

**Kwun Tong Government Secondary School
Annual School Plan (2017 - 2018)**

Major Concern 1: Enhancement of students' learning abilities and academic performance

Intended Outcome / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>1. Students are able to take charge of their own learning and become self-directed, independent learners</p> <p>2. Students are equipped with better skills for their academic pursuit</p> <p>3. Students with diverse learning abilities are facilitated and supported to elevate their academic performance</p>	<p>1. To further consolidate the positive impacts of 'Self-directed Learning' (SDL) in teaching and learning.</p> <p>2. To further promote Reading in school.</p> <p>3. To enrich the enhancement and remedial programmes in different subject departments.</p> <p>4. Subject departments to set clear goals on the skills to be taught for different levels of students.</p> <p>5. To better interface the junior and senior curricula and to integrate basic concepts and skills required in the senior curriculum in junior forms</p> <p>6. To further enhance collaboration across departments, and between departments and the school library in order to devise more effective strategies to cater for students' learning needs and to equip them with better learning skills.</p>	<p>Whole year</p>	<p>1. Subjects concerned to further develop SDL as part of their teaching strategies and receive</p> <ul style="list-style-type: none"> - more than 70% of students agree that they learn to take charge of their studies more confidently and can learn with greater motivation through SDL; - more than 75% of teachers agree that the application of SDL is useful in enhancing teaching-learning effectiveness and preparing students to be self-directed and independent learners. <p>2. The Reading Culture Team</p> <ul style="list-style-type: none"> - organizes 4 major programmes to promote reading in school and receive active student participation; - more than 70% of students agree that they are motivated to read more extensively and independently at their leisure, and that their language abilities are enhanced. 	<p>1. Stakeholders' feedback through Questionnaire Survey</p> <p>2. Students' learning performance and reflections</p> <p>3. Teachers' observation and feedback</p>	<p>1. Students and their parents</p> <p>2. HODs & subject teachers</p> <p>3. Reading Culture Team</p>	<p>Refer to the requirements of the subject departments and functional teams concerned</p>

<p>4. Improved interface between the junior and senior curricula</p>			<p>3. More than 90% of teachers engage in team work and development programmes to devise more effective strategies to cater for students' learning needs, and agree that improvement is found in students' performance in class, tests and examinations.</p> <p>4. More than 75% of subject departments agree that they have successfully fulfilled the goals set on teaching learning skills.</p> <p>5. More than 75% of teachers agree that the revised curriculum in junior forms has familiarized and equipped students with the basic concepts and skills required in the senior forms and open examinations.</p> <p>6. More than 75% of teachers agree that the joint programmes / activities organized by the subject departments and the school library has successfully enhanced the effectiveness of learning and teaching.</p>			
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Major Concern 2: Enhancement of School Support for Student’s Progression for Further Studies and Career Development

Intended Outcome / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>1. Enhanced school support for the implementation of CLP so that students can be better equipped for their personal growth, academic pursuits and choice of career path, and achieve to their full potential according to their needs and abilities</p> <p>2. Strengthened leadership of the CLP personnel for the effective implementation of the CLP programs in school</p>	<p>1. To enlist support from stakeholders, functional teams and community resources for introducing programs related to CLP.</p> <p>2. To adopt the policy of equal learning opportunities to enable all students to develop their potential.</p> <p>3. To equip students with knowledge, skills and attitude in career and life planning through enhanced works in pastoral care, career guidance and various training programs and activities.</p> <p>4. To maximize the use of the Transitional CLP Grant (\$100,000) to foster the implementation of CLP programs.</p> <p>5. To hire a teaching assistant to assist in the implementation of CLP programs in school.</p> <p>6. To enhance the professional training of CLP personnel.</p>	Whole Year	<p>1. More than 70% of students agree that the academic and non-academic programs provided by the school are useful in supporting their personal growth, academic pursuits and choice of career path, and they are better equipped with the skills, attitude and knowledge for further development.</p> <p>2. More than 70% of the students agree that the implementation of equal learning opportunity policy has created more chances for them to stretch their potentials and explore their abilities and capability for the future.</p> <p>3. More than 70% of the teaching staff agree that the additional regular teacher and teaching assistant are contributive to enhance the performance of CLP teachers and the effective implementation of the CLP</p>	<p>1. Stakeholders’ feedback through Questionnaire Survey</p> <p>2. Teachers’ observation and feedback</p> <p>3. Feedback collected from the ECA and OLE records and Junior Form Student Learning Portfolio</p> <p>4. Records of the professional training related to CLP</p>	<p>1. All teachers, especially those from the CLP Team; Discipline Team, Counselling Team, Moral & Civic Education Team, Pastoral Care, ECA, Alumni Association and PTA</p> <p>2. Students and their parents</p>	<p>1. School Funds</p> <p>2. Subsidy from NGOs and other bodies such as the PTA and Alumni</p> <p>3. Refer to the requirements of the subject departments and functional teams concerned</p>

			<p>programs.</p> <p>4. An increase of 20% of the CLP personnel to receive the 100-hour training as required by the EDB.</p> <p>5. More than 70% of the CLP personnel attend training programs provided by different tertiary institutions or NGOs.</p>			
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