

Cheung Chuk Shan College
Annual School Plan (2020 – 2021)

30 Jun 2020

Major Concern 1: Reinforcing the culture of active learning

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Arranging for S1 – S5 students to set goals for their studies, select strategies to realize them and evaluate the success of the efforts made	Whole year	<ul style="list-style-type: none"> ◆ At least 75% of teachers agreeing that the majority of students have seriously made planning as well as interim and year-end evaluations of the success of the efforts made ◆ At least 75% of students agreeing that they have seriously made planning as well as interim and year-end evaluations of the success of the efforts made ◆ At least 75% of teachers / students agreeing that planning and evaluations done have helped students / themselves attain success in studies 	<ul style="list-style-type: none"> ◆ Teacher’s inspections and follow-up work ◆ Teacher survey ◆ Student survey 	<ul style="list-style-type: none"> ◆ Careers Team ◆ Moral & Civic Education Committee ◆ Form-teachers and Assistant Form-teachers concerned 	<ul style="list-style-type: none"> ◆ Record form ◆ Survey forms

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
b. Strengthening the element of peer interaction in lessons	Whole year	<ul style="list-style-type: none"> ◆ At least 80% of respondents feeling that peer interaction was often carried out in lessons 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels ◆ Subject-based questionnaire 	<ul style="list-style-type: none"> ◆ Heads of academic panels concerned ◆ Teachers of academic panels concerned 	<ul style="list-style-type: none"> ◆ Subject-based questionnaire
c. Promoting e-Learning further	Whole year	<ul style="list-style-type: none"> ◆ Academic panels setting up development plans with the elements needed to carry out e-Learning further ◆ Completion of tasks listed in development plans 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels 	<ul style="list-style-type: none"> ◆ Heads of academic panels 	
d. Helping S1 and S2 students develop specific skills of active learning	Whole year	<ul style="list-style-type: none"> ◆ Coordinating academic panels in selecting specific skills to focus on, e.g. presentation, pre-lesson preparation, use of graphic organizers, reading, searching for information completing projects ◆ At least 80% of respondents agreeing that they have developed the skills concerned 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels ◆ Subject-based questionnaire 	<ul style="list-style-type: none"> ◆ Vice Principal (Learning & teaching) ◆ Heads of academic panels ◆ Teachers of academic panels concerned 	<ul style="list-style-type: none"> ◆ Subject-based questionnaire

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
e. Requiring S1 & S2 students to make personal notes for revision	Whole year	<ul style="list-style-type: none"> ◆ At least a chapter of notes in each school term of Chinese History, Geography, History, Integrated Science and Life & Society revised so that application of learning skills are needed for students to produce a full set of notes ◆ At least 80% of respondents finding the measure helps reinforce their habit of active learning 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels concerned ◆ Student survey 	<ul style="list-style-type: none"> ◆ Heads of academic panels concerned ◆ Teachers of academic panels concerned 	◆ Survey form
f. Requiring S3 – S5 students to take notes during lessons	Whole year	<ul style="list-style-type: none"> ◆ At least 90% of respondents agreeing that teachers of academic subjects in general require students to take notes during lessons ◆ At least 80% of respondents thinking that they have developed the habit of taking notes during lessons 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels ◆ Subject-based questionnaire 	<ul style="list-style-type: none"> ◆ Heads of academic panels ◆ Teachers of academic panels concerned 	◆ Subject-based questionnaire
g. Requiring S1-S5 students to carry out self-learning	Whole year	◆ Online materials of at least a topic or chapter provided to students for self-learning with follow-up activities in class	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels ◆ Students' 	<ul style="list-style-type: none"> ◆ Assistant Principal (Teaching and Learning) ◆ Heads of academic panels 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		<ul style="list-style-type: none"> ◆ At least 50% of students showing that they have mastered the topic or chapter 	performance in follow-up class activities	<ul style="list-style-type: none"> ◆ Teachers of academic panels concerned 	
h. Promoting reading further through various new activities	Whole year	<ul style="list-style-type: none"> ◆ At least 70% of respondents feeling that the activities organized can stimulate their interest in reading 	<ul style="list-style-type: none"> ◆ Student survey 	<ul style="list-style-type: none"> ◆ Reading Promotion Working Group ◆ School Librarian ◆ Teachers in charge of those activities 	<ul style="list-style-type: none"> ◆ Reading grant ◆ Survey form
i. Using revised scoring rubrics for classroom performance	Whole year	<ul style="list-style-type: none"> ◆ At least 70% of teachers finding the revised scoring rubrics help reinforce the habit of active learning of students ◆ At least 80% of respondents finding the revised scoring rubrics help reinforce their habit of active learning 	<ul style="list-style-type: none"> ◆ Teacher survey ◆ Subject-based questionnaire 	<ul style="list-style-type: none"> ◆ Heads of subject panels ◆ Teachers of subject panels concerned 	<ul style="list-style-type: none"> ◆ Revised scoring rubrics for classroom performance ◆ Survey form ◆ Subject-based questionnaire
j. Offering the Active Learning Award	Feb & July 2020	<ul style="list-style-type: none"> ◆ At least 60% of respondents finding the award helps reinforce their habit of active learning 	<ul style="list-style-type: none"> ◆ Student survey 	<ul style="list-style-type: none"> ◆ Vice Principal (School administration) ◆ Subject teachers 	<ul style="list-style-type: none"> ◆ Survey form ◆ Prizes
k. Requiring students taking part in study tours to adopt an active learning attitude	Whole year	<ul style="list-style-type: none"> ◆ Guidelines issued and tasks designed carried out to ensure an active learning attitude of participants during activities ◆ At least 80% of participants adopting an active learning 	<ul style="list-style-type: none"> ◆ Teachers' observations ◆ Meeting minutes of subject panels and functional committees 	<ul style="list-style-type: none"> ◆ Global Learning Committee ◆ Teachers in charge of activities concerned 	<ul style="list-style-type: none"> ◆ Guidelines concerned

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		attitude during activities	concerned		
1. Organizing a campaign on environmental protection to polish students' active learning skills	Second Term	<ul style="list-style-type: none"> ◆ At least 80% of teachers responsible for the campaign agreeing that most of the participants have demonstrated active learning skills ◆ At least 50% of respondents agreeing that the campaign has polished their active learning skills 	<ul style="list-style-type: none"> ◆ Teacher survey ◆ Student survey 	<ul style="list-style-type: none"> ◆ Moral and Civic Education Committee ◆ Geography and Conservancy Society ◆ Form-teachers and Assistant Form-teachers concerned 	<ul style="list-style-type: none"> ◆ Survey form

Major Concern 2: Nurturing a caring culture

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Arranging for S1 & S2 students to set relevant behavioural goals, select strategies to realize them and evaluate the success of the efforts made	Whole year	<ul style="list-style-type: none"> ◆ At least 75% of teachers agreeing that the majority of students have seriously made planning as well as interim and year-end evaluations of the success of the efforts made ◆ At least 75% of students agreeing that they have seriously made planning as well as interim and year-end evaluations of the success of the efforts made 	<ul style="list-style-type: none"> ◆ Teachers' inspections and follow-up work ◆ Teacher survey ◆ Student survey 	<ul style="list-style-type: none"> ◆ Discipline Board ◆ Moral & Civic Education Committee ◆ Form-teachers and Assistant Form-teachers concerned 	<ul style="list-style-type: none"> ◆ Record form ◆ Survey forms

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		<ul style="list-style-type: none"> ◆ At least 75% of teachers / students agreeing that planning and evaluations done have helped students / themselves improve their behaviour 			
b. Holding class activities to promote inter-personal relationship	Whole year	<ul style="list-style-type: none"> ◆ Pleasing responses of students to activities held ◆ At least 70% of respondents thinking that activities held can help promote inter-personal relationship 	<ul style="list-style-type: none"> ◆ Teachers' observations ◆ Student survey 	<ul style="list-style-type: none"> ◆ Moral and Civic Education Committee ◆ Pupil Guidance Team 	<ul style="list-style-type: none"> ◆ Survey form
c. Organizing cross-level caring activities	Whole year	<ul style="list-style-type: none"> ◆ Pleasing responses of students to activities held ◆ At least 60% of respondents thinking that activities held can help promote a caring culture 	<ul style="list-style-type: none"> ◆ Teachers' observations ◆ Student survey 	<ul style="list-style-type: none"> ◆ Moral and Civic Education Committee ◆ Careers Team 	<ul style="list-style-type: none"> ◆ Survey form
d. Requiring S1 – S3 students to clean their classrooms	Whole year	<ul style="list-style-type: none"> ◆ Students completing cleaning work required ◆ At least 75% of teachers finding the cleanliness condition of S1 – S3 classrooms satisfactory on the whole ◆ At least 75% of respondents agreeing that the measures have 	<ul style="list-style-type: none"> ◆ Teachers' observations ◆ Teacher survey ◆ Student survey 	<ul style="list-style-type: none"> ◆ Moral and Civic Education Committee ◆ S1 – S3 Form-teachers, Assistant Form-teachers and subject teachers 	<ul style="list-style-type: none"> ◆ Survey forms

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		influenced them to keep their classroom clean			
e. Organizing the Classroom Cleanliness Campaign	Whole year	<ul style="list-style-type: none"> ◆ Pleasing responses of students to the campaign ◆ At least 60% of respondents agreeing that the campaign has influenced them to keep their classroom clean 	<ul style="list-style-type: none"> ◆ Teachers' observations ◆ Student survey 	<ul style="list-style-type: none"> ◆ Moral and Civic Education Committee ◆ Form-teachers and Assistant Form-teachers 	<ul style="list-style-type: none"> ◆ Survey form
f. Organizing and coordinating activities for students to help the disadvantaged	Whole year	<ul style="list-style-type: none"> ◆ Pleasing responses of students to activities held ◆ At least 60% of respondents of each activity accepting that the activity held has helped them understand more about the disadvantaged 	<ul style="list-style-type: none"> ◆ Teachers' observations ◆ Student survey 	<ul style="list-style-type: none"> ◆ Community Services ◆ Global Learning Committee ◆ Life-wide Learning Coordination Committee ◆ Liberal Studies Panel 	<ul style="list-style-type: none"> ◆ Survey form
g. Organizing a campaign on environmental protection	Whole year	<ul style="list-style-type: none"> ◆ Pleasing responses of students to the activity held ◆ At least 60% of respondents agreeing that the campaign has raised their environmental consciousness 	<ul style="list-style-type: none"> ◆ Teachers' observations ◆ Student survey 	<ul style="list-style-type: none"> ◆ Assistant Principal (Student Support) ◆ Moral and Civic Education Committee ◆ Geography and Conservancy Society ◆ Form-teachers and Assistant Form-teachers concerned 	<ul style="list-style-type: none"> ◆ Survey form

Major Concern 3: Building stronger ties with alumni

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Compiling an alumni data bank	Whole year	<ul style="list-style-type: none"> ◆ Updated contact information of graduates collected through various means 	<ul style="list-style-type: none"> ◆ Record of information of graduates 	<ul style="list-style-type: none"> ◆ Vice Principal (School administration) ◆ Old Students' Association ◆ All teachers 	<ul style="list-style-type: none"> ◆ Data entry system
b. Trying to procure support needed from alumni	Whole year	<ul style="list-style-type: none"> ◆ Donations from alumni collected on different occasions and through various means to support the major initiatives of the School ◆ Suitable alumni invited to provide assistance to the organization of school activities and implementation of new initiatives or school policies 	<ul style="list-style-type: none"> ◆ Donation record ◆ Minutes of subject panels and functional committees concerned 	<ul style="list-style-type: none"> ◆ Heads of subject panels and functional committees concerned ◆ Teachers concerned ◆ School Office 	
c. Deploying more teachers to participate in alumni activities organized by the Old Students' Association	Whole year	<ul style="list-style-type: none"> ◆ At least 15 teachers with over 10 years' working experience in this school joining at least 1 such alumni activity ◆ Positive feedback from the Old Students' Association 	<ul style="list-style-type: none"> ◆ Teachers' attendance record ◆ Observation of the Old Students' Association 	<ul style="list-style-type: none"> ◆ Vice Principal (School administration) ◆ Teachers concerned 	