

Annual School Plan 2017-2018

Major Concern 1: To further foster students’ self-concept and their sense of gratitude

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>(A) Students enhance their capacity by</p> <p>(a) honing their strengths and</p> <p>(b) building up resilience</p>	<p>a. <u>Honing their strengths</u></p> <p>(1) Help students to identify their strengths by</p> <p style="margin-left: 20px;">(i) completing a Transferable Skill checklist (S.1-S.3)</p> <p style="margin-left: 20px;">(ii) Personality Games</p> <p>(2) Provide opportunities for students to further sharpen their strengths by</p> <p style="margin-left: 20px;">(i) allocating extra Class Teacher Periods on Wednesdays and <i>using school events</i> to conduct activities and/or competitions on team building</p> <p style="margin-left: 20px;">(ii) <i>increasing the collaboration among committees in</i> providing support and training to students for outside school activities, programmes and competitions</p> <p>b. <u>Building up resilience</u></p> <p>(1) Hand-in-Hand project</p> <p>(2) Expose students to shining examples of people who demonstrate resilience</p>	<p>Sep. to Dec., 2017</p> <p>Whole Year</p>	<p>➢ Activities and programmes held.</p> <p>➢ 70% of students have a better understanding of their strengths.</p> <p>➢ 70% of students found that at least one of their strengths has been enhanced.</p> <p>➢ 70% of S1-S5 students found Hand-in-Hand project and related activities / competitions useful in building up their resilience.</p> <p>➢ The APASO results are higher than the Hong Kong norm.</p>	<p>■ Feedback</p> <p>■ Observation</p> <p>■ Scrutiny of documents</p> <p>■ Student survey</p> <p>■ APASO on self concept</p>	<p>Student Guidance (a 1 <i>i,ii</i>, b 1)</p> <p>Religious, Moral and Civic Education (a 1 ii, a 2 ii, b 2)</p> <p>Career, Life & Planning (a 2 ii, b 2)</p> <p>Class Teachers (a 2 i, b 1, b 2)</p> <p>Student Activities and Leadership Training (a 2 ii)</p> <p>Committees (a 2 ii, b 2)</p> <p>Reading to Learn (b 2)</p> <p><i>Level Coordinator (a 2i)</i></p>

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>(B) Students engage in building an inclusive school culture by</p> <p>(a) showing sisterhood</p> <p>(b) heightening their awareness of appreciation and acceptance</p>	<p>a. <u>Showing sisterhood</u></p> <p>(1) Organize buddy schemes/programmes (Sunshine Ambassadors, fine-tuning Budding Leaders, diversifying House activities)</p> <p>(2) Organise Green Classroom campaign for students to work together as a team</p> <p>b. <u>Heightening their awareness of appreciation and acceptance</u></p> <p>(1) Adopt PQS strategy (a positive comment + a question + a suggestion) in peer evaluation/activities</p> <p>(2) Organize inclusive programs</p>		<ul style="list-style-type: none"> ➤ Programmes and activities held ➤ 70% of participating students found love, care and support in their buddy schemes/programmes. ➤ 70% of students found their activities/programmes can help them to raise their awareness and the practice of showing appreciation and acceptance towards oneself and others. 	<ul style="list-style-type: none"> ■ Feedback ■ Observation ■ Scrutiny of documents ■ Student survey 	<p>Student Activities & Leadership (a 1)</p> <p>Class Teachers (a 1, a 2, b 1, b 2)</p> <p>Student Guidance (a 1, a 2, b 2)</p> <p>Religious, Moral and Civic Education (b 2)</p> <p>Health and Environmental Education Committee (a 2)</p>
<p>(C) Students realize the values of family by showing respect and gratitude</p>	<p>(1) Help students understand the Catholic core values of family by organising talks and workshops</p> <p>(2) Provide opportunities for students to express their appreciation to their family</p> <p>(3) Provide opportunities for students to understand their roles and responsibility in their family</p> <p>(4) Expose students to contemporary family issues</p>		<ul style="list-style-type: none"> ➤ Activities and programmes held. ➤ 70% of students realized their roles in the family and the values of family (<i>a breeding ground of love, sanctuary of care and support</i>) ➤ 70% of students showed respect and gratitude to family members 	<ul style="list-style-type: none"> ■ Feedback ■ Observation ■ Scrutiny of documents ■ Student survey 	<p>Ethics and Religious Education (1)</p> <p>Religious, Moral and Civic Education (1, 2, 3, 4)</p> <p>Career & Life Planning (2)</p> <p>Student Guidance (2)</p>

Major Concern 2: To develop students into competent learners by enhancing their language competence and problem solving skills.

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
(A) Students learn how to solve problems systematically.	<p>a. Further enhance students' inquisitiveness by giving constructive feedback (e.g. written comments, hints on steps etc.).</p> <p>b. Develop students' problem solving skills through the</p> <p>(1) Implementation of the STEM curriculum (PICKER).</p> <p>(2) Teaching of problem solving skills in non-STEM-related subjects.</p>	Whole Year	<ul style="list-style-type: none"> ➤ 70% students agreed that the feedback guided them to think inquisitively ➤ 70% of students showed their inquisitiveness in the problem solving process (e.g. searching for information, asking questions) ➤ 70% of students had a better understanding of problem solving skills. 	<ul style="list-style-type: none"> ■ Survey ■ Scrutiny of document ■ APASO results ■ Observation 	<p>All Panels (a)</p> <p>Science, Mathematics and Technology Panels (b 1)</p> <p>Non-STEM-related Panels (b 2)</p> <p>Staff Professional Development Committee (a, b 1 and b 2)</p>
(B) Students are more confident in knowledge sharing by strengthening their English language competence and I.T. Skills	<p>a. To enhance students' proficiency in English by trying out the strategies carried out by the LAC focused groups. (e.g. Vocabulary, grammar items etc.)</p> <p>b. To strengthen their skills in knowledge sharing by</p> <p>(1) enriching their knowledge by organizing extensive reading activities.</p> <p>(2) teaching students organization and elaboration skills in writing.</p> <p>c. To provide students opportunities to have on-line and classroom discussion</p>	Whole Year	<ul style="list-style-type: none"> ➤ 70% of students had shown improvement in their language proficiency. ➤ 70% of students agreed that the LAC strategies are useful for them to learn English. ➤ 70% of students had shown improvement in their organization, elaboration and presentation and I.T. skills. ➤ 70% of students were confident to do presentation. 	<ul style="list-style-type: none"> ■ Survey ■ Scrutiny of document and students' work ■ Observation 	<p>All Panels except Chinese, Chinese History, Putonghua Panels (a, b 1 and b 2)</p> <p>Reading to Learn Committee (b 1)</p> <p>English and Chinese Panels (b 2)</p> <p>All Panels (c)</p> <p>I.T. in Teaching Committee (c)</p>

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>(C) Teachers hone their skills in teaching through the Professional Learning Community</p>	<p>a. Teachers revisit the 8 school-based Self-directed learning (SDL) strategies in the Panel meetings and apply them in their teaching especially on flipped classroom and post-test analysis.</p> <p>b. To provide “professional learning time” for teachers to share their experience of using the SDL and LAC strategies within the panel, among panels and to outside bodies.</p>	<p>Whole year</p>	<ul style="list-style-type: none"> ➤ All teachers continued using the SDL strategies in their teaching. ➤ Four sharing sessions were conducted and 70% of teachers agreed that these sharing sessions could enhance learning and teaching. ➤ 70% of students agreed that SDL strategies and flipped learning are useful for their learning. ➤ A sharing to outside bodies was held and positive feedback was received. 	<ul style="list-style-type: none"> ■ Survey ■ Scrutiny of document ■ Observation 	<p>Staff Professional Development Committee (a and b)</p> <p>All Panels (a)</p>

A. Theme of the Year 2017-18

Think Outside the Box Walk Hand in Hand

Plan on Use of Capacity Enhancement Grant (CEG) 2017-18

Major Concerns	Strategies/ Tasks	Benefits Anticipated	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
ECA	To employ tutors for Aesthetic Education Studies (AES) and Extra-curricular Activities	<ul style="list-style-type: none"> Relieve teachers workload from conducting or supervising students attending courses after school. So that they can concentrate more on teaching. 	Whole year	All courses and programs were smoothly held.	Scrutiny of Minutes Teachers' and students' feedback	Student Activities & Leadership Training Committee

Plan on Use of Learning Support Grant (LSG) 2017-18
2017-18 Budget

LSG for the year (2017/18)	$\$13\,986 \times 17$ = \$237 762
1 st allotment of the LSG (in Sept.)	$\$247\,050 \times 70\% \times 1.019 = \$176\,221$
2 nd allotment of the LSG (in March)	$\$237\,762 - \$176\,221 = \$61\,541$
Balance from 2016/17	\$48 448
TOTAL LSG for 2017/18	$\\$237\,762 + \\$48\,448$ = \$286 210

	Item	Quantity	Date	Target Group	Aim	Estimated Budget
1	Executive Functioning Training Workshop	20 sessions	Whole year	SEN students	To enhance students' social skills, self-management skills and communication skills.	40 000
2	Workshop for Chinese Writing & Reading	16 sessions	Whole year	SEN students	To equip SpLD students with Chinese study skills and to improve their comprehensive skills	20 000
3	English Spelling Training	16 sessions	Whole year	SEN students	To equip SEN students with skill in memorizing English vocabularies	20 000
4	Speech Therapy	20 sessions	Whole year	SEN students	To help SEN improve their speaking and communication skills	40 000
5	Art Therapy	16 sessions	Whole year	SEN students	To enhance SEN self- understanding and expression skills	20 000
6	Social Skill Training Workshop	16 sessions	Whole year	SEN students	To strengthen SEN social skills	20 000
7	Learning Buddy Program	150 hrs	May – June	SEN students	To provide SEN afterschool tutorial in helping them prepare for examination	25 000
8	Developing an Inclusive Culture	2 sessions	Whole year	S1 to S3 students	To enhance students' understanding and acceptance on others	10 000
9	Attention Training Workshop	16 sessions	Whole year	SEN students	To improve SEN attention through different strategies, like time management, organization skills	20 000
10	Dragon Dance Training	8 sessions	July – August	SEN students	To improve the motor and mind coordination of SEN	5 000
11	Teaching Assistant for SEN		Whole Year	SEN students	To help out in administration work related to SEN and pull-out training program	60 000
						\$280 000

Estimated Surplus	\$286,210 – \$280,000 =	\$6,210
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Plan on Use of Diversity Learning Grant – Applied Learning Courses (2017-2019 Cohort) Three-Year Plan

DLG funded programme	Strategies & benefits anticipated	APL Course Code and Name of Course	Duration of the programme / course	Target Students	Estimated no. of students involved in each school year			Evaluation of students' performance	Teacher-in-charge
					17/18	18/19	19/20		
Applied Learning Courses (ApL)	<ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations 	676 Fashion and Image Design (2 students) 611 Hospitality Services in Practice	180 hours in 2 years for each course	S5 and S6 students in the year 2017-2019	3	3	0	- Successful completion of the ApL courses by students as shown in their learning records	Career Master

Plan on Use of Diversity Learning Grant – Other Programs (Gifted Education) 2017-18

Item	Gifted Education Elements	Programmes / Description	Target Students	Estimated Cost (\$)
1.	Creativity	Workshop to enhance Creativity (induction program)	S2-S3 (AL+budding leaders +subcom members of clubs /house)	5,800
2.		Workshop to enhance Creativity (advanced level)	S4-5 (AL+budding leaders + exco members of clubs /house)	5,800
3.	Leadership	Leadership training program	S1-3 students who demonstrates leadership potentials (students not included in budding leaders)	9,000
4.	Higher Order Thinking Skills	Workshop on writing of personal statement	S4 ALs + various subject cream	5,500
5.		Workshop for strategic planning and multiple path way for high achiever	S5 ALs+ various subject cream	5,500
6.	Enrichment	T.Y Yang Public Speaking Workshop	S1 – S5 ALs	2,500
7.		Subsidy for ALs to join courses organized by other institutes	S1-6 ALs	10,000
8.		To purchase reference books for library circulation		800
9.		Other stationeries, transport fee/ photocopy fee		500
			Grand Total	43,100

* ALs – Accelerated Learners who are the students with the top 5% ranking in the annual examination result.

Plan on Use of Diversity Learning Grant – Other Programs (Network Programme) 2017-18

DLG Category	Programmes Description	Remarks	Usage	Estimated Cost (\$)
Other Programmes	Joint School Network Programme in HKDSE ERS	<p>There were a total number of 4 students (S6 students)</p> <p>The programme</p> <ul style="list-style-type: none"> ➤ has been jointly organized by Aberdeen Technical School, Hong Kong Tang King Po College, Holy Family Canossian College & St. Clare's Girls' School ➤ aims to enhance the subject choices of students by offering courses for S6 students who are 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 2018. ➤ helps create peer learning community among teachers and students in the teaching and learning of ERS 	For the employment of teachers to share out the additional teaching load directly arising from offering this programme	HK\$ 26,690

Plan on Use of School-based After-school Learning and Support Programmes 2017-18

A. The estimated number of students (count by heads) benefitted under this Programme is 53 (including A. 11 CSSA recipients, B. 25 SFAS full-grant recipients and C. 17 under school's discretionary quota).

B. Information on Activities to be subsidized / 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		
Musical Instrumental Classes	To develop students interest in playing musical instruments and to enhance character formation.	Participants show more interest in playing the musical instruments and enjoy the learning process.	Feedback from participants, observation	Sept to May	2	7	3	\$15,000.00	Tutors
Dance Classes	To develop students interest in dancing and to enhance confidence in performance.	Participants show more interest in dancing and become more confident in performance.	Feedback from participants, observation	Sept to May	2	2	3	\$10,000.00	Tutors
Sports Classes	To raise students level of interest and competence and enhance their confidence in sports competitions.	Participants show more a higher level of sports competence and more confidence in sports competitions.	Feedback from participants, observation	Sept to May	3	5	3	\$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)
Tutorial Class	To help students who under-performed in tests to reach a satisfaction level in exams.	Participants managed to attempt all questions and scored a passing mark in exams.	Test	May to June	2	6	5	\$40,000.00	Various outside school organizations and former S.6 Graduates
Leadership Training Program	To equip and develop leadership skills to house chairman and club chairman	Students participated in various group activities which require cooperation, collaboration and decision making.	Feedback from participants, observation	Sept	2	5	3	\$15,000.00	Various outside school organizations
Total no. of activities: 15				@No. of participation counts	11	25	17		
				**Total no. of participation counts	53				

Note:

* Types 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.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

改善非華語學生的中文學與教——計劃書 2017-18

施行計畫	施行策略/工作	預期成果	時間表	成功準則	評估方法	負責人
<p>一. 實施「學習架構」整體規畫</p> <p>1. 透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期促成非華語學生銜接主流中文課堂。</p>	<p>1. 安排已接受教授非華語學生的專業培訓課程的老師任教新入職的老師亦已具備相關的教學經驗。</p> <p>2. 任教老師於中文科組會議上與其他教師分享教授非華語學生的心得。</p> <p>3. 鼓勵全體中文科老師參加香港大學「校本專業支授計畫」，以提升教師教授非華語學生的專業知識。</p> <p>4. 通過同儕觀課，專業交流，以及分享心得，從而提升教師教授非華語學生的專業能力。</p> <p>5. 增聘 1 位中文教師， ①以便調配較有經驗的中文教師負責教授非華語學生中文的工作。 ②協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。</p>	<p>1. 能更瞭解非華語學生的學習情況，並設計適切的教學策略。</p> <p>2. 中文科全體老師通過分享活動，更瞭解非華語學生的學習需要及教授非華語學生的策略。</p> <p>3. 教師能掌握更多教授非華語學生的專業知識，並應用於教學上。</p> <p>4. 從專業交流中提升教師的專業能力。</p> <p>5. ①由較有經驗的中文教師負責教授非華語學生中文的工作 ②協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。</p>	<p>全學年</p>	<p>1. 根據所學，並切合學生的需要設計合適的教學策略。</p> <p>2. 完成分享</p> <p>3. 曾參加講座</p> <p>4.1 每學期完成不少於 1 節觀課，全學年共 2 節。 4.2 全學年共不少於 1 次專業交流</p> <p>5. 多聘請 1 位中文教師</p>	<p>1. 同儕分享教學成果</p> <p>2. 檢視會議紀錄</p> <p>3. 檢視出席紀錄</p> <p>4.1 觀課紀錄 4.2 檢視專業交流紀錄</p> <p>5. 檢視中文科教學人力資源</p>	<p>科主任</p> <p>科主任</p> <p>科主任</p> <p>科主任</p> <p>科主任</p> <p>校長 科主任</p>

施行計畫	施行策略/工作	預期成果	時間表	成功準則	評估方法	負責人
2. 設計初中非華語學生校本中國語文課程及教材	參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。	初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。	全學年	完成初中非華語學生校本調適課程、教材及評估。	檢視教學資源庫	科主任
3. 幫助非華語學生認識中國傳統文化，以提升他們學習中文的成效。	<ol style="list-style-type: none"> 於初中課堂學習中融入較淺易的文學作品、歷史、成語故事等。 因應中國傳統節日，舉行相關的活動。 安排非華語學生參加具中華文化的體藝活動(例如中秋節) 	<ol style="list-style-type: none"> 能認識較淺易的文學作品、歷史、成語故事等。 對中國文化多一分認識。 進一步認識中華文化 		<ol style="list-style-type: none"> 初中非華語學生校本調適教材中包括較淺易的文學作品、歷史、成語故事等。 曾參加與中國傳統節日相關的活動 曾參加具中華文化的體藝活動 	檢視調適課程 檢視活動紀錄 檢視活動紀錄	科主任 中文學會活動紀錄 科主任 語文活動小組
4. 初中推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。	<ol style="list-style-type: none"> 中一、中二採取抽離學習，與主流生分開學習。 中一、中二各增加 2 節中文課 午間及課後支援 	<ol style="list-style-type: none"> 能更有效幫助非華語學生學習中文 能多元化地認識中文 能鞏固中文基礎 		<ol style="list-style-type: none"> 中一、中二採取抽離學習 較主流生多兩節中文課 已安排午間及課後支援 	檢視中一、中二課堂安排 檢視中一、中二課堂安排 檢視出席紀錄	科主任 科主任 科主任
5. 初中推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。	<ol style="list-style-type: none"> 中一、中二採取抽離學習，與主流生分開學習。 中一、中二各增加 2 節中文課 午間支援 僱用專業服務課後支援 	<ol style="list-style-type: none"> 能更有效幫助非華語學生學習中文 能多元化地認識中文 能鞏固中文基礎 能切合學生的需要，並鞏固中文基礎。 		<ol style="list-style-type: none"> 中一、中二採取抽離學習 較主流生多兩節中文課 已安排午間及課後支援 	檢視中一、中二課堂安排 檢視中一、中二課堂安排 檢視出席紀錄	科主任 科主任 科主任

施行計畫	施行策略/工作	預期成果	時間表	成功準則	評估方法	負責人
6. 評估支援措施的成效	<ol style="list-style-type: none"> 1. 參考「學習架構」及評估工具設計校內評估 2. 在本學年結束前，使用教育局評估工具的結果 3. 非華語學生在中文活動的表現 	<ol style="list-style-type: none"> 1. 能達致合格或以上的水平 2. 能達致符合初中水平 3. 積極參與中文活動 		<ol style="list-style-type: none"> 1. 校內評估設計符合「學習架構」及評估工具的要求 2. 完成教育局評估 3. 積極參與中文活動 	<ol style="list-style-type: none"> 1. 檢視校內評估 2. 檢視評估紀錄 3. 檢視中文活動紀錄 	任教老師及科主任 語文活動小組
二. 建構共融校園 1. 加強與非華語學生家長的溝通	<ol style="list-style-type: none"> 1. 提供所有主要學校通告的英文版本 2. 由班主任協助非華語學生家長瞭解學校通告的內容 3. 提供英文版本的學校簡介 4. 舉辦家長講座，以便瞭解學校的情況及為其子女提供支援。 5. 透過家長日向非華語學生家長講解其子女的學習進度（包括中文能力、銜接主流中文課堂的進展等） 	非華語學生家長瞭解子女學習安排及透過家校合作，鼓勵非華語學生努力學習。	全學年	<ol style="list-style-type: none"> 1. 所有主要學校通告的均附有英文版本 2. 班主任協助非華語學生家長瞭解學校通告的內容 3. 學校簡介具英文版本 4. 已舉辦家長講座 5. 已安排家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等) 	<ol style="list-style-type: none"> 1. 檢視主要學校通告 2. 班主任口頭報告 3. 檢視學校簡介 4. 檢視講座流程 5. 檢視家長日流程 	
2. 提升教師的文化敏感度及營造多元文化環境	為學生推展同儕互勉計畫，鼓勵不同族裔的學生互相學習。	不同族裔的學生能互相學習。	全學年	開展同儕互勉計畫，不同族裔的學生能互相學習。	檢視計畫紀錄	英文科主任

End of Report