



聖公會基孝中學
SKH KEI HAU SECONDARY SCHOOL

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約翰一書 4:8

SKH Kei Hau Secondary School

Annual School Plan

2019-2020

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Major Concerns

1. **Enhancing professional capacity; designing a highly effective classroom**
2. **Exploring language learning environment; implementing cross-curricular learning**
3. **Inspiring multiple intelligences; developing positive attitudes towards life**

1. Major Concern: Enhancing professional capacity; designing a highly effective classroom

Targets	Strategies	Success Criteria	Methods of Evaluation
<ul style="list-style-type: none"> ● To guide students to adopt a <i>proactive approach</i> in learning ● To help students <i>connect the knowledge from textbooks to authentic situations</i> ● To <i>include high-order thinking skills questions</i> in lessons and homework 	<ul style="list-style-type: none"> ● To stress the importance of preparation before lessons e.g. let students be student teachers in lessons, flipped classroom, etc. ● To encourage students to ask questions that they do not understand after preparation at home ● To develop students' skills to research online concerning the topics they are going to learn before starting a new theme ● To challenge students by asking them high-order thinking questions and ways of applying the knowledge based on what they have learnt 	<ul style="list-style-type: none"> ● Teachers show students' preparation work during lesson observations and in homework ● Students are able to detail briefly of what they are going to learn before starting a new learning topic ● Teachers guide students to ask questions (from students to either students or teachers) during lesson observations ● Students are able to point out what areas that they do not understand before teachers start teaching the topic ● Students are able to collect information of the topic mentioned in textbooks for enriching learning process ● Teachers ask high-order thinking skills questions (at least one per lesson) during lessons ● At least 6 pieces of homework per year show the elements of high-order thinking skills ● Teachers guide students to apply the knowledge they have learnt in the lesson in daily life during lesson observations and in homework 	<ul style="list-style-type: none"> ● Lesson observations ● Homework inspections ● Students survey ● Teachers survey

2. Major Concern: Exploring language learning environment; implementing cross-curricular learning

Targets	Strategies	Success Criteria	Methods of Evaluation
<ul style="list-style-type: none"> ● To implement the <i>English Know-How Program (EKH: see attachment)</i> ● To implement <i>Welcome to My Class Scheme (WMCS)</i> ● To implement <i>Cross-curricular Collaboration</i> ● To have <i>curriculum re-sequencing</i> to cater for learning excellence 	<ul style="list-style-type: none"> ● Apply the <i>EKH</i> Program throughout the year ● Teachers participate in the professional discussion and apply the workable teaching skills in their lessons; and re-arranging teaching sequence for consolidating learning and teaching ● Panel Heads discuss with members of what subjects / sections to have collaboration ● To showcase good teaching cases from WMCS; teachers observed highlight the successful parts in the lessons to other staff and analyze how to teach particular subjects / skills during Staff Meetings and / or Staff Development Days 	<ul style="list-style-type: none"> ● Students find that learning is fun and knowledge of different subjects are inter-related ● Teachers find that students have more confidence in speaking English and their English standard has been improved ● Teachers are more aware of how cross-curricular plans can be carried out 	<ul style="list-style-type: none"> ● Lesson observations ● Homework inspections ● Students survey ● Teachers survey

3. Major Concern: Inspiring multiple intelligences; developing positive attitudes towards life

Targets	Strategies	Success Criteria	Methods of Evaluation
<ul style="list-style-type: none"> ● To establish the culture of love, care and support to school and the community ● To strengthen students' sense of belonging towards school ● To strengthen students' leadership skills and multiple talents 	<ul style="list-style-type: none"> ● Incorporating life education into different key learning areas and cross-curricular activities ● Arranging regular meetings and maintaining communication among classes to ensure quality education ● Hiring two social workers to provide more support in students' growth ● Organizing competitions on beautifying the campus ● Provide \$2,000 cash subsidy to each class for organizing class-based activities ● Organizing training camps in different extra-curricular activities for strengthening leadership skills ● Increase the number of clubs so as to unleash students' talents ● Provide more platforms to acknowledge students' talents and achievements after joining activities ● Cooperate with different organizations and provide more exposure beyond classrooms 	<ul style="list-style-type: none"> ● Key learning areas successfully incorporate life education in their curriculum ● Students detail what they have learnt from the life education activities ● Students value the activities organized by school and love to go to school ● Students have positive changes after taking activities prepared by the school ● S1 and S2 students join at least one social service annually 	<ul style="list-style-type: none"> ● Students survey ● Teachers survey