

B. Annual School Plan (2018 – 2019)

v. Implementation Plan

Major Concern 1: To motivate students to self-learn and improve academic performance

Major Concern 2: To raise students' sense of responsibility and cultivate appreciation in the school

Target(s)	Strategies	Success Criteria	PIC	Methods of Evaluation	Resources
Senior Management will work to enable stakeholders to understand, support and contribute to realizing the school goal, and addressing the two major concerns as expressed in the SDP (2018 – 2021).	1. To make clear the major concerns to students, teachers, parents and alumni with reference to the school context and 21st century local, national and global settings	1. <u>At least one</u> meeting is conducted for each of the major stakeholders	PVP SPDC	<u>One or more</u> of the following will be used to evaluate the outcome and/or benefits brought about by each of the strategies: <i>Documents</i> ✧ Presentation materials ✧ Video references ✧ School circulars / Letters to stakeholders ✧ Newsletters issued by the School / the Principal <i>Observation & Discussion</i> ✧ Student Feedback ✧ Teacher Feedback ✧ Parent Feedback ✧ Alumni Feedback <i>Evidence of shared understanding achieved</i> ✧ Regular and sustained staff communication ✧ Increased staff collaboration ✧ Stakeholders' support for and involvement in relevant activities ✧ Common language	Budget time and schedule for assemblies and meetings Budget time for video sharing Budget fees for purchase of books/materials Budget fees for hiring of speaker(s)/coach(es) Budget training sessions (if needs be) Budget time and resources for team celebration; budget fees for tokens of recognition and appreciation
	2. To organize professional training, align and deepen teachers' understanding of "growth mindset", terminology, expectations and strategies to address the major concerns	2. <u>At least two</u> professional training sessions are organized for teachers to deepen their understanding of "growth mindset" and how it supports them to address the major concerns	PVP SPDC SDC		
	3. To enhance staff formal and informal communication through the use of School Gmail and eClass digital routing system	3. Staff checks School Gmail & eClass mail <u>at least once</u> on all school days; and staff uses School Gmail and eClass digital routing system to communicate in general	PVP SPDC ITD General Office		
	4. To recognize and celebrate teachers'/students' efforts and achievements and/or staff collaboration in addressing the major concerns	4. <u>At least one</u> appreciation cum celebration gathering is organized; both good practices as well as evidence of teachers' effort/students' effort /subject departmental collaboration are recognized	PVP SPDC		

Major Concern 1: To motivate students to self-learn and improve academic performance

Target(s)	Strategies	Success Criteria	PIC	Methods of Evaluation	Resources
Middle Management will work to enhance teachers' professional understanding and their use of relevant pedagogies, self-directed learning/other effective learning strategies and work to facilitate students to self-learn and improve academic performance.	1. To coordinate self-directed learning across the curriculum based on metacognitive learning *	1. Introduce at department level the use of metacognitive learning strategies and/or the 4-step process for self-directed learning	CDC Subj Dpts	<p><u>One or more</u> of the following will be used to evaluate the outcome and/or benefits brought about by each of the strategies:</p> <p><i>Documents</i></p> <ul style="list-style-type: none"> ✧ Schemes of Work ✧ Programme Plans ✧ Minutes of Meetings <p><i>Observation & Discussion</i></p> <ul style="list-style-type: none"> ✧ Student Feedback ✧ Teacher Feedback <p><i>Evidence of Student Performance</i></p> <ul style="list-style-type: none"> ✧ Student Work ✧ Assessment Records ✧ Activities Participation Records ✧ Awards Records 	<p>The following resources will be prepared to support the implementation of each of the strategies:</p> <ul style="list-style-type: none"> ✧ Growth Mindset(visuals/video) ✧ Metacognitive Learning Strategies ✧ Self-directed learning and other effective learning strategies ✧ 4-Step process for SDL <ul style="list-style-type: none"> i) Assess readiness to learn ii) Set learning goals iii) Engage in the learning process* iv) Evaluate learning ✧ Mind-mapping ✧ Memory skills enhancement ✧ eLearning Resources ✧ Budget time for professional sharing on good practices <p><i>* Characteristics of a self-directed learner:</i></p> <ul style="list-style-type: none"> ✧ does preparation before lessons ✧ sets learning goals ✧ manages work schedules ✧ take notes in class ✧ completes classwork ✧ completes homework assignment ✧ asks for help when needed ✧ identifies and accepts his/her own learning weaknesses or needs ✧ makes efforts to improve ✧ finds ways to solve problems ✧ seeks support to excel
	2. To develop coursework materials; to enrich, diversify and make accessible eLearning resources to facilitate students' self-directed learning	2. <u>At least two</u> topics are pursued involving the use of eLearning resources per school term	Subj Dpts		
	3. <i>To organize professional sharing on good practices that work to motivate students to self-learn [Starts in 2019-20]</i>	3. <u>At least one</u> professional sharing on good practices is conducted per Subject Department per school year [Collaborative Planning for Lesson Study targeting to motivate students to self-learn resumes in 2019-20]	SDC Subj Dpts		
	4. To analyze students' performance and interpret their learning needs based on assessment data and awards records	4. End of term assessment analysis is conducted; students' learning needs are identified; professional follow up strategies are discussed and adopted to meet their needs	R&DC Subj Dpts CDC		
	5. To conduct systematic evaluation of streaming policy and Academic Enhancement Programme (AEP) and make new plans to cater for learner diversity with an aim to improve academic performance in the Junior Secondary levels	5. Pros and cons of current streaming policy and AEP are summarized and new plans are drafted for staff feedback and subsequent implementation	CDC LSC R&DC		

Target(s)	Strategies	Success Criteria	PIC	Methods of Evaluation	Resources
Teachers will work to energize students so that they become more self-directed; teachers will also empower students to understand, apply and benefit from self-directed learning/ other effective learning strategies to improve academic performance.	1. To strengthen students' habits and abilities in goal-setting, self-monitoring and self-reflection in their learning processes to achieve their Personal Best (PB)	1. Students show improvement in their readiness to learn, e.g. they do goal-setting (SMART) OR state their Personal Best (PB) under guidance of class teachers	Class T CDC	<p><u>One or more</u> of the following will be used to evaluate the outcome and/or benefits brought about by each of the strategies:</p> <p><i>Documents</i></p> <ul style="list-style-type: none"> ✧ Schemes of Work ✧ Lesson Plans ✧ Programme Plans ✧ Minutes of Meetings <p><i>Observation & Discussion</i></p> <ul style="list-style-type: none"> ✧ Student Feedback ✧ Teacher Feedback <p><i>Evidence of Student Performance</i></p> <ul style="list-style-type: none"> ✧ Student Work ✧ Assessment Records ✧ Activities Participation Records ✧ Awards Records 	<p>The following resources will be prepared to support the implementation of each of the strategies:</p> <ul style="list-style-type: none"> ✧ Growth Mindset(visuals/video) ✧ Metacognitive Learning Strategies ✧ Self-directed learning and other effective learning strategies ✧ 4-Step process for SDL <ul style="list-style-type: none"> i) Assess readiness to learn ii) Set learning goals iii) Engage in the learning process* iv) Evaluate learning ✧ SMART goal setting <ul style="list-style-type: none"> i) S – Specific ii) M – Measurable iii) A – Attainable iv) R – Relevant v) T – Timely ✧ Mind-mapping ✧ Memory skills enhancement ✧ eLearning Resources ✧ Budget time for professional sharing on good practices <p><i>* Characteristics of a self-directed learner:</i></p> <ul style="list-style-type: none"> ✧ does preparation before lessons ✧ sets learning goals ✧ manages work schedules ✧ take notes in class ✧ completes classwork ✧ completes homework assignment ✧ asks for help when needed ✧ identifies and accepts his/her own learning weaknesses or needs ✧ makes efforts to improve ✧ finds ways to solve problems ✧ seeks support to excel
	2. To enhance students' self-directedness through the use of eLearning tools and mobile devices (e.g. explore the use of School Gmail and eClass mail to communicate with students)	2. Students use mobile devices provided by the school and eLearning tools in class and afterschool in at least two topics per subject per school term	Subj T ITD		
	3. To provide more opportunities and activities for students to stretch their capabilities, encourage and support their proactive participation in them	3. Students engage proactively in class activities, project learning, mini-research, experiments and/or competitions	ECA LSC (gifted) Subj Dpt		
	4. To give students encouragement, recognition and positive feedback on their self-directed efforts, strategies, focus, perseverance and improvement whenever relevant	4. Students demonstrate self-directed efforts; they feel supported; their efforts recognized; they are positive and ready to take on opportunities to improve and/or further challenge themselves	Subj T Class T		

Major Concern 2: To raise students' sense of responsibility and cultivate appreciation in the school

Target(s)	Strategies	Success Criteria	PIC	Methods of Evaluation	Resources
Middle Management will work to enhance teachers' professional understanding and their use of relevant theories and pedagogies, as well as effective interaction strategies, to raise students' sense of responsibility and cultivate appreciation.	1. To coordinate and guide the whole school to understand each other's role and responsibility; and to cultivate appreciation to make the school an inviting learning venue	1. <u>At least two</u> sessions of assembly messages sharing / video / film show is organized per school term with focus on real world contexts in which the target values are exemplified	VEC	<u>One or more</u> of the following will be used to evaluate the outcome and/or benefits brought about by each of the strategies: <i>Documents</i> ✧ Programme Plans ✧ Minutes of Meetings ✧ Attendance Record <i>Observation & Discussion</i> ✧ Student Feedback ✧ Teacher Feedback <i>Evidence of Student Performance</i> ✧ APASO survey item(s) on self-esteem, responsibility, appreciation and other relevant areas of student attitude, values and behavior ✧ APASO survey item(s) on students', parents' and teachers' view on school climate, sense of belonging to the school and relevant areas	The following resources will be prepared to support the implementation of each of the strategies: <i>Quotes, stories, videos and films (local, overseas, Chinese or western) illustrating the target values in real world contexts</i> <i>Meaning and expectations of Responsibility:</i> ✧ To do the things we are expected to do and accept the consequences (results) of our actions and non-actions ✧ Student responsibility occurs when students take an active role in their learning and recognize that they are accountable for their academic progress, performance and success ✧ Student responsibility is demonstrated when students make choices and take actions which enable them to achieve their learning goals <i>Examples of responsible behaviour at school:</i> ✧ Attend school and school activities ✧ Be punctual to school and to class ✧ Participate in classes, labs and learning activities ✧ Complete assignments in a timely manner with attention to the quality of work ✧ Act and communicate in a civil and respectful manner with peers, teachers and staff <i>Other concepts and relationships:</i> ✧ Responsibilities and rights ✧ Respect and responsibility ✧ Gratitude and appreciation
	2. To organize professional sharing on concepts and good practices that work to motivate students to take on responsibility (e.g. school rules and their implementation; misbehavior and consequences; objectives and effects of punishments) and those that work to cultivate appreciation	2. <u>At least one</u> professional sharing session is conducted per school term among Class Teachers on concepts and good practices that work to motivate students and with students' sharing of their experiences (e.g. improved punctuality and attendance rate; better self-esteem; increased sense of belonging to the school; positive feeling of efforts being recognized)	SDC		
	3. To design slogans, collect and display quotes, statements and visuals and use videos or eLearning resources to facilitate students' discussion and understanding of responsibility as a learner at school and a teenager at home and in society; and to facilitate the show of appreciation among students, teachers, parents, office staff and janitors in the school	3. Visual reminders are displayed to foster the ambience of responsibility and the culture of appreciation; eLearning resources are selected and used at relevant occasions and learning venues to facilitate understanding and achievement of the target values	VEC Class T General Office	Evidence of contribution to a culture of appreciation Students, teachers, parents, office staff and janitors in the school make use of opportunities, occasions and platforms to show appreciation of each other's efforts and contribution	

Target(s)	Strategies	Success Criteria	PIC	Methods of Evaluation	Resources
Teachers will work to empower and energize students to understand their role and responsibility as motivated learners at school and cultivate appreciation in the learning and evaluation processes.	1. To strengthen students' awareness of their role and responsibility to self-learn	1. Students show improvement in their sense of responsibility to self-learn	Subj T Class T	<p><u>One or more</u> of the following will be used to evaluate the outcome and/or benefits brought about by each of the strategies:</p> <p><i>Documents</i></p> <ul style="list-style-type: none"> ✧ Programme Plans ✧ Minutes of Meetings <p><i>Observation & Discussion</i></p> <ul style="list-style-type: none"> ✧ Student Feedback ✧ Teacher Feedback ✧ Parent Feedback <p><i>Evidence of Student Performance</i></p> <ul style="list-style-type: none"> ✧ APASO survey item(s) on self-esteem, responsibility, appreciation and relevant areas of student attitude, values and behavior ✧ APASO survey item(s) on students', parents' and teachers' view on school climate, sense of belonging to the school and relevant areas <p><i>Evidence of contribution made creating a culture of appreciation</i> Students, teachers, parents, office staff and janitors in the school make use of opportunities, occasions and platforms to show appreciation of each other</p>	<p>The following resources will be prepared to support the implementation of each of the strategies:</p> <p><i>Quotes, stories, videos and films (local, overseas, Chinese or western) illustrating the target values in real world contexts</i></p> <p><i>Meaning and expectations of Responsibility:</i></p> <ul style="list-style-type: none"> ✧ To do the things we are expected to do and accept the consequences (results) of our actions and non-actions ✧ Student responsibility occurs when students take an active role in their learning and recognize that they are accountable for their academic progress, performance and success ✧ Student responsibility is demonstrated when students make choices and take actions which enable them to achieve their learning goals <p><i>Examples of responsible behaviour at school:</i></p> <ul style="list-style-type: none"> ✧ Attend school and school activities ✧ Be punctual to school and to class ✧ Participate in classes, labs and learning activities ✧ Complete assignments in a timely manner with attention to the quality of work ✧ Act and communicate in a civil and respectful manner with peers, teachers and staff <p><i>Other concepts and relationships:</i></p> <ul style="list-style-type: none"> ✧ Responsibilities and rights ✧ Respect and responsibility ✧ Gratitude and appreciation
	2. To provide more opportunities and/or platforms for students to share their views on ways to enhance the learning environment in the school	2. Students make use of opportunities and/or platforms to share their views on ways to enhance the learning environment in the school	ECA Class T		
	3. To empower students to discuss, give suggestions, make decisions on management routines/rules in the classroom and ensure their implementation	3. Students engage in discussion, give suggestions and make decisions on class management routines; they contribute to the implementation of ideas suggested	Class T		
	4. To give students encouragement, recognition and positive feedback on their responsible behavior	4. Students demonstrate increased responsibility in the classroom and as learners; they feel their efforts recognized	Whole staff		
	5. To praise students for their efforts and/or direct students to focus on their strengths in class and when discussing students in the presence of their parents	5. Students are praised in the presence of their parents - their strengths and efforts are identified and recognized	Whole staff		