

Annual School Plan 2016-2017

Major Concern 1: To take on life experiences with love and wisdom.

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
(A) Students care for the school and the community by respecting individual needs and differences	1. Connect students with diverse background and cultures in various school activities e.g. 90 th Anniversary Celebration Events, Open Day and class activities	Oct to May	➤ Activities and programs held	<ul style="list-style-type: none"> ● Feedback ● Observation ● Scrutiny of documents ● Student survey 	Student Guidance Committee(1)
	2. Set up Budding Leaders		➤ 70% of students found that the activities and programs have helped them to work collaboratively and harmoniously with schoolmates regardless of differences in race, strengths, personalities and aptitude		Panels and Committees (90 th Anniversary and Open day) (1)
	3. Expose students to the needs of the disadvantaged people and inspire them to take action and show love by:		➤ 70% of students found that they have a role to play in caring for the disadvantaged		Class Teachers (1 & 3)
	a) Sharing of the words and deeds of St Teresa of Calcutta		➤ 70% of students agreed that the school is one big family and they should care for one another		Student Activities and Leadership Training Committee(2)
	b) Sharing global issues of people who are in need (e.g. victims of natural disasters & refugees)				Civic Education Committee(3)
					Religious and Moral Education Committee(3)
					Reading to Learn Committee (3)

Targets/Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
(B) Students appreciate themselves by further enhancing their positive self-concept	<p>1. Create opportunities for students to build up and share joyful experiences / memorable moments by:</p> <p>a) Making use of ‘Building A Positive Me ‘ Journal for S1 to S3</p> <p>b) More sharing of both inside and outside competitions</p>	Oct to May	<p>➤ 70% of students found the journal help them build a positive self-concept</p>	<ul style="list-style-type: none"> • Scrutiny of the journal • Student survey • Observation 	<p>Student Guidance Committee</p> <p>Class Teachers</p> <p>Student Activities and Leadership Training</p>
(C) Students cherish life by facing tribulations and adversities with serenity and hope	<p>1. Equip students with skills and strategies to foster resilience in coping with life tasks with hope by:</p> <p>a) Helping students to make plans and do reflections</p> <p>b) Enhancing students’ emotional and mental health by engaging them in a healthy lifestyle and to think positively</p> <p>2. Enrich students’ life experiences which enable them to make their career and life planning (CLP) choices with wisdom by:</p> <p>a) arranging visits, activities and talks with the support of past Clarians, outside organisations and parents</p> <p>b) Exposing students to more reference books in the library.</p>	Whole Year	<p>➤ 70% of students practiced the skills learned in the workshop in coping with life tasks</p> <p>➤ All students devised a personalized scheme to maintain a healthy lifestyle</p> <p>➤ 70% of students believe that there are always solutions to problems</p> <p>➤ Relevant career-related activities held</p> <p>➤ Books and resources in the library increased and used by students</p> <p>➤ 70% of students know how to make wise choices</p>	<ul style="list-style-type: none"> • Student survey • Scrutiny of documents • Observation 	<p>Whole Person Development Co-ordination Committees (1)</p> <p>Class Teacher (1)</p> <p>Career Guidance Committee(2)</p>

Major Concern 2: To develop students into inquisitive and collaborative learners.

Targets / Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
(A) Teachers establish a Professional Learning Community focusing on Language Across the Curriculum (LAC) and Self-Directed Learning (SDL)	<u>For teachers</u> <ol style="list-style-type: none"> Further enhance self-directed learning strategies <ol style="list-style-type: none"> Provide opportunities for teachers to share their experience of SDL to panels Consolidate the experience from last academic year and use different SDL strategies. Teachers make use of IT resources to create more interactive classrooms Implement whole-school approach Language Across the Curriculum (LAC) <ol style="list-style-type: none"> Conduct curriculum mapping among panels Introduce language weighting in assessment (3-5%) Arrange Cross panels LAC projects 	Whole Year	<ul style="list-style-type: none"> ➤ All teachers continue using SDL strategies in teaching ➤ 70% of teachers used IT resources to create a more interactive learning environment in classrooms (collaborative, responsible, inquisitive and proactive) ➤ SPD program on LAC conducted ➤ Curriculum mapping done ➤ Language weighting incorporated in assessment 	<ul style="list-style-type: none"> ➤ Scrutiny of document (Panel meeting minutes) ➤ Teacher survey 	Panels (1 to 4) Staff Professional Development Committee (1 to 4) IT in Teaching and Learning Committee (2)
(B) Students become more inquisitive in learning and more competent in using English	<u>For students</u> <p>Further strengthen students' self-directed learning skills especially on inquisitiveness</p> <ol style="list-style-type: none"> Refine students' peer learning circles Provide more opportunities for students to raise questions in class and in 	Whole Year	<ul style="list-style-type: none"> ➤ Peer Learning circles refined ➤ 70% of students became more inquisitive in the peer learning circles ➤ 70% of students asked more questions in the learning process 	<ul style="list-style-type: none"> ✧ Scrutiny of documents ✧ Student Survey 	Student Learning Committee (a) Panels (a,b,c)

Targets / Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
	assignment c) Expose students more to English in subjects other than English Language		➤ Students were given more chances to learn English in subjects other than English Language ➤ 70% of students feel more confident in using English to learn non-chinese subjects		
(C) Students learn in a more collaborative way through the use of IT resources	Provide more opportunities to students to use IT resources in learning	Oct to May	➤ Opportunities were given to students to the use of IT resources in learning ➤ 70% of students could learn more collaboratively	➤ Student survey	IT in Learning and Teaching Committees Panels

A. Theme of the Year 2016-17

Love for All Passion for Future

真理必勝傳主愛 嘉楓光耀創未來

Plan on Use of Capacity Enhancement Grant (CEG) 2016-17

Major Concerns	Strategies/ Tasks	Benefits Anticipated	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
I.T. in Learning and Teaching	To employ one I.T. Technician to support I.T. in Teaching	<ul style="list-style-type: none"> Provide technical support for I.T. in Learning and Teaching 	Whole year	More use of I.T. in learning and teaching	Scrutiny of Minutes Teachers' feedback	I.T. in Learning and Teaching
ECA	To employ tutors for Aesthetic Education Studies (AES)	<ul style="list-style-type: none"> Relieve the following teachers' workload <ul style="list-style-type: none"> (a) SAL Coordinator (b) AES Coordinator 	Whole year	AES classes held successfully and smoothly	Scrutiny of Minutes Teachers' and students' feedback	AES Coordinator

Plan on Use of Learning Support Grant (LSGSS) 2016-17

SEN	Diagnosed and submitted cases	To be submitted in Nov.	No. of cases
HI	9	1	10
PD	1		1
SpLD	2	1	4
ADHD	6	4	10
ASD	2		2
SLI	1		1
VI	1		1
Disorder related to mental health	2		2
Total No. of cases	24	7	31

* Students who are granted with LSGSS in 2015/16 = 10
 Students not yet reported to EDB SEMIS = 6 (will be reported in Nov. 2016)

HI Hearing Impairment
PD Physical Disability
SpLD Speech and Language Impairment
ADHD Attention Deficit/Hyperactivity Disorder
ASD Autism Spectrum Disorder
SLI Special Learning Difficulties
VI Visual Impairment

Categorized by Tier (Verified by EDB)

Tier	SEN	No. of students	No. of students
1	HI	9	12
	SLI	1	
	Disorder related to mental health	2	
2	PD	1	12
	SpLD	2	
	ADHD	6	
	ASD	2	
	VI	1	
3	Nil		0
Will be submitted to SEMIS in Nov.	HI (proposing T1)	1	6
	SpLD (proposing T2)	2	
	ADHD (proposing T2)	4	
Total No. of cases			31

2016-17 Budget

LSGSS for current year (2016/17)	$\$10\,000 \times 130\% \times 3.1\% \times 2.4\% \times (10 + 8)$ $= \$13\,725 \times 18$ = \$247 050
1 st allotment of the LSG (in Sept.)	$\$147\,433 \times 70\% = \$105\,680$
2 nd allotment of the LSG (in March)	$\$247\,050 - \$105\,680 = \$141\,370$
Balance from 2015/16	\$0
TOTAL LSGSS for 2016/17	\$247 050

Proposal for the use of the LSGSS (Learning Support Grant) 2016-17

	Item	Quantity	Date	Target Group	Aim	Estimated Budget
1	Executive Functioning Training Workshop	11 sessions	Whole year	SEN students	To enhance students' social skills, self-management skills and communication skills.	20 000
2	Workshop for Chinese Writing & Reading	20 sessions	Whole year	SEN students	To equip SpLD students with Chinese study skills and to improve their comprehensive skills	20 000
3	Speech Therapy	20 sessions	Whole year	SEN students	To help SEN improve their speaking and communication skills	50 000
4	Art Therapy	20 sessions	Whole year	SEN students	To enhance SEN self- understanding and expression skills	25 000
5	Social Skill Training Workshop	20 sessions	Whole year	SEN students	To strengthen SEN social skills	20 000
6	Learning Buddy Program	150 hrs	May – June	SEN students	To provide SEN afterschool tutorial in helping them prepare for examination	15 000
7	Attention Training Workshop	20 sessions	Whole year	SEN students	To improve SEN attention skills through different strategies, like time management, organization skills	20 000
8	Teacher Assistance for SEN		Whole Year	SEN students	To help out in administration work related to SEN and pull-out training program	50 400
					Total	\$220 400

Estimated Surplus	\$247 050 – \$220 000 =	\$ 26 650
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Plan on Use of Career and Life Planning Grant (CLP) 2016-17

Objectives	Strategies	Monitoring/Evaluation:
1. To equip students with interviewing skills to attend university interviews.	Interview preparation talk and mock practice will be arranged by service provider to equip students with the necessary skills in attending university interviews	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. Evaluation will be done to collect feedback from students and teachers.
2. To broaden S2 students' perception on the world of work.	Class-based WPD lessons will be arranged by service provider for all S2 students with the following aims - let students understand the fundamental elements of Career and Life Planning; -to equip students with the right mindset to make decisions for themselves and to help them find the direction of their career path.	Career teachers will discuss with the service provider on the contents of the lessons so as to satisfy the need of students. Evaluation will be done to collect feedback from students and teachers.
3. To broaden S1 students' perception on career and life planning.	Class-based WPD lessons will be arranged by service provider for all S1 students to investigate options, opportunities and constraints of work. Moreover, they will get a taste of the skills in some jobs.	Career teachers will discuss with the service provider on the contents of the lessons so as to satisfy the need of students. Class teachers will also help to monitor the smooth running of the lesson. Evaluation will be done to collect feedback from students and teachers

Objectives	Strategies	Monitoring/Evaluation:
4. To enrich students' life experiences and knowledge of different careers which enable them to better make their career and life planning	To enrich books and resources in the Careers Corner in school library.	In order to address the need of readers, library books to be purchased will be recommended by teachers and students. Promotion activity will be organized to encourage readers to borrow the books.
5. To expand the capacity of the school and the responsible teaching team so as to implement more life planning education elements in a holistic and systematic manner.	To employ 1.0 full time teacher and 1.0 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.	Performance of the employees will be appraised according to school's appraisal framework. Effectiveness of service provided by Career Guidance Committee will be evaluated.

Plan on Use of Diversity Learning Grant for Applied Learning Courses (2016-2018 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
					16/17	17/18	18/19		
Applied Learning Courses (ApL)	- 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	627 Exercise Science and Health Fitness (2 students) 689 Animal Care (2 students) 610 Fundamental Cosmetology 616 Western Cuisine 691 Practical Psychology 615 Hotel Operations (2 students)	180 hours in 2 years for each course	S5 and S6 students in the year 2016-2018 (for this cohort, 9 students are taking APL courses)	9	9	0	- Successful completion of the ApL courses by students as shown in their learning records	Careers Master

Plan on Use of Diversity Learning Grant – Other Programs (Gifted Education) 2016-17

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)	5800
2.		Workshop to enhance Creativity (advanced level)	S4-5 (AL+budding leaders + exco members of clubs /house)	5800
3.	Leadership	Leadership training program	S1-3 students who demonstrates leadership potentials (students not included in budding leaders)	9000
4.	Higher Order Thinking Skills	Workshop on preparation for interviews	S4 ALs + various subject cream	5000
5.		Effective Study Skill Workshop	S5 ALs+ various subject cream	5000
6.	Enrichment	T.Y Yang Public Speaking Workshop	S1 – S5 ALs	1200
7.		Subsidy for ALs to join courses organized by other institutes	S1-6 ALs	10000
8.		To purchase reference books for library circulation		800
9.		Other stationeries, transport fee/ photocopy fee		500
			Grand Total	43100

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

DLG Category	Programmes Description	Level of Grant	Remarks	Usage
Other Programmes	Joint School Network Programme in HKDSE ERS	HK\$50,965	<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 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 2017 and 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

Plan on Use of School-based After-school Learning and Support Programmes 2016-17

A. The estimated number of students (count by heads) benefitted under this Programme is 52 (including A. 7 CSSA recipients, B. 34 SFAS full-grant recipients and C. 13 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 May	1	5	2	\$22,000.00	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 May	1	1	2	\$3,000.00	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 May	1	5	2	\$18,000.00	Coaches
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	4	3	\$3,000.00	Alumni
Total no. of activities: 12			@No. of participation counts		5	15	9		
			**Total no. of participation counts		29				

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 2016-17

施行計畫	施行策略/工作	時間表	成功準則	評估方法
實施「學習架構」 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。	1. 安排教授中一、中二非華語學生的教師接受教授非華語學生的專業培訓課程 2. 已接受培訓課程的老師，於中文科組會議上與其他教師分享培訓所得。 3. 參加香港大學「校本專業支援計畫」，以提升教師教授非華語生的專業知識。 4. 提升教師教授非華語學生的專業能力 4.1 同儕觀課，專業交流分享心得。 4.2 與其他學校進行專業交流 5. 增聘 2 位中文教師，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。	全學年	1. 完成專業培訓及根據所學，設計教學 2. 完成分享 3. 曾參加講座 4.1 每學期完成 1 節觀課，全學年共 2 節。 4.2 全學年共 1 次專業交流 5. 多聘請 2 位中文教師	1. 檢視出席專業培訓證書或紀錄 2. 檢視會議紀錄 3. 檢視出席紀錄 4.1 檢視觀課紀錄 4.2 檢視專業交流紀錄 5. 檢視中文科教學人力資源 6. 檢視中文科人力資

	<p>6. 增聘 1 名中文教學助理，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>7. 購買教學所需的教材及圖書。</p>		<p>6. 多聘請 1 位中文教學助理</p> <p>7. 已購買教學所需的教材及圖書</p>	<p>源</p> <p>7. 檢視本學年財政報告</p>
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施行計畫	施行策略/工作	時間表	成功準則	評估方法
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。	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
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。	1. 把有關較淺易的文學作品、歷史、成語故事等融入初中課堂學習中 2. 因應中國傳統節日，舉行相關的活動。 3. 安排非華語學生參加具中華文化的體藝活動(如書法、朗誦)	全學年	1. 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。 2. 曾參加與中國傳統節日相關的活動 3. 曾參加具中華文化的體藝活動	1. 檢視調適課程 2. 檢視活動紀錄 3. 檢視活動紀錄
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。	1. 中一、中二採取抽離學習，與主流生分開學習。 2. 中一、中二各增加 2 節中文課 3. 午間支援 4. 僱用專業服務課後支援	全學年	1. 中一、中二採取抽離學習 2. 較主流生多兩節中文課 3. 已安排午間及課後支援	1. 檢視中一、中二課堂安排 2. 檢視中一、中二課堂安排 3. 檢視出席紀錄
5. 評估支援措施的成效	1. 參考「學習架構」及評估工具設計校內評估		1. 校內評估設計符合「學習架構」及評估工具的要求	1. 檢視校內評估

	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	全學年	2. 完成教育局評估 3. 積極參與中文活動	3. 檢視評估紀錄 4. 檢視中文活動紀錄
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施行計畫	施行策略/工作	時間表	成功準則	評估方法
6. 安排非華語學生多元出路	1. 安排與主流生一同學習的中四非華語學生學習中學文憑試課程 2. 安排與主流生一同學習、但語文能力較弱的中三及中四非華語學生參加課後國際中文考試預備班。(綜合中等教育證書(GCSE)普通教育文憑(GCE))	全學年	1. 課業表現可達中學文憑試中國語文科 3 等或以上水平 2. 能掌握考試內容及作答技巧	1. 檢視考試成績 2. 檢視課業表現

<p>二.建構共融校園</p> <p>1. 加強與非華語學生家長的溝通</p>	<p>1. 提供所有主要學校通告的英文版本</p> <p>2. 由班主任協助非華語學生家長瞭解學校通告的內容</p> <p>3. 提供英文版本的學校簡介</p> <p>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。</p> <p>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)</p>	<p>全學年</p>	<p>1. 所有主要學校通告的均附有英文版本</p> <p>2. 班主任協助非華語學生家長瞭解學校通告的內容</p> <p>3. 學校簡介具英文版本</p> <p>4. 已舉辦家長講座</p> <p>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)</p>	<p>1. 檢視主要學校通告</p> <p>2. 班主任口頭報告</p> <p>3. 檢視學校簡介</p> <p>4. 檢視講座流程</p> <p>5. 檢視家長日流程</p>
<p>2.提升教師的文化敏感度及營造多元文化環境</p>	<p>為學生推展同儕互勉計畫，鼓勵不同族裔的學生互相學習</p>	<p>全學年</p>	<p>開展同儕互勉計畫，不同族裔的學生能互相學習。</p>	<p>檢視計畫紀錄</p>