HKMA David Li Kwok Po College
Annual School Plan 2008-2009

Part 1: Our Vision and Mission

Our Vision

Our vision is to operate a high performance school which provides effective schooling for educating and developing students with the life skills to become responsible, caring, self-disciplined and adaptable young people in a changing society and eventually to be employable and productive members of the community and international citizens of an increasingly globalized world. The school will nurture wholly developed, well-balanced and life-long learners who are moral, literate and cultured, intellectually, physically and emotionally strong, and ready and willing to serve society.

Our Mission

Our mission is to provide an all-round education for the total development of our students, encompassing moral, intellectual, physical, social and aesthetic aspects. The school believes that each student has worth, and is endowed with potential and that the school can and should, develop its students to the fullest. We also believe that every child has different abilities and can become an effective and independent learner by learning to accept responsibility for his or her learning.

The school exists to educate and develop every pupil to his or her full potential so that he or she will grow up to become a well-rounded person with the following attributes:

- International in outlook, culturally aware and proud of their own heritage;
- Bi-literate and tri-lingual, with the requisite confidence and competence to communicate effectively in a global community;
- Well-versed in the use of information technology both inside and outside of the classroom;
- Logical, independent and creative thinkers with the resourcefulness to make informed decisions;
- Well-prepared for continued and active life-long learning;
- knowledgeable about humanities as well as basic scientific and mathematical concepts;
- Civic-conscious, patriotic and willing to contribute to the community;
- Morally aware and appreciative of traditional Chinese values (such as loyalty, reliability, responsibility, self-discipline, punctuality, obedience, filial piety and family values);
- Cultured and able to appreciate and enjoy the visual and performing arts;
- Physically fit and knowledgeable of healthy living

Part 2: The Overall Direction for the School Year 2008-09

Major Concern 1

To continue with measures that prepare for the introduction of the NSS curriculum:

Means:

The first area will be for the College to implement a new school timetable that meets curriculum needs demanded by the introduction of the NSS in 2009/2010.

The second area involves the College planning on a macro-level, for those whole school needs that were not fully addressed in the previous year. Such measures include further projections of manpower planning well after the establishment of the NSS curriculum, and the development of electronic Student Learning Portfolios (SLP) which are an essential part of recording student achievement in Other Learning Experiences (OLE).

At a micro or departmental level, departments must ensure that they continue planning for the introduction of new subjects, modules and SBA within their KLA. Much of this work will relate to staff training needs created by the introduction of these new teaching modules and the development where appropriate, of cross-department curriculum collaboration.

Rationale:

The College needs to ensure that it is as fully prepared for the introduction of the NSS curriculum as far as possible. The College should also be mindful not only of the needs of internal and external stakeholders but also of 'best practices' that exist within Hong Kong's education sector. The changes initiated by the NSS curriculum require planning well beyond the first year of its inauguration.

Background:

In the previous year, the College as part of its Major Concerns initiated planning for the introduction of the NSS curriculum. A number of key areas were developed including, the creation of a 334 advisory team, the surveying of all S1 and S2 students and their parents so as to develop a better idea of future subject choices, the modeling of future timetables to meet curriculum challenges, planning and preparation by academic departments regarding the choice of modules to be taught and establishing key skills that need to be developed.

Expected outcomes:

The College, by implementing a new timetable can make changes if needed before the start of the introduction of the NSS curriculum, creating a smoother transition. The development of longer range manpower planning will make it easier for the College to allocate Human Resources during the 'double cohort' year where both the

old and new curricula are operating at the same time. In this regard, the double cohort year possesses a particular challenge. Longer range manpower planning also enables the College to give teachers a greater sense of security by being more able to inform them as to where they may be deployed in the future. At department level, faculties such as the IH and IS departments will collaborate as a basis for further planning related to the introduction of Liberal Studies.

At a broader level, the College aims at meeting NSS requirements that school and external OLE be both recognized and recorded. This will be achieved by setting up a system to enable the electronic storing of student records for future reference, particularly, to meet future requirements for the awarding of a Diploma of Secondary Education.

Major Concern 2

To further develop a Moral and Civic identity by the creation of whole school values:

The first component was to identify four key values that all staff, students and other stakeholders at the College should model as part of their daily lives. The values chosen by staff represent values that reflect areas of need in a modern society such as our own. The values identified in a survey of staff were as follows:

> **Respect**
> **Responsibility**
> **Perseverance**
> **Appreciation**

The second task is to infuse these four values into all aspects of school life, including lessons.

Rationale:

There are a number of reasons for this approach. Firstly, the misconception may exist that the inculcation of Moral and Civic values is the job of a specific group or team. As a result, via evaluating our past responses to this issue it was felt that a whole school approach would be the most effective at this point in time. Another reason is that the development of whole-school values represents 'best practice' found in Education both within Hong Kong and abroad. The College also finds that in a changing society, it is far easier to apply broader values as a consistent way to develop Moral and Civic thinking as opposed to one specific theme.

Background:

After having successfully developed initiatives that focused upon Moral and Civic values for the past few years, it was felt that this area is not one that can easily solved in one year and is an ongoing concern that links student personal development, school culture and the College's societal responsibilities together.

The College has been successfully able, due to the efforts of a variety of teams, create and deliver programmes that not only meet a wide variety of student needs, though take into account age differences and are appealing at the same time. Such initiatives require a large degree of manpower and organization. It is therefore felt that to fully infuse values and to make them more than just 'presentations', effective communication involves applying them to daily life as often as possible. Hence, this method has a practical component.

The College's annual self-evaluation exercise (SSE) involving teachers, students and parents also highlighted the need for effort to be maintained in this area.

Means:

The development of such values relates to a variety of formal and informal means. At a whole-school level, individual values will be reinforced during morning assemblies, class teacher period and during Friday afternoons. At an informal level, staff are asked to reinforce the chosen values as an incidental component of lessons via their annual plans.

An important part of the development of such values is the modelling of them on a daily basis by all stakeholders whilst at the College. The College believes that words are easily spoken, though to truly educate, we must act by example.

Major Concern 3

To develop measures that encourage developments in Teaching and Learning:

This task will be for the College to develop a range of initiatives that meet various developmental needs of both staff and students as a way of focusing upon both teaching and learning.

Such measures include the creation of new teams to examine areas such as student reading and writing, overall staff development and focus by teachers upon individual classroom skills.

Rationale:

There are two reasons for this approach. Firstly, with the transition towards six years of Senior Education as part of the NSS curriculum imminent, it is important that the College works towards developing key skills required for effective senior level study, in particular, reading and writing.

The second reason is that teaching and learning is a two-sided coin involving two separate, different groups. Therefore if we are to examine the development of student related skills, we also need to look at teacher-centered strategies.

The College's annual self-evaluation exercise (SSE) involving teachers, students and parents also highlighted the need for effort to be maintained in these areas.

Background:

In recent years, we have probably focused more on other aspects of our College's mission and vision such as broad academic and moral and civic concerns. However, as the College has grown, we have found that it is time to also focus upon individual skills that directly relate to our central activity, that is, what happens within classrooms.

In the previous year, cross-departmental lesson observation by colleagues highlighted particular areas of strength that exist as regards the use of effective teaching practices. The aim therefore this year is to focus upon how such teaching strategies can be reflected upon and implemented.

Expected outcomes:

The outcomes of this concern are not short-term in nature though rather more medium to long-term. The reason for this is that this particular concern deals with the development of skills and attitudes. Skills such as reading and writing require encouragement if they are to be developed over time.

The College needs to view teaching and learning and specifically the acquisition of reading and writing skills as being broad goals that are best developed by having a range of specific areas of focus in a particular year. The point here is that 'Rome wasn't built in a day' and that such student centered initiatives should be viewed as progressing from S1 to S3, reflecting different age groups and needs.

Means:

The means to develop a focus upon teaching and learning include a range of whole-school and departmental initiatives.

As regards teaching, our staff development plan will be reviewed with the creation of a better resourced staff development team who will have the brief of developing coherent policies and practices. Staff will be asked to continue with cross-departmental peer lesson observation, though will focus upon the development of particular core skills such as critical thinking, time management, questioning and student self-learning.

Student centered initiatives concern the creation of a writing team comprising of at least one member of each teaching department. The teams' focus will be to examine cross-curricular writing needs, particularly subject specific text types and skills, and how such needs can be developed across the school. To complement writing, a new reading programme will be established. Further to this, the College will aim to encourage enrichment programmes, particularly in untapped areas such as Information Technology and to employ extra staff so as to ensure that core subjects in junior Forms are able to enhance learning via smaller class teaching.

Part 3: Specific Strategies for the School Year 2008-09

Major Concern 1

To continue with measures that prepare for the introduction of the NSS curriculum

Academic Affairs:

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
School Level				
To compile simulations of new school timetables that meet curriculum needs demanded by the introduction of the NSS in 2009/2010.	Oct 08 – Mar 09	New master timetables generated	DP(AA), HoDs, IT Unit, AA Team	
To make manpower planning projections for the next four years starting from 2009/2010	Oct 08 – Mar 09	Teaching load projections for the next 4 years	Principal, DP(AA), HoDs, IT Unit, AA Team	
To develop electronic Student Learning Portfolios (SLP) for recording student achievement in Other Learning Experiences (OLE).	Oct 08 – May 09	All necessary systems ready for input	NSS Advisory Committee, IT Unit, Functional Teams	
Holding Department Days and whole-school activities that will contribute to students' Other Learning Experiences (OLE).	Sep 08 – Jul 09	Variety of programmes; feedback from students	Academic Departments, Functional Teams, Friday Afternoon Team	

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
To appoint an SSE Coordinator to develop the College's response to changes in the school self-evaluation process as mandated by the EDB	Sep 08 – Jul 09	Annual review, input from the EDB	Principal, DP(AA), HoDs, IT Unit, AA Team All staff	Nil

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
English Department				
Introducing Writing Tasks and other activities that will be emphasized more in the NSS Curriculum e.g. Research a topic and write articles for the school newspaper (topics of interest to students) Debates or Project Work, Projects, speeches, articles on world issues and social issues	Sep 08 – Jun 09	Scrutiny of teachers' reports Scrutiny of work samples e.g. speechs, projects, newspaper journals, etc Participation and performance rate	All panel members	As per Department plan
Introduction of Project Work: Discussion forum among students Projects on social and world issues	Sep 08 – Jun 09	Students' survey Participation rate Informal discussions with teachers Project work	All panel members	As per Department plan
Staff development: The purchase of reference books and materials including those relevant to the NSS Curriculum. Collaboration with HKU & HKIEd to develop	Sep 08 – Jun 09	Lesson plans Class observations Scrutiny of assignments Participation rate of	All panel members	As per Department plan

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
the curriculum and learn good practices from other sources Encourage teachers to attend seminars and workshops especially related to the NSS Workshops conducted for the department	Sep 08 – Jun 09	teachers Feedback from Informal discussions with teachers College's CPD records	Department Head	As per the Staff Development budget

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Mathematics Department				
Implementing both individual-based and group-based project work in junior forms	Sep 08 – Jun 09	Scrutiny of project samples Informal discussions with teachers	S1-S3 teachers	As per Department plan
Organise sharing sessions so as to provide training to teachers relating to marking criteria and the formatting of proper written work in Mathematics	Sep 08 – Jun 09	Scrutiny of teachers' reports	All panel members	As per Department plan
Integrating open-ended questions in class teaching	Sep 08 – Jun 09	Observation of students' performance	All panel members	As per Department plan
Holding professional workshops on the NSS curriculum for teachers	Sep 08 – Jun 09	Participation rate of teachers	Senior form teachers	As per Department plan

在語文及歷史課程中，加入新高中課程發展元素				
初中及高中課程統整 • 初中實用語境寫作課程統整 • 指定書目及網上閱讀計劃 • 新高中課程設計與試行	Sep 08 – Jun 09	檢視教學進度表 學生的學習表現 教師觀察及滙報	SW Cheng & MY Chui & YF Mok	As per Department plan
新高中課程發展及試行	Oct 08 – May 09	教師觀察及匯報 學生評估表現	WM Wong,	As per Department plan

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Science and ICT Department				
To make further projections related to manpower planning and development of materials for NSS curricula	Oct 08 – May 09	Evaluation forms are designed, discussed and filled in	All panel members	As per Department plan
To make changes to S3 IS so as to better prepare students for the NSS Science curriculum. Specifically; create separate components for Physics, Chemistry and Biology within S3, taught by experienced teachers.	Oct 08 – May 09	Department evaluation	Science Department, Principal, DP (AA)	As per Department plan
Encourage teachers to attend professional development programs related to the NSS organized by the EDB or other institutions	Sep 08 – Jun 09	CPD hours of teachers in NSS related courses	All panel members	As per Department plan

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Integrated Science				
To prepare students for Liberal Studies, e.g. to develop critical thinking skills, project skills and self-learning skills through classroom learning/teaching and project work	Sep 08 – Jun 09	Evaluation and follow-up from both department meetings and bi-weekly meetings	All panel members	As per Department plan
Include more discussions/reflections on current science-based issues in classroom teaching	Sep 08 – Jun 09	Students' performance in project work and feedback	All panel members	As per Department plan
Encourage teachers to attend professional development programs related to the NSS to be organized by the EDB or other institutions	Sep 08 – Jan 09	CPD records	All panel members	As per Department plan

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Senior Social Science Department				
Tryouts for New Modules and SBA for Liberal Studies. Themes within NSS LS will be included in S1-S3 IH to let students familiarize themselves with content and skills required later.	Sep 08 – Jun 09	For the IH scheme of work to follow the plan as directed	HoD (IH)	As per Department plan

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Some SBA tasks required in the NSS Curriculum will be selected and included in Continuous Assessment. Some assessment practices, such as oral presentations, case studies, projects, activity reports, news commentaries, etc. will be assigned to students.	Sep 08 – Jun 09	Scheme of work / Lesson observation /Homework Inspection	All panel members	As per Department plan
Providing the opportunity for Commerce and Principles of Accounts teachers to collaborate so that they can accumulate experience for the new NSS elective subject, BAFS.	Sep 08 – Jun 09	Scheme of work / Lesson observation /Homework Inspection	Commerce and PA Teachers	As per Department plan
Teachers who will teach LS and associated elective subjects introduced as part of the NSS will continue to attend courses to enrich knowledge in the subject curriculum and SBA. They are also encouraged to adopt new strategies in teaching.	Sep 08 – Jun 09	CPD records	All panel members	As per Department plan
Teachers of Principles of Accounts, Commerce/ Business Studies, Economics will collaborate with each other in S4 and S6 to organize learning activities, such as guest lectures or visits.	Sep 08 – Jun 09	Department interim report and annual report	All panel members	As per Department plan

Integrated Humanities Department				
Students are to learn more about different topics related to Liberal Studies from newspapers. Chinese students are required to order the Liberal Studies pages produced by the HKET. Non-Chinese students are required to order The Student Standard.	Sep 08 – Jun 09	Scrutiny of homework samples e.g. journal writing	All panel members	As per Department plan
A project report on a social issue will be required. Oral presentation, set questionnaire, peer assessment, self evaluation, setting a proposal etc. will be adopted as a teaching strategy.	Oct 08 – Jun 09	Students' survey. Informal discussions with teachers. Scrutiny of homework sample.	All panel members	As per Department plan
Collaboration with the IS and Chinese History and Culture departments Review of the existing curriculum between different departments in order to avoid redundancy	Sep 08 – Jun 09	Department interim report and annual report	HoD	As per Department plan

Student Affairs:

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
To develop student's learning portfolios	Mar 09, Jul 09	Inspection 2 times per year	CSS Team CG Team ECA Team G&C Team	

Major Concern 2

To further develop a Moral and Civic identity by the creation of whole school values

Academic Affairs:

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Students serving as helpers in activities during department weeks and special school events	Sep 08 – Jul 09	Students participation rate	All teachers	As per Department plan
Exhibition of good homework samples and project work during special school events	Sep 08 – Jul 09	Feedback from students	All teachers	As per Department plan
Discussing news reports, newspaper articles and documentaries with students during teaching periods in order to train students to be responsible citizens.	Sep 08 – Jun 09	Feedback from teachers and students	All teachers	As per Department plan
Using current events and social issues as learning materials to set assignments or projects as a means to emphasize the four core values for this year.	Sep 08 – Jun 09	Feedback from teachers and students	All teachers	As per Department plan

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Identify where the 4 key moral and civic values (Respect, Responsibility, Perseverance and Appreciation) can be emphasized in the syllabus.	Sep 08 – Jun 09	Meeting notes	HoD; Form Coordinators	As per Department plan

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Include and emphasize the 4 key values in the learning and teaching of science	Sep 08 – Jun 09	Biweekly meeting notes Teachers' bimonthly reports Scrutiny of homework sample	HoD; Form Coordinators; All Science Teachers	As per Department plan
Infuse positive values and attitudes in daily lessons. These planned moral and civic values elements will be included in schemes of work	Sep 08 – Jun 09	Scheme of work / Lesson observation	All Teachers	As per Department plan
Designing learning activities and collaborating with the G&C Team to promote the four key values	Sep 08 – Jul 09	Department interim report and annual report	HoD	As per Department plan

Student Affairs:

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
To deliver Personal development programmes • PDP via the Friday Afternoon period • S1 P.A.T.H.S • Bulletin Board competitions • Articles concerning students' reflections • Friday Morning Assemblies to convey messages	Sep08 – Jul 09	Participation rate Observation of students' performance Students' feedback and comment in annual evaluation survey	G&C Team FMAT Team	Campus TV
To organize an orientation program / challenge camp and leadership training program • S1, S6 orientation program • S1 discipline training camp • S4 Challenge camp • ECA, DC leadership training program	Aug 08 – Oct 08 Apr 09 – May 09	Student Survey Report	G&C Team ECA Team DC Team	Cooperate with external agencies
To promote Community Service learning • Classed- based voluntary services –e.g. Educative day camps and flag selling • Form-based voluntary services during • Friday Afternoon • Voluntary services for whole school, e.g. Weeding /tree planting, Charity walkathon, Elderly homes visiting, Environmental work, etc.	Sep 08 – Jul 09	Student Survey Scrutiny of teachers' report Observation of students' performance Team interim report and annual report	CSS Team	Campus TV Board PTA Award

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
• Summer Community Service scheme for S5 students • Issuing of Outstanding CSS Award • Community service tour • Fund raising activities			CSS Team	
To conduct Careers programmes • Careers week • Careers talks and visits • Careers exhibition • Counselling service on careers and • Academic choices • Summer internship	Oct 08 – Dec 08 Mar 09 – May 09	Interim report and annual report	CG Team	
To provide Personal Counselling services • EIS • Peer counselling scheme • Careers consultation stations • School counsellor • School social worker • Financial assistance scheme	Aug 08 – Jul 09	Students' survey Participation rate Informal discussions with teachers	EIS Committee G&C Team SD Team	
To conduct Preventive programmes • Class teachers /conduct meeting • Individual monthly reward and sanction report to parent • Prefect team / House leaders • Service / ECA / leadership awards L	Sep 08 – Jul 09	Meeting notes Self-evaluation reports Interim report and annual report	DC Team	

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
To provide students with a diverse range of ECA and encourage the participation in inter-school competitions • ECA varieties • Picnic day • Variety show • Lunch time program • Inter-House activities and competitions • Post examination activities • Drama show • Singing contest • Inter-school competition • School teams, outstanding leader selection	Sep 08 – Jul 09	Participation rate of students Interim report and annual report	ECA Team	

Major Concern 3

To develop measures that encourage developments in Teaching and Learning

Academic Affairs:

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Peer Lesson Observation: Teachers in the department will be encouraged to observe lessons of their peers and team-teach to facilitate learning and sharing of best practices.	Sep 08 – Jun 09	Lesson observation records	All teachers	As per Department plan
Data collection will be carried out for the purpose of self-evaluation of teaching: Teachers' meetings; Student work; Teachers' report; Student survey; Student interview; Lesson observations	Sep 08 – Jun 09	Meeting notes; Self-evaluation reports; Department interim report and annual report	All teachers	As per Department plan
To carry out self-evaluation in teaching	Sep 08 – Jun 09	Department meeting minutes; Teachers' survey	HoDs	As per Department plan
To focus on particular core teaching and learning skills such as critical thinking, time management, questioning and student self-learning	Sep 08 – Jun 09	Teacher Feedback	All teachers	As per Department plan

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Working with the functional teams, such as the Writing Team to develop students' subject-specific reading and writing skills	Sep 08 – Jun 09	Department interim report and annual report	HoDs	As per Department plan
Continue to conduct cross-department / intra-department lesson observation and to develop core skills such as critical thinking, time management, questioning and student self-learning	Sep 08 – Jun 09	Lesson plan/ Class observations Informal discussions with teachers	All teachers	As per Department plan
To develop a new lesson observation form to emphasize the core skills such as critical thinking, time management, questioning and student self-learning	Sep 08 – Jun 09	Evaluation and follow-up from	All teachers	As per Department plan
Conducting sharing sessions among department members on teaching strategies, public examination marking criteria, etc.	Sep 08 – Jun 09	Participation rate of teachers Department interim report and annual report	All teachers	As per Department plan

Whole School:

Programmes and Contents	Timescale	Methods of evaluation	People responsible	Resources required
Creating a Functional Team concerned with focusing upon writing skills within the College	Sep 08 – Jun 09	Surveys	Principal Writing Team All teachers	As per Team plan
Creating new initiatives to encourage greater discourse between staff and students about reading	Sep 08 – Jun 09	Surveys Self-evaluation reports	Reading Coordinator	As per plan
To develop an enhanced staff development team and to develop clear policies and procedures	Sep 08 – Jun 09	Teachers' survey via the SSE	Staff Development Team	As per Team's plan
To develop enrichment programmes that meet the academic needs of students.	Sep 08 – Jun 09	Student and teacher Feedback	AA Team DP (AA)	As per Team plan