

PLK Vicwood K.T. Chong Sixth Form College – Annual School Plan 2017-18

Major Concern 1: To enhance students’ academic performance

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1 Substantial improvement in DSE results is achieved	1.1.1 To require every panel to adopt various effective teaching strategies	<ul style="list-style-type: none"> - Students are actively involved in the learning process - No students fall asleep in class 	<p>Panel evaluation and minutes</p> <p>Lesson observation by peers and Panel Heads</p>	Whole Year	All teachers	
	1.1.2 To share effective teaching strategies on the Staff Development Day by core subject panels and those panels which fail to perform better than the territory average in level 2 in the DSE exam	<ul style="list-style-type: none"> - A variety of teaching strategies are introduced to all teachers - Panels which did not perform satisfactorily in the DSE exam can come up with some effective teaching strategies 	<p>Evaluation of the Staff Development Day by teachers</p>	Whole Year	VP (AC) and subject panels concerned	
	1.1.3 To carry out focused class observation – Subject panels whose performance in level 2 in the recent two years’ HKDSE was worse than the territory average	The subject panels concerned shows effective teaching strategies have been employed in classroom teaching	Lesson observation	Whole Year	Principal/ AC head Panel heads and teachers concerned	

	<p>would be required to conduct lesson observation at different levels:</p> <ul style="list-style-type: none"> - by Principal/ AC Head - by panel/department head - by peers 					
	<p>1.1.4 To enhance professional exchange by</p> <p>1.1.4.1 conducting joint-school lesson observation on the Staff Development Days – On the the JSC Staff Development Day, their staff will come to KTC and observe lessons, and vice versa.</p> <p>1.1.4.2 carrying out peer lesson observation – at least once in the school year</p> <p>1.1.4.3 implementing collaborative lesson planning</p>	<p>Teachers learn different teaching strategies from each other.</p> <p>At least one collaborative lesson plan, which addresses problems identified in classroom teaching has been devised.</p>	<ul style="list-style-type: none"> - Lesson observation evaluation record form - Collaborative lesson planning record form 	Whole Year	<p>All teachers (lesson observation) & Head of AC (Inspecting evaluation form)</p>	

	<p>1.1.5 To provide additional learning support to high achievers by</p> <p>1.1.5.1 offering elite classes (for core subjects) taught by hired tutors and</p> <p>1.1.5.2 providing the star program developed by the subject teachers</p> <p>1.1.5.3 encouraging and supporting high achievers to participate in external competitions related to the subjects they study</p> <p>1.1.5.4 maximising use of different funds to support gifted students and to subsidize students' enrolment in various gifted programmes</p>	<p>80% of the students agree that the elite class they attend is useful.</p> <p>Panel co-ordinators are satisfied with the tutor's performance Students</p> <p>Students can attain 5* or 5** in the subject in the school/ DSE exam.</p> <p>Each subject panel should enroll students in at least two external competitions.</p> <p>More than 90% of the funds allocated to gifted students are used up</p>	<p>Student survey</p> <p>Lesson observation record</p> <p>Exam results</p> <p>No. of external competitions</p> <p>Balance of funds</p>	<p>Whole Year</p>	<p>LSC, AC and Panel Heads</p>	
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	<p>1.1.6</p> <p>To improve the FALSI programme by</p> <ul style="list-style-type: none"> - requiring the subject panel heads to supervise the programme closely in terms of the curriculum and class arrangements 	<p>80% of the students attending the class think that the FALSI programme is useful.</p> <p>100% in level 2 is attained.</p>	<p>Student Survey</p> <p>School and DSE Exam results</p>	Whole year	Heads of LSC and AC	
	<p>1.1.7</p> <p>To provide additional learning support during students' free lessons by making use of these free lessons for teaching core subjects as well as electives.</p>	<p>80% of the students agree that the lessons are useful</p>	<p>Student survey</p>	Whole year	Panel Heads of the subjects concerned	
	<p>1.1.8.</p> <p>To further enhance the school English environment</p>	<p>The NET and the English Department organize at least one whole school English activity and 3 English activities/competitions each term</p>	<p>Panel evaluation and minutes</p>	Whole year	The NET and the English Department	
	<p>1.19</p> <p>To promote reading among students</p>	<p>The school library organizes an effective reading programme as well as</p>				

		encouraging students to take part in both internal and external reading competitions and activities				
	1.20 To encourage students to broaden their horizons and enrich their knowledge about the world through taking part in different activities and competitions both in and outside school	Subject panel/ the STEAM committee each organizes at least one internal academic activity/ competition and two external academic activities/ competitions each school year Training should be provided for students who take part in large-scale competitions	Activity and Competition Record Form of each panel/ the STEAM Committee	Whole Year	Subject Panels, The STEAM Committee	
1.2 Assessment for learning is promoted	1.21 To use students' performance in quizzes, uniform tests and exams to modify instruction	Evaluation meetings and feedback given to students	Panel minutes	Whole year	Head of AC and Panel Heads	
	1.22 To use the HKDSE School Statistical Report to find out what topics or types of question our students did	Evaluation meetings and feedback given to students	Evaluation Report	Whole year	Panel Heads	Purchase of the HKDSE School Statistical Report from the HKEAA

	not master well and take related action for improvement.					
	1.23 To study students' marked HKDSE answer scripts purchased from the HKEAA to find out how students may gain or lose marks in the respective exam papers	Evaluation meetings and feedback given to students	Evaluation Report	Whole year	Panel Heads	Purchase of students' answer scripts for DSE exams from the HKEAA
1.3 A school-based curriculum, which caters for learner diversity is further developed	1.31 Each subject panel should design schemes of work, which cater for learners' diverse needs, interests and abilities 1.32 Flexibility in MOI for a small group of low achievers is allowed	Schemes of work catering for learner diversity prepared students concerned improve their performance in the subject when the MOI is Chinese	Inspecting schemes of work Comparing students' results in the subject before and after change in MOI	Whole year	Panel Heads and AC Head of AC and subject panels concerned	

Major Concern 2: To achieve better interface between KTC and JSC

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 A coherent S1 to S6 curriculum is achieved	2.1.1 Keep on organizing end of term joint-school departmental or panel meetings to review both the junior and senior secondary curriculums and make modification for a better interface if necessary	A coherent S1-S6 curriculum is produced	Evaluation report by subject panels	Whole year	Panel Heads and Head of AC	
	2.12 Keep on co-ordinating various joint-school activities for professional sharing and collaboration, including - joint school lesson observation focusing on the use of effective teaching strategies -joint school lesson observation debriefing session -joint school subject panel meetings for discussion on	<ul style="list-style-type: none"> - Joint school lesson observation is carried out each term - All teachers observe at least one lesson of their counterpart in JSC - All teachers attend at least 1 debriefing session after lesson observation - Panel heads attend at least one JSC panel meeting 	<ul style="list-style-type: none"> -Lesson observation records - Debriefing session records - Reports in minutes of departmental or panel meetings 	Whole year	AC and Subject panels	

	academic matters					
2.2 Students in JSC are well-informed of the subjects offered at KTC and can make wise decisions in their elective choices	2.2.1 Enriching talks on elective choices for S3 students at JSC	80% of the students agree that the talks are effective	Students' feedback in questionnaires	Feb 2018	Heads of AC and Subject panels concerned	
	2.2.2 Arranging peer sharing sessions for KTC's S4 and S5 students to share with JSC's S3 students about the elective subjects they are studying	80% of the students agree that the sharing sessions are effective	Students' feedback in questionnaires	Feb 2018	Head of AC and Subject panels concerned	
2.3 The two schools work in close collaboration on gifted education	2.31 Organising academic sharing sessions for the gifted students in both schools to share their knowledge and experience	70% of the students agree that they have gained valuable experience in the activity	Students' feedback in questionnaires	July 2018	LSC and AC	

Major Concern 3: To strengthen students' supporting network in order to develop positive thinking

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 A healthy campus is maintained	3.1.1 To promote a positive school climate <ul style="list-style-type: none"> • To increase interactions between teachers and students by strengthening the Lunch Programme and range of follow-up activities • To enhance and modify the current Healthy School Programme (DT) • To provide special coaching sessions for students greatly affected by personal issues and relationship problem 	80% participants with positive evaluation of the events	Observation of facilitators / teachers Evaluation form received	Whole year	GC	
	3.1.2 To revamp Life Education & 3S Program <ul style="list-style-type: none"> • To revise the Life Education Program for all S4 students to enhance their self-esteem • To create a shared vision by enhancing the 3S program for all S4 and S5 students to raise their self-awareness and nurture positive attitudes 	80% participants with positive evaluation of the events, including students, facilitators and mentors	Evaluation form received Observation of facilitators / mentors	Whole year	GC	
3.2 Clear goals about potential exit	3.2.1 to render school-based life planning and careers education workshop series in S4 and S5 with	70% students find the assistance of some use in helping them to set	Feedback from participants/ facilitators	Whole year	CLPC	CLP Transitional Grant

pathways are set by students	self-understanding, goal setting and pathways available as foci.	goals				
	3.2.2 to offer one on one, small group and mentor group based counselling to S 6 students and target S 4 and S 5 students to aid their careers/study goal setting	70% students are met at least twice	Counselling record Feedback from participants/facilitators	Whole year	CLPC	
	3.2.3 to provide workplace visits to various fields of interests of students' choice in order to widen their horizons and help them explore different careers possibilities.	70% attendance rate in signed-up programmes	Feedback from participants/facilitators Attendance record	Whole year	CLPC	CLP Transitional Grant
	3.2.4 to guide students through careers decision making process by adopting a multi-intervention approach including visits, overseas trips, alumni sharing sessions, talks and taster programmes etc	70% students find the assistance of some use in helping them to make informed choices / 70% attendance rate in signed-up programmes	Feedback from participants/facilitators Attendance record	Whole year	CLPC	
3.3 Active leadership roles are embraced by students	3.3.1 Organise more leadership training activities <ul style="list-style-type: none"> • To run Young Mentor Training Camp and Workshops • To design a school needs based leadership training e-program • 	70% participants with positive evaluation of the events	Feedback from participants / facilitators	Whole year	GC	

	<p>3.3.2</p> <p>To provide more chances for students to lead and serve</p> <ul style="list-style-type: none"> • To provide Volunteer Service training workshops for all S5 students 	70% participants with positive evaluation of the events	Feedback from participants / facilitators	Whole year	GC	
<p>3.4</p> <p>An inclusive school environment is nurtured</p>	<p>3.4.1</p> <p>To strengthen measures to support students with special educational needs</p> <ul style="list-style-type: none"> • The SST will work closely with various subject departments and functional teams to offer support to SEN students. • All subject teachers of students with special needs will be fully informed of the needs of the students and the support measures being implemented. • Selected teachers will attend the relevant SEN training courses. 	<p>Records of such students are filed properly</p> <p>Selected teachers have attended the relevant SEN training courses</p>	<p>The records of SEN students will be checked</p> <p>The number of teachers attending the relevant SEN training courses will be monitored</p>	Whole year	LSC	LSG