

PLK Vicwood K.T. Chong Sixth Form College – Annual School Plan 2018-19

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 develop a school-based curriculum which caters for learners’ diverse needs, interests and abilities, and includes various student-centred learning activities to enrich or reinforce students’ learning inside or outside the classroom	<ul style="list-style-type: none"> - The core subject panels devise different schemes of work for classes of different abilities - All subject panels include student-centred activities in their schemes of work 	Panel evaluation and minutes	Whole Year	All teachers	
	1.1.2 To adopt effective teaching strategies, which promote student learning	<ul style="list-style-type: none"> - The teaching strategies adopted can enhance learning effectiveness and students perform satisfactorily in assignments, tests and exams. 	Panel evaluation Test/Exam results analysis Teaching evaluation by students	Whole Year	All teachers AC AC	
	1.1.3 To provide learning support after school for high-ability, average and less-abled students	70% of the students receiving the learning support after school find the lessons useful	Questionnaire survey	Whole Year	LSC	Hired tutors

	<p>1.1.4 To implement assessment for learning</p> <p>1.1.4.1 Teachers making use of the data from internal exams and uniform tests, The HKDSE Statistical Reports, students' HKDSE answer scripts and daily informal assessments to identify gaps in student learning and make corresponding adjustments to improve teaching</p> <p>1.1.4.2 Students provided with clear learning targets and effective feedback from teachers to facilitate student understanding of where they are and move their own learning forward</p>	<p>Most teachers agree that they can gain ideas from data of assessment to improve their teaching</p> <p>70% of the students can move their own learning forward by knowing the learning targets clearly and getting effective feedback from teachers</p>	<p>Panel evaluation</p> <p>Teaching evaluation by students</p>	<p>Whole Year</p>	<p>All teachers</p> <p>All teachers AC</p>	
	<p>1.1.5 To invite alumni to share the strategies for preparing for the HKDSE exam</p>	<p>70% of the students find the alumni's sharing useful</p>	<p>Questionnaires</p>	<p>Once in the school year</p>	<p>LSC</p>	

1.2 Students are empowered to become motivated to engage in self-directed learning	1.2.1 To incorporate self-learning elements into the teaching curriculum eg using project-based learning and e-learning	All students are involved in some kind of self-learning activities	Panel report	Whole year	Subject Panels & AC	
	1.2.2 To encourage students to participate in competitions, activities or self-directed learning programs organized by external organisations	Each subject panel will involve some of their students in competitions, activities or self-directed learning programs organized by external organisations	Panel report	Whole year	All subject panels	
	1.2.3. To award prizes to the best self-directed learners of different subjects	Each subject panel can find students actively involved in self-directed learning	Panel nominations	Whole year	Subject Panels	
1.3 An environment facilitating the learning of different subjects, including English, Chinese, LS and science is established	1.3.1 To set up the English Environment Enhancement Team (EEET) headed by the school NET to organize a series of activities promoting the use of English at the campus	Each subject panel will collaborate with the EEET and organize at least one activity in the school year	Panel report	Whole year	The NET The EEET Subject Panels	

	1.3.2 To provide a platform on the KTC Broadcast Network for students to practice their Chinese and English speaking and writing skills as well as fostering their social awareness and knowledge about the world through productions on current issues and special topics, school news reports, short film making, interviews with alumni and celebrities and sharing of book reviews	The number of browsing people is at least 400 (80% of the student population) per month on average and the number of students participating in the productions is not less than 100.	Click through rate The number of students taking part in the productions	Whole Year	KTCBN Tutor Subject Panels	
	1.3.3 To broadcast daily TV news in the canteen during lunch time	More than 20 students watch the daily TV news in the canteen during lunch time each school day	Keeping a record of the number of students every day	Whole year	KTCBN Tutor	
	1.3.4 To organize cross-curricular activities	Each subject panel organizes at least one cross-curricular activity	Panel Report	Whole year	Subject Panels and Committees	
	1.3.5 To organize a series of activities and competitions to increase students' knowledge of how to apply some scientific theories in daily life	At least one whole school STEAM activity is organized in each term	Reports by the STEAM Education Committee and the science panels concerned	Whole year	The STEAM Education Committee Interested Science Panels	

<p>1.4 The reading culture is promoted</p>	<p>1.4.1 To set up the Reading Promotion Team (RPT) and promote the reading culture at school through launching the Early Bird Reading Scheme and organizing cross-curricular reading activities</p>	<p>The Early Bird Reading Scheme has a daily attendance of 20 on average. More than 30 students participate in each cross-curricular reading activity</p>	<p>The participation rate in the Early Bird Reading Scheme and the cross-curricular reading activities</p>		<p>RPT Subject Panels /Committees concerned</p>	<p>Purchase of books using the 'Promotion of Reading Grant' (\$13000)</p>
	<p>1.4.2 Reading schemes to be devised and implemented by the Chinese Department, the English Department and the LS Department</p>	<p>More than 60% of the students complete the reading schemes of the three core subjects</p>	<p>Reports by the departments concerned</p>	<p>Whole year</p>	<p>The departments concerned</p>	
	<p>1.4.3 To implement the School Web-based Reading Scheme – Hyread E-books</p>	<p>Each student has borrowed 2 e-books on average</p>	<p>The Hyread e-book borrowing rate</p>		<p>The school Library</p>	<p>Subscription to Hyread e-books using the 'Promotion of Reading Grant'(\$25000)</p>
	<p>1.4.4 To invite guest speakers to recommend good books</p>	<p>More than 50% of the recommended books have been on loan</p>	<p>The borrowing rate of the recommended books</p>	<p>At least one in the school year</p>	<p>The school Library</p>	<p>The use of Promotion of Reading Grant for inviting guest speakers (\$4000)</p>

	1.4.5 To launch the Brain Game Library (Promoting the reading of books on brain games and playing brain games, which help build the 3 brain powers: focus, remember, and stop and think)	More than 20 students attend the brain game library each time	The attendance rate of the brain game reading activities	Whole Year	The School Library	Purchase of books and games using the 'Promotion of Reading Grant' (\$4000)
	1.4.6 To award students who take an active part in the reading activities prizes	More than 50 students win prizes	The participation rate in the reading activities	End of each school term	The School Library RPT Subject Panels/ Committees concerned	Purchase of book vouchers and other prizes for the School Reading Schemes and other reading activities (\$4000)

Major Concern 2: To transform the school into a professional learning community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 The collaborative culture among staff is promoted	2.1.1 To encourage panel members to attend relevant courses, workshops and seminars and do professional sharing in panel meetings	Professional sharing is carried out in every panel meeting.	Minutes	Whole year	Panel Heads	

	<p>2.1.2 To improve classroom teaching through collaboration among teachers</p>	<ul style="list-style-type: none"> - The panel lesson observation evaluation form is produced - Panel heads arrange lesson observation among panel members - All teachers observe at least one lesson of their colleagues in the panel or other panels and debriefing carried out afterward - Effective teaching strategies are adopted 	<ul style="list-style-type: none"> -The submission of the panel lesson observation evaluation form to NYY -Lesson observation records - Debriefing session records - Reports in minutes of departmental or panel meetings 	<p>Whole year</p>	<p>AC and Subject panels</p>	
	<p>2.13 To prepare effective lesson plans and uniform teaching/ assessment materials (eg for self-directed learning) through collaboration</p>	<ul style="list-style-type: none"> - At least one collaborative lesson plan is produced in the school year - A whole set of teaching materials is prepared 	<p>The submission of collaborative lesson plans to NYY</p> <p>The division of work in preparing teaching materials submitted to NYY</p>	<p>Whole Year</p>	<p>NYY</p> <p>Subject Panels</p>	

Major Concern 3: To develop potential self and foster positive values of students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 Opportunities are created to nurture students' positive attitudes and potential through different learning activities and events.	3.1.1 - To provide a diverse and challenging range of experiences for students. - To arrange activities inside and outside school to create opportunities for students to exploit their potentials in different areas.	70% of the subject panels and ECA clubs have organized at least two relevant activities / competitions for students	Record of activities / minutes	Whole year	Subject Panels ECA	
	3.1.2 To arrange programmes / activities for developing students' positive attitudes	At least 2 activities are organized by the committees concerned and 70% of the participants evaluate the programmes / activities positively	Record of activities / minutes / Feedback from participants	Whole year	GC/MCE DC	
3.2 Students are helped to realize their attributes, aptitudes and aspirations relevant to their life planning.	To adopt a multiple intervention strategy to support target student groups in CLP activities. - Review and fine-tune the CLP workshop series. - Introduce and instill selected core values in the workplace with an integrated approach.	70% of the students find the objectives achieved	Feedback from participants / facilitators	Whole year	CLPC	

<p>3.3 Students gain the essential skills, knowledge and capabilities by fostering community engagement.</p>	<p>3.3.1 To organize more community services for students to develop skills and knowledge.</p>	<p>All the committees concerned have started the preparation for or prepared start-up activities to achieve the objectives</p>	<p>Record of the preparation work of the activities / minutes</p>	<p>Whole year</p>	<p>GC/MCE</p>	
<p>3.3.2 To build up effective communication between schools, parents, students and the community by organizing more related activities for the interest of students.</p>	<p>ECA</p> <p>CLPC</p> <p>PTA</p>					
<p>3.4 Caring culture on campus and supportive school environment are maintained for students to develop healthy living habits and a positive outlook on life and values</p>	<p>3.4.1 To implement the whole school approach to well-being (the positive role model) to create a positive teaching and learning environment.</p>	<p>All the committees concerned have started the preparation for or prepared the start-up activities to achieve the objectives</p>	<p>Record of the preparation work of the activities / minutes</p>	<p>Whole year</p>	<p>GC/MCE</p>	
<p>3.4.2 Provide coaching sessions for students to enhance supportive peer relationships.</p>						

