TWGHs S. C. Gaw Memorial College

ANNUAL SCHOOL PLAN

(2014/15)

TWGHs S. C. Gaw Memorial College

CONTENT

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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. Enhancing Learning Motivation to Facilitate Learner Autonomy

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Method	Time Frame	Person in Charge	Resource Required
Enhancing learning motivation to facilitate learner autonomy	To enhance learning motivation: ➤ Investigating to re-arrange the timetable : the lesson time of each lesson will be reduced to 35 minutes, a homework and tutorial lesson will be arranged as the last lesson before the end of a school day. Students can finish their homework, prepare for the lesson and revise what they have learnt under teachers' supervision. Thus, students' learning motivation can be enhanced. ➤ Allowing junior forms students to set learning goals and master learning strategies in order to help the career life planning in junior forms. ➤ The discipline and guidance departments collaborating with each other to promote students to follow the classroom routine. To better curriculum planning and management : ➤ Re-designing the school curriculum plans and setting clear and concrete key learning points to suit students' learning needs and enhancing students' learning motivations as well as positive values and attitudes.	Students can solve their learning problems with the help from teachers and their classmates in order to enhance their ability to learn and foster learn autonomy as their habit. Students can have clear learning objectives, overcome the learning difficulties and consolidate what they have learnt. Students become more attentive during lessons and have the improved attitude towards learning.	Test/ Exam results Students' performance in class & subject. SIT meetings Bi-weekly Jounral reflection Learning and teaching survey	Whole year	Homeroom Teachers Board of Studies Department of Careers Section Guidance & SEN Section SIT	Improvement of lesson schedule Improvement of Homework Period Re-allocation of existing manpower resources

	➢ Refining the school-based curriculum of Integrated Humanities, Life-wide Englsih, HSBCE, Liberal Studies & English Language with clear and concrete teaching objectives to raise the interest and abilities of students in learning. ➢ Unifying teaching contents and progress through collaborative lesson planning by subject teachers of the same form. ➢ Enhancing participatory quantitative and qualitative assessments of teaching quality to optimize teaching effectiveness. ➢ Cross-curricular reading materials to be introduced in each of the subjects	Follow-up action is taken to help sutdents with learning difficulty. Setting clear learning objectives, course contents, course layouts and implementation plans. Key learning points are clearly conveyed in teaching and revision. Unified teaching progress and sharing of teaching resources among subject teachers of the same form. Use of assessment data to raise teaching effectiveness.	Subject teaching progress chart Panels' report Lesson observations Co-lesson sessions Test/Exam results		SIT Board of Studies Panel Heads Library	Peer Lesson Observation Meeting time to work out the items raised
	To better teaching practices : ➢ Inviting professionals to share their expertise about teaching skills and strategies with teachers in order to raise teaching quality. ➢ Continuation of co-lesson sessions to exchange teaching experiences, to design teaching materials and to raise teaching quality.	Effective teaching materials designed by teachers to raise students' learning effectiveness.	Design of teaching plans (sow) Lesson observations Questionnaires	Whole year	Board of Studies Panel heads Subject teachers	Co-lesson sessions TA Teaching materials

	➢ Enhancing interactive learning components in class and cultivating students' ability to enquiry and use learning materials effectively through :- - lecturing by teachers; - enhancement of interactive learning; - better use of IT teaching aids, interactive learning activities and questioning techniques. ➢ Introducing a mentor-mentee mechanism to facilitate the teaching techniques of newly-appointed teachers ➢ Adoption of self-learning mode in curriculum design and classroom setting so that students can benefit from enquiry learning ➢ Un der the 1-4-4-1 model, apart from lecturing by teachers, more time will be spent on student learning activities in class in order to enhance learner autonomy.	Students' capability in overcoming challenging tasks in their learning for knowledge consolidations. Enhancement in enquiry ability and formation of self-learning habit among students through interactive learning. Evaluation of the effectiveness of e-learning and mobile learning in learning and teaching Effective use of teacher assessment to facilitate students' learning.	Students' test and exam results Assessment design			
	To better assignment design and improve learning assessment : ➢ Quality and diversified assignments designed by teachers to cater for students of different levels and strengthen learning effectiveness. Challenging and long questions are included in assignments and tests to cater for learner differences.	Students' confidence in completing assignments. Improvement in	Questionnaires Lesson observations Display of quality assignments	Whole year	Board of Studies Subject teachers	CLP Timetable Display of quality assignments Evaluation forms

			students' learning performance shown in data analysis.	Students' test and exam results			
		➢ Regular analysis of students' assessment data to explore ways to improve students' performance in learning and adjust course contents accordingly. ➢ Promoting the use of e-learning platforms, e-books and online library to foster self-learning among students.					

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	➢ EMI subjects have to allocate more resources to strengthen EMI teaching by the use of bridging programmes between the Junior & Senior Curriculum. ➢ More English elements are to be incorporated into subjects using Chinese as the medium of instruction. It is suggested that key vocabulary items and phrases are to be presented in booklets which will be taught by subject teachers and/or Life-Wide English teachers. ➢ More current reading materials such as fiction and non-fiction readers are to be incorporated in the junior and senior formal curriculum of different subjects. ➢ More online reading materials are to be implemented in the curriculum to promote self-learning. ➢ There will be the design of more self-access reading materials to promote independent learning. ➢ English Language will consider integrating more reading materials into its grammar and vocabulary curriculum.	More students reflect that they have mastered the vocabularies of the booklets 80% of the students pass the related quizzes or examinations. Evidence has been observed that students can keep pace with grammar and vocabulary curriculum. 90% of the students can complete the required reading exercises of EMI subjects.	Related English vocabularies of each chapter / topic are incorporated into tests or examinations. Meetings in different subjects and departments. Examining the statistics and reports related to the performances of the students in reading. Monitoring and reviewing the materials for improvement. Focused Observation of the performance of the students.	Whole year	LAC Task Group Board of Studies Teachers of the EMI subjects Subject teachers Life-wide English teachers	Handbook on the EMI Key Learning Points Cross-curricular Coordination Meeting Subject-based Bridging Handbook

	➢ English Language will promote the use of thematic and authentic reading materials which can facilitate the subject knowledge of other EMI subjects.					
	➢ School strengthens students' reading and writing interest as well as enhances students' English ability through different English reading and writing schemes and competitions. ➢ School uses 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 English writing. ➢ The cross-curricular materials will be assessed formally in tests and exams for further consolidation of English vocabulary and phrases learnt. ➢ English content area reading materials will be promoted among various subjects. ➢ A library lesson per cycle will focus on promoting thematic e-Reading culture. ➢ LWL continues strengthening the quality and effectiveness of language arts reading materials by the integration of movie-watching into novel reading.	There should be an increase in the no. of the borrowing of English books & at least two English books should be read by each student in each term (compared with the statistics of last year). All students have to participate in at least one reading or writing activity. Students' performance in tests and exams related to reading and writing in English Language is improving (60% of the junior and senior students pass the related papers in English Language). English Language will have a solid presentation of the writing packages in the curriculum and there	Books Borrowing Record & Statistics Discussion about students' English writing ability in meetings. Discussion about the effectiveness of English materials in meetings Lesson Observations	Whole year	LAC Task Group Board of Studies School Librarian English teacher Subject teachers	School Library Virtual Library & eBooks Content Area Reading Materials Reading activities Movie tie-ins

		will be sustainable evaluation of the quality of writing packages in CLT or observations. Evaluation is needed to monitor the quality of the worksheets related to movie watching and novel reading based on meetings and tests and examinations. There will be good book reports (compared with the data of last year). There will be detailed discussions about the students' writing quality in meetings.				
Campus Language Policy Creating an Language-rich Environment	➢ School will strengthen the implementation of the whole-school language policy in multiple perspectives such as using English at more school functions and radio broadcasting. ➢ School will group commonly-used vocabularies and phrases for designing the teaching materials in English Language subject.	More formal documents like Student Handbook and circulars are to be written in English. More announcements are to be made in English. More activities are	Formal documents written in English Evaluation after English activities Evaluation of	Whole year	LAC Task Group Board of Studies English teachers Subject	Whole- school Language & English on Campus Policy English facilities in the Student Activity Centre

	➢ More student ambassadors will be deployed to implement a whole-school strategy in the learning of vocabulary through the posting of English vocabularies and phrases on campus, and Useful Vocabulary & Phrases sharing sessions in the morning assembly, and some other large scale activities like musical and English Radio. ➢ English Language will focus on more collaborative activities to promote language learning.	organised by English Ambassadors. Higher students' active participation in English activities are to be arranged (to be compared with the data last year). Students can finish the exercises provided.	the usefulness and effectiveness of the number of vocabularies in each subject Analysis of LWE exams Observations of Student MCs' performance and students' performance in English activities and functions. Checking the statistics of documents and reports.		teachers	
Helping students to raise their language standard for careers prospects and planning	➢ School will establish the comprehensive whole school vocabulary and workplace curriculum. ➢ School will invite students to take part in various international testing to increase their competitiveness.	Teachers and students can finish the curriculum and exercises for evaluation. Students can get marks comparable to the international standard.	Discussion with staff about usefulness and effectiveness of the materials. Number of students taking part in testing.	Whole year	LAC Task Group Board of Studies Teachers of the EMI subjects	TA and Clerical Support LWL and NETs

| | | | Checking and evaluating the marks of the students. | | Subject teachers

English Language Teachers

Life-wide English teachers | |

3. Nurturing positive attitude within oneself and building up a prosperous future

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Method	Time Frame	Person in Charge	Resource Required
To cultivate life planning among the students	School will implement the Holistic School-based Career Education (HSBCE) on campus together with Homeroom Period ➢ Form 1: To nurture self-management skill. ➢ Form 2: To reinforce students' resilience in the face of difficulty through service-learning. ➢ Form3: To promote Careers Path Planning, to set up objectives and to get familiar with subject selection. ➢ Form4: To promote social harmony and widen students' horizons. ➢ Form 5: To instill psychological health and stress reduction among the students. ➢ Form 6: To promote careers education and prepare students for the public exam. ➢ There will be other careers-related large scale activities to widen the horizons of the students towards life-planning such as Trading Fair. ➢ School organizes Internship program. ➢ .	Students are clear about the themes of each form. Students have high marks in their self-evaluation.	Students' feedback to the programmes Teachers' feedback to the programmes APASO Questionnaires Performance of the students in different activities.	Whole Year	BSS Discipline and Pastarol Care Section Guidance & SEN Section ECA Department of Careers Section ARE & HSBCE OLE Section. Cross-curricular Subjects (IH, DT, HE) teachers Homeroom teachers	Activity Assistants Community resources

To nurture positive attitude within students	To impose and refine the arrangement of the Form morning assembly : ➢ Students will be divided into groups in each class and 2 classes of each form will be responsible for the arrangements of the Form Morning Assembly in respect to the designated themes. ➢ By using various presentations such as drama, speech and article appreciation, positive messages can be transmitted to the students for self- reflection. ➢ Themes on moral values are designated. Students have to understand the topics in depth for self-reflection through researching and interactions with groupmates. ➢ There will be the inclusion of Teacher Moral Talk aiming at conveying values to students.	All the students can take part in the Form morning assembly. Feedback will be given to the students after their presentations.	Assessment and evaluation done by Form Masters and Homeroom Teachers	Whole year	Form Masters Homeroom Teachers BSS Form Homeroom IC with the support of Discipline and Guidance Sections	IT Technicians Computers with sound effects Student involvement
	To promote the community service: ➢ Training programs on doing voluntary work. ➢ Learning through practicum.	50% of the students can be given Bronze Awards At least two forms of students (Forms 1, 2 and 4) will participate in the voluntary work. Students express	The number of service of hours in different programs (compared with the data in the previous year) BSS meetings & evaluation	Whole year	Discipline Section ARE Homeroom teachers	All teachers Bi –weekly Journals

		their positive experiences gained from the programmes.	Analysis of Bi-weekly journals			
	To restructure Moral and Civic Education, Health Education and Environmental Education. ➢ School implements various moral and civic education programmes to promote positive values and attitudes on campus. ➢ School promotes health and environmental education on campus.	All students participate in related activities. Students are positive with and support the related activities.	Observations of the performance of the students. School-based questionnaires.	Whole year	Discipline and Guidance Section HSBCE Working Team ARE Homeroom teachers	Manpower Resources Community resources and funding
To nurture the future leaders	To foster the future leaders and strengthen the functions of student associations: ➢ Leaders from all the departments take turns to be in charge of the moral talks in the morning assembly and Form morning assembly. ➢ Leadership camps will be organised to enhance the organisation skills and responsibility of the leaders in different departments and sections. ➢ Leaders will set up a volunteer team to serve the community. ➢ Leaders will establish a facebook page managed by the Student Union with the aim to provide information about school extra-curricular activities.	30% of the students take the leading roles in the school.	Observations made by related teachers to evaluate the performance of the leaders. The number of participants taking part in different programs (compared with the data in the previous year) The number of certificates	Whole year	All Departments and Sections	Social workers Student Union Outsider Leadership Training Organisations Community resources and funding

IV. Theme of the Year (2014-2015)

Planning your Life and Scaffolding your future

In the academic year 2014-2015, it is expected that our students can start with their own life planning by considering their own strengths and weaknesses. With respect to the cultivation of strong areas among students, our school takes every opportunity to unlock their potentials in terms of multiple intelligences in academic and non-academic activities. By exploring their own merits, students will be able to build up their confidence and take the initiative in developing their potentials and talents to the fullest, which will be conducive to their career prospects. On the other hand, deeper understanding of their own weaknesses can give students room for improvements. With the encouragements and support provided by teachers under the collaborative teacher-student and student-student culture, students will be aware of the importance of self-improvement and self-enhancement, which results in whole person development. That is the reason why we adopt the development of Life-wide learning to widen the horizons of each of the students so that they understand how to get rid of their own demerits for better performance to scaffold their future.

Mobile learning is the way to promote self-discipline and independent learning since students have to pursue their learning on their own. By attending the library lessons and completing a variety of self-access assignments provided by different subjects, students have to manage their own time effectively and understand how to make judgments in their work. In this sense, students will grasp the understanding of their own strengths and weaknesses as learning is a kind of exploration for students to know more about themselves. They continue developing their own strengths without hesitation but will spend time thinking of strategies to cope with their adversities, which could verify the underlying rationale for the school to organize numerous remedial, enhancement as well as gifted classes to unleash the potentials of students in various aspects.

Single-child families will be threatening the growth of teenagers since they lack the understanding of sharing and respect, and some of whom will even take advantage of their parents to fulfill their wants. Our school aims to promote Service Learning with the objective to stimulate students to show care and concern for the others. With the emphases placed on service learning in different forms and some large-scale activities, students will be given ample opportunities to communicate with their classmates on how to design activities for the elderly. This can help promote collaborative learning and students can learn from experience of peers. At the same time, they will have a thorough understanding of their weaknesses. What is more important is that students have to know how to serve the needy with warmth and patience without hurting the senior citizens physically and psychologically, which is helping teenagers reach maturity.

Last, our development of business education and HSBCE mainly aims at strengthening students' competitiveness in society. Apart from theoretical knowledge, students need to be imparted with practical working experiences so thatthey will understand how to survive in the career world and develop better interpersonal skills with colleagues. Our school-based activities like Trading Fair and Project Learning require students to apply knowledge, skills and experience like data synthesis and problem-solving skills to deal with problems in business world and daily life. Secondary school life has paved the way for students to scaffold their career prospects.