

St. Clare's Girls' School
Annual School Plan 2015-2016

Major Concern 1: To foster students to be confident, positive and respectful.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>1. Enhancing students' positive self-concept by:</p> <p>a) helping them to understand their strengths and weaknesses through participating in related activities during WPD and CTP time and using reflective tools</p> <p>b) equipping students with the know-how to manage emotions</p>	Whole Year	<ul style="list-style-type: none"> ➤ Students are well-aware of their strengths and weaknesses. ➤ Students display a positive attitude towards themselves by engaging in collaborative and peer support activities ➤ Students apply positive psychology strategies to manage their emotions. 	<ul style="list-style-type: none"> ● Feedback ● Observation ● Documents 	<ul style="list-style-type: none"> ◇ ECA Committee ◇ Class Teachers ◇ Career Guidance Committee ◇ RME Committee ◇ Student Guidance Committee ◇ Health and Environmental Education Committee
<p>2. Helping students to realize that each individual is valuable by:</p> <p>a) learning from role models and Bible characters/scriptures/teaching</p> <p>b) knowing the lives of people from different walks of life in society</p> <p>c) organizing activities that can help students to treasure life</p>		<ul style="list-style-type: none"> ➤ Students are inspired by the understanding that life is full of possibilities and they can tackle difficulties with life skills: ➤ Students take care of their physical, mental and social health. 		<ul style="list-style-type: none"> ◇ RME Committee ◇ Community Service Committee ◇ Civic Education Committee ◇ Health and Environmental Education Committee ◇ Panels
<p>3. Developing students' "can do" attitude by:</p> <p>a) broadening their learning experience</p> <p>b) refining goal-setting strategies</p>		<ul style="list-style-type: none"> ➤ Students set both short-term and long-term goals. ➤ Students are able to accomplish at least one new task that they find challenging. 		<ul style="list-style-type: none"> ● Observation ● Feedback ● Documents

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
4. Building a positive classroom culture/climate by: a) giving praise and recognition b) building up students' interpersonal skills c) enhancing the role of class teachers and the effectiveness of the class teacher period	Whole Year	<ul style="list-style-type: none"> ➤ Teachers have increased the use of praise, recognition and constructive feedback to students. ➤ Positive class morale is built. ➤ The use of the Class Teacher Period is reviewed and revised. ➤ Good practices of how to be effective and caring Class Teachers is shared. 	<ul style="list-style-type: none"> ● Observation ● Feedback ● Documents 	<ul style="list-style-type: none"> ◇ Class Teachers ◇ Staff Professional Development Committee ◇ Student Guidance Committee ◇ Panels
5. Fostering home-school co-operation by: a) holding workshops / sharing sessions for class teachers to improve their effective communication with parents b) increasing parent's knowledge of Career and Life Planning c) enhancing the effectiveness of parents' days		<ul style="list-style-type: none"> ➤ Class Teachers learned and practised effective communication with parents ➤ Opportunities are given to parents to get involved in students' career and life planning ➤ Parents' days fine-tuned 	<ul style="list-style-type: none"> ● Feedback ● Documents ● Survey 	<ul style="list-style-type: none"> ◇ Staff Professional Development Committee ◇ PTA ◇ Career Guidance Committee ◇ Panels ◇ Publication & Promotion ◇ Class Teachers

Major Concern 2: To develop students into self-directed learners by enhancing teachers' efficacy and shaping a supportive learning environment.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>1. To implement self-directed learning by:</p> <p>a) equipping teachers with a variety of self-directed learning skills.</p> <p>b) having teachers incorporate self-directed learning elements into classroom teaching.</p> <p>c) guiding teachers to use the 'Teachers Competency Framework' for the self-assessment of teaching efficacy.</p> <p>d) asking panels to conduct a lesson study in each term with the focus on self-directed learning.</p> <p>e) providing self-directed learning opportunities through extra-curricular (<u>LED</u>) and co-curricular programs.</p>	Whole Year	<ul style="list-style-type: none"> ➤ Teachers' SDL knowledge enhanced and skills refined. ➤ Teachers incorporate more self-directed learning skills in lessons, assignments and co-curricular and extra-curricular programs. ➤ Documented increase in self-directed learning in reports of subject panels. ➤ Majority of teachers agreed the lesson study is beneficial to the betterment of learning and teaching. ➤ Majority of teachers agreed that students are more engaged, responsible, strategic and collaborative in learning. 	<ul style="list-style-type: none"> ● Scrutiny of document ● Teachers' observation ● Survey 	<ul style="list-style-type: none"> ✧ Panels ✧ Staff Professional Development Committee ✧ ECA Committee ✧ Gifted Education Committee
<p>2. To strengthen teachers' IT competence by:</p> <p>a) providing more teacher professional development programs on the use of e-teaching tools</p> <p>b) peer sharing on use of e-teaching resources</p>			<ul style="list-style-type: none"> ➤ Teachers' IT literacy enhanced and confidence in the use of e-teaching tools raised. ➤ Documented increase in sharing of the use of e-learning within and among panels. 	<ul style="list-style-type: none"> ● Scrutiny of document ● Teachers' observation ● Survey

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>3. To enable students to become more resourceful and active by:</p> <p>a) giving them more opportunities to use mobile devices in their learning.</p> <p>b) promoting extensive reading by</p> <p>(i) making constructive changes to existing guidelines and strategies.</p> <p>(ii) designing more activities to promote extensive reading.</p> <p>c) enriching students' English competence</p> <p>d) sharpening their learning-to-learn skills</p> <p>e) forming peer learning communities</p>	<p>Whole Year</p>	<ul style="list-style-type: none"> ➤ Increase in the use of mobile devices in learning. ➤ A majority of students agreed that e-learning is beneficial to their learning. ➤ Guidelines concerning the promotion of extensive reading revised. ➤ Students are engaged in reading a greater variety of books to help their learning. ➤ Students use more English on the school campus. ➤ A majority of students agreed that they are more confident and competent in using English. ➤ A majority of teachers agreed that students have made effective use of learning-to-learn skills and other resources in learning. ➤ Students are more active and confident in learning which is reflected by their performance in lessons. 	<ul style="list-style-type: none"> ● Scrutiny of document ● Teachers' observation ● Survey ● Lesson observation ● Scrutiny of students' work 	<ul style="list-style-type: none"> ◇ Panels ◇ Reading to Learn Committee ◇ English for All Committee ◇ Class Teachers ◇ Student Guidance

Plan on Use of Capacity Enhancement Grant 2015/16

School: St. Clare's Girls' School

Means by which teachers have been consulted: Circulation among teachers though i-mail

No. of Operating Classes: 24

Major Area(s) of Concern	Strategies/Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Time Scale	Performance Indicators	Method(s) of Evaluation	People Responsible
Diverse learning needs of students in English	To employ one English Contract Teacher to teach English and Literature in English	<ul style="list-style-type: none"> • Relieve English teachers' workload (a) Most English teachers do not need to take up Literature in English lessons (b) Split class in Secondary 2 	Whole year	Internal examination results	Evaluation meetings with teachers	English Panel
Liberal Studies Education	To employ one Integrated Humanities and L.S. Teaching Assistant to support clerical work for the L.S. Panel and conduct enhancement classes for junior form students	<ul style="list-style-type: none"> • Relieve L.S. teachers' workload • Prepare teaching materials for teachers • Teachers are given more time to take care of individual students 	Whole year	Performance of low achievers in I.H. improved Teaching materials designed	Evaluation meetings with teachers	Liberal Studies Panel
ECA	To hire tutors for interest classes held after school	<ul style="list-style-type: none"> • Relieve teachers' non-teaching duties on carrying out non-teaching activities 	Whole year	Interest classes held	Feedback from students	ECA Committee
IT	To hire an IT Technician	<ul style="list-style-type: none"> • Provide technical support for teaching & learning 	Whole year	More use of mobile devices in learning & teaching	Feedback from Teachers	IT in Learning & Teaching

Plan on Use of Diversity Learning Grant 2015/16

Other Programs (Gifted Education)

Item	Gifted Education Elements	Programs / Description	Target Students
1.	Higher Order Thinking Skills	Applied Strategic Thinking and deep learning workshop	S4 ALs + various subject cream
2.		Effective Study Skill Workshop	S5 ALs+ various subject cream
3.		Mathematics Logical Skill Training Workshop	The cream of Mathematics in S4
4.		Chinese Debate Training	S4 & S5 students nominated by Chinese Language Department with specific criteria
5.		Study Skills Training Workshop (Chinese / English / Mathematics)	The cream of Chinese Language / English Language / Mathematics in S4 & S5
6.	Enrichment	To partially subsidize students who enroll programs offered by a local tertiary institutes	S4 – S6 ALs
7.		To purchase reference books for library circulation	
8.		Leadership Training Program	S4 – S6 school leaders
Grand Total			

Other Programs (Network Program)

Program title	Program Description	Usage
Other Programs - HKDSE (ERS)	<p>Joint School Network Program in HKDSE ERS</p> <ul style="list-style-type: none"> ➤ has been jointly organized by Hong Kong Tang Keng Po College Holy Family Canossian College & St. Clare's Girls' School ➤ aims to enhance the subject choices of students by offering courses for S5 to S6 students who are interested in taking Ethics & Religious Education as one of their elective subjects ➤ gives chances to teachers to share professional knowledge and teaching strategies, hence, help students prepare well for HKDSE ERS Exam in the year 2016 and 2017. <p>helps create peer learning community among teachers and students in the teaching and learning of ERS</p>	For the employment of teachers to share out the additional teaching load directly arising from offering this program

Plan on Use of Learning Support Grant 2015/16

	Item	Quantity	Organization	Date	Target Group	Aim	Estimated Budget
1	Executive Functioning Training Workshop	22 sessions	Caritas Life Zone	Whole year	SEN students	To enhance students' social skills, self-management skills and communication skills.	50 000
2	Workshop for Chinese Writing & Reading	20 sessions	Speech Support Centre	Whole year	SEN students	To equip SpLD students with Chinese study skills and to improve their comprehensive skills	15 000
3	English Study Skill Workshop	10 sessions	Speech Support Centre	2 nd Term	SEN students	To help students who are weak in English build up a stronger English foundation	8 000
4	Speech Therapy	20 sessions	Mckenzie	Whole year	SEN students	To help SEN students improve their speaking and communication skills	60 000
5	Play Therapy	10 sessions		2 nd Term	SEN students	To enhance SEN students' self-understanding and expression skills	30 000
6	Learning Buddy Program			May – June	SEN students	To provide SEN students afterschool tutorial in helping them prepare for examination	10 000
7	Developing an Inclusive Culture	3 sessions		Whole year	S1 to S3 students	To enhance students' understanding and acceptance on others	5 000
						Total	\$178 000

Plan on Use of Career and Life Planning Grant 2015/16

Objectives	Strategies	Monitoring	Estimated Budget
<p>1. To equip students with interviewing skills to attend university interviews.</p>	<p>Interview preparation talk and mock practice will be arranged by service provider to equip students with the necessary skills in attending university interviews</p> <p>--- a talk will be given to all S6 students to explain the purposes of the university interviews, the appropriate skills and mindset for the interviews and the way to conduct self-introduction;</p> <p>-- small group mock interview practice workshops are provided for students.</p>	<p>Our career teachers will discuss with the service provider on the contents of the talk and the logistics of the mock interview practice before and during the activities.</p> <p>Evaluation will be done to collect feedback from students and teachers</p>	<p>\$30,000</p>
<p>2. To broaden S2 students' perception on the world of work.</p>	<p>Class-based WPD lessons will be arranged by service provider for all S2 students with the following aims</p> <ul style="list-style-type: none"> - let students understand the fundamental elements of Career and Life Planning; -to assist students to have better understanding of different job nature and the requirements of different occupations; -to equip students with the right mindset to make decisions for themselves and to help them find the direction of their career path. 	<p>Our career teachers will discuss with the service provider on the contents of the lessons so as to satisfy the need of students.</p> <p>Evaluation will be done to collect feedback from students and teachers</p>	<p>\$30,000</p>

Objectives	Strategies	Monitoring	Estimated Budget
3. To enable senior form students to understand more about the actual job market.	<p>To arrange career-related activities for S4 and S5 students on Life Wide Learning Day.</p> <p>Suggested activities include job shadowing, company and tertiary institutions visits, Career Live Simulation Games (職業體驗遊戲™) etc.</p>	<p>Students were required to complete both pre-task and post-task worksheets.</p> <p>Briefing to students will be conducted to explain the objectives of the activity.</p> <p>Evaluation will be done after the meeting to collect feedback from students.</p> <p>enriching students' career-related experience.</p>	\$30,000
4. To expand the capacity of the school and the responsible teaching team so as to bring about a paradigm shift from career information dissemination to implementation of more life planning education elements in a holistic and systematic manner.	<p>To employ 1 full time teacher and 0.5 full time teaching assistant so as to expand the capacity of career teachers so that the service of career guidance committee can be further enhanced.</p> <p>While the existing service will be continued and further, we plan to try out the following new services :</p> <ul style="list-style-type: none"> ■ Revise or enrich tailored-made school based WPD lesson materials ■ To provide individual guidance session for each S6 students ■ To arrange thematic talks to parents at more levels and disseminate relevant information through effective channels. ■ To provide support and advise on subject panels and functional committees to arrange CLP related activities 	<p>Students and feedback from students will be collected to advise directions for further improvement</p>	\$441,000
		Total	\$531,000

School-based After-school Learning and Support Programmes 2015/16 s.y.
School-based Grant - Programme Plan

Name of School: St. Clare's Girls' School

Project Coordinator: Ms. Wong Lai Yin Paula

A. The estimated number of students (count by heads) benefitted under this Programme is 52 (including A. 5 CSSA recipients, B. 32 SFAS full-grant recipients and C. 15 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Instrumental Classes	To enhance students interest in playing musical instruments and confidence in performance.	Participants showing more interest in the musical instruments playing and more confidence in performance.	Feedback from participants, observation	Sept to Aug	1	8	5	\$30,000.00	Tutors
Dance Class	To enhance students interest in playing musical instruments and confidence in performance.	Participants showing more interest in the musical instruments playing and more confidence in performance.	Feedback from participants, observation	Sept to Aug	2	5	3	\$5,000.00	Tutors
Sports Classes	To raise students level of competence and enhance their confidence in competitions.	Participants showing more a higher level of competence and more confidence in competitions.	Feedback from participants, observation	Sept to Aug	2	10	5	\$18,000.00	Coaches

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Leadership Training Programme(s)	To allow House exco-members to have stronger leadership skills	The program allow them to stretch their leadership skills, creativity and cooperation skills	Feedback from participants, observation	Sept to Aug	3	20	15	\$30,000.00	Other organizations
Total no. of activities: <u>18</u>				[@] No. of participation counts	8	43	28		
				^{**} Total no. of participation counts	79				

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C) .