



**Hong Kong Taoist Association
Tang Hin Memorial
Secondary School**

**School Annual Plan
2009-2010**

Annual Plan

*The following is the
Annual Plan of 2009-2010.*

Tong Wai Ki

*Tong Wai Ki
Supervisor
October, 2009.*

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School Vision & Mission

Introduction

Lao Tzu : “Tao gives birth to the highest virtue; in turn, Te rears it; everything in the universe reveres Tao and honours Te.”

Confucius: “Man glorifies Tao, not vice versa”

Our school was founded by the Hong Kong Taoist Association in September, 1982. Our school is an aided school.

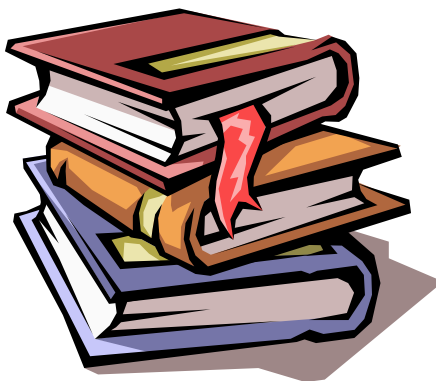
School Mission

Our mission is to provide, with devotion, an all-round education laying equal emphasis on its five aspects of development: moral, academic, physical, social and aesthetic. We expect all our graduates to be leaders of tomorrow, each possessing profound knowledge and a noble character.

Our Commitments

Our school is committed to the full provision of an all-round education for our students in the following directions:

1. To cultivate a positive attitude towards life.
2. To develop their ability for life-long learning and explore their potential talent to the full.
3. To integrate physical education into daily life and alert students to the value of health.
4. To nurture our students’ spirit to serve the community.
5. To foster one art for life.



First Major Concern: Personal Growth Programme

PURPOSES	
1.	<p>1.1 to help students learn about values with regard to self, others and life</p> <p>1.2 to encourage students to follow their own conscience</p> <p>1.3 to help students reflect on life and on their experiences regularly</p> <p>1.4 to help students consolidate values</p>

ISSUES TO BE ADDRESSED		
2.	2.1	<p>Strengths</p> <ol style="list-style-type: none"> 1. A whole-school approach is applied in order to ensure the joint efforts and cooperation of all parties at school. 2. Moral education is a part of the formal curriculum. 3. Students are willing to accept teacher guidance. 4. The school social worker is on campus 4 days a week and helps greatly by providing guidance to students with emotional and behavioural problems.
	2.2	<p>Weaknesses</p> <ol style="list-style-type: none"> 1. Many students have working parents who cannot give adequate care to the children. 2. Some students have problems of social adjustment due to their adolescent development, and this may result in difficulties in life. 3. Some students focus exclusively on their studies, paying little attention to human relationships and community affairs. 4. Some students lack motivation to better themselves.
	2.3	<p>Opportunities</p> <ol style="list-style-type: none"> 1. Various reference materials and teaching aids provide moral lessons and moral programmes. 2. Leadership training programmes help the school to run programmes with student helpers.
	2.4	<p>Threats</p> <ol style="list-style-type: none"> 1. The values and culture of individualism, affluent life, free love, gambling, substance abuse, compensated dating and young models prevalent in today's society have had adverse effects upon some students. 2. The popular computer games, ICQ, MSN and blogs on the Net adversely affect the moral development of students.

CURRENT YEAR OBJECTIVES	
3.	<p>3.1 To help students engage in valuable LWL experiences in line with OLE development and be endowed with greater commitment and heightened creativity in the running of ECA groups and activities</p> <p>3.2 To implement OLE and SLP for NSS</p> <p>3.3 To help students complete their Learning Profile with sufficient essential learning experiences</p> <p>3.4 To help students distinguish the adverse effects of the mass media and develop acceptable moral values to protect students against the unfavourable social trends, like sex, dating, drug abuse, computer games and Internet and compensated dating</p> <p>3.5 To teach students to value nature's resources, their neighbours and their present well-being</p> <p>3.6 To enhance students' values by organizing monthly moral programmes</p> <p>3.7 To increase students' awareness of social issues and their ability to distinguish right from wrong in issues through the discussion of current affairs</p> <p>3.8 To increase students' sense of belonging towards the mother country</p> <p>3.9 To help students develop their own moral values and acquire moral judgment ability</p> <p>3.10 To help students nourish the moral value of serving others</p> <p>3.11 To help students acquire transferable skills at school that can be applied in their future career</p> <p>3.12 To help students understand how education relates to the entry to the job market and recognize the importance of the necessity for continual learning at work</p> <p>3.13 To help students gain insights in the real competitive job market and acquire information about jobs and the educational requirements for these</p> <p>3.14 To equip teachers with sufficient and relevant knowledge on developmental psychology of adolescents</p>

4. IMPLEMENTATION PLAN

Target 1: To help students engage in valuable LWL experiences in line with OLE development and be endowed with greater commitment and heightened creativity in the running of ECA groups and activities					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
<p>4.1.1 Ensure the provision of ample opportunities for students to participate in a wide variety of ECA activities and LWL experiences.</p> <ul style="list-style-type: none"> - Provide a wide variety of ECA activities for students. e.g. SU, Houses, ECA clubs, service teams, uniform groups, sports team, leadership programme, etc. - Points system in place to monitor students' participation in ECA and school service teams. - Critically review performance of existing ECA clubs - Encourage meaningful activities to be held by ECA groups 	Whole year	<p>Successful recruitment of members for all ECA clubs and teams and groups</p> <p>All S.1-3 students pass the ECA /service requirement for promotion</p> <p>Less than 5% students not attaining the number of recommended 'points' and those who exceed the maximum number of points allowed have endorsement from parents and school</p> <p>Satisfactory appraisal result for the various ECA groups at the end of school term of school term</p>	<p>ECAC meeting</p> <p>Staff meeting</p> <p>Student feedback</p>	<p>ECAC committee</p> <p>ECA teacher advisors</p>	<p>Experienced teachers</p> <p>enthusiastic students</p> <p>School support</p>
<p>4.1.2 Reduce clashes between academic activity and ECA activity.</p> <ul style="list-style-type: none"> - better coordination between studies unit and ECA unit - better coordination in the use of available venues such as Hall and Lecture theatre - No extra lessons on Friday after school - No extra lessons for S4 in the NSS year 	Whole year	<p>Annual calendar of exam and monthly tests drawn up for teacher's reference</p> <p>Coordinated booking for LT and Hall at the beginning of the year</p> <p>No report of improper extra lesson being carried out</p>	<p>ECAC meeting</p> <p>Staff meeting</p> <p>Student feedback</p>	<p>ECAC committee</p> <p>ECA teacher advisors</p>	<p>Coordinating work of ECAC with Executive committee members and supporting staff at the school office</p>
<p>4.1.3 Provide Funding for creative and cultural training and collaborative activities</p>	Whole year	Above 70 % of Funding allocated	ECAC meeting	<p>ECAC committee</p> <p>ECA teacher advisors</p>	School funding

4.1.4 Seek sponsorship for Outward Bound courses	Whole year	Sponsorship of one or more student groups for a residential training programme of 5 days or more	ECAC meeting Participant reports	ECAC committee ECA teacher advisors	Support from Outward bound HK, Sponsorship from YYI
4.1.5 Provide leadership training for student leaders.	January	Two to three training workshops for student leaders one group (30 students) for a residential training programme of 2 days	ECAC meeting Participant reports	ECAC committee ECA teacher advisors	Partnership with experienced service provider School fund
4.1.6 Organize a LWL day	26/2	Organized visits for all S1 to S4 and S6	ECAC meeting Staff meetings	ECAC committee ECA teacher advisors	Support from various subject panel and all teaching and non-teaching staff

Target 2: To implement OLE and SLP for NSS					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.2.1 OLE time to provide valuable LWL experiences designated an one hr to 1.5 hr session as OLE period every Friday after school Draw up OLE period time table for the whole year Allocate time slots to the different of OLE areas	Whole year every Friday	Over 20 OLE periods carried out as scheduled 50 hrs or above OLE time for each of the following OLE component: PD, AD and others (MCE, CS and CRE) for the coming NSS S4 students	ECAC meting Staff meeting, Student feedback	ECAC All teaching staff	Existing OLE materials

4.2.2 Promote Physical development of students through structured lessons for all students at all forms, enhance PD with special programme such as PE days, interhouse sports events, school teams training and sports club activities.	Whole year	PE days, interhouse sports events, school teams training and sports club activities held as scheduled	ECAC meting Staff meeting, Student feedback	PE teachers, ECAC	Existing provisions for PE development
<p>4.2.3 Provide structured lessons such as visual arts and music in junior forms. Promote student participation in art activities through the ‘One life One Art’ scheme and the cultural activities subsidy scheme.</p> <p>Broaden the aesthetic development of students (S4) with special AD classes such as pottery, painting, calligraphy, singing and cultural dance, etc.</p> <p>Enrich students’ aesthetic experience by inviting groups from a variety of performance arts to the school.</p> <p>Provide opportunities for students to participate in performance arts in school. E.g. Music contest, drama festival, Music week, Art Festival, post-exam performances, etc</p> <p>Arrange / encourage students to participate in art appreciation activities out of school.</p>	Whole year	<p>Subsidy to be provided for teacher-led, out-of-school activities that are of cultural / AD nature</p> <p>Five or more AD class options for the NSS S4 at the OLE period A total of 4.5 hrs of AD special classes in the first term, to be repeated in the 2nd term Invite at least one performance in the following area: music, drama, art appreciation</p> <p>Music contest, drama festival, Music week, Art festival, post-exam performances held</p> <p>6 hrs of out-of-school concerts or museum visits for students</p>	<p>ECAC meting Staff meeting Student feedback Attendance Tutor feedback</p>	<p>Music teacher, VA teachers, Tutors employed ECAC</p>	<p>Existing provision for AD development Tutors from Service provider In school AD performances provided by various organizations Museum exhibitions, concerts and performances in the wider community</p>
<p>4.2.4 Arrange MCE, CRE to in morning assembly, F/M period and OLE periods.</p> <p>Assign service hours to in-school service posts</p> <p>Announce an annual requirement of a min. of 6 hr internal service and a 6 hour external service for S4 students.</p>	Whole year	<p>50 hrs or above OLE time for MCE, CS and CRE for the coming NSS S4 students</p> <p>The Points system be amended to include service hour recommendation Booklet for recording service</p>	<p>ECAC meting Staff meeting Student feedback</p>	Counselling unit	<p>MCE and career unit Service groups</p>

4.2.5	Integrate the existing student record system with the student portfolio programme from e-class e.g. internal and external Awards, service hours record, ECA post records, etc.	Before Sept 09	Adjustment in the existing exam processing system to accommodate various data input	ECAC meeting Staff meeting	MC education Arts and PE Careers unit ECA unit Counseling unit Junior affairs unit Computer unit Exam unit ECAC	All teaching staff
	Briefing for teachers and students	Sept 09	A separate SLP report to be issued to students twice a year	Student feedback Parents responses		
	Have an interim evaluation	Feb 10				
	Have a final evaluation	July 10				

Target 3: To help students complete their Learning Profile with sufficient essential learning experiences

Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.3.1 A briefing session will be held to introduce to S4 students the SLP.	Whole year	1. All students attend the briefing session or else are notified of the importance of SLP.	1. Teacher comments on the student performance evaluated in the programme in the counselling meetings	Coordinator: Wong ST	Hall, LCD project, Reference materials, Teachers
4.3.2 Students will record their personal essential learning experiences in eClass platform. Leading teachers of various learning activities will import the basic information (e.g. learning/service hours) for the students.		2. Form teachers to check students' learning experiences on the eClass platform by 12/2009 for the 1 st term and by 5/2010 for the 2 nd term.	2. Observation of student participation in the service activities	Teachers: Form Teachers, Leading teachers of various learning activities	
4.3.3 An interim draft SLP will be printed for checking and reviewing.		3. The draft SLPs of individual students are printed.	3. Form teachers check the number of learning hours and self-reflection.		
4.3.4 An account of a personal experience (self-account) will be written by each student.		4. An account of a personal experience (self-account) of 100-300 words will be written by each student.			

Target 4: To help students distinguish the adverse effects of the mass media and develop acceptable moral values to protect students against the unfavourable social trends, like sex, dating, drug abuse, computer games and Internet and compensated dating

Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.4.1 Modify the 'Life Education' curriculum 4.4.1.1 S2 The content of the topic 「明辨是非 2(網上文化)」 will be adjusted with more stress on the adverse effects of computer/net indulgence. 4.4.1.2 For the S3 topic 「真情錯愛」, news articles on 'compensated dating' and 'unmarried mother' will be prepared for class discussion on their adverse effects.	9/2009-6/2010	1. The main points of the topic 「明辨是非 2(網上文化)」 are to be adjusted and the teaching materials of 「真情錯愛」 are to be modified. 2. 75% of the subject teachers are satisfied with 80% of the teaching materials.	1. Survey 2. Teachers' analysis, comments and survey	Coordinator: Mak TY Teachers: Mak TY, Yeung ST, Yu WY, Tsang WK	'Life Education' resources, teacher prepared resources, classrooms, LCD projectors, reference books, teachers
4.4.2 The topic of the moral programme in January will be 「青少年濫葯問題」, and activities will be organized to raise student awareness of the problem of drug abuse.	1/2010	1. The moral programme of 「青少年濫葯問題」 and related activities are to be implemented in January. 2. 75% of the teachers are satisfied with the moral programme.			

Target 5: To teach students to value nature's resources, their neighbours and their present well-being					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.5.1 Modify the 'Life Education' curriculum 4.5.1.1 More stress on 'caring for others' and 'loving our family' will be put in the S1 topic 「孝親」. 4.5.1.2 More stress on 'caring for the earth' and 'protect our environment' will be put in the S2 topic 「儉樸」. 4.5.1.3 More stress on 'caring for our school' and 'concern for our classmates' will be put in the S2 topic 「和諧校園」.	9/2009-6/2010	1. The teaching materials of the three topics 「孝親」, 「儉樸」 and 「和諧校園」 are to be modified with regard to the main point. 2. 75% of the subject teachers are satisfied with 80% of the teaching materials.	1. Survey 2. Teachers' analysis, comments and survey	Coordinator: Mak TY Teachers: Wong CT Ho WT Lam KC Mak TY Yeung ST Yu WY So MW	'Life Education' resources, teacher prepared resources, classrooms, LCD projectors, reference books, teachers,
4.5.2 The topic of the moral programme in May will be 「幸福非必然」, and activities will be organized for helping students to be grateful of what we have in life.	1/2010	1. The moral programme 「幸福非必然」 and related activities are to be implemented in May. 2. 75% of teachers are satisfied with the moral programme.			

Target 6: To enhance students' values by organizing whole-school programmes					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
<p>4.6.1 To have a systematic non-formal curriculum in the form of an introductory speech, an assembly, F/M discussion period, Day 1/4 morning F/M discussion period, a concluding speech, a promotion board and a board displaying 'My Learning Journal' articles during the whole year</p> <p>4.6.2 To have a series of discussions and activities on a moral topic of one specific theme each month: October – Learning November – Dealing with oneself December – Living with others January – Our society March – Our country May – Serving others</p> <p>4.6.3 To carry out interactive moral activities on a whole-school basis by involving all the teachers to design, implement and participate in the monthly moral programme under the leadership of the group leaders</p> <p>4.6.4 To have full student participation in the interactive moral activities and in the follow-up self-reflection</p>	9/2009-5/2010	<ol style="list-style-type: none"> 1. All the students participate in the moral activities and the follow-up self-reflection. 2. All the teachers participate in the moral activities and give feedback to the students' reflection. 3. Students record their positive reflections in the 'Learning Journal'. 4. Students receive awards for good moral performance. 	<ol style="list-style-type: none"> 1. Observation of student participation in the activities 2. Observation of the students' moral performance 3. Formative and summative assessment of the students' moral performance throughout the year <ul style="list-style-type: none"> ➤ Form teacher comments in report cards ➤ Good Student Award Scheme ➤ Outstanding Student in Class Award Scheme ➤ Service Merits 	<p>Coordinator: So MW</p> <p>All teachers</p>	Classrooms, Hall, LCD project, Reference materials, Teachers

Target 7: To increase students' awareness of social issues and their ability to distinguish right from wrong in issues through the discussion of current affairs					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
The discussion part in Liberal Studies lessons will be recorded and broadcast during lunchtime and after school.	9/2009-7/2010	At least 3 attempts at broadcasting the class discussion in the year.	<ol style="list-style-type: none"> 1. Discussion with the teachers concerned 2. Observation of student participation 	Coordinator: Wong CT Teachers: Liberal Studies teachers	Campus TV, 'Liberal Education' resources, teacher prepared resources, classrooms, LCD projectors, reference books, teachers

Target 8: To increase students' sense of belonging towards the mother country					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.8.1 Students can learn more about the mother country and increase their sense of belonging through flag-raising ceremonies, morning assemblies and related activities. 4.8.2 A visit to China will be arranged for students to experience and understand more about life in the mother country.	10/2009 2/2010	<ol style="list-style-type: none"> 1. 50% of the students interviewed express the view that the event enhances their patriotic allegiance. 2. 80% of the students in the survey report that the activities enhance their understanding of life in the mother country. 	<ol style="list-style-type: none"> 1. Discussion with related students 2. Questionnaire 	Coordinator: Wong CT Teachers: Lee Wai Keung	Campus TV, 'Liberal Education' resources, teacher prepared resources, classrooms, LCD projectors, reference books, teachers

Target 9: To help students develop their own moral values and acquire moral judgment ability					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.9.1. Uniform checks will be held to develop students' self-discipline.	9/2009-7/2010	1. Compared with last year, the record of students' untidy school uniforms fell by 5%.	1. At the end of the school term, the following documents will be presented for evaluation:	Coordinator: Ho WT	Hall, LCD project,
4.9.2. Records of lateness and absence will be kept to develop student self-discipline.	9/2009-7/2010	2. Lateness kept to below 0.4% and absences kept to below 0.4%.	➤ Record of uniform checks	Teachers: Discipline Team,	notes, Teachers,
4.9.3. 'Good student' talks will be held to help students to develop a set of socially acceptable behaviours. In the long run, the students will learn to become responsible for their own actions and be self disciplined.	3/9/2009 and 4/9/2009	3. 'Good Students' talk held at the beginning of the school term; and reply slips signed by parents collected.	➤ Record of lateness	all teachers, school social workers	School social workers
4.9.4. Class rules will be drafted by students so that they may self-discipline and respect for others.	9/2009-7/2010	4. Under the educational influence of class rules, 'Good Student Talks' and assemblies, the recorded incidences of student misbehaviour fell by 5% compared with the previous year.	➤ Record of absence		
4.9.5. Daily and weekly assemblies will be used to remind students to pay attention to their behaviour and to raise moral standards.	9/2009-7/2010	5. At least one training camp and one course held for prefects and for monitors. With the assistance of prefects and monitors in maintaining student discipline, the recorded incidences of student misbehaviour occurring in recess time and lunch time fell by 5% compared with last year.	➤ Record of offences		
			➤ No. of demerits, cautions and warnings issued		
			2. The following meetings will be held to evaluate student performance:		
			➤ Meetings with form-teachers, Counselling Unit, Junior Affairs Unit and Studies Unit.		
			➤ Prefects' report.		
			3. Comments of on-duty teachers		

Target 10: To help students nourish the moral value of serving others					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.10.1 A new design of “My Learning Journal” will be issued in order to assist students to assess their service performance (school service and community service) throughout the year.	6/2009	1. All students perform monthly evaluation of their service performance (school service and community service) through the completion of the “My Learning Journal”.	1. Teacher comments on student performance in this programme to be discussed in the counselling meetings	Coordinator: So MW	Hall, LCD project, Reference materials, Teachers
4.10.2 Requirement for promotion for all junior form students will include participation in extra-curricular activities and services.	9/2009- 7/2010	2. All junior form students meet promotion requirements for participation in extra-curricular activities and services.	2. Observation of students’ participation in the service activities	Teachers: Counselling Teachers, Form Teachers	
4.10.3 A record booklet of community service activities will be designed for S4 students	6/2009	3. S4 students keep a record of community service participated in their booklets.	3. Students’ reflection in the ‘Learning Journal’		
4.10.4 The S4 student service activities and number of service hours will be recorded in the SLP and printed for the parents’ information.	9/2009- 7/2010	4. S4 students record service activities and number of service hours in the SLP. This is printed to keep parents informed.			
4.10.5 S4 students will be required to complete a minimum of 6 hours of school service and 6 hours of community service.	9/2009- 7/2010	5. All S4 students must complete a minimum of 6 hours of school service and 6 hours of community service.			

Target 11: To help students acquire transferable skills at school that can be applied in their future career					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.11.1 A career talk will be held for the S4 student during the OLE period. Celebrities will be invited to talk about their career path and aspirations in hall assembly.	10/2009-4/2010	1. All S4 students attended the seminar.	1. Observation of student participation in the seminar.	Coordinator: Cheung YK Teachers: Careers Teachers	Hall, LCD project, Reference materials
4.11.2 A careers development workshop will be held for the S4 students during the OLE period.	10/2009-4/2010	2. All S4 students attended the workshop.	2. Observation of student participation in the lesson.	Coordinator: Cheung YK Teachers: Form Teachers	Classroom, Reference materials
4.11.3 A Careers Interest Inventory Project will be implemented in S6 classes.	09/2009-6/2010	3. Over 75% S6 students found the project useful for their career planning.	3. Observation of student participation in this activity. Collect student feedback.	Coordinator: Cheung YK Teachers: Careers Teachers, Form Teachers	Computer room, Reference materials, Guidance Programme Fund
4.11.4 Four lessons on Careers Education are arranged for S3 students. The lesson notes provide an overview of the S4 curriculum for the S3 students	10/2009-4/2010	4. Over 75% of S3 students should understand more about the S4 curriculum.	4. Collect teacher and student feedback.	Coordinator: Cheung YK Teacher: Tsang WK	Classroom, Reference materials

Target 12: To help students understand how education relates to the entry to the job market and recognize the importance of the necessity for continual learning at work					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.12.1 Celebrity, parents or alumni will be invited to conduct talks that share experiences of study and work with senior students in hall assemblies.	9/2009-7/2010	1. At least one talk will be held.	1. Count the number of careers talks.	Coordinator: Cheung YK Teachers: Career Teachers	Hall, LCD project, Reference materials
4.12.2 The mentorship scheme will be arranged for the S7 students based on their career interests. Mentors will be recruited from the alumni.	10/2009-12/2009	2. Over 70% of our S7 students join the Mentorship Scheme.	2. Count the number of S7 students participating the scheme.	Coordinators: Lam Hon Bui Cheung YK	Hall, LCD project

Target 13: To help students gain insights in the real competitive job market and acquire information about jobs and the educational requirements for these					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.13.1 Encourage S4 students to gain careers related experience by visiting university open days, careers expos, various job-sites, etc. 4.13.2 Post-up the relevant careers information on the careers board.	9/2009-7/2010	1. All S4 students should make at least one visit. 2. The S4 students' career related experiences will be recorded in the SLP and printed for the parents' information. 3. The posted information will be updated every week	Check the record of SLP.	Coordinator: Cheung YK Teachers: Career Teachers, Form Teachers	Reference materials

Target 14: To equip teachers with sufficient and relevant knowledge on developmental psychology of adolescents						
Strategies		Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
4.14.1	To invite guest speakers to present talks on adolescent development	9/2009-6/2010	1. 90% of the teachers participate in the talks organized by the guest speakers.	1. Observation of participating teachers	Coordinator: Mak TY	Classrooms, Hall, Reference materials, Teachers, LCD projectors
4.14.2	To give teachers articles on adolescent development		2. All the teachers receive articles on adolescent development.	2. Observation of the students' moral performance		
4.14.3	To have teacher-student sharing on adolescent development		3. Students seek advice from the teachers in dealing with their problems. Students enter positive reflections in the 'Learning Journal'.	3. Form teachers' comments in students' 'Learning Journals'		

5.	PROGRAMME TEAM					
	Coordinator :	Mak Tsz Yin				
	Members :	Leung Wai Keung	Wong Shun Tak	Wong Chiu Tung		
		Ho Wing Tak	Cheung Yuen Kwan	So Man Wah		

Second Major Concern: Effective Learning Programme**1. PURPOSES**

1.1	To enhance students' ability for life-long learning
1.2	To develop students' full academic potential

2. CONTEXT ANALYSIS

Strengths	<ul style="list-style-type: none"> ● We receive strong support from our Incorporated Management Committee and sponsoring body in terms of financial assistance, management advice and other resources. ● All our students are in the Band One category. Most are diligent, eager to learn, and capable of taking on the extra burden required for high achievement. ● In general, there is a high expectation of academic excellence among both parents and students themselves. ● Our school has a good relationship with parents, who strongly support our development in our various endeavours. ● All our teachers are degree holders and subject-trained with a strong commitment to teaching. They are dedicated and experienced. ● The congenial and harmonious teacher-student relationship contributes to an effective learning environment. ● It is our school policy that most teachers concentrate on teaching one or two subjects, and they are required to make ongoing curriculum adjustments to meet the academic needs of our students. ● Information technology, audio visual aids and other teaching facilities in the school are constantly being up-graded.
Weaknesses	<ul style="list-style-type: none"> ● Although all students are of high academic calibre, a minority are of lower ability. These students lack motivation for study. ● Some students are passive learners. ● Some students are not good in time management. Some are busy with extra-curricular activities and others spend long hours on computer games. ● There is room for student improvement in the acquisition of higher order thinking skills.
Opportunities	<ul style="list-style-type: none"> ● Under the NSS, students are given more flexibility in making their subject selection. They can develop their potential more fully. ● The new staff room will assist teachers to do their work efficiently.
Threats	<ul style="list-style-type: none"> ● Students are expected to be more independent and self-disciplined. They are required to complete many projects (SBAs) and the content of the exam syllabus will be taught over a three-year period. ● Under the NSS, it is expected that students of lower ability will experience difficulties in learning. ● Most students came from CMI primary schools and some may have problems with learning through English in S.1.

3. CURRENT YEAR OBJECTIVES

3.1	To improve the curriculum in order to prepare for the NSS
3.2	To develop effective teaching and learning strategies in order to enhance students' thinking skills
3.3	To enhance students' self-learning skills
3.4	To cater for students with different learning abilities and to help them develop their full academic potential

4. IMPLEMENTATION PLAN

Target 1: To improve the curriculum in order to prepare for the NSS					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
1. Prepare the NSS curriculum: In designing the curriculum, subject panels should refer to the following strategies:					
<ul style="list-style-type: none"> Identify the key learning points or the basic concepts for students to learn effectively. 	Whole Year	<ul style="list-style-type: none"> The key learning points are identified and shown in the teaching materials such as lesson notes and exercises. 	<ul style="list-style-type: none"> Evaluation of the quality of the teaching materials 	Department heads S.4 teachers	Curriculum guides
<ul style="list-style-type: none"> Design the curriculum by referring to the theory of constructivism so that students learn how to build effectively on their prior knowledge. 	Aug-Sep 09	<ul style="list-style-type: none"> The theory of constructivism is employed in designing the curriculum. 	<ul style="list-style-type: none"> Evaluation of the Scheme of Work and teaching materials Lesson observation 	Department heads S.4 teachers	Reference materials about pedagogy
<ul style="list-style-type: none"> Prepare well-designed and diversified assignments in order to reinforce students' understanding and enhance their thinking skills. 	Whole Year	<ul style="list-style-type: none"> Over 70% of S.4 students find the assignments useful for consolidating their knowledge and enhancing their thinking skills. 	<ul style="list-style-type: none"> Feedback from students Evaluation of the quality of the assignments / Exercise Book Inspection 	Department heads S.4 teachers	Reference materials
<ul style="list-style-type: none"> Prepare learning tasks so that the students can integrate the knowledge they have acquired from different topics at the end of school year. 	April-Jun 10	<ul style="list-style-type: none"> Learning tasks are prepared for students to integrate their knowledge and skills and the student performance is satisfactory. 	<ul style="list-style-type: none"> Evaluation of the quality of the learning tasks Assessment of student performance in learning 	Department heads S.4 teachers	Reference materials

<ul style="list-style-type: none"> ● Set test and exam papers and marking schemes with reference to the requirements and standards of the HKDSE (especially at the Level 4 or above). 	<p>Oct 09 Dec 09 Mar 10 May 10</p>	<ul style="list-style-type: none"> ● The test and exam papers and marking schemes enable students to understand the requirements and standards of the HKDSE, especially at the Level 4 or above. 	<ul style="list-style-type: none"> ● Evaluation of the quality of the test and exam papers and marking schemes 	<p>Department heads S.4 teachers</p>	<p>Reference materials</p>
<p>2. Review the junior secondary curriculum to bridge with the NSS curriculum:</p> <ul style="list-style-type: none"> ● Junior form teachers should have better communication with senior form teachers in order to revise the curriculum and help students prepare for the NSS. ● The teachers should refer to the new requirements in public exams and revise the curriculum so that students can master the basic knowledge and skills for the NSS. 	<p>Whole year Whole year</p>	<ul style="list-style-type: none"> ● At least 2 meetings should be arranged for junior and senior form teachers to review the curriculum. ● Most students (>80%) have a strong foundation in academic areas and are able to study in the upper forms without much difficulty. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Analysis of test and exam results ● Teachers' observation 	<p>Subject departments Subject departments</p>	<p>Curriculum guides Reference materials</p>
<p>3. Enhance student performance in the core subjects - English Language, Chinese Language, Mathematics and Liberal Studies</p> <ul style="list-style-type: none"> ● Allocate more resources for the core subjects to improve their curriculum. ● Help less able students to master the core knowledge and skills by improving teaching and learning strategies, implementing remedial measures and extra lessons after school. 	<p>Whole year Whole year</p>	<ul style="list-style-type: none"> ● Teaching assistants are employed to assist teachers in designing useful teaching and learning materials. Additional LS teachers are employed to implement small class teaching. ● Over 80% of all students are able to attain a pass in the Annual Results. The less able students show improvement in mastering the core knowledge and skills. 	<ul style="list-style-type: none"> ● Evaluation of the quality of the teaching materials ● Feedback from teachers ● Appraisal of the teaching assistants and teachers ● Analysis of test and exam results ● Teachers' observation ● Feedback from teachers 	<p>Subject departments Teaching assistants Vice principals Subject departments Teaching assistants</p>	<p>CEG, TPPG, TRG. SSCSG CEG, TPPG, TRG. SSCSG</p>

Target 2: To develop effective teaching and learning strategies in order to enhance students' thinking skills					
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
1. Improve classroom teaching					
<ul style="list-style-type: none"> ● Employ appropriate teaching and learning strategies to stimulate student thinking. 	Whole year	<ul style="list-style-type: none"> ● Students' thinking skills have improved. This is evident in better performance in the classroom and exams. 	<ul style="list-style-type: none"> ● Analysis of test and exam results ● Teachers' observation ● Assessment of student performance in doing assignments 	All teachers	Reference materials about pedagogy
<ul style="list-style-type: none"> ● Improve questioning techniques in classroom teaching and encourage students to ask questions. 	Whole year	<ul style="list-style-type: none"> ● Effective questioning techniques are observed in lesson observation. Students have better performance in answering challenging questions. More students are willing to ask questions. 	<ul style="list-style-type: none"> ● Lesson observation ● Analysis of test and exam results ● Feedback from students 	All teachers	Reference materials about effective questioning techniques
<ul style="list-style-type: none"> ● Increase student participation in the classroom such as peer interaction. 	Whole year	<ul style="list-style-type: none"> ● Over 70% of students show active participation in classroom learning. There are more activities of peer interaction. 	<ul style="list-style-type: none"> ● Lesson observation ● Feedback from teachers ● Feedback from students 	All teachers	
<ul style="list-style-type: none"> ● Teachers should focus on improving students' note-taking skills. 	Whole year	<ul style="list-style-type: none"> ● Over 70% of students acquire skills on note-taking and are willing to take notes during the lessons. 	<ul style="list-style-type: none"> ● Lesson observation ● Feedback from teachers ● Feedback from students 	All teachers	
2. Promote teacher professional development					
<ul style="list-style-type: none"> ● Encourage peer observation and sharing of good teaching practices, especially thinking strategies and effective questioning techniques, in subject departments. 	Whole year	<ul style="list-style-type: none"> ● More teachers are participating in peer lesson observation. At least 2 meetings should be held to share good teaching practices among teachers in subject departments. 	<ul style="list-style-type: none"> ● Lesson observation ● Feedback from teachers 	Subject departments	Reference materials about lesson observation
<ul style="list-style-type: none"> ● Develop a school-based lesson study scheme in order to improve teaching practice. 	Whole year	<ul style="list-style-type: none"> ● Over 80% of subject teachers support the idea and give suggestions to implement the scheme. At least 2 subjects are engaged in a pilot scheme of lesson study. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Evaluation of the impacts of lesson study ● Lesson observation 	Subject departments Studies Unit	Reference materials about lesson study

<ul style="list-style-type: none"> Organize staff development workshops or seminars on thinking skills and questioning techniques. 	Aug 09 Jan 10 Jun 10	<ul style="list-style-type: none"> Over 80% of teachers find the workshops or seminars resourceful and are willing to employ various strategies to improve student learning. 	<ul style="list-style-type: none"> Post-seminar questionnaires Feedback from teachers 	All teachers Staff Development Unit	Fund to invite speakers from outside bodies
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Target 3: To enhance students' self-learning skills

Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
1. Improve the assessment system <ul style="list-style-type: none"> Design diagnostic tests with answers for students to test their understanding of the basic concepts on their own so that they can monitor their learning progress. 	Whole year	<ul style="list-style-type: none"> Over 50% of academic subjects provide diagnostic tests for students to practise individual self-assessment. Over 70% of students perform satisfactorily in the assessment. 	<ul style="list-style-type: none"> Scrutiny of the test papers Feedback from teachers Assessment of student performance 	Subject departments	Self-learning materials
<ul style="list-style-type: none"> Give positive feedback and encouragement to students after assessment. Provide more time for students to do revision on their own. For example, there will be no assignments, ECAs and extra lessons two days before the test periods and one week before the exam periods. Encourage students to practise self-reflection. Improve the Student Learning Profile input system so that students can make use of it to monitor their own academic progress. 	Whole year Whole year Whole year Whole year	<ul style="list-style-type: none"> All teachers give students positive feedback and suggestions for improvement after assessment. They often encourage their students in and beyond classroom. The policy is implemented and more time is allocated for students to do self-revision before tests and exams. Over 50% of students have developed the habit of self-reflection following assessment. The input system of the Student Learning Profile has improved, assisting students to evaluate their own progress. 	<ul style="list-style-type: none"> Feedback from teachers Feedback from students Inspection of the policy Feedback from students Feedback from students Inspection of the input system of the SLP Feedback from students 	All teachers Studies Unit Admin. Unit All teachers All teachers Studies Unit SLP Unit	E-class system
2. Enhance student self-learning skills through various activities:					

<ul style="list-style-type: none"> ● Encourage students to read in their leisure time through strengthening library collections, introducing online reference materials and organizing promotion activities. ● Improve students' self-learning skills in project-based learning, especially the skills of data analysis and presentation. ● Develop students' generic skills by cross-curricular activities on Life-wide Learning Day. ● Provide more opportunities for students to learn independently. For example, teachers may set the maximum quota for assignments and shorten the teaching syllabus so that students have more time to learn by themselves. 	Whole year	<ul style="list-style-type: none"> ● The library collection has grown and students are reading more in their leisure time. 	<ul style="list-style-type: none"> ● Analysis of the library statistics ● Survey on reading hours 	Subject departments Library Reading Unit	Library Grant The Internet
	Whole year	<ul style="list-style-type: none"> ● Over 70% of students have shown improvement in project-based learning. 	<ul style="list-style-type: none"> ● Assessment of student performance ● Feedback from teachers 	Project Unit Subject departments	
	Feb 10	<ul style="list-style-type: none"> ● Over 70% of students find the activities in the Life-wide Learning Day useful in developing their generic skills. 	<ul style="list-style-type: none"> ● Feedback from students ● Assessment of student performance 	Life-wide Learning Unit	LWL fund
	Whole year	<ul style="list-style-type: none"> ● Over 50% of students find that they have more time for self-learning. 	<ul style="list-style-type: none"> ● Feedback from students 	Subject departments Studies Unit Admin. Unit	

Target 4: To cater for students with different learning abilities and to help them develop their full academic potential

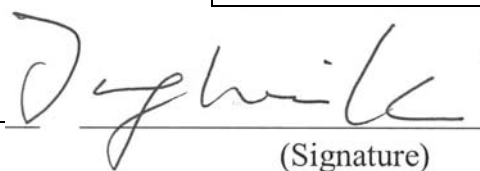
Strategies	Time Scale	Success Criteria	Method of Evaluation	People in charge	Resources Required
1. Review the current remedial measures for the less able students and put more emphasis on building motivation.	Aug 09 Whole year	<ul style="list-style-type: none"> ● The student participation rate is high (>90% attendance rate) and there is positive feedback from students. Over 70% of the participants have shown improvement in academic performance. Of these, over 80% attain a pass in the Annual Results. 	<ul style="list-style-type: none"> ● Analysis of the attendance record ● Feedback from students ● Teachers' observation ● Analysis of exam results 	Subject departments Studies Unit Junior Affairs Unit Teaching assistants	CEG and other funds
2. Encourage co-operative learning by forming study groups. In the study groups, more able students offer help to less able students to learn.	Whole year	<ul style="list-style-type: none"> ● Over 70% of the participants find it useful for their learning. A co-operative learning environment is established among students. 	<ul style="list-style-type: none"> ● Feedback from students ● Teachers' observation 	Subject teachers Form teachers Studies Unit	

3. Encourage students to take part in cultural activities, overseas tours, and other external competitions and courses so that students can develop their special talents according to their interests.	Whole year	<ul style="list-style-type: none"> ● The student participation rate is high and there is positive feedback from students. More students are able to demonstrate their special talents in performance. This can be seen in the greater number of appreciations and prizes attained. 	<ul style="list-style-type: none"> ● Analysis of the attendance record ● Feedback from students ● Teachers' observation ● Analysis of the results of competitions and scholarships 	All teachers ECA Unit Career Unit Gifted Students Development Unit	CEG and other funds
4. Offer school-based programmes for gifted students. Examples include courses of creative writing, Maths Olympiads and languages (e.g. Chinese, English and Japanese).	Whole year	<ul style="list-style-type: none"> ● Student participation rate is high and there is positive feedback from the participants. They perform well in the courses. 	<ul style="list-style-type: none"> ● Analysis of the attendance record ● Feedback from students ● Teachers' observation ● Assessment of the student performance 	Subject Departments Teaching assistants Gifted Students Development Unit	DLG Mr. Tong's funds

5.	PROGRAMME TEAM
	<p data-bbox="219 248 696 280">Unit Chief Panel : <u>Leung Kit Ching</u></p> <p data-bbox="219 296 360 328">Members:</p> <p data-bbox="219 344 775 376">All subject department heads and members</p> <p data-bbox="219 392 383 424">Studies Unit</p> <p data-bbox="219 440 528 472">Staff Development Unit</p> <p data-bbox="219 488 483 520">Exam Unit (Internal)</p> <p data-bbox="219 536 495 568">Exam Unit (External)</p> <p data-bbox="219 584 663 616">Gifted Students Development Unit</p> <p data-bbox="219 632 439 663">Moral Education</p> <p data-bbox="219 679 394 711">Reading Unit</p> <p data-bbox="219 727 383 759">Project Unit</p> <p data-bbox="219 775 349 807">EMI Unit</p> <p data-bbox="219 823 371 855">Campus TV</p> <p data-bbox="219 871 315 903">IT Unit</p> <p data-bbox="219 919 427 951">Civic Education</p> <p data-bbox="219 967 551 999">Environmental Education</p> <p data-bbox="219 1015 472 1046">Junior Form Affairs</p> <p data-bbox="219 1062 315 1094">Library</p> <p data-bbox="219 1110 439 1142">Multimedia / AV</p>

CPD Plan of the Principal for the School Year 2009-2010Name of School: H.K.T.A. Tang Hin Memorial Secondary SchoolName of Principal: Mr. Lau Chi Yuen

Major Educational Issue(s) in HK	Major Concern(s) in School	Core Areas of Leadership	Content of Learning			CPD Hours Planned		
			Skills	Knowledge	Value	Structured Learning	Service to Education and the Community	
1. Quality of Teaching and Learning 2. Preparation for New Senior Secondary Structure. 3. Medium of Instruction. 4. External School Review.	1. Effective Learning. 2. Personal Growth Programme	Strategic Direction and Policy Environment	✓	✓	✓	20		
		Learning, Teaching and Curriculum	✓	✓	✓	20		
		Teacher Professional Growth and Development	✓	✓	✓	30		
		Staff and Resources Management	✓	✓		20		
		Quality Assurance and Accountability			✓	10		
		External Communication and Connection to the Outside World.	✓		✓		50	
						No. of CPD Hours	100	50
						Total No. of CPD Hours:		150

Endorsed by: Dr. Tong Wai Ki
Name of School Supervisor


(Signature)
Date: 14 OCT 2009