

HKFYG Lee Shau Kee College
Annual School Plan (2011-12)

Major Concern I: Creating a Learning Classroom

Intended Outcome 1: Teachers produce learning-centred lessons

Strategy	Teacher(s) i/c	Success criteria	Method of evaluation
a In lesson preparation, teachers to include 2-3 questions for assessing students' learning outcome.	Subject Coordinators (SCs) + Subject teachers	<ul style="list-style-type: none"> ▪ SCs report all the lessons in the departments have included 2-3 questions for assessing students' learning outcome. 	<ul style="list-style-type: none"> ▪ Questionnaires
b In lesson preparation, teachers to include at least 1 activity that encourages teacher-student and student-student interaction/collaboration.	SCs + Subject teachers	<ul style="list-style-type: none"> ▪ ≥80% teachers report they have incorporated such activities frequently in their lessons. 	<ul style="list-style-type: none"> ▪ Questionnaires
c Provide school-based training programs on producing learning-centered lessons, focusing on themes such as questioning skills, student-student interaction/collaboration, teacher-student interaction	Academic Affairs Committee (AAC)+ Professional Development S/C	<ul style="list-style-type: none"> ▪ At least one workshop (in-house or external speaker) is held. 	<ul style="list-style-type: none"> ▪ Task completion
		<ul style="list-style-type: none"> ▪ ≥80% teachers think the workshop is useful for them to understand how to design learning-centered lessons for students. 	<ul style="list-style-type: none"> ▪ Questionnaire
d Assess teaching and learning outcomes with special focus on the effectiveness of questioning, teacher-student interaction, student-student interaction and collaboration, and reflection in class.	AAC + SCs	<ul style="list-style-type: none"> ▪ Design a lesson observation form with special focus on assessing effectiveness of interaction and collaboration in class. 	<ul style="list-style-type: none"> ▪ Task completion
		<ul style="list-style-type: none"> ▪ At least 4 subject departments have shared their examples. 	<ul style="list-style-type: none"> ▪ Task completion

Strategy	Teacher(s) i/c	Success criteria	Method of evaluation
e Promote the culture of peer observation of lessons through the formation of mutual-support groups among teachers, adopting the focused lesson observation form	AAC + SCs + Subject teachers	<ul style="list-style-type: none"> ▪ At least one peer lesson observation focusing on assessing effectiveness of interaction and collaboration in class for each subject member in the first term. 	<ul style="list-style-type: none"> ▪ Post-lesson evaluation
		<ul style="list-style-type: none"> ▪ At least one peer lesson observation focusing on assessing effectiveness of interaction and collaboration in class for each mutual-support group (at least 5 teachers in different subjects) of teachers in the second term. 	<ul style="list-style-type: none"> ▪ Post-lesson evaluation
		<ul style="list-style-type: none"> ▪ $\geq 80\%$ teachers report the peer observation enables them to evaluate the effectiveness of interaction and collaboration in class. 	<ul style="list-style-type: none"> ▪ Questionnaire

1. Because of the demand on time in S.6, the strategies will only be applied in S.1-S.5

2. For more information on "learning classroom", visit

<http://www.learner.org/resources/series172.html?pop=yes&pid=1870>

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Annual School Plan (2011-12)**Major Concern II: Mutual Support and Collaboration among Students****Intended Outcome 1: Strengthening support and collaboration in the class**

Strategy		Teacher(s) i/c	Success criteria	Method of evaluation
a	Strengthen the functions of Class Association to enhance students' participation in class management and activities: each student to join at least one sub-group of the Association	FTs + AFTs/ Discipline & Guidance (D&G)	▪ Task completion	▪ Guidelines on Class Association and reports of form meetings
			▪ By virtue of this strategy students' sense of belonging to the class is strengthened	▪ Questionnaire at the end of each term
b	Introduce an inter-class award on mutual support & collaboration 團結關愛模範班獎; winning classes to share their experiences	D&G/ FTs/ AFTs	▪ $\geq 50\%$ of classes in each level win the Award	▪ End-of-term report and reports of form meetings
			▪ $\geq 70\%$ of students of winning classes see improvement in classroom culture	▪ Questionnaire
			▪ 1 class from each level to share with students	▪ Content and quality of the sharing sessions

Intended Outcome 2: Strengthening support and collaboration across grade levels

Strategy		Teacher(s) i/c	Success criteria	Method of evaluation
a	Conduct Inter-house activities which promotes partnership and collaboration between 4 Houses	House/OLE S/C	▪ At least one activity to be held in the school year	▪ Records of meetings
			▪ $\geq 70\%$ participants agree the activity promotes harmonious relations between 4 houses	▪ Questionnaire
b	Partnership between senior and junior classes in activities that promote healthy and positive school culture and collaboration	House /MCE S/C	▪ At least one activity to be held each term	▪ Reflection forms and records of meetings
			▪ $\geq 70\%$ of participating students agree that this kind of activity encourages inter-class understanding and collaboration	▪ Questionnaire

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Annual School Plan (2011-12)**Major Concern III: Professional Teachers' Pledge (PTP) on the Move****Intended Outcome 1: Teachers gain a thorough understanding of the Pledge**

Strategy	Teacher(s) i/c	Success criteria	Method of evaluation
a Organize teachers into PTP study groups for a deeper understanding of the Pledge	Dennis Mok	▪ All teachers are assigned a group of 5 to 6.	▪ Completion of task
		▪ $\geq 75\%$ of teachers are satisfied with the grouping.	▪ Questionnaire
		▪ At least 1 gathering conducted in each term.	▪ Documentation (record of meeting)
b Arrange teachers to share their views with colleagues, parents and students	Roger Chan	▪ All groups submit a paper of PTP sharing.	▪ Collection of papers
		▪ At least 3 PTP study groups to share.	▪ Records of documentation
		▪ $\geq 75\%$ of teachers agree they have better understanding to the PTP.	▪ Questionnaire
c Invite experts on teachers' professionalism to speak to teachers to enhance their understanding	Dennis Mok	▪ $\geq 75\%$ of teachers agree that the sharing enhances their understanding of teachers' professionalism.	▪ Questionnaire
		▪ $\geq 75\%$ of teachers agree that the sharing is useful to their work.	▪ Questionnaire

Intended Outcome 2: Teachers put the Pledge into practice

Strategy	Teacher(s) i/c	Success criteria	Method of evaluation
a Include evaluation of PTP as part of the teacher's annual self-appraisal to monitor the progress	Roger Chan	▪ A PTP self-appraisal form is produced.	▪ Records of documentation
		▪ $\geq 75\%$ of teachers evaluate themselves as meeting satisfactorily the requirements of PTP	▪ Questionnaire
b Recognize outstanding study groups and individual teachers	Maxwell Ho	▪ At least 10 colleagues are recognised.	▪ Records of documentation
		▪ $\geq 75\%$ of teachers agree such recognition is effective in enhancing teachers' professionalism.	▪ Questionnaire

**The Hong Kong Federation of Youth Groups Lee Shau Kee College
Plan on Use of Capacity Enhancement Grant
In 2011/12 School Year**

No. of operating classes: 4 classes of S1 and S.6; 5 classes in each of S2-S5; 28 classes in total

Total CEG receivable: \$286,000

Task Area	Major Areas of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
To enhance students' language proficiency	Students may confidently use English as a medium of learning	Employ one full-time NET to conduct oral lessons in S1 and S2, help to organize activities (e.g. Drama Club, lunch time programmes) and be the resource person of English language among staff	<ul style="list-style-type: none"> Enhance collaboration between local teachers and NET More opportunities for students to engage in authentic communication in English Maximize students' exposure to western culture 	Sept 2011- June 2012	Salary for one full-time NET: \$220,000	<ul style="list-style-type: none"> Students show improvement English, especially in speaking About 80% or above students will be confident to use English in classes as well as off-classes situations 	<ul style="list-style-type: none"> Questionnaire & surveys among English teachers Evaluation on the performance of the NET employed 	<ul style="list-style-type: none"> English Department
	Students' spoken English can be strengthened in terms of accuracy and articulation							
	Students' language proficiency can be strengthened in order to face the challenges of NSS Curriculum							
	Students' exposure to							

Task Area	Major Areas of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
	Western culture can be widened		English <ul style="list-style-type: none"> • Build participants' confidence in using English as the medium of learning 			participants agree that the course has helped improve their spoken English		
		Run a speaking course focusing on speaking skills for selected S.3 students to help them reach Basic Competency Level and prepare them for NSS Curriculum	<ul style="list-style-type: none"> • Improve participants' individual and group interaction skills • Build participants' confidence in using English as the medium of learning 	Feb 2012-March 2012	\$750 (per hour) x 5 sessions x 2 hours each x 2 classes = \$15,000 \$600 for prizes and certificates	<ul style="list-style-type: none"> • 80% of participants show improvement in the post-test taken after the course. • 80% of participants agree that the course has helped improve their spoken English 	<ul style="list-style-type: none"> • Pre-test and post-test • Questionnaire & survey among students 	<ul style="list-style-type: none"> • S.3 English teachers
		Run a writing course focusing on ideas development for selected S.3 students to help them reach Basic Competency Level and prepare them for NSS Curriculum	<ul style="list-style-type: none"> • Improve participants writing skills • Students being able to organize thoughts and ideas systematically 	April 2012-May 2012	\$700 (per hour) x 6 sessions x 2 hours each x 2 classes = \$16,800 \$600 for prizes and certificates	<ul style="list-style-type: none"> • 80% of participants show improvement in the post-test taken after the course. • 80% of participants agree that the course has helped improve their writing skills 	<ul style="list-style-type: none"> • Pre-test and post-test • Questionnaire & survey among students 	<ul style="list-style-type: none"> • S.3 English teachers

Task Area	Major Areas of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
		Run a speaking course focusing on discussion skills for selected S.5 students to prepare them for HKDSE as well as practical communications at workplace	<ul style="list-style-type: none"> • Help participants master discussion skills and functions • Build participants' confidence in using English to interact with others 	April 2012- May 2012	\$750 (per hour) x 6 sessions x 2 hours each x 2 classes = \$16,800 \$600 for prizes and certificates	<ul style="list-style-type: none"> • 80% of participants show improvement in the post-test taken after the course. • 80% of participants agree that the course has helped improve their discussion skills 	<ul style="list-style-type: none"> • Pre-test and post-test • Questionnaire & survey among students 	<ul style="list-style-type: none"> • S.5 English teachers