

Cheung Chuk Shan College
Annual School Plan (2022 – 2023)

19 July 2022

Major Concern 1: Elevating the academic performance of students

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<i>a. by improving the teaching effectiveness of teachers</i>					
i. Increasing class interaction through the use of touch panels installed in classrooms and special rooms	Whole year	<ul style="list-style-type: none"> ◆ At least 75% of teachers finding themselves capable of conducting lessons in an interactive manner with the use of touch panels ◆ At least 50% of students agreeing that class interaction has been increased in general with the use of touch panels 	<ul style="list-style-type: none"> ◆ Meeting minutes of IT in Education & School Administration Team ◆ Meeting minutes of subject panels concerned ◆ Year-end teacher and student surveys 	<ul style="list-style-type: none"> ◆ IT in Education & School Administration Team ◆ Heads of subject panels concerned ◆ Teachers concerned 	<ul style="list-style-type: none"> ◆ ITEd Grant ◆ Survey forms
ii. Organizing an in-house training workshop and sharing sessions on how to boost class interaction with the use of touch panels	Sept 2022 and Feb & Jun 2023	<ul style="list-style-type: none"> ◆ At least 75% of participants considering the training and sharing sessions arranged useful in preparing them to boost class interaction with the use of touch panels 	<ul style="list-style-type: none"> ◆ Meeting minutes of committees concerned ◆ Team-based teacher surveys 	<ul style="list-style-type: none"> ◆ IT in Education & School Administration Team ◆ Staff Professional Development Team ◆ All teachers 	<ul style="list-style-type: none"> ◆ Survey form
iii. Carrying out collaborative lesson planning in S1 and S5	Whole year	<ul style="list-style-type: none"> ◆ Collaborative planning for at least 1 hard topic / 2 lessons done 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels concerned 	<ul style="list-style-type: none"> ◆ Vice Principal (Learning and Teaching) ◆ Heads of academic 	<ul style="list-style-type: none"> ◆ Survey form

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
for teaching hard topics more effectively or teaching more interactively with the use of touch panels		<ul style="list-style-type: none"> ◆ At least 75% of teachers of academic panels involved in collaborative lesson planning for a topic / 2 lessons trying out the lesson plan prepared and regarding the approach adopted as efficacious 	<ul style="list-style-type: none"> ◆ Year-end panel-based teacher survey 	<ul style="list-style-type: none"> ◆ panels concerned ◆ Level coordinators concerned ◆ Teachers concerned 	
iv. Revising the arrangement for the holding of level meetings	Whole year	<ul style="list-style-type: none"> ◆ S1 and S4 teachers of selected academic subjects holding at least 3 level meetings ◆ At least 75% of teachers involved considering the issues discussed conducive to increasing teaching effectiveness 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels concerned ◆ Year-end panel-based teacher survey 	<ul style="list-style-type: none"> ◆ Vice Principal (Learning and Teaching) ◆ Heads of academic panels concerned ◆ Level coordinators concerned ◆ Teachers concerned 	◆ Survey form
v. Sharing during panel meetings the implementation experience of 'Little Teacher' tasks for students incorporating the core elements of gifted education of high order thinking / creativity	Whole year	<ul style="list-style-type: none"> ◆ At least 75% of teachers involved finding the sharing sessions inspiring 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels concerned ◆ Year-end panel-based teacher survey 	<ul style="list-style-type: none"> ◆ Vice Principal (Learning and Teaching) ◆ Heads of academic panels concerned ◆ Level coordinators concerned ◆ Teachers concerned 	◆ Survey form
vi. Taking part in	Whole	<ul style="list-style-type: none"> ◆ Each teacher -at least 	<ul style="list-style-type: none"> ◆ Meeting minutes 	<ul style="list-style-type: none"> ◆ Vice Principal (Learning 	◆ Survey form

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
external professional development activities related to the use of IT tools to augment classroom interaction, design of tasks promoting high order thinking / creativity or teaching of note-making and presentation skills effectively	year	<ul style="list-style-type: none"> ♦ participating in 1 relevant activity ♦ At least 50% of teachers adopting the strategies introduced by the professional development activities attended ♦ At least 50% of teachers adopting the strategies concerned finding them useful in enhancing their teaching effectiveness 	<ul style="list-style-type: none"> ♦ of subject panels concerned ♦ Year-end panel-based teacher survey 	<ul style="list-style-type: none"> ♦ and Teaching) ♦ Panel heads concerned ♦ Teachers of subject panels concerned 	
<i>b. by enhancing the learning competence of students</i>					
i. Arranging Language-across-the-Curriculum (LAC) activities to strengthen selected language skills of S1 students	Whole year	<ul style="list-style-type: none"> ♦ Designated subjects using English as medium of instruction collaborating with each other to carry out the LAC scheme ♦ At least 75% of students managing to master language skills concerned ♦ At least 50% of students concerned seeing the approach as an effective one 	<ul style="list-style-type: none"> ♦ Meeting minutes of academic panels concerned ♦ Observation of teachers concerned 	<ul style="list-style-type: none"> ♦ Vice Principal (Cross Curriculum Learning) ♦ Heads concerned ♦ Teachers concerned 	
ii. Developing note-	Whole	♦ Teachers concerned finding at	♦ Meeting minutes	♦ Vice Principal (Cross	♦ Survey form

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
making (use of tables and graphic organizers) and presentation skills of S1 students	year	<ul style="list-style-type: none"> least 75% of S1 students have mastered note-making and presentation skills ♦ Teachers concerned finding at least 75% of students have completed well tasks reinforcing their note-making and presentation skills 	<ul style="list-style-type: none"> of academic panels concerned ♦ Year-end panel-based teacher survey 	<ul style="list-style-type: none"> Curriculum Learning) ♦ Cross-curriculum Coordinator ♦ Subject teachers concerned 	
iii. Reinforcing note-making (use of tables and graphic organizers) and presentation skills of S2 students	Whole year	<ul style="list-style-type: none"> ♦ Teachers concerned finding at least 75% of students have completed well tasks reinforcing their note-making and presentation skills 	<ul style="list-style-type: none"> ♦ Meeting minutes of academic panels concerned ♦ Year-end teacher survey 	<ul style="list-style-type: none"> ♦ Curriculum Coordinator ♦ Subject teachers concerned 	♦ Survey form
iv. Enhancing English or mathematical abilities of S2 and S3 classes specially assigned with students with above-average English or mathematical competence	Whole year	<ul style="list-style-type: none"> ♦ Teaching strategies, learning materials and class-based assessment questions suiting standards of students adopted by subject teachers concerned ♦ At least 75% of teachers concerned concluding that the arrangements have enhanced the abilities of students 	<ul style="list-style-type: none"> ♦ Meeting minutes of academic panels concerned ♦ Review of learning materials and class-based assessment questions by panel heads concerned ♦ Observation of school management and 	<ul style="list-style-type: none"> ♦ Vice Principal (Learning and Teaching) ♦ Heads of academic panels concerned ♦ Teachers concerned 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
			teachers concerned		
v. Assigning ‘Little Teacher’ tasks incorporating the core elements of gifted education of high order thinking and / or creativity to bright S4 and S5 students	First term & second term	<ul style="list-style-type: none"> ◆ Teachers concerned assigning such tasks at least once a school term ◆ At least 50% of students concerned feeling that the tasks given have reinforced their high order thinking and / or creativity 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels concerned ◆ Interim and year-end panel-based student surveys 	<ul style="list-style-type: none"> ◆ Vice Principal (Learning and Teaching) ◆ Heads of academic panels concerned ◆ Teachers concerned 	Survey forms
vi. Setting bonus questions in S1 and S2 examinations and additional tasks for S3 – S5 bright students	First term & second Term	<ul style="list-style-type: none"> ◆ S1 and S2 teachers concerned setting bonus examination questions carrying at most 10% of the full score ◆ S3 – S5 teachers concerned giving such tasks at least once a school term ◆ At least 25% of students attempting those examination questions with their scores elevated ◆ At least 25% of students attempting those additional tasks completing those tasks satisfactorily 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic panels concerned ◆ Observation of subject teachers concerned 	<ul style="list-style-type: none"> ◆ Vice Principal (Learning and Teaching) ◆ Heads of subject panels concerned ◆ Teachers concerned 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<i>c. by reinforcing the habit of active learning of students</i>					
i. Preparing more compulsory pre-or post-lesson tasks / e-assessment with individual feedback for S1 – S5 students	Whole year	<ul style="list-style-type: none"> ◆ At least 3 compulsory pre- or post-lesson tasks prepared with e-Learning tools / 3 compulsory e-assessments with individual feedback available prepared ◆ At least 75% of students thinking the tasks and assessments given have helped reinforce their habit of active learning 	<ul style="list-style-type: none"> ◆ Meeting minutes of academic subjects ◆ Subject-based questionnaire 	<ul style="list-style-type: none"> ◆ Vice Principal (Learning and Teaching) ◆ Heads of academic panels concerned ◆ Teachers concerned 	<ul style="list-style-type: none"> ◆ Survey forms ◆ Subject-based questionnaire
ii. Assessing the learning attitude of S1 – S5 students using a new set of assessment criteria for term marks	Whole year	<ul style="list-style-type: none"> ◆ At least 75% of teachers finding the new assessment criteria clear and easy to follow ◆ At least 50% of teachers adopting the new criteria agreeing that they have helped to reinforce the active learning attitude of students ◆ At least 75% of S1 – S5 students thinking that the new assessment criteria have induced them to learn actively 	<ul style="list-style-type: none"> ◆ Meeting minutes ◆ Subject-based questionnaire ◆ Year-end teacher surveys 	<ul style="list-style-type: none"> ◆ Vice Principal (Learning and Teaching) ◆ Heads of subject panels concerned ◆ Teachers of subject panels concerned 	<ul style="list-style-type: none"> ◆ Assessment criteria ◆ Survey forms ◆ Subject-based questionnaire

Major Concern 2: Nurturing positive values and life skills of students

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<i>a. by facilitating the development of a sense of responsibility, commitment and perseverance</i>					
i. Arranging S1 and S2 students to set goals to develop the values, select strategies to realize the goals and evaluate the success of the effort made	Whole year	<ul style="list-style-type: none"> ◆ At least 75% of students seriously making planning as well as interim and year-end evaluations of the success of the efforts made ◆ At least 50% of Form-teachers and Assistant Form-teachers concerned agreeing that planning and evaluations done have helped them develop the values 	<ul style="list-style-type: none"> ◆ Meeting minutes of the functional committee concerned ◆ Student survey (for S1 and S2) ◆ Teacher survey (for Form-teachers and Assistant Form-teachers) 	<ul style="list-style-type: none"> ◆ Moral & Civic Education Committee ◆ Form-teachers and Assistant Form-teachers concerned 	<ul style="list-style-type: none"> ◆ Survey forms
ii. Implementing the Responsible Student Award Scheme	Whole year	<ul style="list-style-type: none"> ◆ At least 60% of awardees agreeing that the scheme has promoted their sense of responsibility ◆ At least 50% of teachers accepting that the scheme has promoted the sense of responsibility of students 	<ul style="list-style-type: none"> ◆ Meeting minutes of the functional committee concerned ◆ Student survey (for awardees) ◆ Teacher survey 	<ul style="list-style-type: none"> ◆ Discipline Board 	<ul style="list-style-type: none"> ◆ Awards for students ◆ Survey forms
iii. Organizing a coaching program for target students to strengthen their perseverance	Whole year	<ul style="list-style-type: none"> ◆ At least 60% of participants agreeing that the program was useful in helping them strengthen their perseverance ◆ At least 50% of participants 	<ul style="list-style-type: none"> ◆ Meeting minutes of the functional committee concerned ◆ Student survey 	<ul style="list-style-type: none"> ◆ Student Support Team ◆ Form-teachers and Assistant Form-teachers concerned 	<ul style="list-style-type: none"> ◆ Survey form

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		showing perseverance in the face of difficulties or setbacks	(for participants) ♦ Observation of Form-teachers and Assistant Form-teachers concerned		
<i>b. by enhancing the sense of belonging of students</i>					
i. Providing more support and resources to Form-teachers in holding class building activities	Whole year	♦ At least 50% of students considering the activities useful in reinforcing class unity ♦ At least 60% of Form-teachers holding that the resources used have enhanced class unity	♦ Meting minutes of functional committees concerned ♦ Student survey (for whole level/school) ♦ Teacher survey (for Form-teachers)	♦ Life-wide Learning Coordination Committee ♦ Moral & Civic Education Committee ♦ Form-teachers	♦ Resources for holding class building activities ♦ Survey forms
ii. Strengthening the role of the class club in enhancing class unity	Whole year	♦ At least 50% of students considering the measures useful in reinforcing class unity ♦ At least 60% of Form-teachers and Assistant Form-teachers holding that the measures implemented have	♦ Meting minutes of functional committees concerned ♦ Student survey (for whole level/school) ♦ Teacher survey	♦ Life-wide Learning Coordination Committee ♦ Moral & Civic Education Committee ♦ Form-teachers and Assistant Form-teachers	♦ Survey forms

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		helped to enhance class unity	(for Form-teachers)		
iii. Holding extra extra-curricular activities (S1 Activity Days, small-scale activities during lunch time and large-scale fund-raising activities)	Whole year	<ul style="list-style-type: none"> ◆ At least 50% of students agreeing that the activities held have helped to increase their sense of belonging to the school by making school life more colourful or allowing more chances to make contributions 	<ul style="list-style-type: none"> ◆ Meeting minutes of functional committee concerned ◆ Student survey (for whole level/school) 	<ul style="list-style-type: none"> ◆ Life-wide Learning Coordination Committee ◆ Old Students' Association ◆ CCSC Alumni Foundation Fund 	<ul style="list-style-type: none"> ◆ Life-wide Learning Grant ◆ School and class grant ◆ Survey form
iv. Offering more channels for students to express their views on selected issues to the School	Whole year	<ul style="list-style-type: none"> ◆ Different channels of communication provided ◆ Follow-up work done for important views collected ◆ 25% of students admitting that their sense of belonging to the school has increased due to more chances to express their views 	<ul style="list-style-type: none"> ◆ Minutes of School Development Team ◆ Minutes of staff meetings ◆ Student survey (for whole level/school) 	<ul style="list-style-type: none"> ◆ Vice Principal (Student Development) ◆ Members of school management ◆ Students' Association ◆ Form-teachers / Assistant Form-teachers 	
<i>c. by increasing the sense of identity of students as a citizen on the national and global levels</i>					
i. Organizing and coordinating activities to develop the awareness of environmental	Whole year	<ul style="list-style-type: none"> ◆ At least 75% of respondents holding that the activities held have raised their environmental awareness 	<ul style="list-style-type: none"> ◆ Meeting minutes of functional committee concerned ◆ Student survey 	<ul style="list-style-type: none"> ◆ Moral & Civic Education Committee ◆ Geography and Conservancy Society 	<ul style="list-style-type: none"> ◆ Survey form

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
protection among students			(for whole level/school)		
ii. Organizing and coordinating local activities to develop students' empathy for cross-cultural diversity and global awareness	Whole year	<ul style="list-style-type: none"> At least 60% of respondents agreeing that the activities held have helped them develop the sense as a citizen on the global level 	<ul style="list-style-type: none"> Meeting minutes of functional committee concerned Student survey (for whole level/school) 	<ul style="list-style-type: none"> Global Learning Committee Form-teachers and Assistant Form-teachers 	<ul style="list-style-type: none"> Survey form
iii. Providing more opportunities for students to join exchange activities, study tours and service programmes outside Hong Kong	Whole year	<ul style="list-style-type: none"> At least 60% of students agreeing that the activities held have strengthened their sense as a citizen on the national and global levels 	<ul style="list-style-type: none"> Meeting minutes of functional committee concerned Student survey (for participants) 	<ul style="list-style-type: none"> Global Learning Committee 	<ul style="list-style-type: none"> Life-wide Learning Grant CCSC Alumni Foundation Fund Survey form
iv. Joining the Sister School Scheme & AFS Youth Empowerment Project	Whole year	<ul style="list-style-type: none"> At least 60% of students agreeing that the activities held have strengthened their sense as a citizen on the national and global levels 	<ul style="list-style-type: none"> Meeting minutes of functional committee concerned Student survey (for participants) 	<ul style="list-style-type: none"> Global Learning Committee 	<ul style="list-style-type: none"> Survey form
<i>d. by fostering the leadership, interpersonal skills and time management of students</i>					
i. Providing a life skills	First	<ul style="list-style-type: none"> At least 60% of participants 	<ul style="list-style-type: none"> Meeting minutes 	<ul style="list-style-type: none"> Pupil Guidance Team 	<ul style="list-style-type: none"> Survey

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
workshop to S1 and S2 students	term	<p>considering activities held useful in fostering interpersonal skills</p> <ul style="list-style-type: none"> ◆ At least 50% of Form-teachers and Assistant Form-teachers of those participants thinking that the workshop has improved their interpersonal skills 	<p>of the functional committee concerned</p> <ul style="list-style-type: none"> ◆ Student survey (for whole level/school) ◆ Teacher survey (for Form-teachers and Assistant Form-teachers) 	<ul style="list-style-type: none"> ◆ Form-teachers and Assistant Form-teachers concerned 	forms
ii. Providing more training and coaching to members of student bodies to facilitate the discharge of their duties	Whole year	<ul style="list-style-type: none"> ◆ At least 50% of students concerned considering the training and coaching has facilitated the discharge of their duties ◆ At least 60% of teachers supervisors concerned agreeing that the measures have helped foster students' selected life skills ◆ At least 50% of teacher supervisors finding members of student bodies discharging well duties requiring life skills concerned 	<ul style="list-style-type: none"> ◆ Meeting minutes of functional committees concerned ◆ Student survey (for members of student bodies) ◆ Teacher survey (for teacher supervisors concerned) 	<ul style="list-style-type: none"> ◆ Life-wide Learning Coordination Committee ◆ Discipline Board ◆ Teachers concerned ◆ Student bodies concerned 	◆ Survey forms

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
iii. Holding large-scale fund-raising activities	First term	<ul style="list-style-type: none"> ◆ Guidelines and support offered by teacher supervisors to students running those activities in developing selected life skills ◆ At least 60% of students running those activities believing that those activities have helped foster life skills concerned ◆ At least 50% of teacher supervisors finding students concerned have done well the work requiring selected life skills 	<ul style="list-style-type: none"> ◆ Meeting minutes of functional committee concerned ◆ Student survey (for whole level/school) ◆ Teachers survey (for teacher supervisors) 	<ul style="list-style-type: none"> ◆ Life-wide Learning Coordination Committee ◆ Students' Association ◆ Old Students' Association ◆ CCSC Alumni Foundation Fund ◆ Teacher supervisors concerned 	<ul style="list-style-type: none"> ◆ Guidelines ◆ Survey form
iv. Enhancing the role of the Students' Association in coordinating specific large-scale activities for students	Whole year	<ul style="list-style-type: none"> ◆ Involvement of Students' Association in the coordination work increased when compared to the past ◆ Guidelines and support offered by teacher supervisors to students coordinating activities concerned in developing selected life skills ◆ At least 60% of those 	<ul style="list-style-type: none"> ◆ Meeting minutes of functional committee concerned ◆ Student survey (for whole level/school) ◆ Teachers survey (for teacher supervisors) 	<ul style="list-style-type: none"> ◆ Life-wide Learning Coordination Committee ◆ Students' Association 	<ul style="list-style-type: none"> ◆ Guidelines ◆ Survey form

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		<p>students finding that the enhanced role of the Students' Association has helped fostered life skills concerned</p> <ul style="list-style-type: none"> ◆ At least 50% of teacher supervisors finding students concerned have done well the work requiring selected life skills 			
v. Arranging clubs and student groups to run small-scale activities during lunch time	Whole year	<ul style="list-style-type: none"> ◆ Guidelines and support offered by teacher supervisors to students to students running those activities in developing selected life skills ◆ At least 75% of those students agreeing that activities held have helped foster life skills concerned ◆ At least 50% of teacher supervisors finding students concerned have done well the work requiring selected life skills 	<ul style="list-style-type: none"> ◆ Meeting minutes of functional committee concerned ◆ Student survey (for whole level/school) ◆ Teachers survey (for teacher supervisors) 	<ul style="list-style-type: none"> ◆ Life-wide Learning Coordination Committee ◆ Teacher supervisors concerned 	<ul style="list-style-type: none"> ◆ Guidelines ◆ Survey form