

**Hotung Secondary School
Annual School Plan (2020 / 2021)**

Major Concern 1: To Promote Active Learning for Enhancing Students' Competence (2020/2021)

Targets	Strategies & Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 Developing students' "Active Learning" skills	1.1.1 Identify key concepts or main ideas in lessons. 1.1.2 Help students to make personalized notes. 1.1.3 Encourage students to write a summary of the lessons/topics 1.1.4 Acknowledge students' good works by (a) arranging note-taking sharing session for each level (b) giving awards to those who have acquired good note-taking habits. 1.1.5 Arrange focused lesson observation and post lesson debriefing by QSIP experts and within subject department. 1.1.6 The exercise, quiz, test or examination paper should cover the key concepts or main ideas that students have taken in lessons which would help them to master their learning.	1. Acquisition of note-taking habit by students. 2. Subject departments help students in making personalized notes. 3. Subject departments encourage students to write summaries after the lessons/on the topics. 4. Sharing session on note-taking for each level are arranged. 5. Assessment tools in line with students' personalized notes. 6. Satisfactory results in corresponding assessments.	<ul style="list-style-type: none"> • Evaluation on students' notes through exercise book inspection • Evaluation prepared by subject teachers that contain: <ul style="list-style-type: none"> ➤ Evaluation form ➤ Sample of student notes & summaries ➤ Corresponding assessment design (exercise, quiz, test or examination paper) and sample of student's work • Feedback from students • Lesson observation • Evaluation in panel meeting 	Whole year	<ul style="list-style-type: none"> • Principal & Assistant Principals, • Curriculum & Academic Development Committee (CAD) 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	1.2.1 Use iPad, learning apps or STEAM education facilities for learning activities in practical subjects (Music, VA, PE, CL, TL & science). 1.2.2 Collaborate among subject departments to promote creativity, problem-solving and critical thinking.	1. High level of student participation in lessons. 2. 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	1.3.1 Use of Internal Examination Reports: a. Complete an internal examination report after HYE, YE & ME. b. Identify an area of focus from the report for improvement and discuss remedial measures in the panel meeting.	1. Improvement in the area of focus in the subsequent tests and examinations.	<ul style="list-style-type: none"> Assessment results Evaluation in panel meeting 	Whole year	<ul style="list-style-type: none"> CAD Committee i/cs, HODs 	<ul style="list-style-type: none"> Internal Examination Report
	1.3.2 Use of HKEAA School-based Report: a. Identify an area of focus from the analysis in the Report for improvement in teaching and learning. b. Design and implement corresponding measures in curriculum, teaching and assessment.	1. 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 	<ul style="list-style-type: none"> HKEAA School-based Report
	1.3.3 Use of e-class Student Data Analysis for: a. DSE predicted grade for S6 b. S5 & S6 career mapping c. S3 streaming guidance	<ol style="list-style-type: none"> Provide data for JUPAS application or application to other tertiary institutions. Provide career mapping for S5 & S6 students. Provide guidance on streaming for S3 students. 	<ul style="list-style-type: none"> DSE predicted grade 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 	<ul style="list-style-type: none"> e-class Student Data Analysis System
	1.3.4 Conduct professional teacher development on the use of data analysis so as to enhance teaching and learning effectiveness.	<ol 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	<ul style="list-style-type: none"> 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 (2020-2021)

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	2.1.1.1. Organize joint-effort programmes to reinforce good behavior and self-discipline. 2.1.1.2. To further provide opportunities, such as School Open Day, for students to display their talents. 2.1.1.3. Unleash students' talents through activities such as student committees, public speaking, drama performance, etc. 2.1.1.4. Co-operate with NGOs to run workshops and training courses to unleash students' academic and non-academic potential. 2.1.1.5. Organize adventure camp to help students build self-discipline and confidence. 2.1.1.6. Nurture self-driven attitudes through school programmes, such as 「學貴有恆」 and 「星計劃」. 2.1.1.7. Strengthen the interaction among teachers and students to help students understand their strengths and weaknesses. 2.1.1.8. Class teachers to guide students to share, for one minute, their strengths and experience with fellow classmates (1 分鐘分享)	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. 	\$80000
2.1.2 To inspire students to appreciate their own values and responsibilities	2.1.2.1. Encourage students to share good practices during class periods and morning roll calls, to inspire students to strive for improvement. 2.1.2.2. Recognize the achievements of students, especially those	1. Active participation in activities is observed 2. Team spirit and collaboration are shown in class-based activities. 3. Good Comments from teachers and tutors			<ul style="list-style-type: none"> • Student Development Committee, • School Social Workers, • Class Teachers 	

	<p>students of lower ability, by award schemes and appreciation programmes.</p> <p>2.1.2.3. Cultivate into students positive 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</p> <p>2.1.2.4. Arrange meetings with Principal and Aps for students', e.g. Monitress Meetings, Tea Gathering with Principal, to recognize the roles played by student leaders.</p> <p>2.1.2.5. Class activity to improve students' sense of responsibility</p>				<ul style="list-style-type: none"> • Civic & National Committee • Functional Groups i/c 	
2.1.3 To enhance students' perseverance and resilience	<p>2.1.3.1. Join programmes initiated by EDB and NGOs, such as the Healthy School Programme, to recruit more community resources to enrich programmes for students to improve students' resilience and perseverance.</p> <p>2.1.3.2. Promote sportsmanship through inter-class and inter-school competitions.</p> <p>2.1.3.3. Teachers to share personal experiences of overcoming adversity (老師逆境故事分享)</p> <p>2.1.3.4. Viewing/appreciation and discussion of famous people's inspirational experiences (名人生命故事短片欣賞及討論)</p> <p>2.1.3.5. New lyrics composition for inspirational songs contest (舊曲新詞創作比賽)</p>	<ol style="list-style-type: none"> 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	<p>2.2.1.1 Through morning assemblies, sharing and HLP lessons, help students understand the situation of the disadvantaged groups.</p> <p>2.2.1.2 Organize programs e.g. “Love in Action 活出愛” to inspire students to show care for others.</p> <p>2.2.1.3 Through the poster design competition essay writing competition, etc., with gratitude, heritage as the theme, instilling students' feelings of gratitude.</p> <p>2.2.1.4 Inter-class classroom display board design competition on theme of being content with and appreciative of what we have.</p> <p>2.2.1.5 S1 students to interview their parents and to make thank you cards for them.</p> <p>2.2.1.6 S2 Students to design thank you cards for teachers</p> <p>2.2.1.7 Students and parents to present thank you cards and presents to teachers</p> <p>2.2.1.8 Chinese essay writing contest on being content with and appreciative of what we have.</p>	<p>1 High participation rate is observed.</p> <p>2 Improvement in courtesy is observed.</p> <p>3 Students show respect to parents, teachers and schoolmates.</p> <p>4 Good peer relationship is observed and revealed in questionnaires.</p>	<ul style="list-style-type: none"> • Reviews at committee meetings • Observation of students' performance • Comments from NGOs 	-Whole year	<ul style="list-style-type: none"> • Student Development Committee, • School Social Workers, • Class Teachers • Functional Groups i/c 	\$3000
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 Refine the programme “好人好事” to further inspire students to recognize others' effort and achievements.</p> <p>2.2.2.2 Strengthen the community services programmes, to build up empathy with the disadvantaged.</p> <p>2.2.2.3 Extend the programme, “Shining Star of My Class” from S1 to S5.</p> <p>2.2.2.4 Organize multicultural activities to promote inclusive culture.</p>	<p>1 Care and Concern for others are observed.</p> <p>2 Students' actively participate into programmes such as “好人好事” .</p> <p>3 Students show appreciation of the achievements of their schoolmates.</p>				

	2.2.2.5 Organize students to be cheering teams in inter-school contests to appreciate their fellow students' achievements					
	2.2.2.6 Caring and Loving Day jointly held with social workers					

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 develop among students a self-direct approach to assist them to understand their interests, abilities, needs and priorities in relation to study and career	<p>2.3.1.1 Upload assessment tools and useful links to school website to facilitate students' self-exploration of study and career path.</p> <p>2.3.1.2 Invite students to initiate activities, such as, mini talks and theme-based video shows in Career Guidance Centre so as to nurture their career aspirations.</p> <p>2.3.1.3 Individual and small group consultation for students (especially S3, S5 and S6 students) to help them explore their talents. Career teachers would have students' academic reports in hands so as to give more precise information to students. They would be encouraged to set goals for themselves after the consultation.</p> <p>2.3.1.4 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 and empower them to achieve the best match among further education opportunities.</p>	<ol style="list-style-type: none"> 1. Most of the students finish the assessments and search the information before seeking advice from career teachers. 2. Active participation of students in related activities 3. Better perception of students towards their career development 4. Improvement in students' learning and working attitude 	<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 working partners 	Whole year	Careers Committee	\$17,000

<p>2.3.2.To widen students' exposure to opportunities for further studies and future career</p>	<p>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 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 Facebook, WhatsApp and Instagram to keep students abreast of the latest career-related information. Students would be encouraged by their class teachers to follow our social media at the beginning of the term and parents would be informed at PTA annual general meeting and on parents' day.</p> <p>2.3.2.5 Launch award scheme to encourage students to take the initiative to go online (eg. Facebook and Instagram) to obtain relevant information</p> <p>2.3.2.6 Encourage senior students to join the "Student Training on Entrepreneurship Programme"</p>	<p>1. Students demonstrate interest in the activities, talks and visits</p> <p>2. Students are better informed about their choices for further studies</p>	<ul style="list-style-type: none"> • Observation of students' performance • Feedback from participants at the end of the programmes • Comment from the working partners 	<p>Whole year</p>	<p>Careers Committee</p>	
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