



# **TWGHs S. C. Gaw Memorial College**

## **ANNUAL SCHOOL PLAN**

**(2013/14)**

# **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' creativity and leadership through active participation in extra-curricular or co-curricular activities;
5. Building students' self-confidence and raising their self-esteem;
6. Nurturing self-motivated and self-disciplined students with life skills & high EQ;
7. Cherishing and promoting solid and high-order virtues and values
8. Supporting free and diverse thinking and encouraging free expressions;
9. Providing ample opportunities for multiple intelligences, artistic, sports and aesthetic expression, and presentation;
10. Emphasizing the importance of sports and fitness and healthy living;
11. Providing high technological facilities to support an effective learning and teaching environment; and
12. Stressing whole-life learning and creative thinking.

### III. Major Areas of Concern

#### 1. Strengthening Classroom Interactive Learning and Teaching to Achieve Effective Learning

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Method	Time Frame	Person in Charge	Resource Required
Raising teaching quality for effective learning	<p>To better curriculum planning and management :</p> <ul style="list-style-type: none"> <li>➤ Re-designing the school curriculum plans and setting clear and concrete key learning points to suit students' learning needs.</li> <li>➤ Unifying teaching contents and progress through collaborative lesson planning by subject teachers of the same form.</li> <li>➤ Diversified curriculum planning to cater for learner' differences.</li> <li>➤ Enhancing participatory quantitative and qualitative assessments of teaching quality to optimize teaching effectiveness.</li> </ul>	<p>Setting of clear learning objectives, course contents, course layouts and implementation plans.</p> <p>Key learning points clearly conveyed in teaching and revision.</p> <p>Unified teaching progress and sharing of teaching resources among subject teachers of the same form.</p> <p>Use of assessment data to raise teaching effectiveness.</p>	<p>Subject teaching progress chart</p> <p>Panels' report</p> <p>Lesson observations</p> <p>Co-lesson sessions</p> <p>Test/Exam results</p> <p>Co-lesson sessions</p> <p>Panels' report</p>	Whole year	<p>SIT</p> <p>Board of Studies</p> <p>Panel Heads</p>	<p>Peer Lesson Observation</p> <p>Meeting time to work out the items raised</p>

	<p>To better teaching practices :</p> <ul style="list-style-type: none"> <li>➤ Continuation of co-lesson sessions to facilitate teachers to raise teaching quality by :- <ul style="list-style-type: none"> <li>- discussing actual operation in classrooms;</li> <li>- pooling expertise and ideas together; and</li> <li>- reviewing students' learning effectiveness so as to understand their difficulties in learning.</li> </ul> </li> <li>➤ Cultivation of students' ability to enquiry and use the teaching materials through :- <ul style="list-style-type: none"> <li>- lecturing by teachers;</li> <li>- enhancement of interactive learning; and</li> <li>- better use of IT teaching aids, interactive learning activities and questioning techniques.</li> </ul> </li> <li>➤ Adoption of the 1-4-4-1 model in lesson planning :- <ul style="list-style-type: none"> <li>- Under the 1-4-4-1 model, 10 percent of the lesson time will be spent on students demonstrating their pre-lesson preparation work, forty percent on lecturing by teachers, forty per cent on student learning activities, and ten per cent on lesson consolidation;</li> <li>- The model is mandatory in junior forms and highly recommended in senior forms.</li> </ul> </li> </ul>	<p>Effective teaching materials designed by teachers to raise students' learning effectiveness.</p> <p>Students' capability in overcoming challenging tasks in their learning for knowledge consolidations.</p> <p>Enhancement in enquiry ability and formation of self-learning habit among students through interactive learning.</p> <p>Effective use of teacher assessment to facilitate students' learning.</p>	<p>Design of teaching plans</p> <p>Lesson observations</p> <p>Questionnaires</p> <p>Students' test and exam results</p> <p>Assessment design</p>	<p>Whole year</p>	<p>Board of Studies</p> <p>Panel heads</p> <p>Subject teachers</p>	<p>Co-lesson sessions</p> <p>TA</p> <p>Teaching materials</p>
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	<ul style="list-style-type: none"> <li>➤ Adjustment of teaching strategies to cater for students' abilities and needs :- <ul style="list-style-type: none"> <li>- Teachers may use cooperative learning to have a more comprehensive understanding of students' different abilities and learning, which will serve as the basis for improvement in learning and teaching.</li> </ul> </li> </ul>					
	<p>To better assignment design and improve learning assessment :</p> <ul style="list-style-type: none"> <li>➤ Quality and diversified assignments designed by teachers to cater for students of different levels and strengthen learning effectiveness;</li> <li>➤ Introduction of gifted education elements in junior form assignments and tests :- <ul style="list-style-type: none"> <li>- Challenging and long questions are included in assignments and tests to cater for learner differences.</li> </ul> </li> <li>➤ Regular analysis of students' assessment data :- <ul style="list-style-type: none"> <li>- The analysis is used to explore ways to improve students' performance in learning and adjust course contents accordingly.</li> </ul> </li> <li>➤ Promoting the use of e-learning platforms to foster self-learning among students.</li> </ul>	<p>Students' confidence in completing assignments.</p> <p>Improvement in students' learning performance shown in data analysis.</p>	<p>Questionnaires</p> <p>Lesson observations</p> <p>Display of quality assignments</p> <p>Students' test and exam results</p>	<p>Whole year</p>	<p>Board of Studies</p> <p>Subject teachers</p>	<p>CLP Timetable</p> <p>Display of quality assignments</p> <p>Evaluation forms</p>

## 2. Optimizing Curriculum Planning of Inter-disciplinary Subjects to Enhance EMI Teaching Effectiveness & Students' English Language Competence

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Method	Time Frame	Person in Charge	Resource Required
Language Enhancement through cross-curricular activities  Building up a mass culture of English Reading on Campus	<p>Strengthening English teaching in the subjects using English as the medium of instruction especially on the interface of Junior &amp; Senior Curriculum.</p> <p>More English elements are to be incorporated into subjects using Chinese as the medium of instruction :-</p> <ul style="list-style-type: none"> <li>- Key vocabulary items and phrases to be summarized in booklets and to be taught by subject teachers and/or Life-Wide English teachers.</li> </ul>	<p>Mastering the glossaries and vocabularies of each of the chapters / topics.</p> <p>Related quizzes or examinations to be presented in test papers.</p>	Incorporating the testing of relate English vocabularies of each chapter / topic into tests or examinations	Whole year	<p>LAC Task Group</p> <p>Board of Studies</p> <p>Teachers of the EMI subjects</p> <p>Subject teachers</p> <p>Life-wide English teachers</p>	<p>Handbook on the EMI Key Learning Points</p> <p>Cross-curricular Coordination Meeting</p> <p>Subject-based Bridging Handbook</p>
	<p>Strengthening student reading and writing interest as well as enhancing student English ability through different English reading and writing schemes and competitions.</p> <p>Using content materials from various subjects for organizing and designing English learning activities. The cross-curricular worksheets will provide students with relevant vocabulary and phrases in their writing.</p> <p>The cross-curricular writing materials will be assessed formally in tests and exams for further consolidation of English vocabulary</p>	<p>An increase in the no. of the borrowing of English books &amp; at least one English book should be read by each student in each term.</p> <p>Taking part in at least once in reading or writing activities.</p> <p>Writing good reading reports.</p>	<p>Books Borrowing Record &amp; Statistics</p> <p>Students' English writing ability</p>	Whole year	<p>LAC Task Group</p> <p>Board of Studies</p> <p>School Librarian</p> <p>English teacher</p>	<p>School Library</p> <p>Virtual Library &amp; eBooks</p> <p>Content Area Reading Materials Reading activities (e.g. English Storyland)</p>



	<p>and phrases learnt.</p> <p>Promoting English content area reading among various subjects, which is to be supported by subject-based training on reading skills.</p> <p>A library lesson per cycle is incorporated in the formal curriculum to promote a reading culture, particularly in e-Reading.</p> <p>Incorporate movie-watching with novel reading.</p>	Student performance in tests and exams.			Subject teachers	movie tie-ins
<p>Campus Language Policy</p> <p>Creating an Language-rich Environment</p>	<p>Adhering to a whole-school language policy such as using English at school functions and radio broadcasting.</p> <p>Grouping vocabularies and phrases from each subject for the teaching materials in English Language subject.</p> <p>Implementing a whole-school strategy in the learning of vocabulary through the posting of English vocabulary and phrases on campus, and Useful Vocabulary &amp; Phrases sharing sessions in the morning assembly.</p> <p>Recruiting and training English Ambassadors from each class --- to assist in English announcement &amp; activities in the Morning Assembly and other whole-school English activities like English Musical and Campus Radio.</p> <p>Learning English through watching English movies and TV series</p> <p>Exchange students are to be arranged.</p>	<p>Formal documents like Student Handbook and circulars to be written in English.</p> <p>Announcements to be made in English.</p> <p>English Ambassador Activities.</p> <p>Students' active participation in English activities.</p>	<p>Presence of the formal documents written in English</p> <p>Evaluation after each English activity</p> <p>No. of Subject-based Vocabulary in each subject</p> <p>LWE exams</p> <p>Student MCs' experience and students' performance in English activities and functions</p>	Whole year	<p>LAC Task Group</p> <p>Board of Studies</p> <p>English teachers</p> <p>Subject teachers</p>	<p>Whole- school Language &amp; English on Campus Policy</p> <p>English facilities in the Student Activity Centre</p> <p>English movies and TV series</p>

### 3. Establishing Multi-disciplinary Platform to Cultivate Sense of Belonging and Nurture All-round Potentials

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Method	Time Frame	Person in Charge	Resource Required
To enhance teaching quality to achieve learning effectiveness	<p>To optimize Form-based guidance and pastoral care scheme with the aim to enhance whole school teaching, discipline and counselling effectiveness.</p> <p>➤ Form-based Meetings: The newly integrated meeting of Form-based subject meetings and Form meetings can allow Form Masters and subject teachers to formulate appropriate follow-up policies to cater for the diverse needs of the students of each form thoroughly.</p>	<p>Enhancement of overall learning atmosphere.</p> <p>Decrease of the students' violation records.</p> <p>Early identification of the needy students for follow-up.</p>	<p>Using the students' academic achievements and conduct records</p> <p>Reflections from the teachers</p> <p>Performance of the students</p>	Whole year	<p>Discipline Section</p> <p>Guidance &amp; SEN Section</p> <p>ECA, MI &amp; Gifted Education</p> <p>Department of Careers Section</p> <p>Moral &amp; Civic Education Section</p> <p>OLE Section.</p> <p>Form Masters &amp; Homeroom Teachers</p>	TA and Clerical support
	<p>To impose monthly themes in the morning assembly :</p> <p>➤ Junior Forms : 2 classes of each form will be responsible for the arrangements</p>	<p>Topic Preparation by the students in response to the themes.</p>	<p>Reflections from the students</p> <p>Evaluations by Form Masters</p>	Whole year	<p>Form Masters</p> <p>Homeroom Teachers</p>	Venue Arrangement

	<p>of the Form Morning Assembly in respect to the designated themes in alternate weeks.</p> <ul style="list-style-type: none"> <li>➤ By using various presentations such as drama, speech and article appreciation, positive messages can be transmitted to the students for self- reflection.</li> <li>➤ Senior Forms : The overall procedure is similar to the one in the junior forms with the exception of the class arrangement (2 to 3 classes each week, resulting from 5 classes per form in the seniors).</li> </ul>		and Homeroom Teachers			
	<p>Day 7 Homeroom Period :</p> <ul style="list-style-type: none"> <li>➤ The social worker and outside community support are invited to organise a series of Life Education topics in the form of seminars and workshops aiming at helping the students grasp the knowledge and skills of how to show respect, appreciation and thanksgiving for the surrounding.</li> <li>➤ By setting different themes in each of the forms, the students will build up their positive values and attitudes throughout the six-year secondary schooling.</li> </ul> <p>Form 1 : to nurture self-management skills Form 2 : to enhance the students' abilities to deal with adversities.</p>	<p>Proactive involvement of the students.</p> <p>Positive feedback by the teachers.</p> <p>Enrichment of understanding of various topics.</p>	<p>Activity evaluation</p> <p>Teacher observation</p> <p>Reflections from the students</p>	Whole year	<p>Form Masters</p> <p>Homeroom Teachers</p> <p>Discipline Section</p> <p>Guidance &amp; SEN Section</p> <p>ECA, MI &amp; Gifted Education</p> <p>Department of Careers Section</p> <p>Moral &amp; Civic</p>	<p>NGOs</p> <p>Social Worker</p>

	<p>Form 3 : to promote Careers Path Planning, to set up objectives and to get familiar with subject selection.</p> <p>Form 4 : To promote social harmony.</p> <p>Form 5 : To instil psychological health and stress reduction among the students.</p> <p>Form 6 : To promote careers education.</p>				Education Section	
	<p>To strengthen the functions of Student Union :</p> <ul style="list-style-type: none"> <li>➤ The Union is encouraged to organise a wide range of caring activities for the school and the community such as fund-raising activities, showing respect for teachers campaign, and school cleanliness campaign with the aim to promote the social virtue of showing care for the school and the community.</li> </ul>	At least 300 students taking part in the activities within this academic year.	Student statistics	Whole year	<p>Teacher LEE Chi Fan</p> <p>Form Masters</p> <p>Guidance &amp; SEN Section</p> <p>Moral &amp; Civic Education Section</p>	All teachers
	<p>To foster the future leaders :</p> <ul style="list-style-type: none"> <li>➤ The students are encouraged to participate in different leadership courses organised by various outside associations to enhance their leadership skills.</li> <li>➤ Form 3 leadership camp is organised to cultivate the leadership potentials of the students in the preparation for nurturing prospective leaders in the future.</li> <li>➤ Leadership camp is organised to enhance the organisation skills and responsibility of the leaders in different departments and sections.</li> </ul>	Willingness of the students to take part in the activities.	<p>Activity evaluation</p> <p>Teacher observation</p> <p>Reflections from the students</p>	Whole year	All Departments and Sections	<p>Social Worker</p> <p>Outsider Leadership Training Organisation</p>