



Cheung Sha Wan Catholic Secondary School

Annual School Plan 2015-16

Major Area of Concern:

To develop the culture of sharing in our school

共建校園分享文化

To develop the culture of sharing in school

Objective	Strategy	Success Criteria	Evaluation method	Timeline	Person In charge	Resources required
<p>(a) To develop the atmosphere of sharing at</p> <p>(i) <i>T-T</i> Level &</p> <p>(ii) <i>T-S</i> Level</p>	<p><i>T-T level:</i></p> <ul style="list-style-type: none"> ➤ 4 Professional Development Sessions are to be arranged for sharing by teachers having taken professional training outside school. ➤ Gear peer lesson observations to collaborative lesson preparation. ➤ Actively participate in the professional development programs offered within and outside the School Sponsoring Body, such as CSL, professional sharing sessions, learning circles, etc. ➤ Arrange 4 Form Meetings to enhance communication among class teachers and Life Education Form Coordinators 	<p>Over 70% of teachers agree that there is a good atmosphere of professional interflow</p>	<p>Opinion Surveys for staff development programmes, Observation, Stakeholder survey</p>	<p>Whole year</p>	<p>SDAC, Life Education Coordinator</p>	

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	<p>T-S level:</p> <ul style="list-style-type: none"> ➤ Invite teachers to deliver short speeches during morning assembly (once every two weeks). ➤ Extend class teacher time for class based guidance and T-S interaction. 	<p>Over 70% of students agree that they enjoy the sharing sessions by teachers during morning assembly & class teacher period</p>	<p>Opinion Surveys for staff development programmes, Observation, Stakeholder survey</p>	<p>Whole year</p>	<p>VPs</p>	<p>Financial Support</p>

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<p>(b) Cater for the learning needs of students by</p> <p>(i) developing adequate Learning skills</p> <p>(ii) reinforcing self-directed learning</p> <p>(iii) encouraging peer learning</p> <p>(iv) using e-learning</p>	<p>(i) <i>developing adequate Learning skills:</i></p> <ul style="list-style-type: none"> ➤ Assign pre-lesson reading/tasks to students in order to develop the habit of pre-lesson preparation. ➤ Encourage students to jot notes during lessons. ➤ Design classroom activities and homework to emphasize the 9 generic skills. ➤ Provide more specific feedback to help students realize their strengths and areas for improvement. 	<ul style="list-style-type: none"> ➤ Improvement Shown in Students' Performance in Examinations. ➤ 2.5 or above in TESS Scores 	<ul style="list-style-type: none"> ➤ TESS Scores ➤ Examination Results 	<p style="text-align: center;">Whole Year</p>	<p style="text-align: center;">Panel Heads and subject teachers</p>	<p style="text-align: center;">Financial Support</p>

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	<p>(ii) <i>reinforcing self-directed learning:</i></p> <ul style="list-style-type: none"> ➤ Introduce self-reflection in students' learning tasks to help them realize their own strengths and weaknesses. ➤ Provide individualized self-learning elements, for example, suggest suitable videos, web pages, graded exercises and learning tasks, for students so that they can learn outside the classroom according to their own needs. ➤ Provide students with more opportunities to participate in self-directed learning related activities such as competitions and learning programs organized by external agents e.g. HKAGE & HKUST ➤ Continue the implementation of Cross-curricula Project at F.3 Level. 	<ul style="list-style-type: none"> ➤ Improvement Shown in Students' Performance in Examinations. ➤ 2.5 or above in TESS Scores 	<ul style="list-style-type: none"> ➤ TESS Scores ➤ Examination Results 	<p style="text-align: center;">Whole Year</p>	<p style="text-align: center;">Panel Heads and subject teachers</p>	<p style="text-align: center;">Financial Support</p>

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	<p>(iii) <i>encouraging peer learning:</i></p> <ul style="list-style-type: none"> ➤ Integrate peer learning/assessment elements in lessons and homework to enhance the S-S interactions. ➤ Encourage students to form class/subject/form based study groups. ➤ Demonstrate/circulate good samples of students' work. 	<ul style="list-style-type: none"> ➤ Improvement Shown in Students' Performance in Examinations. ➤ 2.5 or above in TESS Scores 	<ul style="list-style-type: none"> ➤ TESS Scores ➤ Examination Results 	Whole Year	Panel Heads and subject teachers	Financial Support
	<p>(iv) <i>using e-learning:</i></p> <ul style="list-style-type: none"> ➤ All subjects should carry out at least one e-learning session in junior forms 	<ul style="list-style-type: none"> ➤ Improvement Shown in Students' Performance in Examinations. ➤ 2.5 or above in TESS Scores 	<ul style="list-style-type: none"> ➤ TESS Scores ➤ Examination Results 	Whole year	Panel Heads and subject teachers	Financial Support

Four main directions of Learning to Learn 2.0 – A School Example

