

Hotung Secondary School
Annual School Plan (2018 / 2019)

Major Concern 1: To Promote Active Learning for Enhancing Students' Competence

Targets	Strategies & Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 Developing students' Active Learning skills	<ul style="list-style-type: none"> a. Identify key concepts or main ideas in lessons. b. Facilitate students to make notes with reference to the key concepts or main ideas. c. Help students to acquire the good habit of note-taking. d. The exercise, quiz, test or examination paper should cover the key concepts or main ideas that students have taken in lessons which would enhance their motivation in learning. 	<ul style="list-style-type: none"> • Acquisition of note-taking habit by students • Good quality of personalized notes from students. • Assessment tools in line with students' personalized notes. • Satisfactory results in corresponding assessments. 	<ul style="list-style-type: none"> • Evaluation on students' notes through Book Inspection • Evaluation prepared by subject teachers that contain: <ul style="list-style-type: none"> ➤ Evaluation form ➤ Sample of student notes ➤ Corresponding assessment design (exercise, quiz, test or examination paper) • Lesson observation • Evaluation in panel meeting 	Whole year	<ul style="list-style-type: none"> • Principal & Assistant Principals, • CAD Committee i/cs, • HODs 	<ul style="list-style-type: none"> • Experts & guest speakers, • Reference materials related to Active Learning
1.2 Facilitating Active Learning via Information Technology and e-learning tools	Use iPad, learning apps or STEAM education facilities for learning activities in practical subjects (Music, VA, PE, CL & TL).	<ul style="list-style-type: none"> • High level of student participation in lessons. • Successful completion of learning tasks through the use of e-tools. 	<ul style="list-style-type: none"> • Lesson observation • Evaluation in panel meeting 	Whole year	<ul style="list-style-type: none"> • CAD Committee i/cs, • Relevant subject panels 	<ul style="list-style-type: none"> • Hardware procurement, • IT support staffs

1.3 Enhancing teachers' effectiveness in teaching the Senior Secondary curriculum for academic attainment of senior forms via assessment data analysis	a. The use of HKEAA School-based Report: <ul style="list-style-type: none"> Identify an area of focus from the analysis in the Report for improvement in teaching and learning. Design and implement corresponding measures in curriculum, teaching and assessment. 	<ul style="list-style-type: none"> Improvement in teaching and learning effectiveness. 	<ul style="list-style-type: none"> Students' participation in lessons Assessment results Evaluation in panel meeting 	Whole year	<ul style="list-style-type: none"> CAD Committee i/cs, HODs 	HKEAA School-based Report
	b. Use of e-class Student Data Analysis: <ul style="list-style-type: none"> Career mapping for S5 students using the eSDA. 	<ul style="list-style-type: none"> Successful career mapping for S5 students 	<ul style="list-style-type: none"> DSE and JUPAS results Positive feedback from students 	Whole year	<ul style="list-style-type: none"> CAD Committee i/cs, Class teachers Career Team i/c 	e-class Student Data Analysis System
	c. Conduct professional teacher development on the use of data analysis so as to enhance teaching and learning effectiveness.	<ul style="list-style-type: none"> Sharing among staff Positive feedback on professional development programmes from teachers. 	<ul style="list-style-type: none"> Inspection of panel/ Committee meetings Feedback from teachers 	Whole year	CAD Committee i/cs	<ul style="list-style-type: none"> Experts on relevant field Relevant reference materials

Major Concern 2: To Nurture in Students a Respectful Mind and Positive Aspirations for Life-long Development (2018-2019)

2.1 Nurturing students to live up to their intrinsic values with confidence

Targets	Strategies & Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1.1 To help students unleash their individual potential	<p>2.1.1.1. Organize 'I can do it' (我做得到) Programme to reinforce good behavior and self-discipline.</p> <p>2.1.1.2. Organize inter-class competitions and activities, such as display board competition, to promote self-discipline and positive behavior, etc.</p> <p>2.1.1.3. Provide opportunities for students to display their talents through activities organized by multi-education teams, for examples, Big Sister Program, public speaking, drama performance, etc.</p> <p>2.1.1.4. Co-operate with NGOs to run workshops and training courses to unleash students' academic and non-academic potential.</p> <p>2.1.1.5. Nurture self-driven attitudes through school programmes, such as 「學貴有恆」.</p>	<ol style="list-style-type: none"> 1. Students' self-discipline shows improvement. 2. Positive behavior is observed. 3. Active participation is revealed in records of participation rate. 4. Students gain self-confidence and self-esteem through activities/training. 	<ul style="list-style-type: none"> • Student survey • Teachers' feedback • Reviews at committee meetings • Observation of students' performance 	Whole Year	<ul style="list-style-type: none"> • Discipline Committee • Class Teachers • Assembly i/c, • Reading to Learn i/c, HOD (Eng, PE & Music), • Community Service i/c • Teachers of Multi-ed Teams • Student Union, etc. 	<ul style="list-style-type: none"> • \$80,000
2.1.2 To inspire students to appreciate their own values and responsibilities	<p>2.1.2.1. To strengthen the role of class associations to lead the class to pursue class-based goals.</p> <p>2.1.2.2. To encourage students to share good practices during class periods and morning roll calls, to inspire students to strive for improvement.</p> <p>2.1.2.3. Recognize the achievements of students, especially those students of lower ability, by award scheme and board displays.</p> <p>2.1.2.4. Cultivate into students positive</p>	<ol style="list-style-type: none"> 1. Students perform their class-based duties with a sense of responsibility 2. Active participation in activities is observed 3. Team spirit and collaboration are shown in class-based activities. 4. Good Comments from teachers and tutors 			<ul style="list-style-type: none"> • Student Development Committee, • School Social Workers, • Class Teachers • Civic & National Committee • Functional Groups i/c 	

	values on their roles and responsibilities in personal, family, society and country, through life education classes and programmes run by the Civic and National Education Committee					
	2.1.2.5. Arrange meetings with Principal and Aps for students', e.g. Monitress Meetings, Class Association Chairpersons Meetings, to recognize the roles played by student leaders.					
2.1.3 To enhance students' perseverance and resilience	2.1.3.1. Join the Healthy School Programme to include more community resources to enrich programmes for students to improve students' resilience and perseverance. 2.1.3.2. Promote sportsmanship through inter-class and inter-school competitions. 2.1.3.3. Join the QEF project 「好心情 @Connect」to inspire students the positive aspects of growth, and through the "positive psychology" of the promotion of students to build positive thinking and emotions, strengthen resilience, reduce their sense of helplessness in life.	1. Decrease in negative feelings as revealed in questionnaires and surveys. 2. Students actively take part in activities. 3. Students show determination and perseverance in preparing for competitions. 4. Higher sensational stability is observed.			<ul style="list-style-type: none"> • Class Teachers • Community Service i/c • Teachers of multi-ed teams 	

2.2 Promoting mutual respect and appreciation among students for building a caring school environment and greater school cohesion

Targets	Strategies & Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.2.1 To cultivate an attitude of gratitude among students	2.2.1.1 Organize activities to encourage students to send blessings to other students. 2.2.1.2 Through morning assemblies, sharing and HLP lessons, help students understand the situation	1 High participation rate is observation. 2 Improvement in courtesy is observed. 3 Students show respect to teachers and schoolmates.	<ul style="list-style-type: none"> • Reviews at committee meetings • Observation of students' performance 	-Whole year	<ul style="list-style-type: none"> • Student Development Committee, • School Social Workers, 	<ul style="list-style-type: none"> • \$3,000

	<p>of the disadvantaged groups.</p> <p>2.2.1.3 Organize programs e.g. “Love in Action 活出愛” to inspire students to show care for others.</p> <p>2.2.1.4 Through the poster design competition essay writing competition, etc., with gratitude, heritage as the theme, instilling students' feelings of gratitude.</p>	4	Good peer relationship is observed and revealed in questionnaires.	<ul style="list-style-type: none"> • Comments from NGOs 		<ul style="list-style-type: none"> • Class Teachers • Functional Groups i/c 	
2.2.2 To inculcate in students respect for each other's differences and to promote a culture of mutual appreciation	<p>2.2.2.1 Organize programs e.g. “好人好事” to inspire students to recognize others' effort and achievements.</p> <p>2.2.2.2 Encourage students to participate in volunteer work, to build up empathy with the disadvantaged.</p> <p>2.2.2.3 Organize multicultural activities week to promote inclusive culture</p>	1	Care and Concern for others are observed.				
		2	Students' actively participate into programmes such as “好人好事”.				
		3	Students show appreciation of the achievements of their schoolmates.				

2.3 Optimizing career and life planning education

Targets	Strategies & Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.3.1 To assist students to understand their interests, abilities, needs and priorities in relation to study and career	<p>2.3.1.1 Provide students assessment tools (CLAP for Adventure) to facilitate their self-exploration of study and career path.</p> <p>2.3.1.2 Organize regular activities, such as, mini talks and theme-based video shows in Career</p>	<p>1. Most of the students finish the test. Career Teachers find that the result of the aptitude test reflect the abilities and interests of the students when they offer career counseling to the students.</p> <p>2. Active participation of students in related</p>	<ul style="list-style-type: none"> • Reviews at committee meeting • Feedback from participants during and after the programmes • Feedback from students and teachers on students learning effectiveness • Comment from the 	<ul style="list-style-type: none"> • Whole year 	Careers Committee	\$75,000

	<p>Guidance Centre for students to nurture their career aspirations. Individual and small group consultation for students (especially the less able ones) to help them explore their talents and set goals for tertiary education and future career.</p> <p>2.3.1.3 Collaborate with St. James Settlement and other NGOs to run the programme 'Career Mapping' for senior forms students to enhance students' awareness of career and life planning.</p>	<p>activities</p> <ol style="list-style-type: none"> 3. Better perception of students towards their career development 4. Improvement in students' learning and working attitude 	working partners			
2.3.2.To widen students' exposure to opportunities for further studies and future career	2.3.2.1 Coordinate with Rotary Club of Kingspark HK to organize 'Careers Expo' and liaise with NGOs to provide job shadowing opportunities for our senior forms students to widen students' exposure	<ol style="list-style-type: none"> 1. Students demonstrate interest in the activities, talks and visits 2. Students are better informed about their choices for further studies 	<ul style="list-style-type: none"> • Observation of students' performance • Feedback from participants at the end of the programmes • Comment from the working partners 	<ul style="list-style-type: none"> • Whole year 	Careers Committee	

	<p>to opportunities for future career.</p> <p>2.3.2.2 Provide visits to universities in Hong Kong and the neighbouring areas to enhance students' understanding of higher education and the opportunities for further studies as well as career development in these areas.</p> <p>2.3.2.3 Arrange talks and sharing of past students on JUPAS, EAPP Applications to widen students' exposure to opportunities for further studies.</p> <p>2.3.2.4 Upload multiple pathways information and useful websites to our school website for students' easy access. Use WhatsApp and Instagram to keep students abreast of the</p>					
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	latest career-related information.					
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