

SIR ELLIS KADOORIE SECONDARY SCHOOL (WEST KOWLOON)

Annual School Plan 2023/2024

Theme: Optimize Learning, Maximize Potential

Major Concern 1: Spearheading Learning and Teaching

Targets	Strategies/Tasks	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
A. To excel learning and teaching	1. To equip students with subject skills and study-management skills					
	(a) Subject skills and exam skills will be integrated into subject curricula.	<ul style="list-style-type: none"> Each subject department has integrated subject skills and exam skills into the curriculum 	<ul style="list-style-type: none"> Scheme of work 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject departments 	
	(b) Workshops on study skills and study-management skills will be arranged. (i) Pre-S.1: Note-taking skills (ii) S.2: Problem-solving skills (iii) S.3: Revision skills (iv) S.4: Study skills (v) S.5: Time management skills	<ul style="list-style-type: none"> At least one skill-related workshop is arranged for S.1 to S.5. 	<ul style="list-style-type: none"> Meeting minutes 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Academic Promotion Committee 	<ul style="list-style-type: none"> Funding for Academic Promotion
	2. To maximize students' potential according to their strengths					
(a) To arrange students to take part in various territory-wide competitions such as Speech Festival, debating, singing, dancing, sports, etc	<ul style="list-style-type: none"> At least five different types of talent are involved 	<ul style="list-style-type: none"> Record 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject departments Functional teams ECA clubs Academic Promotion Committee 		

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	(b) Learner diversity will be catered for: (i) Enhancement programme for gifted students in senior forms (ii) Implementation of gifted and remedial measures into lessons	<ul style="list-style-type: none"> At least three enhancement programmes for gifted students is arranged. Gifted and remedial measures are incorporated in teaching. 	<ul style="list-style-type: none"> Evaluation report Programme plans 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Academic Promotion Committee Subject departments 	<ul style="list-style-type: none"> Funding for gifted education
	(c) Enrichment Programme for S1 students will be arranged. (i) Pre-S1 Summer Programme (ii) Pre-S1 Orientation Camp (iii) S1 Circle Time (iv) S1 After-school Revision Support Class	<ul style="list-style-type: none"> At least 70% of the participants agree the activities are useful. 	<ul style="list-style-type: none"> Record of activities Student feedback Teacher feedback 	<ul style="list-style-type: none"> 1st term 	<ul style="list-style-type: none"> Academic Promotion Committee Guidance Committee Class teachers 	<ul style="list-style-type: none"> Funding for academic workshops
3. To develop students' language and reading abilities using a cross-curricular approach						
	(a) Language across-the-Curriculum (LaC) related activities will be incorporated into lessons.	<ul style="list-style-type: none"> At least one cross-curricular LaC activity is arranged by Chinese and English KLA. 	<ul style="list-style-type: none"> Programme plans First meeting minutes 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Chinese and English KLA 	
	(b) Reading across-the-Curriculum (RaC) related activities will be incorporated into lessons.	<ul style="list-style-type: none"> At least one RaC activity in either Chinese or English is arranged in each non-language subject. 	<ul style="list-style-type: none"> Programme plans First meeting minutes 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject departments Promotion of Reading Committee 	<ul style="list-style-type: none"> Grant for Promotion of Reading

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B. To develop self-directed learning	1. To cultivate students' sense of ownership of their learning					
	(a) Study Room and S6 Study Room will be opened during exam periods.	<ul style="list-style-type: none"> At least 70% of the users are satisfied with the arrangement. 	<ul style="list-style-type: none"> Survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Academic Promotion Committee 	
	(b) Holiday tutorial classes will be arranged. <ul style="list-style-type: none"> Easter and Christmas tutorial classes will be arranged for all junior form core subjects. 	<ul style="list-style-type: none"> At least 70% of the participants agree the tutorial classes are useful. 	<ul style="list-style-type: none"> Meeting Minutes 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Academic Promotion Committee 	
	(c) Subject-based goal-setting and evaluation in public exam subjects will be implemented in the senior forms. (Optional for all subjects in junior forms)	<ul style="list-style-type: none"> A subject-based goal-setting and evaluation is conducted in public exam subject after term tests. 	<ul style="list-style-type: none"> Programme plans 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject departments concerned 	
	(d) Pre-test and pre-examination after-school tutorial classes will be arranged.	<ul style="list-style-type: none"> At least two days of pre-test and pre-exam tutorial classes are arranged for each test and examination. At least 80% of exam subject offer tutorial classes. 	<ul style="list-style-type: none"> Timetable for tutorial classes Student feedback Teacher feedback 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Academic Promotion Committee 	
	(e) S6 pre-mock examination will be arranged.	<ul style="list-style-type: none"> At least 80% of HKDSE subject arrange pre-mock exam. 	<ul style="list-style-type: none"> Student feedback Teacher feedback 	<ul style="list-style-type: none"> 2nd term 	<ul style="list-style-type: none"> Academic Promotion Committee HKDSE subject departments 	

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2. To enrich students' learning experiences outside the classroom						
	(a) Subject-related outings or visits will be arranged.	<ul style="list-style-type: none"> At least one outing or visit is arranged in each KLA. 	<ul style="list-style-type: none"> Programme plans Meeting minutes 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> KLA coordinators 	
	(b) Joint-school activities will be arranged.	<ul style="list-style-type: none"> At least six subject departments have arranged joint-school activities. 	<ul style="list-style-type: none"> Records of activities 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject departments 	
	(c) Students will be encouraged to participate in inter-school competitions.	<ul style="list-style-type: none"> At least 20% of student times are nominated to participate in inter-school competitions. 	<ul style="list-style-type: none"> Record of activities 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject departments Functional teams ECA clubs 	
3. To develop immersive learning						
	(a) An immersive classroom will be built.	<ul style="list-style-type: none"> An immersive classroom and relative hardware are ready to for development. 	<ul style="list-style-type: none"> Record of testing 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Promotion of IT in Education Committee 	
	(b) Learning and teaching materials in relation to the immersive classroom will be developed.	<ul style="list-style-type: none"> Teaching materials for ICT department, Chinese KLA and Other Languages KLA. 	<ul style="list-style-type: none"> Learning and teaching materials 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Promotion of IT in Education Committee ICT department, Chinese KLA and Other Languages KLA 	

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C. To enhance enquiry-based learning by promoting STEAM education and cross-curricular projects	1. To further the development of cross-curricular STEAM education					
	(a) Promotion of STEAM through STEAM Club.	<ul style="list-style-type: none"> At least one exhibition is organized or participation in at least one external competition is by the STEAM Club. 	<ul style="list-style-type: none"> Meeting minutes Meeting minutes 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> STEAM Education 	
	(b) STEAM elements are embedded into Science KLA and junior ICT subject.	<ul style="list-style-type: none"> Science KLA and junior ICT subject have embedded STEAM elements in lessons. 	<ul style="list-style-type: none"> Meeting minutes Programme plans 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> STEAM Education Science KLA 	
	2. To explore students' ability in STEAM beyond the curriculum					
	(a) External STEAM activities and competitions will be participated.	<ul style="list-style-type: none"> STEAM Education nominates students to participate in at least one external activity or competition. 	<ul style="list-style-type: none"> Record of activities Students' feedback Teachers' feedback 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> STEAM Education 	<ul style="list-style-type: none"> Funding for activities
	(b) Cross-curricular inter-school STEAM activities will be arranged.	<ul style="list-style-type: none"> At least one cross-curricular inter-school STEAM activity co-organized with Science KLA or school committees is arranged. 	<ul style="list-style-type: none"> Record of activities 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> STEAM Education Science KLA 	<ul style="list-style-type: none"> Funding for activities

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D. To implement National Security Education	1. To help students learn the development of the country in various subjects					
	(a) The development of the country will be embedded in various subjects with reference to the curriculum framework on National Security Education issued by the EDB.	<ul style="list-style-type: none"> All subject departments that are mentioned in the curriculum framework on National Security Education incorporate the development of the country into their lessons. 	<ul style="list-style-type: none"> Scheme of work First meeting minutes Programme plans 	• 1 st term	<ul style="list-style-type: none"> HODs of <ul style="list-style-type: none"> Chinese Language Chinese History Life and Society Economics BAFS ICT Integrated Science Chemistry Biology Physics Geography 	
	2. To enhance national concepts and students' understanding of national security in various subjects					
	(a) National concepts and understanding of national security will be embedded into various subjects according to the curriculum framework on National Security Education issued by the EDB.	<ul style="list-style-type: none"> All subject departments that are mentioned in the curriculum framework on National Security Education incorporate national security into their lessons. 	<ul style="list-style-type: none"> Scheme of work First meeting minutes Programme plans 	• 1 st term	<ul style="list-style-type: none"> Subject departments listed above 	
(b) Interclass quizzes on National Security will be arranged in the 2 nd term.	<ul style="list-style-type: none"> At least one interclass quiz on National Security is arranged. 	<ul style="list-style-type: none"> Record of results 	• 2 nd term	<ul style="list-style-type: none"> Moral, Civic and National Education Committee National Security Education Committee 		

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	(c) Teachers will be encouraged to attend seminars and courses on the Basic Law and National Security Education.	<ul style="list-style-type: none"> At least 90% of teachers attend the related seminars and courses. 	<ul style="list-style-type: none"> CPD record 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> All teachers 	
E. To establish learning communities to enhance education professionalism	1. To support newly joined teachers					
	(a) An induction programme will be arranged for newly joined teachers.	<ul style="list-style-type: none"> At least 80% of participants are satisfied with the programme. 	<ul style="list-style-type: none"> Attendance record 	<ul style="list-style-type: none"> Late August 	<ul style="list-style-type: none"> Staff Support and Development Team School Promotion Committee 	<ul style="list-style-type: none"> School funding
	(b) A mentorship programme and peer lesson observation between mentor and mentee will be arranged.	<ul style="list-style-type: none"> At least 80% of participants are satisfied with the programme. 	<ul style="list-style-type: none"> Attendance record 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Staff Support and Development Team 	<ul style="list-style-type: none"> School funding
	(c) A learning circle will be arranged.	<ul style="list-style-type: none"> At least 80% of participants are satisfied with the programme. 	<ul style="list-style-type: none"> Attendance record Feedback 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Staff Support and Development Team 	<ul style="list-style-type: none"> School funding
	2. To enhance the culture of sharing and collaboration amongst teachers					
	(a) Peer lesson observation and debriefing will be self-arranged by each teacher.	<ul style="list-style-type: none"> At least 90% of teachers have arranged peer lesson observation followed by a discussion with at least one colleague. 	<ul style="list-style-type: none"> Records 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> All teachers 	

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	(b) Co-teaching will be implemented in KLA.	<ul style="list-style-type: none"> At least one co-teaching within the KLA or one co-teaching between KLAs is implemented by each KLA. 	<ul style="list-style-type: none"> Records 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> KLA coordinators 	
	(c) Collaborative lesson preparation (CLP) within the same department and between departments of the same KLA will be arranged.	<ul style="list-style-type: none"> At least one CLP within the department and one CLP between departments of the same KLA are arranged. 	<ul style="list-style-type: none"> Records 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> KLA coordinators Subject departments 	
3. To strive for continuous improvement in teaching pedagogy with resources outside school						
	(a) Teachers participate in learning circles arranged by EDB/universities or with other schools or, inter-school visits.	<ul style="list-style-type: none"> At least two KLAs join learning circles arranged by EDB/universities or with other schools or, inter-school visits. 	<ul style="list-style-type: none"> Records 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> KLA coordinators 	
	(b) School-based Support Programme on SEN in teaching and learning is arranged.	<ul style="list-style-type: none"> At least two departments join the School-based Support Programme on SEN. 	<ul style="list-style-type: none"> Records and minutes 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Student Support for SEN Committee 	