

*Sir Ellis Kadoorie
Secondary School
(West Kowloon)*



**Annual School Plan
2009/10**

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 2009/10

Major Concerns

- 1. Helping students develop essential virtues**
- 2. Improving the effectiveness of learning and teaching**
- 3. Enhancing positive team culture and organizational capacity**

1. Major Concern: Helping students develop essential virtues

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To inculcate a strong sense of responsibility in students 	<ul style="list-style-type: none"> To run a whole-school programme with a pledge listing the things students should hold responsibility for Class teachers to set up classroom rules that help cultivate this virtue in students To arrange special class period / assembly once a month to develop students' sense of responsibility Students to tidy up their classrooms every day after school 	<ul style="list-style-type: none"> 70% of the students in each class can keep their promises 70% of classes can keep their classroom clean and tidy 	<ul style="list-style-type: none"> The pledge checked by C/Ts to see if promises have been kept at the end of the school year Cleaning records 	<ul style="list-style-type: none"> Whole year Once a month Whole year 	<ul style="list-style-type: none"> AP Moral & Civic Ed. Com. C/Ts AP Discipline Team C/Ts AP Guidance Team Discipline Team Environmental Ed., Health & Sex Ed., Moral & Civic Ed. Committees AP Health Ed.Com. Janitors 	<ul style="list-style-type: none"> Responsibility booklet Paper Nil Cleaning equipment

	<ul style="list-style-type: none"> To give awards for full attendance without lateness 	<ul style="list-style-type: none"> 20% of students achieve the target set 	<ul style="list-style-type: none"> Attendance record 	<ul style="list-style-type: none"> Once per term 	<ul style="list-style-type: none"> AP Student attendance teacher i/c C/Ts Clerks 	<ul style="list-style-type: none"> Prizes / certificates
<ul style="list-style-type: none"> <i>To foster better self-discipline in students</i> 	<ul style="list-style-type: none"> To arrange morning assemblies/ talks to foster the key ingredients of self-discipline in students To organize Inter-class competitions (Measurable classroom behaviours, punctuality etc.) Teachers to evaluate students' self-discipline every alternate week 	<ul style="list-style-type: none"> 4 morning assemblies / talks arranged Punctuality rate improves over the 2nd term 70% of teachers agree that students have improved their self-discipline 	<ul style="list-style-type: none"> Teachers' observation Discipline Com. to report on the punctuality rate at the end of each term Survey 	<ul style="list-style-type: none"> Whole year Whole year Bi-weekly 	<ul style="list-style-type: none"> AP All teachers Moral & Civic Ed. Com Health Ed. Com. AP Discipline Team AP Guidance Team Subject teachers C/Ts 	<ul style="list-style-type: none"> Nil Prizes / certificates Commendation board Awards

2. Major Concern: Improving the effectiveness of learning and teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> • <i>To arouse students' interest and motivation in classroom learning</i> 	<ul style="list-style-type: none"> • Teachers to have a clear, student-oriented teaching objective each lesson • Teachers to employ diversified strategies to achieve the teaching objective • Students to write down some reflections on what they have learnt at the end of each lesson • Teachers to learn from one another diversified teaching skills through peer lesson observation • To help students develop good study / revision skills and learning strategies 	<ul style="list-style-type: none"> • 70% of students have improved their learning attitude • Each teacher observes at least 2 lessons per year • 70% of the participants find the activities useful 	<ul style="list-style-type: none"> • Evaluation by subject teachers • Peer lesson observation record • Evaluation by participants 	<ul style="list-style-type: none"> • Whole year • Whole year • Whole year 	<ul style="list-style-type: none"> • AP • Subject teachers • AP • Subject teachers • AP • Academic Promotion Team 	<ul style="list-style-type: none"> • Nil • Nil

<ul style="list-style-type: none"> • <i>To help students establish positive attitudes towards learning</i> 	<ul style="list-style-type: none"> • To reward students with positive attitudes towards learning with an award scheme • Goal setting • To work closely with parents on the academic development of students 	<ul style="list-style-type: none"> • Increasing number of students awarded over the 2nd term • 50% of students can achieve their goals • Action plans with parents to help students establish positive learning attitudes 	<ul style="list-style-type: none"> • Number of students awarded • Evaluation • Records of contact with parents 	<ul style="list-style-type: none"> • Whole year • Whole year • Whole year 	<ul style="list-style-type: none"> • AP • Guidance Team • Academic Promotion Team • AP • Guidance Team • All teachers & students • AP • C/Ts with the assistance of Guidance Team 	<ul style="list-style-type: none"> • Prizes or certificates • Awards • Nil
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3. Major Concern: Enhancing positive team culture and organizational capacity

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> • <i>To facilitate effective communication among staff</i> 	<ul style="list-style-type: none"> • To build up better communication among staff through informal gatherings 	<ul style="list-style-type: none"> • 50% of staff members attend the informal gatherings each time 	<ul style="list-style-type: none"> • Counting the number of staff members present 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • P • APs • Staff Welfare Team 	<ul style="list-style-type: none"> • Staff welfare funding
	<ul style="list-style-type: none"> • To make use of the Staff Development Days to enhance better rapport among staff 	<ul style="list-style-type: none"> • 60% of staff members find the activities helpful to build up better morale 	<ul style="list-style-type: none"> • Record of activities 	<ul style="list-style-type: none"> • 3 half-day activities per year 	<ul style="list-style-type: none"> • Principal • APs 	<ul style="list-style-type: none"> • School funding
	<ul style="list-style-type: none"> • To allot at least one period for collaborative lesson preparation in teachers' timetable to facilitate communication among subject department members 	<ul style="list-style-type: none"> • 70% of subject department members agree that the CLP can facilitate communication among members 	<ul style="list-style-type: none"> • Survey 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • AP • HODs • Subject teachers 	<ul style="list-style-type: none"> • Nil

<ul style="list-style-type: none"> <i>To enhance sense of belonging in staff</i> 	<ul style="list-style-type: none"> Principal / APs to discuss with individual teachers their needs from time to time To arrange frequent tea gatherings among staff 	<ul style="list-style-type: none"> P / APs communicate with individual teachers at least once a term 80% of staff members agree that frequent tea gatherings can enhance sense of belonging in staff 	<ul style="list-style-type: none"> Number of contacts between P/APs and teachers Bi-weekly throughout the year 	<ul style="list-style-type: none"> Whole year Whole year 	<ul style="list-style-type: none"> P APs AP Staff Welfare Team 	<ul style="list-style-type: none"> Nil Refreshments
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Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for 2009/10 to 2011 cohort of senior secondary students

The following programmes are adopted with the support of EDB’s Diversity Learning Grang (DLG) :

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students’ diverse	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success	Teacher-in-charge
					09/10	10/11	11/12		
Other Languages	<ul style="list-style-type: none"> To enhance students’ competitiveness in the 21st century and increase their chances of tertiary education 	<ul style="list-style-type: none"> French (in house course) Hindi (in house course) Urdu (in house course) 	3 years	French: students who have studied the language in junior forms. Hindi & Urdu: students who have studied the languages in junior forms or newly-arrived students from India, Nepal or Pakistan.	French: 21 Hindi: 25 Urdu: 12	French: 21 Hindi: 25 Urdu: 12	French: 21 Hindi: 25 Urdu: 12	<ul style="list-style-type: none"> Students will take the AS-level examination offered by Cambridge International Examinations and administered by the HKEAA 	French teacher Hindi teacher Urdu teacher
ApL	<ul style="list-style-type: none"> To offer a range of ApL courses for students with different learning needs and interests Students acquire diversified learning experiences and develop career aspirations 	Courses in the following areas of studies <ul style="list-style-type: none"> Creative Studies Media and Communication Business, Management and Law Services Applied Science Engineering and Production 	180 hours in 2 years	S5 & S6 students of this cohort of students	0	110	110	<ul style="list-style-type: none"> Students successfully completing ApL courses as shown in the record of student learning Survey / evaluation report on students’ feedback - Assessment of students’ performance 	Careers mistress

<p>Gifted education Programmess</p>	<ul style="list-style-type: none"> To develop the potentials of the top students by providing with opportunities to take part in courses or training at appropriate levels 	<p>Courses to be offered:</p> <ul style="list-style-type: none"> Advanced Chinese Writing Course English Debate Workshops Mathematics Olympiad Training Course Advanced Physics Course French Speaking Course 	<ul style="list-style-type: none"> 12.5 hrs 10 hrs 12.5 hrs 12.5 hrs 10 hrs 	<p>S4 top students of this cohort</p>	<ul style="list-style-type: none"> 30 10 1 20 20 		<ul style="list-style-type: none"> Students successfully completing the courses/workshops as shown in the record of participation Evaluation on students' performance 	<ul style="list-style-type: none"> Chi HOD Eng HOD Math HOD Physics HOD French HOD
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Remarks: This is an example for the reference of schools only. Schools are encouraged to develop their own 3-year plans by including other strategies / tasks as appropriate to cater for the learning needs of their students and align with the vision of the schools.

Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for 2010/11 to 2012/13 cohort of senior secondary students

The following programmes are adopted with the support of EDB’s Diversity Learning Grang (DLG) :

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students’ diverse	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success	Teacher-in-charge
					10/11	11/12	12/13		
Other Languages	<ul style="list-style-type: none"> To enhance students’ competitiveness in the 21st century and increase their chances of tertiary education 	<ul style="list-style-type: none"> French (in house course) Hindi (in house course) Urdu (in house course) 	3 years	French: students who have studied the language in junior forms. Hindi & Urdu: students who have studied the languages in junior forms or newly-arrived students from India, Nepal or Pakistan.	French: 43 Hindi: 37 Urdu: 25	French: 43 Hindi: 37 Urdu: 25	French: 43 Hindi: 37 Urdu: 25	<ul style="list-style-type: none"> Students will take the AS-level examination offered by Cambridge International Examinations and administered by the HKEAA 	French teacher Hindi teacher Urdu teacher
ApL	<ul style="list-style-type: none"> To offer a range of ApL courses for students with different learning needs and interests Students acquire diversified learning experiences and develop career aspirations 	Courses in the following areas of studies <ul style="list-style-type: none"> Creative Studies Media and Communication Business, Management and Law Services Applied Science Engineering and Production 	180 hours in 2 years	S5 & S6 students of this cohort of students	110	110	110	<ul style="list-style-type: none"> Students successfully completing ApL courses as shown in the record of student learning Survey / evaluation report on students’ feedback - Assessment of students’ performance 	Careers mistress

<p>Gifted education Programmess</p>	<ul style="list-style-type: none"> To develop the potentials of the top students by providing with opportunities to take part in courses or training at appropriate levels 	<p>Courses to be offered:</p> <ul style="list-style-type: none"> Advanced Chinese Writing Course Advanced Physics Course French Speaking Course 	<ul style="list-style-type: none"> 12.5 hrs 12.5 hrs 10 hrs 	<p>S4 –S5 top students of this cohort</p>	<ul style="list-style-type: none"> 30 20 20 	<ul style="list-style-type: none"> 30 20 20 		<ul style="list-style-type: none"> Students successfully completing the courses/workshops as shown in the record of participation Evaluation on students' performance 	<ul style="list-style-type: none"> Chi HOD Physics HOD French HOD
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