



TWGHs S. C. Gaw Memorial College

ANNUAL SCHOOL PLAN

(2011/12)

TWGHs S. C. Gaw Memorial College

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TWGHs S. C. Gaw Memorial College

I. School Vision & Mission



As one of the schools of the TWGHs, our mission in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and, eventually, to serve the community.

We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment, equipping young people with the necessary skills and knowledge, and nurturing them to become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

We firmly believe in the school motto: "Diligence, Frugality, Loyalty and Faithfulness" as the guiding principle in the moral and intellectual development of our children and young people. We strive to promote proper values and a positive outlook on life and encourage them to lead a full and meaningful life.

In cherishing the educational goals of TWGHs, our school is student oriented and dedicates whole-heartedly to the provision of quality education. To this end, we strive to build a happy and ideal learning environment that enables all-round development of our students. We devote ourselves to nurturing our students various potentials and abilities, so as to equip them for a fast and ever-changing future. We lay emphasis on developing in our students the capability for independent thought and on fostering a forward-looking attitude towards life, that they may acquire the right values to serve the society and the country. To keep pace with the time, we champion the professional enhancement of our teachers by raising their life-long learning capacity, and we treasure team work so as to improve the Learning & Teaching efficacy. To strive for excellence, we aspire to forge good partnership with the parents and community alike, so that we can all work hand in hand towards the students' growth and development.

II. School Goals

S. C. Gawer aims at achieving the following:

1. A caring and harmonious school environment;
2. Grooming outward looking and socially responsible students;
3. Providing opportunity for excellent academic, moral and spiritual development;
4. Encouraging students' creativities and leadership through active participation in extra-curricular or co-curricular activities;
5. Building students' self-confidence and raising their self-esteem;
6. Grooming self-motivated and self-disciplined students with life skills & high EQ;
7. Cherishing solid virtues and values from the School Motto 'Diligence, Frugality, Loyalty & Faithfulness';
8. Supporting free and diverse thinking and expressions;
9. Providing opportunity for multiple intelligences, artistic, sports and aesthetic expression;
10. Giving importance to good sporting opportunities and healthy living;
11. Providing high technological facilities to support an effective learning and teaching environment; and
12. Stressing independent whole-life learning and creative thinking.

**(1) 2011-2012 Major Areas of Concern 1 : Developing Students' Self-Learning Capacity
for Effective Learning**

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Methods	Time Scale	People Responsible	Resources Required
<p>Building the base for cross-curriculum and learning integration</p> <p>Empowering effective thinkers, self-motivated & independent learners</p> <p>Cultivating in all high order thinking skills</p>	<p>Curriculum adaptation & tailoring:</p> <ul style="list-style-type: none"> ➤ To propose and devise a curriculum best suited for our students and teachers especially in preparing an interface between Junior and Senior Secondary for the new learning mode of New Senior Secondary Curriculum (NSSC), enhancing the element of language support and developing high order thinking among students. ➤ Teachers would adopt more systematic teaching methods and structured lesson strategies to promote students' effective learning. An ideal lesson will be composed of a set, questioning, small quiz and a summary at the end so as to enable students to know and consolidate what they have learnt. 	<ul style="list-style-type: none"> ➤ Putting Planning --- Implementation --- Evaluation (PIE) cycle into planning of the subjects ➤ Enhancing learning & teaching effectiveness in classroom teaching 	<ul style="list-style-type: none"> ➤ Subject Annual Programme Plan ➤ Interim Review & Year-end Review of the Subjects ➤ Stakeholder Survey ➤ Learning & Teaching Survey ➤ Co-lesson Planning ➤ Lesson Observation ➤ Quiz, Test & Examination Results 	On-going	<ul style="list-style-type: none"> ➤ School Improvement Team (SIT) ➤ Board of Studies ➤ Subject teachers 	<ul style="list-style-type: none"> ➤ Lesson Preparation --- Lesson Observation --- Lesson Evaluation ➤ Curriculum Adaptation & Tailoring Workshop ➤ Curriculum consultation & planning meetings ➤ IT facilities ➤ On-line learning platform & software
	<p>Establishing class routine for cultivating students' self-learning:</p> <ul style="list-style-type: none"> ➤ Acquainted students with class routine which includes pre-lesson study, bringing related stationery for lessons, establishing the routine of group learning and presentation. ➤ Raising students' self-learning capacity through note-taking and the completion of 'Daily Learning Diary'. 	<ul style="list-style-type: none"> ➤ Cultivating self-learning capacity among students ➤ Students are trained to be active learners 	<ul style="list-style-type: none"> ➤ Students' learning attitude ➤ Lesson Observation 	On-going	<ul style="list-style-type: none"> ➤ Board of Studies ➤ Form-Based Pastoral Care Dept. ➤ Discipline Dept. ➤ Subject Teachers 	<ul style="list-style-type: none"> ➤ Ideal Lesson & Class Routine ➤ In-house Sharing ➤ Coordination of the Form-based Pastoral Care Department ➤ Better deployment of resources

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Methods	Time Scale	People Responsible	Resources Required
Promoting Assessment for Learning Catering for Learners' Diversity Sharing of good practices for interactive classroom to enhance the quality of learning	The design of quality assignment which goes together with curriculum content and fosters assessment for learning: ➤ Quality assignment to be designed by joint efforts of the teachers in the subject. ➤ Guidelines for designing quality assignment are to be worked out. ➤ Improving the design of the activity and work sheets. ➤ Raising teachers' and students' awareness and literacy on quality assignment and assessment for learning so as to enhance students' learning effectiveness.	➤ Homework and assignments are better coordinated ➤ Design of quality assignments by the subjects ➤ Looking at Student Work (LASW) Meetings ➤ LASW Exhibition	➤ Questionnaire ➤ Survey ➤ Lesson Observation ➤ LASW Evaluation Meetings ➤ LASW Exhibition	On-going	➤ Board of Studies ➤ Subject Teachers	➤ Coordination Meetings ➤ LASW Meetings ➤ LASW Exhibition ➤ Resources required
	Meeting Learners' Differences to suit diverse learning needs ➤ Chinese, English & Mathematics After-school Remedial Classes ➤ Using English as Medium of Instruction Enhancement Classes ➤ Special arrangement for tests and examinations ➤ Group learning ➤ Co-operative Learning	➤ Differentiated curriculum tailoring and support to meet learners' needs ➤ Class support for students of various abilities	➤ Assess the effectiveness of Group Learning	On-going	➤ Board of Studies ➤ Subject Teachers ➤ SEN Teaching Assistant	➤ Remedial & Enhancement Classes ➤ Teaching & Learning Packages ➤ Co-operative Learning Arrangement ➤ After-school Activities ➤ Coordination ➤ Guidance Department ➤ Funding for the Support of Student Special Learning Needs

(2) 2011-2012 Major Areas of Concern 2 : Optimizing Students' Competence in English through Language Across Curriculum

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Methods	Time Scale	People Responsible	Resources Required
<p>A whole-school language policy on the use of English as the Medium of Instruction</p> <p>Reading to Learn & Reading Enhancement</p> <p>Building up a mass culture of English Reading in Campus</p>	<ul style="list-style-type: none"> ➤ Strengthening English teaching in the subjects using English as the medium of instruction especially on the interface of Junior & Senior Curriculum. ➤ More English elements are to be incorporated into subjects using Chinese as the medium of instruction: Key points of the chapter or topic summarized in English are to be prepared and distributed after completion of the each chapter or after each lesson. In the course, vocabulary or words related to the themes are to be highlighted as one of the strategies of language support in EMI. 	<ul style="list-style-type: none"> ➤ Compiling a Handbook on the EMI Key Learning Points ➤ Mastering of the glossary and vocabulary of the chapter / topic ➤ Related quizzes or examinations of the chapter / topic using English 	<ul style="list-style-type: none"> ➤ Incorporating knowledge and glossary assessment of the related English chapter / topic into the Test or Examination 	On-going	<ul style="list-style-type: none"> ➤ LAC Task Group ➤ Board of Studies ➤ Teachers of the EMI subjects ➤ Subject Teachers concerned 	<ul style="list-style-type: none"> ➤ Handbook on the EMI Key Learning Points ➤ Cross-curricular Coordination Meeting ➤ Subject-based Bridging Handbook
	<ul style="list-style-type: none"> ➤ Cultivating student reading and writing interest as well as enhancing student English ability, an English Reading and Writing Scheme is to be promoted. ➤ Using content materials from various subjects for organizing and designing English learning activities. Students are encouraged to use what they have learnt when writing the English Composition. ➤ Reading English books and writing book report in English. Good reports will be selected for a presentation of Good Work in the Weekly Assembly. ➤ Promoting English Content Area Reading among various subjects which is to be supported by Subject-based Training on Reading Skills. 	<ul style="list-style-type: none"> ➤ An increase in the no. of the borrowing of English Book & at least one English book should be read for each term ➤ Taking part in at least once in reading or writing activities ➤ Writing good reading report ➤ Publishing a Reading Report Album for each form 	<ul style="list-style-type: none"> ➤ Questionnaire Survey ➤ Books Borrowing Record & Statistics ➤ Student English writing ability 	On-going	<ul style="list-style-type: none"> ➤ LAC Task Group ➤ Board of Studies ➤ School Librarian ➤ English Subject Teachers 	<ul style="list-style-type: none"> ➤ School Library ➤ Content Area Reading Materials ➤ Reading Report Album for each form ➤ Reading activities (e.g. Big Book Reading Scheme & Storyland)

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Methods	Time Scale	People Responsible	Resources Required
<p>Campus Language Policy</p> <p>Creating an Language- rich Environment</p>	<ul style="list-style-type: none"> ➤ Adhering to a whole-school language policy. ➤ Content Area English in Subjects is to be promoted as the strategies of EMI teaching and learning. ➤ Whole-school strategy in the learning of vocabulary & the posting of English Vocabulary in the Campus. ➤ English Ambassadors from each class --- to assist in English announcement & activities in the Morning Assembly and lunch-time as well as other whole-school English activities like English café & Chit-Chat Corner. 	<ul style="list-style-type: none"> ➤ The no of glossary or vocabulary each student should learn at each level and after the completion of each key stage of secondary education ➤ Vocabulary Logbook ➤ English Ambassador Activities ➤ Student active participation in English activities 	<ul style="list-style-type: none"> ➤ Evaluation after each English activity ➤ No. of Subject-based Vocabulary in each subject ➤ Student participation and performance in English activities 	On-going	<ul style="list-style-type: none"> ➤ LAC Task Group ➤ Board of Studies ➤ English Subject ➤ Subject Teachers 	<ul style="list-style-type: none"> ➤ Whole-school Language & English in Campus Policy ➤ English facilities in the Student Activity Centre

(3) 2011-2012 Major Areas of Concern 3 : Cultivating Students' Personal Quality, Promoting National Education through Joint Efforts of Teaching, Discipline and Guidance

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Methods	Time Scale	People Responsible	Resources Required
Joint efforts of Teaching, Discipline & Guidance	<ul style="list-style-type: none"> ➤ Joint meetings with the various departments and teams under the Board of Student Support & Board of Student Affairs are held to devise policy to meet the diverse and different needs of students --- Departments include Discipline Department, Guidance Department, Extra-curricular Department, Careers Guidance Department and Moral, Civic & National Education Department (Life Education Department). 	<ul style="list-style-type: none"> ➤ Regular meetings are held once in every 6 weeks to review and monitor the progress of the activities ➤ The Yearly Plan & Work Schedule ➤ Follow-up after each meeting 	<ul style="list-style-type: none"> ➤ Notes of Meeting ➤ Discussion Report ➤ Response from Teachers ➤ Student Performance 	On-going	<ul style="list-style-type: none"> ➤ Discipline Department ➤ Guidance Department ➤ Careers Guidance Department ➤ Moral, Civic & National Education Department (Life Education Department) ➤ OLE Department 	<ul style="list-style-type: none"> ➤ The works of the 4 Boards to be coordinated by the School Improvement Team (SIT)
Cultivating Students' Personal Quality	<ul style="list-style-type: none"> ➤ Student learning & development in secondary education can be divided into 3 major phases --- 1st phase: S1 & S2; 2nd phase: S3 & S4; 3rd phase: S5 & S6 These phases have altogether made up the School Yearly Educational Theme for 2011-2012. They are: (1) Love ourselves, Love our School; (2) Develop our Potential, Serve our School; (3) Strive for Excellence, Contribute to our Community. 	<ul style="list-style-type: none"> ➤ Activities for each phase are to be designed by the various departments concerned ➤ Whole-school planning ➤ Activity proposal ➤ Activity evaluation 	<ul style="list-style-type: none"> ➤ Activity Schedule for each team, unit & department ➤ Activity Evaluation Forms ➤ APASO ➤ Stakeholder Survey 	On-going	<ul style="list-style-type: none"> ➤ Discipline Department ➤ Guidance Department ➤ Careers Guidance Department ➤ Moral, Civic & National Education Department (Life Education Department) ➤ OLE Department 	<ul style="list-style-type: none"> ➤ Yearly Activity Schedule ➤ Interim & Year-end Review ➤ Support from the IT Department ➤ School Self-evaluation Unit

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Methods	Time Scale	People Responsible	Resources Required
Cultivating Students' Personal Quality	<ul style="list-style-type: none"> ➤ The design of Whole-school Form-based Pastoral Care activity ➤ Making good use of Home-room Teacher Periods: Strengthen Teacher-Student relationship, enhance communication, increase class solidarity and school's sense of belonging 	<ul style="list-style-type: none"> ➤ 80% of the Home-room Teachers found the talk for Homeroom teachers useful ➤ 85% of the students has cultivated a sense of belonging to their class ➤ 75% of the students has strong sense of belonging to school 	<ul style="list-style-type: none"> ➤ Activity Proposal / Plan ➤ Activity Evaluation ➤ Class-teacher Period learning materials ➤ Teachers' & Students' response ➤ Year-end Evaluation 	On-going	<ul style="list-style-type: none"> ➤ Form- based Pastoral Care Department ➤ Guidance Department ➤ Form masters ➤ Home- room Teacher ➤ All teachers 	<ul style="list-style-type: none"> ➤ Speakers for talks / seminars ➤ School Social Worker ➤ Social Welfare Department ➤ All Departments under the Board of Student Support
Cultivating Students' Personal Quality, Promoting National Education	<ul style="list-style-type: none"> ➤ Student Self-management project: -- To raise student sense of belonging to their class through student empowerment & duty for all -- Student on-duty is to maintain the tidiness, cleanliness and the discipline of the class 	<ul style="list-style-type: none"> ➤ At least one-fourth of the class have been assigned duty ➤ Students in the class will take turn for the duty --- eventually it is hoped that there will be duty for all ➤ Student on-duty can maintain good class discipline and the class is kept clean 	<ul style="list-style-type: none"> ➤ Whole-school moral enhancement programme ➤ Teachers' observation ➤ The report of the janitors ➤ Award & Penalty Records 	On-going	<ul style="list-style-type: none"> ➤ Form-based Pastoral care Department ➤ Guidance Department ➤ Form master ➤ All teachers ➤ Janitors 	<ul style="list-style-type: none"> ➤ The management of student official posts ➤ Award & Penalty Scheme

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Methods	Time Scale	People Responsible	Resources Required
Cultivating Students' Personal Quality, Promoting National Education	<ul style="list-style-type: none"> ➤ 2 Levels of Leadership Training to develop students' leadership potential and power of organization: ➤ 1st level: More teacher-directed (Junior Secondary) ➤ 2nd level: More student-centred & teacher guided (Senior Secondary) 	<ul style="list-style-type: none"> ➤ 2-level Leadership Training Programme is to be organized for all student groups ➤ 80% of the participants agreed that the activity helped to develop their leadership skills and organization power 	<ul style="list-style-type: none"> ➤ Yearly Activity schedule ➤ Questionnaire Survey / Reflection Form 	On-going	<ul style="list-style-type: none"> ➤ All Student Support Departments under Board of Studies 	<ul style="list-style-type: none"> ➤ Board of Student Affairs ➤ Guidance Department ➤ School Social Worker ➤ Social Welfare Organization s. ➤ Student Support
Cultivating Students' Personal Quality, Promoting National Education	<ul style="list-style-type: none"> ➤ A good variety and wide range of Extra-curricular Activities so as to stretch student potential and their talents: ➤ ECA lesson: the no. of ECA periods will be increased: 4 for each term. 2 ECA Clubs/ Societies can be chosen in each year. At the same time, number of School Clubs / Societies has been increased. ➤ For F.1 there is a 'One-Life-One Sports & arts' programme to be implemented. There are 7 sports and arts activities. The training period is 6 months. Also, students are encouraged to take part in various school team training, gifted education programmes and external competitions 	<ul style="list-style-type: none"> ➤ Students have to join at least one ECA Club / Society ➤ The attendance of 'Sports & Arts for Life' should be at least 80% 	<ul style="list-style-type: none"> ➤ Student activity record ➤ Student attendance rate 	On-going	<ul style="list-style-type: none"> ➤ Student Affairs Department ➤ Extra-curricular Department ➤ Multiple Intelligences & Gifted Education Department 	<ul style="list-style-type: none"> ➤ Coach ➤ Coach Fee ➤ Software for the Arrangement of Extra-curricular Activities

