

*Sir Ellis Kadoorie
Secondary School
(West Kowloon)*



**Annual School Plan
2007/2008**

Sir Ellis Kadoorie Secondary School

(West Kowloon)

Our School Vision

Appreciating the cultural diversity of the students and reflecting on the changing demands of the modern world, the school aims at the holistic development of each individual student in order to enable them to become lifelong learners, and valuable members of the local and global community.

Our School Mission

To develop in our students:

1. all-roundedness and multiple intelligences
2. respect for others and other cultures
3. a sense of social awareness and responsibility

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1. Major Concern: Improving the organizational efficiency

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	<p>To solicit staff views on formulating essential school policies and management issues and nurture participatory planning and decision making in strategic planning</p> <ul style="list-style-type: none"> inviting teachers to attend meetings of management teams to participate in planning and decision making on various issues 	<ul style="list-style-type: none"> throughout the year 	<ul style="list-style-type: none"> at least 60% of the meetings of management teams attended by teachers not in the teams teachers attending these meetings are willing to voice their opinions 	<ul style="list-style-type: none"> meeting minutes and attendance record 	<ul style="list-style-type: none"> Teams i/c 	<ul style="list-style-type: none"> no special resources required
2.	<p>To strengthen the role of middle management in facilitating communication between teachers and school management.</p> <ul style="list-style-type: none"> informing HODs of the agenda before management team meetings 	<ul style="list-style-type: none"> throughout the year 	<ul style="list-style-type: none"> HODs help solicit views from teachers and reflect major points discussed in HODs meetings to teachers 75 % of teachers agree that “The subject/committee heads can facilitate communication between the management and teachers. & teachers can voice their opinions to the school through the subject/committee heads.” 	<ul style="list-style-type: none"> feedbacks collected stakeholder survey 	<ul style="list-style-type: none"> Teams i/c HODs 	<ul style="list-style-type: none"> no special resources required
3.	<p>To improve the school organizational culture</p> <ul style="list-style-type: none"> to facilitate coordination and cooperation among staff by seeking opinions from teachers every six months 	<ul style="list-style-type: none"> throughout the year 	<ul style="list-style-type: none"> 60% of teachers agree that there is improvement in coordination and cooperation among staff 	<ul style="list-style-type: none"> questionnaire survey each term 	<ul style="list-style-type: none"> SIT 	<ul style="list-style-type: none"> A whiteboard fixed in staffroom to facilitate better communication

2. Major Concern: Strengthening the self-evaluation mechanism

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	<p>To make effective use of examination data to plan for improvement on effectiveness of learning.</p> <ul style="list-style-type: none"> making use of data from examination results, TSA, and MCQ response analysis to identify the strengths and weaknesses of students, and plans are formulated accordingly for improvement 	<ul style="list-style-type: none"> after each examination 	<ul style="list-style-type: none"> Weaknesses and strengths of students listed out improvement plans are formulated according to the strengths and weaknesses identified 	<ul style="list-style-type: none"> examination evaluation reports programme plans 	<ul style="list-style-type: none"> HODs all teachers 	<ul style="list-style-type: none"> no special resources required
2.	<p>To make effective use of data from APASO to formulate plans to foster positive development of students</p>	<ul style="list-style-type: none"> March - April 	<ul style="list-style-type: none"> School administration able to identify school's needs and to draw up priority development areas each year based on results of APASO survey 	<ul style="list-style-type: none"> ASP & SDP 	<ul style="list-style-type: none"> SIT 	<ul style="list-style-type: none"> no special resources required
3.	<p>To develop amongst students the practice of self-evaluation</p> <ul style="list-style-type: none"> to promote peer evaluation in academic subjects to implement goal setting to implement a self evaluation scheme 	<ul style="list-style-type: none"> throughout the year throughout the year throughout the year 	<ul style="list-style-type: none"> more subjects include peer-evaluation in their coursework assessments 55% of students agree that they are able to set learning goals 50% of students agree that they have improved in all round improvement 	<ul style="list-style-type: none"> meeting minutes of departments evaluation evaluation 	<ul style="list-style-type: none"> all teachers class teachers guidance team 	<ul style="list-style-type: none"> no special resources required no special resources required no special resources required

3. Major Concern: Improving the effectiveness of learning and teaching

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	<p>To improve the learning attitude of students</p> <ul style="list-style-type: none"> reviewing and revising the present curriculum to match better with the needs and interest of students revising the award system and making it clearly known to students promoting students' participation in ECA cultivating a good reading habit among students in subject departments 	<ul style="list-style-type: none"> throughout the year Oct 07 after term tests throughout the year throughout the year 	<ul style="list-style-type: none"> Applied Learning implemented in S.4 and I.H. implemented in S.2 the school-based Chinese curriculum revised more challenging elements added to the present curriculum to develop the potential of the more able students at least 70 % of the students agree that "The subjects offered by the school meet my abilities and interests." The award system clearly explained to students and parents The merit lists for term tests clearly announced to students and awards given out within 3 weeks after the tests. 60% of students agree that the school organizes different types of extra-curricular activities for them 60% of students agree that they like reading 60% of parents agree that their children like reading 30% of teachers agree that students often engage in leisure reading at school 	<ul style="list-style-type: none"> list of students taking the subjects the revised curriculum the revised curricula stakeholder survey parents' letters, announcements announcements, posting of merit list, awards records ECA records & questionnaire survey statistics on students' reading habit & use of library stakeholder survey 	<ul style="list-style-type: none"> Curriculum Development Team Careers Team Chinese teachers HODs teachers i/c of survey & statistics Academic Promotion Team Academic Promotion Team ECA Team Clubs i/c Teacher Librarian Teachers i/c of ERS 	<ul style="list-style-type: none"> Funds for operating Applied learning no special resources required no special resources required prizes and certificates subsidy for activities library books books for ER

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<ul style="list-style-type: none"> promoting project learning in subject departments upgrading IT and AV facilities to encourage IT teaching to instill moral values through moral and civic education 	<ul style="list-style-type: none"> throughout the year throughout the year throughout the year 	<ul style="list-style-type: none"> students are serious in doing the projects the projects submitted are of good qualities Computer rooms equipped with new computers, LCD projectors and AV equipment 65% of students agree that the school attaches great importance to their moral development 	<ul style="list-style-type: none"> teachers' observation and judgments Inventory record of IT hardware and software in the school discipline & services record stakeholder survey 	<ul style="list-style-type: none"> all teachers Promotion of IT in Education Team Civic and Moral Education Team all teachers 	<ul style="list-style-type: none"> computers, subsidy for outings computers, LCD projectors, AV equipment expenses in running activities
2.	<p>To promote student-centred pedagogy amongst teachers</p> <ul style="list-style-type: none"> encourage teachers to attend seminars/workshops on student-centred pedagogy application of DOLACEE action plans organizing experience-sharing sessions for teachers to learn from one another, e.g. on effective use of appropriate IT facilities in lesson arrange peer lesson observation 	<ul style="list-style-type: none"> throughout the year throughout the year as part of staff meetings or staff briefings, throughout the year throughout the year 	<ul style="list-style-type: none"> teachers attend seminars and workshops on student-centred pedagogy 50% of action plans carried out at least 4 sharing sessions conducted and some teachers started to try out the good practices peer observation being conducted and over 90% of teachers involved in peer observation discussion 	<ul style="list-style-type: none"> Teachers' training record report meeting minutes teachers' oral feedback Peer lesson observation record 	<ul style="list-style-type: none"> all teachers teachers all teachers all teachers 	<ul style="list-style-type: none"> supply teachers no special resources required no special resources required no special resources required

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.	<p>To promote students' self-learning</p> <ul style="list-style-type: none"> • setting on-line exercises for students' self-studies • S1-3 students to be given time to reflect on things learnt in their learning diaries 	<ul style="list-style-type: none"> • throughout the year • throughout the year 	<ul style="list-style-type: none"> • more than 60% of the subjects provide on-line exercises for students • 70% of the students used the on-line exercises • students can answer a few reflective questions at the end of each lesson 	<ul style="list-style-type: none"> • Records of students completing the on-line exercises • learning diaries of students 	<ul style="list-style-type: none"> • all teachers • all teachers 	<ul style="list-style-type: none"> • the on-line exercises • no special resources required
4.	<p>To foster closer collaboration with parents in helping students to learn</p> <ul style="list-style-type: none"> • issuing Parents' Handbook to provide school information to parents • inviting parents to attend school functions and assemblies • inviting parents to have regular meetings with the Principal • inviting parents of students with special educational needs to sit in lessons • uploading students' homework record onto the school intranet 	<ul style="list-style-type: none"> • Sept. 07 • throughout the year • throughout the year • throughout the year • throughout the year 	<ul style="list-style-type: none"> • Parents' Handbook issued • at least 30 parents attended school functions or assemblies • at least 5 parents attended regular meetings with the Principal • at least 3 parents sat in lessons • parents agreed that sitting in lessons helps them to collaborate more effectively with the school in helping their children to learn • 50% of parents agree that the homework record is helpful 	<ul style="list-style-type: none"> • the Parents' Handbook • record of attendance in Guest Book • record of visitors • record of visitors • oral feedback of parents • questionnaire 	<ul style="list-style-type: none"> • APs • teachers i/c of various functions and assemblies • Principal • all teachers • all teachers • IT support 	<ul style="list-style-type: none"> • printing of Handbooks • no special resources required • no special resources required • no special resources required • no special resources required

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5	<p>To prepare for the New Senior Secondary Curriculum</p> <ul style="list-style-type: none"> • Preparation of preliminary plans of NSS curriculum and class structures • Establishment of system / mechanism for SLP • Establishment of system / mechanism for OLE 	<ul style="list-style-type: none"> • Sept 07 - May 08 • Sept 07 - May 08 • Sept 07 - May 08 	<ul style="list-style-type: none"> • completion of draft plans • completion of draft plans • completion of draft plans 	<ul style="list-style-type: none"> • record of work • record of work • record of work 	<ul style="list-style-type: none"> • coordinator of NSS curriculum • SLP Committee • OLE Committee 	<ul style="list-style-type: none"> • no special resources required • no special resources required • no special resources required