



TWGHs S. C. Gaw Memorial College

ANNUAL SCHOOL PLAN

(2015/16)

TWGHs S. C. Gaw Memorial College

CONTENT

	ITEMS	Page
I.	School Vision & Mission	2
II.	School Goals	3
III.	Major Areas of Concern	
1.	Applying Varied Uses of Interactive Learning Strategies and Channels to Promote Autonomous Learning in 1441 Teaching Mode	4 - 6
2.	Bridging a Holistic Promotion of Language Rich Environment and Language Capability of Diverse Needs through Qualitative and Quantitative Analysis	7 - 9
3.	Cultivating Positive Attitude and Proactive Traits to Embrace Mutual Benefits to Individual Enhancement and Collective Betterment	10 - 13
IV.	Theme of the Year (2015-2016)	14

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. Applying Varied Uses of Interactive Learning Strategies and Channels to Promote Autonomous Learning in 1441 Teaching Mode

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Method	Time Frame	Person in Charge	Resource Required
Enhancing teaching techniques and approaches to promote motivation and self-directed learning	<p>To enhance learning motivation among the students through Interactive Learning</p> <ul style="list-style-type: none"> - Inviting experienced teachers to share their effective and successful teaching process with other colleagues as a professional community - Designing and refining school-based curriculum to enhance the interests and needs of the students - Putting emphases on using different teaching approaches and learning activities to stimulate the learning atmosphere in 1441 	<ul style="list-style-type: none"> - Experienced teachers arranging a variety of workshops and interactive dialogues with colleagues for sharing - discussing with corresponding teachers to upgrade the content of the curriculum to enhance motivation - adopting different approaches in the lessons through lesson observations and meetings 	<ul style="list-style-type: none"> - Lesson observations - SMI meetings evaluation - Learning and Teaching survey - Co-lesson Planning - Looking at Students Works Evaluation 	Whole Year	<p>Board of Studies in charge</p> <p>KLA Coordinators doing monitoring work</p> <p>Experienced teachers</p> <p>Panel Heads</p>	<p>Meeting time for all the teachers</p> <p>Reallocation of existing manpower resources</p> <p>Using equipment to promote learning</p>
	<p>To promote self-directed learning and autonomous learning</p> <ul style="list-style-type: none"> - Exploring the stages in promoting elearning in different subjects - Under the 1441 model, more time will be spent on student self-learning materials and activities in class in order to enhance independent learning. 	<ul style="list-style-type: none"> - examining the planning of different subjects in the stages of promoting elearning and different subjects taking time to evaluate its effectiveness 	<ul style="list-style-type: none"> - Lesson observations - SMI meetings evaluation - Learning and 	Whole Year	<p>Board of Studies in charge</p> <p>KLA Coordinators doing</p>	<p>Using more elearning devices for enriching learnability</p> <p>Meeting time</p>

	<ul style="list-style-type: none"> - Enquiry learning will be adopted to motivate the students to learn in a stimulating manner - Promoting the use of elearning platforms, ebooks and online library to foster independent learning among the students <p>To better curriculum planning and management, and the promotion of diversity education</p> <ul style="list-style-type: none"> - Placing emphasis on the smooth implementation of 1441 in different classroom setting - Infusing values education, life planning, environmental and health education in the curriculum for the all-round education - Inputting external resources to optimize the teaching environment for the students - Strengthening reading and writing in the existing curriculum - Reinforcing remedial, sustainable support and enhancement elements in curriculum, material design, graded exercises and assessment for the students - Adopting regular analysis of students' 	<ul style="list-style-type: none"> - using lesson observations, peer lesson observations and Looking Students' Works to evaluate the effectiveness of self-directed learning - doing the follow-up with the purchase of ebooks and the popularity of ebooks and online library among the students <ul style="list-style-type: none"> - Teachers having the awareness of adjusting their teaching methods and adapting learning materials for the students - The school trying to introduce more capital and human resources to upgrade the learning and teaching effectiveness - Teachers sharing the elements on 	<ul style="list-style-type: none"> Teaching survey - Co-lesson Planning - Looking at Students Works Evaluation <ul style="list-style-type: none"> - Lesson observations - CLT - SMI meetings evaluation - Composite analysis of qualitative and quantitative data - Co-lesson Planning 	<p>Whole year</p>	<ul style="list-style-type: none"> monitoring work Experienced teachers Panel Heads Library <ul style="list-style-type: none"> Board of Studies in charge KLA Coordinators doing monitoring work Panel Heads 	<ul style="list-style-type: none"> Peer lesson observation <ul style="list-style-type: none"> CLT quality time TA Learning and teaching materials Evaluation forms and assessment data Display of quality
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	<p>qualitative and quantitative performance data to explore means to improve and adjust learning and teaching progress accordingly</p> <ul style="list-style-type: none"> - Strengthening students' learning opportunities in the encouraging environment - Using homework record to trace the needy students for help and follow-up in the senior forms - Cooperating with Student Support to promote academic support on campus for the benefit of the students 	<p>promoting student-centered enhancement programs</p> <ul style="list-style-type: none"> - Teachers showing their eagerness and determination in improving the writing and reading environment on campus - Teachers considering the elements of diversity education in their curriculum - Teachers frequently using a variety of assessment data for self-improvement in discussions - Using the learning time and active learning days fully for enhancing academic support 	<ul style="list-style-type: none"> - Looking at Students Works Evaluation - Comprehensive implementation of remedial, sustainable support, enhancement and gifted education programs on campus - Documentary analysis of different subjects - Examining the adoption of supplementary lessons and lengthening revision time for the students - Quality discussion time with the teachers concerned 			<p>assignments</p> <p>Homework inspection</p>
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2. Bridging a Holistic Promotion of Language Rich Environment and Language Capability of Students of Diverse Needs through Qualitative and Quantitative Analysis

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Method	Time Frame	Person in Charge	Resource Required
Enhancing language competence in language rich environment through cross-curricular activities and in the formal curriculum	<p>Creating English Climate in the informal context</p> <ul style="list-style-type: none"> - Deepening and consolidating the cross-curricular activities for quality education <p>Creating English Climate in the formal context</p> <ul style="list-style-type: none"> - Strengthening EMI teaching with the help of bridging programmes - Catering for the different learning abilities of the students in the course of language learning 	<ul style="list-style-type: none"> - More high quality activities organised to promote language rich environment - Producing graded exercises to suit the needs of the students - Keeping track of the progress of different students - Considering the elements of remedial work, sustainable support and enhancement in teaching - providing language support to the students 	<ul style="list-style-type: none"> - Student participation - Variety of activities to suit the needs of students - Feedback of students - Meetings in different EMI subjects and departments - Examining statistics, learning materials and reports related to the performances of the students - Monitoring 	Whole year	<p>Life-wide English</p> <p>Library</p> <p>English Language</p> <p>KLA Coordinators responsible for EMI subjects</p>	<p>Physical venues</p> <p>Sufficient manpower</p> <p>Learning materials</p> <p>Meeting time</p>

			and reviewing materials for improvements			Meeting Time
			- Discussing related issues in CLT			Learning materials
	Scaffolding English standard of the students in English Language					
	- Reforming the junior English curriculum by focusing on grammar and language functions and diversity education	- Planning the well-designed integrated curriculum in the junior forms to help the students bridge the senior curriculum	- Meeting with English teachers for the change of curriculum		English Language and Board of Studies	Meeting Time
	- Improving the vocabulary curriculum in all forms	- There being an increase in the number of the borrowing of English books in the library	- Examining the assessment data for improvement			Learning materials
	- Considering the integrated materials involving different language skills	- More students taking part in reading and writing activities / project work / integrated activities / contest	- Lesson Observations			School Library
	- Strengthening students' reading and writing interest and abilities	- Examining the performance of students in assessment for self-improvement	- Books Borrowing and Record and Statistics		English Language Department	
	- Increasing teaching and learning capacity in formal lessons	- Designing materials	- Discussion about students' English writing		Library	
	- Nurturing the collaborative culture in encouraging the students to apply English knowledge from other subjects to express for knowledge consolidation				KLA Coordinators of EMI subjects	
	- Consolidating the diversity education in learning and teaching				Board of Studies	

		<p>with the aim to challenge the students and assist the needy students</p> <ul style="list-style-type: none"> - Producing higher quality materials for the benefit to the students - Quality assessment of Student works 	<p>abilities in meetings</p> <ul style="list-style-type: none"> - Discussion about the reforms of the curriculum in meetings - Lesson Observations - Examining the assessment data for improvement - Homework inspection 			
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3. Cultivating Positive Attitude and Proactive Traits to Embrace Mutual Benefits to Individual Enhancement and Collective Betterment

Objective	Strategies	Success Criteria / Intended Outcome	Evaluation Method	Time Frame	Person in Charge	Resource Required
Cultivating Life Planning among the students	<ul style="list-style-type: none"> - To consolidate life planning and careers counselling in the senior forms - To promote life planning in the junior forms based on the external assistance - To cultivate the concept of life planning among teachers for teacher development 	<ul style="list-style-type: none"> - Sustaining the continuity of the existing programmes - Completion of programmes and students showing their satisfaction with the programmes - Enhancing teacher professionalism related to life planning skills and knowledge 	<ul style="list-style-type: none"> - Discussions in meetings - Evaluation forms - Observations 	Whole year	BSS Discipline and Pastoral Care Section Guidance & SEN Section ECA Department of Careers Section ARE & HSBCE OLE Section. Teachers Homeroom Teachers Related Subjects	Assistants Community Resources IT Technicians Computers Student Involvement Bi –weekly Journals Social Workers Student Union Outsider Leadership Training Organisations Community resources and funding

<p>Promoting values education, environmental and health education in Moral and Civic Education</p>	<ul style="list-style-type: none"> - To consolidate values education and all round education in 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 in still 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 - To reinforce health and environmental education in various contexts 	<ul style="list-style-type: none"> - Students being clear about the themes of each form. - Students having high marks in their self-evaluation. 	<ul style="list-style-type: none"> - Students' feedback to the programmes - Teachers' feedback to the programmes APASO - Questionnaires Performance of the students in different activities. 			
<p>Nurturing positive attitude within students</p>	<ul style="list-style-type: none"> - To improve the quality time between Homeroom Teachers and students in classrooms during morning periods - To improve the standard of morning assemblies and Form-based assemblies - To impose and refine the arrangement of the Form morning assembly : <p>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.</p>	<ul style="list-style-type: none"> - All the students taking take part in the form morning assembly. - Feedback given to the students after their presentations. - Producing materials to cater 	<ul style="list-style-type: none"> - Assessment and evaluation done by Form Masters and Homeroom Teachers 			

	<p>By using various presentations such as drama, speech and article appreciation, positive messages can be transmitted to the students for self- reflection.</p> <p>Themes on moral values are designated.</p> <p>Students have to understand the topics in depth for self-reflection through researching and interactions with groupmates.</p> <p>There will be the inclusion of Teacher Moral Talk aiming at conveying values to students.</p> <ul style="list-style-type: none"> - To promote life event education in the school - To require the students to consolidate the school routine 	<p>for the needs of the students</p> <ul style="list-style-type: none"> - Teachers grasping the techniques to deal with the life event approach 			
	<ul style="list-style-type: none"> - To promote the community service and establish caring school 	<ul style="list-style-type: none"> - More than 50% of the students given Bronze Awards - Increasing number of students taking part in service learning - Students expressing their positive experiences 	<ul style="list-style-type: none"> - Analysis of Bi-weekly journals - The number of service hours getting increased - evaluation in meetings 		

		gained from the programmes				
Nurturing Future Leaders	<p>- To foster the future leaders and strengthen the functions of student associations</p> <p>Leaders from all the departments take turns to be in charge of the moral talks in the morning assembly and Form morning assembly.</p> <p>Leadership camps will be organised to enhance the organisation skills and responsibility of the leaders in different departments and sections.</p> <p>Leaders will set up a volunteer team to serve the community.</p> <p>Leaders will establish a facebook page managed by the Student Union with the aim to provide information about school extra-curricular activities</p>	- 30% of the students taking the leading roles in the school	<p>- Observations made to evaluate the performance of the leaders</p> <p>- Increasing number of students taking part in different activities</p> <p>- More awards and certificates gained</p>			
Strengthening relations with parents and alumni	<p>-To reinforce the cooperation with parents and alumni for the benefit to the students' development</p> <p>-To use the resources of alumni to share life experiences with the students</p> <p>-To introduce parental education in order to consolidate support to the growth of the students</p>	- More participation of parents and alumni in different school activities	<p>- The number of courses for the parents</p> <p>- Evaluation about the meetings with parents</p> <p>- Evaluation about the participation of alumni in school activities</p>			

IV. Theme of the Year (2015-2016)

Unlocking Potentials Realizing Dreams

In the academic year 2015-2016, and under the era of globalization, our new generation is now facing more challenges since they have to live and work on the mobile and unstable platform and our teenagers have to upgrade themselves sustainably to meet the demands of the international hub. Our students are able to initiate life planning at the early stage by considering their own strengths and weaknesses. Then, they will look for remedial means to mitigate their own problems and adopt active learning to unleash their potentials to the fullest. When facing the ever-changing society, our students clearly understand how to develop their burning desire to make adjustments in their lifestyles to live an effective and fulfilling life. They will not stay stagnant and instead, will take initiative in getting rid of hurdles and will be versatile in getting adapted to adversities. Despite the fact that there will be too many unexpected challenges ahead, our new generation should not give up too easily and will be given opportunities to understand more about themselves in the academic and non-academic fields. Our teachers have been working in collaboration to prepare our students for all round and life wide education which is the sole way to make our next generation more competitive in society.

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 set their own objectives and to actualize their dreams to come true. Through the comprehensive and holistic learning process supported by the Board of Studies and Board of Student Support, our students will be ambitious enough to direct their own learning and career paths. With the promotion of self-directed learning and interactive learning on school campus, our students will develop a sense of passion for learning and the enhancement of language proficiency is closely correlated to their bright career prospects. Autonomous learning is one of the effective learning strategies since our students have to keep learning at their own pace and progress independently. Coupled with the effective time management and multi-tasking skills prepared by the school, it is sure that our students will have the ability to self-discipline themselves throughout their learning process. By gaining more support from parents and alumni, our students will be more adaptable to the surrounding environment as they have gained more life experiences and they will grasp the skills and knowledge to establish new relationships with different people from all walks of life with ease.