



**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 &amp;</p> <p>(ii) <i>T-S</i> Level</p>	<p><b><i>T-T level:</i></b></p> <ul style="list-style-type: none"> <li>➤ 4 Professional Development Sessions are to be arranged for sharing by teachers having taken professional training outside school.</li> <li>➤ Gear peer lesson observations to collaborative lesson preparation.</li> <li>➤ Actively participate in the professional development programs offered within and outside the School Sponsoring Body, such as CSL, professional sharing sessions, learning circles, etc.</li> <li>➤ Arrange 4 Form Meetings to enhance communication among class teachers and Life Education Form Coordinators</li> </ul>	<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><b>T-S level:</b></p> <ul style="list-style-type: none"> <li>➤ Invite teachers to deliver short speeches during morning assembly (once every two weeks).</li> <li>➤ Extend class teacher time for class based guidance and T-S interaction.</li> </ul>	<p>Over 70% of students agree that they enjoy the sharing sessions by teachers during morning assembly &amp; 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) <b>developing adequate Learning skills</b></p> <p>(ii) <b>reinforcing self-directed learning</b></p> <p>(iii) <b>encouraging peer learning</b></p> <p>(iv) <b>using e-learning</b></p>	<p>(i) <b><i>developing adequate Learning skills:</i></b></p> <ul style="list-style-type: none"> <li>➤ Assign pre-lesson reading/tasks to students in order to develop the habit of pre-lesson preparation.</li> <li>➤ Encourage students to jot notes during lessons.</li> <li>➤ Design classroom activities and homework to emphasize the 9 generic skills.</li> <li>➤ Provide more specific feedback to help students realize their strengths and areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improvement Shown in Students' Performance in Examinations.</li> <li>➤ 2.5 or above in TESS Scores</li> </ul>	<ul style="list-style-type: none"> <li>➤ TESS Scores</li> <li>➤ Examination Results</li> </ul>	<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) <b><i>reinforcing self-directed learning:</i></b></p> <ul style="list-style-type: none"> <li>➤ Introduce self-reflection in students' learning tasks to help them realize their own strengths and weaknesses.</li> <li>➤ 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.</li> <li>➤ 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 &amp; HKUST</li> <li>➤ Continue the implementation of Cross-curricula Project at F.3 Level.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improvement Shown in Students' Performance in Examinations.</li> <li>➤ 2.5 or above in TESS Scores</li> </ul>	<ul style="list-style-type: none"> <li>➤ TESS Scores</li> <li>➤ Examination Results</li> </ul>	<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) <b><i>encouraging peer learning:</i></b></p> <ul style="list-style-type: none"> <li>➤ Integrate peer learning/assessment elements in lessons and homework to enhance the S-S interactions.</li> <li>➤ Encourage students to form class/subject/form based study groups.</li> <li>➤ Demonstrate/circulate good samples of students' work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improvement Shown in Students' Performance in Examinations.</li> <li>➤ 2.5 or above in TESS Scores</li> </ul>	<ul style="list-style-type: none"> <li>➤ TESS Scores</li> <li>➤ Examination Results</li> </ul>	Whole Year	Panel Heads and subject teachers	Financial Support
	<p>(iv) <b><i>using e-learning:</i></b></p> <ul style="list-style-type: none"> <li>➤ All subjects should carry out at least one e-learning session in junior forms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improvement Shown in Students' Performance in Examinations.</li> <li>➤ 2.5 or above in TESS Scores</li> </ul>	<ul style="list-style-type: none"> <li>➤ TESS Scores</li> <li>➤ Examination Results</li> </ul>	Whole year	Panel Heads and subject teachers	Financial Support

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

