

SKH Kei Hau Secondary School – Annual Plan (2020-2021)

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Teachers-in-charge
A. To arouse students' interests in learning and guide students to be self-directed learners	<ul style="list-style-type: none"> ● To stress the importance of preparation before lessons and students should be responsible for their learning e.g. let students be student teachers in lessons, exploring and implementing flipped classroom, etc. ● To encourage students to ask questions that they do not understand after having 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 	<ul style="list-style-type: none"> ● Teachers show students' preparation work in homework and during lesson observations ● Students are able to detail briefly of what they are going to learn before starting a new learning topic ● 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 questions (at least one per lesson) 	<ul style="list-style-type: none"> ● Lesson observations ● Homework inspections ● Students survey ● Teachers survey 	<ul style="list-style-type: none"> ● Curriculum Development Team ● Examinations, SAMS & Admission Team

	<p>them high-order thinking questions and ways of applying the knowledge based on what they have learnt</p> <ul style="list-style-type: none"> ● To guide students to set learning goals and plans for making academic improvements and have regular reflections reviewing their progress 	<p>during lessons</p> <ul style="list-style-type: none"> ● 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 ● Students have records of their own goals and reflections throughout the learning process 		
<p>B. To cater for students' learning needs and strive for academic excellence based on their abilities</p>	<ul style="list-style-type: none"> ● To nurture multiple intelligences by unleashing students' talents in various ways and encourage them to join gifted programmes organized by HKAGE and other institutes ● To explore students' thinking, creativity abilities and social skills through collecting information from teachers ● To provide gifted and remedial classes after school according to students' learning needs 	<ul style="list-style-type: none"> ● Making good use of the Talent Pool, the school offer suitable courses to unleash students' talents in different aspects ● Students receive training in sharpening their creativity and social skills ● Students' academic results and aesthetic talents can be unlocked ● Extra professional help is provided to students who have special needs in education 	<ul style="list-style-type: none"> ● Homework inspections ● Students survey ● Teachers survey 	<ul style="list-style-type: none"> ● Curriculum Development Team ● Gifted Education Team ● Counselling & SEN Team

<p>C. To further strengthen students' reading habit</p>	<ul style="list-style-type: none"> ● To further arouse students' interests and guide them to treat reading as a habit they do during leisure time e.g. organize reading activities regularly, especially the period around the World Book Day, like book fairs and invite authors to conduct talks related to reading ● To encourage students to read both local and international newspapers and keep track of social issues ● To further strengthen book sharing practice by teachers and students ● To encourage teachers to make use of newspapers and any online resource as teaching resources e.g. Chinese, English and LS ● To guide students to develop critical thinking skills while reading 	<ul style="list-style-type: none"> ● Students find reading as a regular activity they do during free time ● Students have interests of reading books in different genres ● Students find newspapers, magazines and online resources as means to gain more knowledge ● Students know that they should have a critical mind when reading 	<ul style="list-style-type: none"> ● Students survey ● Teachers survey 	<ul style="list-style-type: none"> ● Learning Resources & E-learning Team ● Panel Heads
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<p>D. To enhance the use of technology so as to promote interactive learning</p>	<ul style="list-style-type: none"> ● To promote e-learning to students as a kind of assistance in learning ● To establish the habit of using online platforms among students and teachers to enhance learning ● To guide students to make use of resources online and further enhance their learning 	<ul style="list-style-type: none"> ● Students find it easy and useful to adopt devices as tools to assist learning online ● Students communicate with their counterparts and teachers during learning process using online platforms 	<ul style="list-style-type: none"> ● Students survey ● Teachers survey 	<ul style="list-style-type: none"> ● Learning Resources & E-learning Team
<p>E. To strengthen STEAM education</p>	<ul style="list-style-type: none"> ● To set up a STEM Laboratory to facilitate learning and teaching ● To foster students' self-regulated learning abilities ● To integrate students' knowledge and apply in problem solving process ● To broaden students' horizons through nominating students to participate in various inter-school competitions ● To nurture students' generic skills ● To encourage teachers to participate actively in teacher 	<ul style="list-style-type: none"> ● Students show that they have their plans in tackling the authentic problems provided by teachers ● Students know that they should have a logical mind to integrate knowledge from different aspects in order to solve the problems ● Students are capable of creating their own inventions and present their design ideas to the public ● Students demonstrate perseverance and confidence when they get stuck in the their investigation 	<ul style="list-style-type: none"> ● Students survey ● Teachers survey 	<ul style="list-style-type: none"> ● Curriculum Development Team ● STEAM Team

	<p>learning circles for professional development</p> <ul style="list-style-type: none"> ● To promote entrepreneurial spirit through innovative school-based STEM curriculum ● To organize cross-curricular learning activities for strengthening students' inter-disciplinary abilities 			
F. To further strengthen career and life planning	<ul style="list-style-type: none"> ● To foster students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways ● To expose students to different job natures so that they are able to map out their studying and career paths ● To provide suitable counselling to S3 students for choosing electives in senior secondary schooling ● To provide suitable JUPAS counselling so that S6 students can 	<ul style="list-style-type: none"> ● Students show that they have their plans in studying so as to achieve their goals after graduation ● Students have more ideas on job natures of different careers through joining events offered by school or other organizations ● S3 students have a clear mind of their choices of electives in S4 based on their interests and their future study plan and career aspirations ● S6 students make use of the resources offered by various 	<ul style="list-style-type: none"> ● Students survey ● Teachers survey 	<ul style="list-style-type: none"> ● Life Planning & Career Team

	<p>have more resources and information about their pathways after graduation according to their academic performances</p> <ul style="list-style-type: none"> ● To integrate students' career/academic aspirations with whole-person development and life-long learning 	<p>institutes in order to achieve their plans to further studies after graduation</p>		
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Major Concern 2: Exploring language learning environment; implementing cross-curricular learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Teachers-in-charge
<p>A. To strengthen an English-rich learning environment</p>	<ul style="list-style-type: none"> ● To implement the <i>English Know-How Program</i> (EKH) throughout the year so as to sharpen students' English skills ● To arouse students' interest in learning English through various activities in EKH and organized by the English Club ● To nurture students a habit of 	<ul style="list-style-type: none"> ● Students find that learning English is fun and have interests to explore further ● Students are confident to present the topics in English they learnt from EKH related to other subjects ● Teachers find that students have more confidence to communicate in English and their English standard 	<ul style="list-style-type: none"> ● Students survey ● Teachers survey 	<ul style="list-style-type: none"> ● English department

	<p>communicating with others in English – English teachers talk to students in English even after English lessons</p> <ul style="list-style-type: none"> ● To encourage students to express their opinions in <i>South China Morning Post (SCMP)</i> ● To expose students to western culture 	<p>is improved</p> <ul style="list-style-type: none"> ● Students write to <i>SCMP</i> regularly to express their views towards different topics ● Students have more ideas of western culture besides the Chinese one 		
<p>B. To further enhance teachers' teaching effectiveness so as to achieve academic excellence</p>	<ul style="list-style-type: none"> ● To implement <i>Welcome to My Class Scheme (WMCS)</i> in order to promote professional dialogue in reviewing the quality and effectiveness of lessons in different subjects by different teachers ● Teachers participate in the professional discussion and explore chances to apply the workable teaching skills in their lessons 	<ul style="list-style-type: none"> ● Teachers develop a habit of welcoming teachers in other subjects to give suggestions for their lessons ● Teachers believe that lesson observations (both observing lessons in the same and different subjects) is a valuable kind of professional development in their teaching ● Teachers find it fruitful in both being observed and observing others when it comes to lesson 	<ul style="list-style-type: none"> ● Teachers survey 	<ul style="list-style-type: none"> ● Curriculum Development Team

		<p>observations</p> <ul style="list-style-type: none"> ● Teachers 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 		
C. To implement Cross-curricular Collaboration	<ul style="list-style-type: none"> ● Panel Heads discuss with members of what subjects / sections to have collaboration so as to facilitate students' learning ● To help students connect the knowledge from textbooks to authentic situations ● To explore the chances of curriculum re-sequencing to further promote learning excellence 	<ul style="list-style-type: none"> ● Students find that knowledge of different subjects are inter-related ● Students are stimulated to explore more towards certain topics after conducting the cross-curricular teaching ● Students are able to apply the knowledge they learn in the lessons in their daily life ● Teachers are more aware of how cross-curricular plans can be carried out and have more collaboration with other subjects in the future 	<ul style="list-style-type: none"> ● Lesson observations ● Homework inspections ● Students survey ● Teachers survey 	<ul style="list-style-type: none"> ● Curriculum Development Team ● All subject Panel Heads

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Teachers-in-charge
A. To strengthen classroom management	<ul style="list-style-type: none"> ● To arrange classroom management activities to establish the culture of love, care and support among students ● To provide \$2,000 cash subsidy to each class for organizing class-based activities ● To enhance communication among different classes in the same form through Form Coordinators 	<ul style="list-style-type: none"> ● Class Teachers organize at least 2 class-based activities annually ● The committee organizes at least 1 inter-class competition in each form annually ● Students value the activities organized by school and love to go to school 	<ul style="list-style-type: none"> ● Students survey ● Teachers survey 	<ul style="list-style-type: none"> ● Student Affairs Committee
B. To nurture students' correct values	<ul style="list-style-type: none"> ● To incorporate life education into different key learning areas and cross-curricular activities ● To provide support in students' growth by the two social workers ● To organize competitions to beautify the campus ● To organize systematic service-learning activities 	<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 have positive changes after taking activities prepared by the school 	<ul style="list-style-type: none"> ● Subject Annual Reports ● Panel meeting minutes ● Students survey ● Teachers survey 	<ul style="list-style-type: none"> ● Student Affairs Committee ● School-Church Pastoral & Fellowship Committee ● KLA Convenors ● Panel Heads

<p>C. To develop students' potential</p>	<ul style="list-style-type: none"> ● To organize clubs and interest classes so as to unleash students' talents ● To organize training camps in different extra-curricular activities for strengthening leadership skills ● To provide training to KH Ambassadors and student leaders ● To cooperate with different organizations and provide more exposure beyond classrooms 	<ul style="list-style-type: none"> ● S1 and S2 students join at least 1 club or service team annually ● Cooperate with at least 3 organizations to provide support to different student's needs 	<ul style="list-style-type: none"> ● Activity reports ● Clubs' Annual reports ● Feedbacks from organizations 	<ul style="list-style-type: none"> ● Student Affairs Committee ● External Liaison Team
<p>D. To raise students' sense of uplift</p>	<ul style="list-style-type: none"> ● To organize or nominate students to participate in various competitions and award schemes in-school or public for strengthening students' confidence ● To arrange regular awards ceremony giving praise to students' achievements ● To provide more platforms to acknowledge students' talents and achievements after joining activities 	<ul style="list-style-type: none"> ● Students from different class are awarded ● Students are confident when taking activities ● Quality of audio-visual products improves 	<ul style="list-style-type: none"> ● Number of awardees ● Students survey 	<ul style="list-style-type: none"> ● OLE Team ● Prize and Scholarship Team ● External Liaison Team ● STEAM Team ● Alumni Team

	<p>e.g. KH Gala</p> <ul style="list-style-type: none">● To optimize the set-up of <i>KH TV</i> so as to improve the quality of school videos● To well utilize school publication and e-platform to display students' achievements			
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