

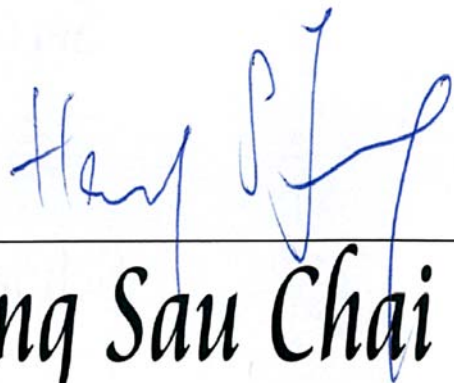


**Hong Kong Taoist Association
Tang Hin Memorial
Secondary School**

**School Annual Plan
2011-2012**

Annual Plan

*The following is the
Annual Plan of 2011-2012.*



Tong Sau Chai

Acting Supervisor

October, 2011.

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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.



MAJOR CONCERN 1: PERSONAL GROWTH PROGRAMME

1. PURPOSES		
1.1 to help students learn about values with regard to self, others and life		
1.2 to encourage students to follow their own conscience		
1.3 to help students reflect on life and on their experiences regularly		
1.4 to help students consolidate values		
2. ISSUES TO BE ADDRESSED		
2.1	Strengths	<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	Weaknesses	<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	Opportunities	<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	Threats	<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.
3. CURRENT YEAR OBJECTIVES		
3.1 To implement the OLE smoothly in school		
3.2 To strengthen students' value judgement and affection		
3.3 To help students develop a positive attitude to face the challenges in life		

4. IMPLEMENTATION PLAN

Objective 1 To implement the OLE smoothly in school						
1.1 - To help students engage in valuable LWL experiences in line with OLE development						
- Ensure the provision of ample opportunities for students to participate in a wide variety of ECA activities and LWL experiences.						
Action/Task	<i>Teacher Involved</i>	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
1.1.1 Ensure provision of ample opportunities for students to participate in a good variety of ECA and LWL experiences. <ul style="list-style-type: none"> ● Provide a good variety of ECA for students. ● e.g. SU, Houses, ECA clubs, service teams, uniform groups, sports teams, leadership programmes, etc. ● monitor students' participation in ECA and school service teams through point system. ● review performance of existing ECA clubs critically ● Encourage meaningful activities to be held by ECA groups 	ECAC committee ECA teacher advisors	Whole year	Experienced teachers enthusiastic students School support	<ul style="list-style-type: none"> ● Successful recruitment of members for all ECA clubs and teams and groups ● All S.1-3 students pass the ECA /service requirement for promotion ● Less than 5% students falling out of the recommended 'points' and those exceeding allowed points have endorsement from parents and school ● Satisfactory appraisal result for various ECA groups at the end of the school term 	ECAC meeting Staff meeting Student feedback	To allow NSS S4 and S5 students to take up posts in ECA and service groups. Point system refined to allow S5 students to participate in ECA and service.
1.1.2 Reduce timetable clashes between academic and ECA activity. <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 lesson on Friday after school ● No extra lesson for S4 in the NSS year ● At least 15 ECA days specified for S5 students 	ECAC Executive committee members Studies unit	Whole year	Coordinating work of ECAC with Executive committee members and supporting staff at the school office	<ul style="list-style-type: none"> ● Annual calendar of exam and monthly tests drawn up for teacher's reference ● Coordinated booking for LT and Hall at the beginning of the year ● Annual calendar drawn up and distributed to teachers 	ECAC meeting Staff meeting Student feedback Staff meeting ECAC meeting	Reduced frequency of monthly assessments
1.1.3 Provide Funding for creative, cultural, training and collaborative activities.	ECAC	Whole year	School funding	Above 70 % of Funding allocated	ECAC meeting	cultural activity subsidy scheme ECA Subsidy scheme

1.1.4 Seek sponsorship for Outward bound courses	ECAC	Whole year	Support from Outward bound HK, Sponsorship from YYI	Sponsorship of one or more student group for a residential training programme of 5 days or more	Participant reports	Outward bound training award for outstanding students
1.1.5 Provide leadership training for student leaders.	ECAC	January	School fund	<ul style="list-style-type: none"> Two to three training workshops for student leaders one group (30 students) for a residential training programme of 2 days 	ECAC meeting Participant reports	
1.1.6 Organize a LWL day with an emphasis on turning experience into real learning	ECAC Studies unit	17/2	Support from various subject panels and all teaching and non-teaching staff	Organized visits for all S1 to S5 students	ECAC meeting Staff meeting	Theme-based out of school learning opportunities

1.2 To improve OLE and SLP for NSS

Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
1.2.1 OLE time to provide valuable LWL experiences <ul style="list-style-type: none"> Designate a 45 minutes to 1.5 hr session as OLE period on Friday after school Draw up OLE period time table for the whole year Allocate time slots to the OLE components 	ECAC All teaching staff	Whole year on Fridays	Existing OLE materials	<ul style="list-style-type: none"> 15 OLE periods carried out as scheduled Around 50 hrs OLE time for each of the following OLE component: PD, AD and others (MCE, CS and CRE) for the NSS S4 and S5 students 	ECAC meeting Staff meeting, Student feedback	Besides satisfying the stipulated OLE time, efforts should be directed to promote self reflection and the sense of ownership in students

1.2.2 Promote Physical development of students through structured lessons for all students at all forms, enhance PD with special programmes such as PE days, interhouse sports events, school teams training and sports club activities.	PE teachers, ECAC	Whole year	Existing provision for PE development	PE days, interclass and interhouse sports events, school teams training and sports club activities held as scheduled	ECAC meeting Staff meeting, Student feedback	
1.2.3 Provide structured lessons such as visual arts and music in junior forms. Promote students' participation in art activities through the 'One life one Art' scheme and the cultural activities subsidy scheme. <ul style="list-style-type: none"> ● Enrich students' aesthetic experiences by inviting a various forms of performance arts at school. ● 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 ● Arrange / encourage students to participate in art appreciation activities out of school – with a monitoring scheme ● Recognize students' independent AD pursuit and allow entry into their SLP 	Music teacher, VA teachers, Tutors employed ECAC	Whole year	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	<ul style="list-style-type: none"> ● Subsidy be provided for teacher-led, out-of-school activities that are of cultural / AD nature ● Invite at least one performance in the following area: music, drama, art appreciation ● Music contest, drama festival, Music week, Art festival, post-exam performances held ● 6 hrs of out-of-school concert or museum visits for students to be recorded and monitored in a reporting scheme 	ECAC meeting Staff meeting Student feedback Attendance Tutor feedback	To allow more time for students to participate in ECA activities, some OLE periods will be set as ECA time for S4 and S5 students. On-line AD programme to be introduced to S4 and S5 students

<p>1.2.4 Arrange MCE, CRE in morning assembly, F/M periods and OLE periods.</p> <ul style="list-style-type: none"> ● Upgrade the exam processing system to record the total number of service hours of students. ● Provide opportunities for community service on the LWL Day ● Announce annual requirement for a min. of 6 hr internal service and a 6 hr external service for S4 students. 	Counselling unit	Whole year	MCE and careers unit Service groups	<ul style="list-style-type: none"> ● 50 hrs or above of OLE time for MCE, CS and CRE for the NSS S4 and S5 students ● The SLP system being improved to record the total number of service hours of students on the record sheet. ● Booklet for recording service properly adopted by students and teachers 	ECAC meeting Staff meeting Student feedback	
<p>1.2.5 Integrate the existing student record system with the student portfolio programme from e-class e.g. internal and external Awards, service-hour records, ECA post records, etc.</p> <ul style="list-style-type: none"> ● Have a briefing for teachers at staff meeting ● Have a briefing for students in September ● Promote a sense of ownership in students of own OLE and SLP. 	<p><i>MC education</i> Arts and PE Careers unit ECA unit Counseling unit Junior affairs unit Computer unit Exam unit ECAC</p>	<p>Before September 09</p> <p>Sept 10</p> <p>Sept 10</p> <p>July 11</p>	All teaching staff	<ul style="list-style-type: none"> ● Adjustment in the existing exam processing system to accommodate various data input, especially service hour input. ● A separate SLP report to be issued to students for review and reflection ● Recognize students' independent OLE pursuits and allow entry into their SLP ● F/M meeting students at the beginning of S5 to review with them their OLE development in S4 and make planning for S5 	ECAC meeting Staff meeting Student feedback Parents responses	It is important to encourage student to be reflective on their OLE development.

1.3 To help students set paths for further studies and future career						
Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
<ul style="list-style-type: none"> Train students the transferable skills at school that can be applied in their future study and career 	Coordinator: Cheung YK Teachers: Career Teachers Tsang WK S4 and S5 Form Teachers Library	10/2011-07/2012	Hall, Lecture Theatre, Classroom, LCD projectors EOEBG	<ul style="list-style-type: none"> All S4 and S5 students attend the career talks and career map workshops held in assembly time. At least one career talk will be held outside the assembly time. Over 75% of S3 students should understand more about the S4 curriculum after career course offered during the LE lessons. 	Observation of students' participation in the seminar. Count the number of career talk. Collect teachers' and students' feedback.	/
<ul style="list-style-type: none"> Introduce the new university entry requirements and present the importance of the necessity for continual learning at work 	Coordinator: Cheung YK Teachers: Career Teachers			<ul style="list-style-type: none"> All S6 students participate the mock JUPAS exercise and attend the talks about JUPAS. Over 70% of our S7 and S6 students join the Mentorship Scheme. 	Discuss with students after the mock JUPAS exercise. Observation of students' participation in the talks. Count the number of S7 and S6 students participating in the scheme. Check the record of SLP.	
<ul style="list-style-type: none"> Increase students' awareness on the importance of career planning. 	Coordinator: Cheung YK Teachers: Career Teachers, Form Teachers, Student Helpers			<ul style="list-style-type: none"> At least one visit to university open days, career expo and various job-sites should be attended by the S4, 5 and 6 students. The S4, 5 and 6 students' career related experience will be recorded in the SLP and printed for parents' information. 	Collect teachers' and students' feedback. Collect the feedback on students "My learning journal"	

				<ul style="list-style-type: none"> ● The post-up career information will be revised every week. ● Over 80% students will give positive feedback to the booklet “Compass” published by the Career Unit. ● The First Moral programme will be related to career planning. It is hoped that over 80% students understand the importance of educational qualifications and show positive feedbacks on their “My learning journal”. 		
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1.4 To help students select and complete their Learning Profile with appropriate essential learning experiences

Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
<ol style="list-style-type: none"> 1. A briefing session will be held to introduce to S4 students the SLP. 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. 3. An interim draft SLP and an annual SLP will be printed for checking, reviewing and consolidation. 4. An account of a personal experience (self-account) will be written by each student. 5. Teach students to write their own learning stories. 6. A briefing session will be held to guide S6 students transfer OLE items 	<p>Coordinator: Wong ST</p> <p>Teachers: Form Teachers, English Teachers, Leading teachers of various learning activities</p>	9/2011-8/2012	Hall, LCD project, Reference materials, Teachers	<ol style="list-style-type: none"> 1. All students attend the briefing session or else are notified of the importance of SLP. 2. Form teachers to check students' learning experiences on the eClass platform by 1/2011 for the 1st term and by 6/2012 for the 2nd term. 3. A draft account of a personal experience (self-account) of 800-1000 words will be written by each S5 student. 4. An account of a personal experience 	<ol style="list-style-type: none"> 1. Teacher comments on the student performance evaluated in the programme in the counselling meetings 2. Observation of student participation in the service activities 3. Form teachers check the number of learning hours 4. English teachers check the self-reflections of 	

to JUPAS OEA.				(self-account) of 800-1000 words will be written by each S6 student. 5. All S6 students are able to input OEA items in JUPAS system.	all S5/S6 students. S5/S6 Class teachers hold discussions with students. 5. Check JUPAS applications.	
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Objective 2 To strengthen students' value judgement and affection

2.1 To guide students using rational and peaceful ways to express their needs through the discussion on the recent cases of violence in the Legislative Council, protests and marches

Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
<ul style="list-style-type: none"> Modify the 'Life Education' curriculum The topic「時事專題探討」will be added in S2 curriculum. The teaching materials will guide students using rational and peaceful ways to express their needs through the discussion on the recent cases of violence in the Legislative Council, protests and marches 	Coordinator: Mak TY Teachers: Mak TY, Chan SK	9/2011-6/2012	'Life Education' resources, teacher prepared resources, classrooms, LCD projectors, reference books, teachers	1. The topic「時事專題探討」is added. 2. 75% of the subject teachers are satisfied with 80% of the teaching materials.	1. Survey 2. Teachers' analysis, comments and survey	/

2.2 To teach students to value care, concern and gratitude through the case of '許細文捐肝'

Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
<ul style="list-style-type: none"> Modify the 'Life Education' curriculum In order to put stress on the values 'concern for and helping others', 「許細文捐肝」 will be added as a part of the teaching materials in the S3 topic「推己及人」. 	Coordinator: Mak TY Teachers: Tsang WK	9/2011-6/2012	'Life Education' resources, teacher prepared resources, classrooms, LCD projectors, reference books, teachers	1. The teaching materials of the topic「推己及人」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	-

2.3 To strengthen students' concern about the mother country through delivering speeches in the morning assembly						
Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
1. Students give speeches on current events in China in the morning assembly. 2. Before and after the activity, reference materials will be prepared for students so as to enrich their knowledge about the topic in discussion.	Coordinator: Wong CT Teacher: Lo KM	9/2011 -7/2012	Current news	1. At least three speeches will be held in the year. The exact number of activities depends on the school arrangement. 2. At least 60% of students read the reference materials and 30% find the materials enriching their knowledge about the topic in discussion.	Interview with the students	/

2.4 To increase students' awareness of social issues and their ability to develop critical thinking skills through the discussion of current affairs						
Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
1. Liberal Studies teachers introduce the positive values and attitudes to students through the discussion of current issues. 2. Broadcast group discussions about current issues in campus TV. 3. The board for current issues on G/F will be updated bi-monthly.	Coordinator: Kwok FM All LS Teachers, Yiu KK. (campus TV)	Whole year	Lesson notes	<ul style="list-style-type: none"> ● Continue to introduce the positive values and attitudes to students. ● Continue to broadcast group discussions about current issues in campus TV. ● The board for current issues will be updated bi-monthly. 	<ul style="list-style-type: none"> ● Teachers' feedback ● Students' feedback 	/

Objective 3 To help students develop a positive attitude to face the challenges in life						
3.1 To promote students' critical thinking against the adverse social trends						
Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
1. To hold uniform checks	Coordinator : Ho WT Discipline Teachers : Chan WC, Choi LH, Chow CK, Lam KC. Lam KY, Lee WK, Mak TY, Tang PY, Wong CT, Yu WY Yue n WC and All form-teachers. Committee members of 'Life Education' and Counselling Unit. School Social Worker	9/2011	a. Hall,	1. Compared with last year, the number of untidy school uniform cases drops by 5%.	1. At the end of the school term, the following documents will be presented for evaluation : ➤ Record of uniform checks ➤ Record of lateness ➤ Record of absence ➤ Record of offences 2. The following meetings will be held for evaluating students' performances : ➤ Meetings with form-teachers, Counselling Unit, Junior Affairs Unit and Studies Unit. ➤ Prefects' meetings 3. Comments of on-duty teachers	
2. To hold 'Good student' talks to develop students' self-respect, self-discipline and respect for others		-7/2012	b. LCD projector,	2. A 'Good Student' talk is held at the beginning of the school term and reply slips must be signed by their parents to be collected through teachers.		
3. To keep a record of lateness and absence in order to develop self-discipline in students		2,5/9/2011	c. School-rule notes,	3. Cases of lateness and absence are kept below 0.4 %.		
4. To record students' class activities in class logbooks		9/2011	d. Teachers, Social Worker, Guidance Programme Fund,	4. Through implementing class rules and running assemblies on the theme of moral values, compared with last year, the incidence of student misbehaviour drops by 5%.		
5. To hold a moral programme to develop good values and behaviour in students		9/2011 -7/2012 11/2011	e. f. g.			

3.2 To revise the theme and personnel of the monthly moral programme						
Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
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	Coordinator: So MW All teachers	9/2011 - 5/2012	Classrooms, Hall, LCD project, Reference materials, Teachers, Guidance Programme Fund	1. All students participate in the moral activities and the follow-up self-reflection.	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	-
2. To have a series of discussions and activities on a moral topic of one specific theme each month:				2. All teachers participate in the moral activities and give feedback on the students' reflection.		

<p>October – Learning November – Dealing with oneself December – Living with others February – Our society March – Our country May – Serving others is to be amended to ‘Our World’</p> <p>3. A whole school approach is adopted. Each monthly moral programme is led by 2 leaders on alternate years.</p> <p>4. To have full student participation in the interactive moral activities and in the follow-up self-reflection</p>				<p>3. Students record their positive reflections in the ‘My Learning Journal’.</p> <p>4. Students receive awards for good moral performance.</p>	<p>➤ Form teacher comments in report cards ➤ Good Student Award Scheme ➤ Outstanding Student in Class Award Scheme ➤ Service Merits</p>	
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3.3 To help students handle the stress problems arising from their studies and family relations

Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
<p>1. To request form teachers to identify the students who are experiencing high levels of stress</p> <p>2. To invite these students to join a group programme organized by the school social worker</p> <p>3. To introduce the programme to the participants</p> <p>4. To arrange workshops for the target group</p> <p>5. To give individual care to students who are at high risk</p>	<p>Coordinator: So MW</p> <p>Form teachers, School social worker</p>	<p>9/2011 - 5/2012</p>	<p>Classrooms, Hall, Reference materials, Teachers, LCD projectors</p>	<p>1. Students with stress problem join the programme.</p> <p>2. 80% of the participants attend the workshops.</p> <p>3. 80% of the participants agree the programme can help them develop a positive attitude towards their life.</p> <p>4. Teachers give positive comments after the activities.</p> <p>5. Students give positive comments after the activities.</p>	<p>1. Observation of student participation in the activities</p> <p>2. Form teachers’ comments</p> <p>3. Student reflection in the ‘My Learning Journal’</p>	<p>-</p>

3.4 To enrich teachers’ knowledge of the adolescent development

Action/Task	Teacher Involved	Time-scale	Resources	Success Criteria	Method of Evaluation	Remarks
<p>1. To invite guest speakers to present talks on adolescent development</p> <p>2. To give teachers articles on adolescent development</p>	<p>Coordinator: So MW</p> <p>All teachers,</p>	<p>9/2011 -6/2012</p>	<p>Classrooms, Hall, Reference materials, Teachers,</p>	<p>1. All the teachers participate in the talks organized by the guest speakers.</p>	<p>1. Observation of participating teachers</p> <p>2. Observation of</p>	<p>-</p>

3. To have teacher-student sharing on adolescent development	School Social Workers		LCD projectors	2. All the teachers receive articles on adolescent development. 3. Students seek advice from the teachers in dealing with their problems. Students enter positive reflections in the 'Learning Journal'.	the students' moral performance 3. Form teachers' comments in students' 'Learning Journals'	
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5.	PROGRAMME TEAM				
	Coordinator : Mak Tsz Yin Members : Leung Wai Keung Wong Shun Tak Wong Chiu Tung Kwok Fuk Mui Ho Wing Tak Cheung Yuen Kwan So Man Wah Choi Lai Har Tsang Wing Kuen Lee Wai Keung				

MAJOR CONCERN 2: 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. ♦ Some students are passive learners. ♦ Some students have problems with time management. Some are busy with extra-curricular activities and others spend long hours on computer games. ♦ There is room for student improvement in independent learning and 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. ♦ After the establishment of Incorporated Management Committee, the funding flexibility has increased.
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. They 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 promote independent learning
3.4	To cater for students with different learning abilities and to help them develop their full academic potential

4. IMPLEMENTATION PLAN

Objective 1: To improve the curriculum in order to prepare for the NSS

Action/Task	Time Scale	Success Criteria	Method of Evaluation	Staff/Units involved	Resources Required
1. Improve the NSS curriculum by the following strategies: <ul style="list-style-type: none"> ● Revise the curriculum after the evaluation of teaching progress and student performance. ● Encourage collaboration among subject teachers to improve the curriculum and teaching materials. ● Prepare students to integrate the knowledge they have acquired from different topics. ● Design assignments and test/exam papers that identify students' ability in accordance with the requirements and standards of the HKDSE. 	Aug-Sep 11	<ul style="list-style-type: none"> ● Students' prior knowledge and ability are taken into consideration. ● Teaching topics are re-arranged from easy to difficult. ● Collaboration among teachers is commonly practised. 	<ul style="list-style-type: none"> ● Evaluation of the Scheme of Work and teaching materials ● Feedback from teachers and students. ● Evaluation of the quality of the teaching materials ● Feedback from teachers ● Analysis of the records of Collaborative Lesson Planning 	Department heads S.4, S.5 & S.6 teachers Department heads S.4, S.5 & S.6 teachers	Reference materials about curriculum design Curriculum guides
	Whole Year	<ul style="list-style-type: none"> ● More learning tasks are prepared for students to integrate their knowledge and skills and the student performance is satisfactory. 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Evaluation of the quality of the assignments ● Exercise Book Inspection ● Lesson Observation 	Department heads S.4, S.5 & S.6 teachers	Reference materials
	Whole Year	<ul style="list-style-type: none"> ● Students know their level of academic performance according to the requirements and standards of the HKDSE. 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Evaluation of the quality of the assignments and test/exam papers and marking schemes 	Department heads S.4, S.5 & S.6 teachers	Reference materials
2. Review the junior secondary curriculum to bridge with the NSS curriculum <ul style="list-style-type: none"> ● Continue to revise the junior secondary curriculum by referring to the requirements in HKDSE so that students can master the basic knowledge and skills for the NSS. 	Whole year	<ul style="list-style-type: none"> ● Most junior form 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"> ● Analysis of test and exam results ● Teachers' observations 	Subject departments	Reference materials
3. Enhance student performance in the core subjects - English Language, Chinese Language, Mathematics and Liberal Studies					

<ul style="list-style-type: none"> ● Review the duties of the teaching assistants and part-time teachers so that additional teaching and learning materials are produced to help students learn better. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● Duties of TAs and part-time teachers are reviewed and more teaching and learning materials are produced. 	<ul style="list-style-type: none"> ● Evaluation of the quality of the teaching materials ● Feedback from teachers ● Staff Appraisal 	Subject departments Teaching assistants Vice principals	Government Funds
<ul style="list-style-type: none"> ● Allocate more resources to help students master the core knowledge and skills. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● Over 80% of S.4, S.5 and S.6 students are able to attain a pass in the Annual Results. 	<ul style="list-style-type: none"> ● Analysis of test and exam results ● Teachers' observation ● Feedback from teachers 	Subject departments Teaching assistants	Government Funds

Objective 2: To develop effective teaching and learning strategies in order to enhance students' thinking skills

Action/Task	Time Scale	Success Criteria	Method of Evaluation	Staff/Units involved	Resources Required
1. Improve classroom teaching					
<ul style="list-style-type: none"> ● Continue to put more emphasis on developing student thinking. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● Students show improvement in thinking skills. This is evident in improved performance in the classroom and in 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"> ● Promote effective questioning in classroom teaching. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● Effective questioning techniques can be observed in classroom teaching. ● Good questioning techniques are shared among teachers. 	<ul style="list-style-type: none"> ● Lesson observation ● Feedback from teachers and students 	All teachers	Reference materials about effective questioning techniques
<ul style="list-style-type: none"> ● Promote interactions in classroom learning. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● Increase in classroom interactions can be observed. 	<ul style="list-style-type: none"> ● Lesson observation ● Feedback from teachers and students 	All teachers	Reference materials about pedagogy
2. Promote teacher professional development					
<ul style="list-style-type: none"> ● Encourage sharing of good teaching practices in subject departments 	<i>Whole year</i>	<ul style="list-style-type: none"> ● More meetings should be held to share good teaching practices among teachers in subject departments. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Analysis of the records of non-structured mode of CPD hours 	Subject departments	/
<ul style="list-style-type: none"> ● Promote collaborative lesson planning 	<i>Whole year</i>	<ul style="list-style-type: none"> ● More collaboration can be observed. The collaboration may include lesson planning, co-teaching and preparation of learning materials. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Analysis of the records of collaborative lesson planning 	Subject departments	/

<ul style="list-style-type: none"> ● Implement the lesson study scheme in order to improve teaching practice. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● The subjects that have not yet practised lesson study should be engaged in the lesson study scheme. ● Most teachers involved find the lesson study scheme worth implementing as it encourages collaboration and improves their teaching. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Evaluation of the 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 according to teachers' needs 	<i>Aug 11 Jan 12 Jun 12</i>	<ul style="list-style-type: none"> ● Over 80% of teachers find the workshops or seminars useful and are willing to employ some of the 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

Objective 3: To promote independent learning

Action/Task	Time Scale	Success Criteria	Method of Evaluation	Teachers involved	Resources Required
1. Prepare self-access learning tasks <ul style="list-style-type: none"> ● Prepare self-access learning tasks for students to assess their ability independently. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● More self-access learning exercises are prepared for students to assess their ability independently ● Over 70% of students perform satisfactorily in the exercises. 	<ul style="list-style-type: none"> ● Scrutiny of the exercises ● Feedback from teachers ● Assessment of student performance 	Subject departments	Teaching assistants and part-time teachers
2. Encourage students to practise self-reflection. <ul style="list-style-type: none"> ● Promote self-evaluation, especially after tests and exams. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● Over 70% of students have the practice of self-evaluation following assessment. 	<ul style="list-style-type: none"> ● Scrutiny of self-evaluation record forms ● Feedback from teachers and students 	All teachers	/
<ul style="list-style-type: none"> ● Teach students time-management and study skills. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● Students show improvement in time-management and study skills. 	<ul style="list-style-type: none"> ● Feedback from teachers and students 	All teachers	/
3. Cultivate student self-learning skills <ul style="list-style-type: none"> ● Encourage students to read more through the online reading scheme – “Reading Across the Curriculum” funded by the Refined English Enhancement Scheme (REES). ● Enhance students’ project skills and put more emphasis on presentation skills. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● Students read more through the scheme. This is evident by the online reading records. 	<ul style="list-style-type: none"> ● Analysis of the online reading records ● Survey on reading hours 	Subject departments EMI Unit Reading Unit	REES
	<i>Whole year</i>	<ul style="list-style-type: none"> ● Students show improvement in project skills, especially the presentation skills. 	<ul style="list-style-type: none"> ● Assessment of student performance ● Feedback from teachers 	Subject departments Project Unit	/

<ul style="list-style-type: none"> ● Revise the activities organized on Life-wide Learning Day so that students are able to cultivate the generic skills. 	<i>Whole year</i>	<ul style="list-style-type: none"> ● The activities on Life-wide Learning Day are revised. Students are able to develop the generic skills through the activities and the follow-up assignments. 	<ul style="list-style-type: none"> ● Feedback from students ● Assessment of student performance 	ECA Unit Studies Unit Subject departments	LWL fund
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Objective 4: To cater for students with different learning abilities and to help them develop their full academic potential

Action/Task	Time Scale	Success Criteria	Method of Evaluation	Staff/Units involved	Resources Required
1. Improve the current remedial measures for the less able students.	<i>Aug 11 Whole year</i>	<ul style="list-style-type: none"> ● Over 70% of the participants show 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 Junior Affairs Unit Teaching assistants Student Support Team	CEG and other funds
2. Encourage co-operative learning by forming study groups.	<i>Whole year</i>	<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 they can develop their special talents according to their interests.	<i>Whole year</i>	<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. Review the school-based programmes for gifted students.	<i>Whole year</i>	<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 and other funds

5. PROGRAMME TEAM

Unit Chief Panel : Leung Kit Ching

Members:

All subject department heads and members
Studies Unit
Staff Development Unit
Exam Unit (Internal)
Exam Unit (External)

Student Support Team
Moral Education
Reading Unit
EMI Unit
Campus TV

IT Unit
Civic Education
Environmental Education
Library
Project Unit

CPD Plan of the Principal for the School Year 2011-2012Name 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	✓	✓	✓	30		
		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.	✓		✓		70	
						No. of CPD Hours	110	70
						Total No. of CPD Hours:		180

Endorsed by: Mr. Tong Sau Chai Henry
Name of Acting School Supervisor_____
(Signature)

Date: _____