

## SKH Kei Hau Secondary School – Evaluation of Annual Plan (2019-2020)

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<ul style="list-style-type: none"> <li>● To guide students to adopt a <i>proactive approach</i> in learning</li> <li>● To help students <i>connect the knowledge from textbooks to authentic situations</i></li> <li>● To <i>include high-order thinking skills questions</i> in lessons and homework</li> </ul>	<ul style="list-style-type: none"> <li>● To stress the importance of preparation before lessons e.g. let students be student teachers in lessons, flipped classroom, etc.</li> <li>● To encourage students to ask questions that they do not understand after preparation at home</li> <li>● To develop students' skills to research online concerning the topics they are going to learn before starting a new theme</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers show students' preparation work during lesson observations and in homework</li> <li>● Students are able to detail briefly of what they are going to learn before starting a new learning topic</li> <li>● Teachers guide students to ask questions (from students to either students or teachers) during lesson observations</li> <li>● Students are able to point out what areas that they do not understand before teachers start teaching</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson observations</li> <li>● Homework inspections</li> <li>● Students survey</li> <li>● Teachers survey</li> </ul>	<ul style="list-style-type: none"> <li>● The focus of adopting a proactive approach in learning has been stressed in almost all staff meetings and panel heads meetings. Various methods concerning measures to nurture the students to be interested and proactive in lessons were demonstrated in the aforementioned meetings. Although some teachers reported that it was challenging to motivate all students to be proactive in learning, especially in online lessons during the class suspension, teachers</li> </ul>

	<ul style="list-style-type: none"> <li>● To challenge students by asking them high-order thinking questions and ways of applying the knowledge based on what they have learnt</li> </ul>	<p>the topic</p> <ul style="list-style-type: none"> <li>● Students are able to collect information of the topic mentioned in textbooks for enriching learning process</li> <li>● Teachers ask high-order thinking skills questions (at least one per lesson) during lessons</li> <li>● At least 6 pieces of homework per year show the elements of high-order thinking skills</li> <li>● Teachers guide students to apply the knowledge they have learnt in the lesson in daily life during lesson observations and in homework</li> </ul>		<p>tried different methods to lead students to have different sorts of preparation before the lessons.</p> <ul style="list-style-type: none"> <li>✓ Mathematics Department tried to incorporate <i>Flipped Classroom</i> in S4 and it was a good start to nurture students' self-learning habit.</li> <li>✓ For Physics, teachers attempted to stress the questions generated by experiments to consolidate students' learning.</li> <li>● To help students relate the knowledge they learnt to authentic materials / situations, different departments tried their best to organize activities before class suspension:</li> <li>✓ <u>Chinese Department</u>: to expose students to</li> </ul>
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				<p>Chinese culture, S5 students were arranged to pay a visit to Jao Tsung-I Academy (饒宗頤文化館) so as to learn Chinese culture by having hands on practice for making Chinese lanterns besides appreciating the formation of Chinese characters; S2 students went for 7A班戲劇組《戲解文言導賞—初中篇》 and students were guided to appreciate the beauty of ancient Chinese writings and Chinese Operas. Even during the class suspension, the Chinese Club also uploaded 9 videos about Chinese festivals, Chinese History and Chinese culture to raise students' interests in Chinese culture. Every week, the whole</p>
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				<p>school was supposed to subscribe to 《語文同樂》, with the morning news sharing led by Chinese teachers and some students, so that students learnt Chinese through local newspapers. Yet due to the class suspension, it was not be able to carried out thoroughly as planned.</p> <p>✓ <u>English Department:</u> English teachers believed that learning English should not just be confined to textbooks, but authentic materials, thus every Tuesday, the whole school read SCMP and shared ideas from the news. It was led by English teachers and students. On the one hand, students could learn this second language through newspapers and</p>
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				<p>on the other hand, they could be aware of the social issues besides via their mother tongue. On top of this, the founder of <i>ImpactHK</i> was invited to have a talk in an assembly to introduce their care to the community. By doing so, students had more ideas of how expats in HK spread love to the local underprivileged followed by visits to street sleepers. Yet the class suspension has affected the planned schedule. Besides, S1 students were also arranged to learn English in <i>Towngas</i> for tasting learning English through hands-on practice. Again, due to class suspension, such activity had been postponed.</p>
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				<ul style="list-style-type: none"> <li>✓ <u>PSHE</u>: project with EDB has been cancelled due to class suspension.</li> <li>✓ <u>History and Chinese History</u>: to lead students learn history in a vivid way, teachers brought students to the <i>Central and Western Heritage Trail</i> to understand how this historical cradle has been developed and witnessed the changes of HK.</li> <li>✓ <u>BAFS</u>: students joined <i>JA Company</i> in order to taste the experience of running a business. Students involved in drafting the business plan, allocating manpower, designing their own products, arranging crowdfunding and budgeting. Students sold their products at school and got many teachers'</li> </ul>
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				<p>and students' support. Through having such experience, students generated many ideas of how being businessmen was like besides tackling theories from the textbooks.</p> <ul style="list-style-type: none"> <li>● To encourage students to do research online, teachers tried to promote this in limited teaching time though half of the year suffered from class suspension, namely, writing practice in English Department and projects in LS and Geography. Students were required to get help from resources online before mapping out their work.</li> <li>● Concerning challenging students by implementing the high-order thinking</li> </ul>
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				skills in lessons, it had not been totally actualized due to class suspension in the second term. This will be postposed in the upcoming academic year.
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2. Major Concern: Exploring language learning environment; implementing cross-curricular learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<ul style="list-style-type: none"> <li>● To implement the <i>English Know-How Program</i></li> <li>● To implement <i>Welcome to My Class Scheme (WMCS)</i></li> <li>● To implement <i>Cross-curricular Collaboration</i></li> <li>● To have <i>curriculum re-sequencing</i> to cater for learning excellence</li> </ul>	<ul style="list-style-type: none"> <li>● Apply the <i>EKH Program</i> throughout the year</li> <li>● 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</li> <li>● Panel Heads discuss with members of what subjects / sections to have collaboration</li> <li>● To showcase good teaching cases from</li> </ul>	<ul style="list-style-type: none"> <li>● Students find that learning is fun and knowledge of different subjects are inter-related</li> <li>● Teachers find that students have more confidence in speaking English and their English standard has been improved</li> <li>● Teachers are more aware of how cross-curricular plans can be carried out</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson observations</li> <li>● Homework inspections</li> <li>● Students survey</li> <li>● Teachers survey</li> </ul>	<ul style="list-style-type: none"> <li>● To show the beauty of English and arose students' interests in learning this language, the English Department planned to have whole-year programmes. Yet due to the class suspension, limited activities had been carried out successfully. In September, <i>Mid-Autumn Festival Celebration</i> was held and with the help of the Chinese Department, this festival was highlighted in both languages so that students could be reminded of its origin, ways of celebration and meaning in both languages. Among</li> </ul>

	<p>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</p>			<p>those, the Riddle Guessing Games held in the hall was mostly welcomed by students. Both teachers and students enjoyed a warm festival celebration. In October, <i>Energy Efficiency Day</i> was held together with the Geography Department. With reference to the content of measures about protecting the environment taught in Geography, the English teachers have brought students another angle of presenting the same message besides their first language. Students responded that they were able to have awareness of showing concerns to protecting the Earth in daily life through dual language.</p>
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				<p>In November, selected elite students in English had been invited to be masters of ceremony and also, chaired the <i>English Trivia</i> for Primary 5 to 6 students to the districts nearby. Through preparing for the aforementioned activities, students in various forms learned to cooperate with their counterparts in different forms of how to conduct activities properly. This is another benefit they got besides sharpening their language skills.</p> <ul style="list-style-type: none"><li>● Without the class suspension, a series of measures to achieve teaching advancements were supposed to be conducted, like promoting teachers' professional exchanges and re-</li></ul>
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				<p>arranging curriculum in teaching to facilitate students' learning. However, being affected by class suspension, many of the plans could not be executed. Yet the use of information technology in teaching was advanced. Besides regular lessons conducted in <i>Google Meet</i> and <i>Zoom</i>, some apps were adopted to facilitate teaching, like <i>Explain Everything</i>, <i>Screencast</i>, <i>Google Classroom</i>, etc. Teachers tried every means to make use of online resources to prepare recorded and live lessons to students in different stages. Through the homework inspection, it had been reflected that teachers explored different</p>
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				<p>teaching tools to carry out online learning and teaching activities. Teachers arranged a collection of homework even though no face-to-face lessons were conducted before class resumption.</p>
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3. Major Concern: Inspiring multiple intelligences; developing positive attitudes towards life

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<ul style="list-style-type: none"> <li>● To establish the culture of love, care and support to school and the community</li> <li>● To strengthen students' sense of belonging towards school</li> <li>● To strengthen students' leadership skills and multiple talents</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporating life education into different key learning areas and cross-curricular activities</li> <li>● Arranging regular meetings and maintaining communication among classes to ensure quality education</li> <li>● Hiring two social workers to provide more support in students' growth</li> <li>● Organizing competitions on beautifying the campus</li> <li>● Provide \$2,000 cash</li> </ul>	<ul style="list-style-type: none"> <li>● Key learning areas successfully incorporate life education in their curriculum</li> <li>● Students detail what they have learnt from the life education activities</li> <li>● Students value the activities organized by school and love to go to school</li> <li>● Students have positive changes after taking activities prepared by the school</li> <li>● S1 and S2 students join at least one social service annually</li> </ul>	<ul style="list-style-type: none"> <li>● Students survey</li> <li>● Teachers survey</li> </ul>	<ul style="list-style-type: none"> <li>● Some activities focusing on nurturing students' positive values and attitudes had been organized though the face-to-face lesson time was limited:               <ul style="list-style-type: none"> <li>✓ S1 joined a drama named 齊享健康資訊. Students showed strong interests in it and they interacted actively in the performance. Students reported that they had more ideas and tips on how to lead a healthy lifestyle.</li> <li>✓ For S2, 30 students joined a visit called 思囚之路 organized by Correctional Services Department. Teachers reported that students got much</li> </ul> </li> </ul>

	<p>subsidy to each class for organizing class-based activities</p> <ul style="list-style-type: none"> <li>● Organizing training camps in different extra-curricular activities for strengthening leadership skills</li> <li>● Increase the number of clubs so as to unleash students' talents</li> <li>● Provide more platforms to acknowledge students' talents and achievements after joining activities</li> <li>● Cooperate with different organizations and provide more exposure beyond classrooms</li> </ul>			<p>reflection after the visit. To consolidate the message of staying away from crimes, officers from CSD even organized a workshop after the visit as a follow-up.</p> <ul style="list-style-type: none"> <li>✓ To let students know the needs of people from all walks of life and experience sympathy and empathy, an activity called 傷健共融 was organized to let students experience activities done while sitting on wheelchairs, like using staircases, playing basketball, for example.</li> <li>✓ Nine S4 students joined 社區地圖·「你」想地圖 organized by Caritas. Through field trips, students had more in-depth understanding of the neighborhood and mapped out some measures to</li> </ul>
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				<p>improve the living environment. Students reported that they would be more aware of the development of the community and think of ways to make it a better place to live.</p> <ul style="list-style-type: none"> <li>● The Student Union and four Houses organized some activities to enable committee members to display their leadership by holding activities themselves: <ul style="list-style-type: none"> <li>✓ The Student Union organized a Singing Contest smoothly and all audience was so moved by the good atmosphere.</li> <li>✓ Senior form members from the <i>Big Brother and Big Sister Scheme</i> also organized a series of activities, like the S1</li> </ul> </li> </ul>
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				<p>Orientation Day, lunchtime activities, inter-class quizzes, etc. The S1 students developed a close and harmonious relationship and friendship with their senior form counterparts.</p> <ul style="list-style-type: none"> <li>● Though many face-to-face activities planned had been cancelled due to class suspension, both teachers and students made good use of the technology to have activities conducted online: <ul style="list-style-type: none"> <li>✓ To establish a close relationship among classmates, all classes made good use of the school subsidies to arrange an array of activities like picnics and Christmas celebrations.</li> <li>✓ S6 students were arranged</li> </ul> </li> </ul>
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				<p>to join programs so as to have a relief under the pressure caused by DSE, 喜樂同行 was one of the examples.</p> <ul style="list-style-type: none"><li>● During the class suspension, teachers tried their best to keep a close contact with parents and students to show care towards students' needs and offered help accordingly.</li><li>● During the whole year, the two social workers spent much time offering counselling on top of organizing programs to students' and deal with their emotional turmoil.</li><li>● With the introduction of more clubs in languages, students were exposed to a strong atmosphere in academic development not just inside classrooms, but after school.</li></ul>
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