

Po Leung Kuk Tang Yuk Tien College
Annual School Plan (2019-2020)

Annex III

Major Concern 1: To develop our junior form students to be effective learners

Intended outcomes:

- (a) The motivation for learning of students has been enhanced.
- (b) The good learning habits of students have been fostered.
- (c) The essential learning skills of students have been cultivated.

Strategies /Actions		Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.1	<p>Refine the curriculum and teaching programs with reference to students' needs and interests, and incorporate more daily life examples and applications by all academic subjects.</p> <ul style="list-style-type: none"> ● More learning elements of interest to students will be added, and ● More space will be available for cultivating essential subject-related study skills. 	Whole year	<ul style="list-style-type: none"> ➤ A proposed record of curriculum review and refinement has been submitted by panels concerned. ➤ At the end of the school year, positive feedback has been received from teachers and students respectively. 	<p>Inspect</p> <ul style="list-style-type: none"> ➤ teaching schedules, ➤ minutes of panel meetings. 	<ul style="list-style-type: none"> ➤ AC coordinator ➤ KLA leaders ➤ Panel heads 	
1.2	<p>Try out innovative learning and teaching strategies by all academic subjects so as to strive for a more interactive classroom.</p> <ul style="list-style-type: none"> ● At least one Lesson Study is conducted throughout the year. ● The topic of Lesson Study has to be decided at the first panel meeting. 	Whole year	<ul style="list-style-type: none"> ➤ A Record of Lesson Study has been submitted by panels concerned. ➤ Students learn better on the selected topics. ➤ Positive feedback has been received from teachers. 	<ul style="list-style-type: none"> ➤ Inspect minutes of panel meetings. ➤ Collect students' view by survey 	<ul style="list-style-type: none"> ➤ AC core members ➤ Panel heads 	

1.3	<p>Enhance students' confidence and sense of achievement through quality assessment. Strategies include:</p> <p>1.3.1 Preparing Test and Examination Specification for all Junior Forms assessments by all academic subjects,</p> <p>1.3.2 Preparing revision materials for Form 1 students so as to let them master the depth of the test papers and get familiar with the question types, and</p> <p>1.3.3 Deepening teachers' understanding of setting examination papers with various levels of difficulty via discussion in meetings and details should be recorded in minutes.</p>	Whole year	<ul style="list-style-type: none"> ➤ Specification and revision materials have been prepared, distributed or uploaded as stated. ➤ Positive feedback has been received from teachers. 	<ul style="list-style-type: none"> ➤ Inspect minutes of panel meetings. ➤ Inspect the test and exam papers set. ➤ Analyze students' performance in tests and exams. 	<ul style="list-style-type: none"> ➤ AC coordinator ➤ AC core members ➤ Panel heads 	
1.4	<p>Cultivate good learning habits of junior form students.</p> <p>1.4.1 Cultivate the habit of goal setting and self-reflection. Strategies include:</p> <ul style="list-style-type: none"> ● Implementing the "123 go go goal" Scheme as a joint venture of the Academic Committee, the Civic Education Committee and the Guidance Committee, and ● Arranging more form teacher periods for reflection after Term Test and/or Examination. 	Whole year	<ul style="list-style-type: none"> ➤ Positive feedback from teachers and students. 	<ul style="list-style-type: none"> ➤ Collect teachers' opinions in Yellow form. ➤ Conduct students' survey. 	<ul style="list-style-type: none"> ➤ AC coordinator ➤ AC core members ➤ Form teachers (F.1-F.3) 	
	<p>1.4.2 Equip Form 1 students with good learning habits such as goal setting, self-management, time management, scheduling work and reflection. Strategies include:</p> <ul style="list-style-type: none"> ● Organizing an assembly on "Good Learning Habit", ● Conducting the extra Form one class teacher period after school. 	Whole year	<ul style="list-style-type: none"> ➤ Good learning habits developed at the end of school year. 	<ul style="list-style-type: none"> ➤ Collect teachers' opinions in Yellow form. ➤ Conduct students' survey. 	<ul style="list-style-type: none"> ➤ AC coordinator ➤ AC core members ➤ Form teachers (F.1) 	
	<p>1.4.3 Mobilize high achieving students to disseminate good practices to students</p>	Whole year	<ul style="list-style-type: none"> ➤ Positive feedback from students. 	<ul style="list-style-type: none"> ➤ Observation 	<ul style="list-style-type: none"> ➤ AC core members 	
1.5	Equip Form one students with essential study skills.	Whole	<ul style="list-style-type: none"> ➤ Concerned panels 	<ul style="list-style-type: none"> ➤ Analyze students' 	<ul style="list-style-type: none"> ➤ AC coordinator 	

	1.5.1 Equip Junior Forms ¹ students with essential subject-related study skills by all academic subjects so as to better prepare them for tests and examinations.	year	<p>incorporating elements of subject-related study skills in their teaching curriculum.</p> <ul style="list-style-type: none"> ➤ Positive feedback has been received from students. ➤ Positive feedback has been received from teachers. 	performance in assignments, tests and exams.	<ul style="list-style-type: none"> ➤ AC core members ➤ KLA leaders ➤ Panel heads 	
	1.5.2 Organize training programs for Form one students on : <ul style="list-style-type: none"> ● Note-processing (workshop), and ● Preparation for test and examination (Assembly). 	Whole year	<ul style="list-style-type: none"> ➤ Positive feedback has been received from students. 	<ul style="list-style-type: none"> ➤ Collect students' view by survey. 	<ul style="list-style-type: none"> ➤ AC core members ➤ Panel heads 	LWL Grant (\$20,000)
1.6	Develop and enhance students' critical thinking skills and self-learning skills. (To get started from 2020-21)					
1.7	Organize professional development programmes on: <ul style="list-style-type: none"> ● cultivating good learning habits of students, and ● enhancing skills required for self-learning. 	Whole year	Positive feedback from teachers.	<ul style="list-style-type: none"> ➤ Opinion survey for SD program ➤ Observation 	<ul style="list-style-type: none"> ➤ AC coordinator ➤ SDC 	

¹ In the first phase (2019-2020), the target will be Form 1 students, which will then be progressed to Form 2 and Form 3 by phases.

Major Concern 2: To instill positive values in students

Intended outcomes:

- (a) A purpose-driven attitude among students has been developed.
- (b) The resilience of students has been fostered.
- (c) The self-discipline of students has been enhanced.

	Strategies / Actions	Time scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2.1	<p>Instill positive values and attitudes in students through adopting a whole-school approach in implementing the following programmes:</p> <p>2.1.1 Under the “Heart to Heart Sharing” programme, experience and views on positive values will be shared by the principal and teachers on Friday mornings during the “TYT Good Morning” session.</p> <p>2.1.2 Guest speakers will be invited and assembly/talk on the cultivation of positive values will be arranged by the Guidance Committee and HAS working group.</p> <p>2.1.3 An inter-class board display competition with the theme ‘positive values’ will be conducted by Civic Education Committee.</p> <p>2.1.4 As a means of positive reinforcement, awards will be granted in the morning assembly to classes with outstanding performance in submission of homework, punctuality and uniform and appearance.</p> <p>2.1.5 The “123 go go goal” programme, which aims at enriching students’ skills in goal setting, implementation and evaluation will be held in F.1 -3.</p> <p>2.1.6 As a measure to strengthen students’ whole-person development, the Student Award Scheme will be launched with more promotion with the joint efforts from CEC, DC and GC.</p>	Whole year	<ul style="list-style-type: none"> ➤ Students take part in related programmes actively. ➤ Committees concerned have implemented the measures and found that they can meet the needs of students. ➤ At the end of school year, positive feedback has been received from teachers and students. 	<ul style="list-style-type: none"> ➤ Teachers’ observation ➤ Collect teachers’ opinion in Yellow Form ➤ Inspect minutes of committee meetings 	<ul style="list-style-type: none"> ➤ Civic Education Committee (CEC) ➤ Disciplinary Committee (DC) ➤ Guidance Committee (GC) ➤ Class teachers 	<p>School and Class Grant under EOEBG (\$5,000)</p> <p>School and Class Grant under EOEBG (\$1,000)</p>

2.2	<p>Help students acquire and develop goal-setting skills by implementing careers education and exploration programmes.</p> <p>Life planning education activities with goal-setting element will be arranged to senior form students in Form teacher periods. Assembly/talk /workshop will be held to introduce multiple pathways in tertiary education and careers and guided visits to tertiary institutions will be conducted.</p>	Whole year	<ul style="list-style-type: none"> ➤ Students have been engaged in the said activities and found them educational and meaningful. 	<ul style="list-style-type: none"> ➤ Inspect minutes of Careers Committee ➤ Collect feedback from class teachers 	<ul style="list-style-type: none"> ➤ Careers Committee (CC) ➤ Class teachers 	
2.3	<p>Instill positive values and attitudes in students through various leadership training camps.</p> <p>2.3.1 A 2-day inspirational camp and a follow-up day camp will be arranged for 4CDE students.</p> <p>2.3.2 A 3-day leadership training camp will be organized by ECAC for ECA student leaders in order to strengthen their self-discipline and sense of responsibility.</p> <p>2.3.3 New student prefects, Big Brothers and Sisters will be invited to join leadership training camps provided by DC and GC, respectively.</p>	<p>9/2019</p> <p>7/2020</p> <p>7/2020</p>	<ul style="list-style-type: none"> ➤ Students participate actively in camp activities ➤ Positive feedback has been received from students 	<ul style="list-style-type: none"> ➤ Teachers' observation ➤ Questionnaire of students' feedback ➤ Inspect minutes of committee meetings 	<ul style="list-style-type: none"> ➤ Extra-curricular Activities Committee (ECAC) ➤ GC ➤ DC ➤ Class teachers 	Beat Drugs Fund and Life-wide Learning Grant (\$60000)
2.4	<p>Strengthen students' resilience and self-discipline through implementing the following measures:</p> <p>2.4.1 To enhance their self-discipline, self-confidence, team spirit and resilience, 28 F.2 and F.3 students will be invited to join a 5-day camp under the 'Enhanced Smart Teen Project'. To strengthen students' ability to face adversity and resist temptation, an adventure camp will be held for F.1 students under the Healthy School Programme.</p> <p>2.4.2 Three preventive groups will be launched for F.2 and F.3 students to strengthen their resilience and self-discipline.</p> <p>2.4.3 Workshops about different ways of handling stress will be arranged for F.4 and F.6 students.</p>	<p>11/2019</p> <p>1/2020</p> <p>Whole year</p> <p>9/2019</p> <p>11/2019</p>	<ul style="list-style-type: none"> ➤ Students participate actively in camp, group activities or workshops ➤ Positive feedback has been received from students 	<ul style="list-style-type: none"> ➤ Teachers' observation ➤ Questionnaire of students' feedback ➤ Inspect minutes of committee meetings 	<ul style="list-style-type: none"> ➤ GC ➤ ECAC ➤ Class teachers 	

	2.4.4	Trainings and competitions will be organized by different sports teams to strengthen students' resilience and self-discipline. Inter-house volleyball and inter-class football competitions will be held.	Whole year				Life-wide Learning Grant
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