none"> ➤ Record of participation ➤ Survey and evaluation from teachers 	<ul style="list-style-type: none"> ➤ Whole year 	<ul style="list-style-type: none"> ➤ AP ➤ HODs ➤ Teachers-in-charge of Special committees 	
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