

**Cheung Chuk Shan College**  
**Annual School Plan (2024 – 2025)**

23 Aug 2024

Major Concern 1: Elevating the academic performance of students

Feedback and follow-up actions from the previous school year:

- The scope for the external professional development activities teachers are encouraged to enrol in can be refined so that it will match better with the elements that can heighten their teaching effectiveness.
- How certain tasks should be implemented should be further clarified to ensure they are carried out properly and can bring about the expected impact.
- Though the tasks benefit the learning of students, their workload can be reviewed whereas better coordination among subject panels is desirable to ensure students will not be overloaded.
- There should be better gathering of evidence illustrating the performance of students.
- The self-evaluation tools offered by the EDB can be utilized as an evaluation method in view of the useful data procured.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<i>Target 1: To improve the teaching effectiveness of teachers</i>					
i. Carrying out collaborative lesson planning for teaching at least 2 S3 lessons effectively	Whole year	<ul style="list-style-type: none"> <li>◆ S3 teachers of the subjects involved finding the lesson designs can help students learn better in class</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lesson observation</li> <li>◆ Performance of students in class</li> </ul>	<ul style="list-style-type: none"> <li>◆ Vice Principal (Learning and Teaching)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Guidelines for collaborative lesson planning</li> </ul>
ii. Holding at least 3 level meetings (at least 1 each school term) for S3 selected subjects for discussing issues related to learning and teaching		<ul style="list-style-type: none"> <li>◆ S3 teachers of the subjects involved considering the issues discussed during level meetings conducive to greater teaching effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher survey (All teachers)</li> <li>◆ Reporting at panel meetings of subjects concerned</li> </ul>	<ul style="list-style-type: none"> <li>◆ Heads of academic panels concerned</li> <li>◆ Level coordinators concerned</li> <li>◆ Teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>◆ Survey form</li> </ul>
iii. Sharing during panel meetings the implementation experience		<ul style="list-style-type: none"> <li>◆ Teachers involved finding the sharing sessions helpful in enhancing their teaching effectiveness</li> </ul>			

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>of ‘Little Teacher’ tasks promoting gifted education by developing high order thinking / creativity of S4 and S5 students involved</p> <p>iv. Taking part in at least 1 external professional development activity related to:</p> <ul style="list-style-type: none"> <li>- use of IT tools in teaching;</li> <li>- design of tasks promoting high order thinking / creativity;</li> <li>- holding of cross-curriculum learning activities; or</li> <li>- promotion of active learning</li> </ul>		<ul style="list-style-type: none"> <li>◆ At least 50% of teachers adopting the ideas gathered from the professional development activities finding their teaching effectiveness has improved subsequently</li> </ul>			
<i>Target 2: To enhance the learning competence of students</i>					
<p>i. Arranging Language-across-the-Curriculum (LAC) activities to strengthen selected language skills of S1 students</p> <p>ii. Developing note-making (use of tables and graphic</p>	Whole year	<ul style="list-style-type: none"> <li>◆ At least 75% of students mastering the skills taught</li> <li>◆ The streaming arrangements have enhanced the English competence of students</li> <li>◆ At least 75% of students assigned the “Little Teacher’ tasks completing them well</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers’ observation</li> <li>◆ Performance of students in relevant tasks and assignments</li> <li>◆ Quality of students’ works</li> </ul>	<ul style="list-style-type: none"> <li>◆ Vice Principal (Cross Curriculum Learning)</li> <li>◆ Curriculum Coordinator</li> <li>◆ Vice Principal (Learning and Teaching)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Guidelines for “Little Teacher” tasks</li> <li>◆ Assessment criteria for learning attitude Survey form</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
organizers) and presentation skills of S1 students		<ul style="list-style-type: none"> <li>◆ At least 25% of students in each class attempting bonus questions with their exam scores elevated</li> <li>◆ At least 25% of students in each class attempting those additional tasks finishing those tasks satisfactorily</li> </ul>	<ul style="list-style-type: none"> <li>◆ Assessment results of students in English Language</li> <li>◆ Exam scores of students in subjects with bonus questions</li> <li>◆ Stakeholder questionnaire</li> <li>◆ Reporting at panel meetings of subjects concerned</li> </ul>	<ul style="list-style-type: none"> <li>◆ Heads of subject panels concerned</li> <li>◆ Teachers concerned</li> </ul>	
iii. Reinforcing note-making (use of tables and graphic organizers) and presentation skills of S2 students					
iv. Improving the English language skills of S1 and S2 students by streaming students of each during English lessons with teaching strategies, learning materials and class-based assessment questions suiting their standards					
v. Assigning at least once a school term ‘Little Teacher’ tasks promoting gifted education by developing high order thinking / creativity of S4 and S5 students involved					
vi. Setting bonus questions carrying at most 10% of	1 <sup>st</sup> term & 2 <sup>nd</sup> term				

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
the full score in S1 and S2 exams and giving extra tasks for S3 – S5 bright students at least once a school term					
<i>Target 3: To reinforce the habit of active learning of students</i>					
i. Preparing at least 3 compulsory pre-or post-lesson tasks / e-assessments with individual feedback for S1 – S5 students	Whole year	<ul style="list-style-type: none"> <li>◆ At least 90% of students completing the tasks / assessments prepared for them</li> <li>◆ At least 75% of students scoring 11 out of 15 marks for their learning attitude</li> <li>◆ At least 75% of students jotting down useful ideas given by their teachers in class</li> </ul>	<ul style="list-style-type: none"> <li>◆ Completion records of tasks / assessments</li> <li>◆ Scores of learning attitude</li> <li>◆ Teacher survey (All teachers)</li> <li>◆ Stakeholder questionnaire</li> <li>◆ Reporting at panel meetings of subjects concerned</li> </ul>	<ul style="list-style-type: none"> <li>◆ Vice Principal (Learning and Teaching)</li> <li>◆ Heads of subject panels concerned</li> <li>◆ Teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>◆ Survey form</li> <li>◆ Stakeholder questionnaire</li> </ul>
ii. Assessing the learning attitude of S1 – S5 students using a new set of assessment criteria					
iii. Requesting students to take notes in class					

## Major Concern 2: Nurturing positive values and life skills of students

Feedback and follow-up actions from the previous school year

- How certain tasks should be implemented should be further clarified to ensure they are carried out properly and can bring about the expected impact
- Some measures introduced before should be fine-tuned to ensure a proper focus.
- The awarding mechanism for the Responsible Student Award Scheme can be reviewed to keep the interest of junior-level students in the scheme.
- There should be better gathering of evidence illustrating the performance of students.
- The self-evaluation tools offered by the EDB can be utilized as an evaluation method in view of the useful data procured.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<i>Target 1: To facilitate the development of a sense of responsibility, commitment and perseverance</i>					
i. Arranging S1 and S2 students to set goals to develop the values, select strategies to realize the goals and evaluate the success of the effort made	Whole year	<ul style="list-style-type: none"> <li>◆ At least 50% of students seriously making planning as well as interim and year-end evaluations of the success of the efforts made</li> <li>◆ Number of appreciations and merits (related to responsible behaviour) in eDiscipline 10% higher than that in the previous year</li> <li>◆ At least 50% of participants showing perseverance in the face of difficulties or setbacks</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students' products</li> <li>◆ Observation of Form-teachers (FTs) and Assistant Form-teachers (AFTs) concerned</li> <li>◆ Teacher survey (FTs &amp; AFTs)</li> <li>◆ Records in eDiscipline</li> <li>◆ Reporting at meetings of committees concerned</li> </ul>	<ul style="list-style-type: none"> <li>◆ Moral &amp; Civic Education Committee</li> <li>◆ Discipline Board</li> <li>◆ Student Support Team</li> <li>◆ FTs and AFTs concerned</li> </ul>	<ul style="list-style-type: none"> <li>◆ Guidelines for goal setting and evaluation #</li> <li>◆ Awards for students</li> <li>◆ Survey form</li> </ul>
ii. Implementing the Responsible Student Award Scheme					
iii. Organizing a coaching program for target students to strengthen their perseverance					
<i>Target 2: To enhance the sense of belonging of students</i>					
i. Providing more support	Whole	◆ At least 75% of FTs and AFTs	◆ Teachers'	◆ Life-wide	◆ Resources for

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
and resources to Form- teachers in holding class building activities	year	<ul style="list-style-type: none"> <li>holding that the sense of belonging of students to their classes and class unity have increased</li> <li>◆ At least 75% of teachers in charge of extra-curricular activities concerned holding that the sense of belonging of students to the school is raised</li> </ul>	<ul style="list-style-type: none"> <li>observation</li> <li>◆ Performance of students in activities of their classes and extra-curricular activities concerned</li> <li>◆ Activity surveys</li> <li>◆ Teacher surveys (FTs &amp; AFTs)</li> <li>◆ Stakeholder questionnaire</li> <li>◆ Reporting at meetings of committees concerned</li> </ul>	<ul style="list-style-type: none"> <li>Learning Coordination Committee</li> <li>◆ Moral &amp; Civic Education Committee</li> <li>◆ FTs and AFTs</li> <li>◆ Advisory Board of the Students' Association</li> <li>◆ Teachers in charge of extra-curricular activities concerned</li> </ul>	<ul style="list-style-type: none"> <li>holding class building activities</li> <li>◆ Life-wide Learning Grant</li> <li>◆ School &amp; class grant</li> <li>◆ Survey form</li> </ul>
ii. Strengthening the role of the class club in enhancing class unity					
iii. Holding additional extra-curricular activities (S1 Activity Days, small-scale activities during lunch time and other activities)					
iv. Offering more chances for students to express their views to the school					

*Target 3: To increase the sense of identity of students as a citizen on the national and global levels*

i. Organizing and coordinating activities to develop the awareness of environmental protection among students	Whole year	<ul style="list-style-type: none"> <li>◆ The activities helping participants to understand the importance of environmental protection</li> <li>◆ The activities raising the global awareness of participants</li> <li>◆ The activities enhancing the national identity of</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers' observation</li> <li>◆ Performance of students taking part in activities concerned</li> <li>◆ Activity surveys</li> <li>◆ APASO results</li> <li>◆ Reporting at</li> </ul>	<ul style="list-style-type: none"> <li>◆ Moral &amp; Civic Education Committee</li> <li>◆ Global Learning Committee</li> <li>◆ Service Learning Committee</li> <li>◆ Geography and Conservancy</li> </ul>	<ul style="list-style-type: none"> <li>◆ Life-wide Learning Grant</li> <li>◆ CCSC Alumni Foundation Fund</li> <li>◆ Survey form</li> </ul>
ii. Enhancing students' national identity and global awareness by offering more activities					

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
like overseas exchange tours and service programmes		participants	meetings of committees concerned	Society	
<i>Target 4: To foster the leadership, interpersonal skills and time management of students</i>					
i. Providing life skills training to S1 and S2 students	1 <sup>st</sup> term	<ul style="list-style-type: none"> <li>At least 75% of FTs and AFTs of those participants thinking that the activities organized have improved their interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Performance of members of student bodies in discharging their duties and organizing activities</li> </ul>	<ul style="list-style-type: none"> <li>Life-wide Learning Coordination Committee</li> <li>Pupil Guidance Team</li> <li>Advisory Team of the Students' Association</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines for students organizing activities</li> <li>Survey forms</li> </ul>
ii. Providing more training and coaching to members of student bodies to facilitate the discharge of their duties	Whole year	<ul style="list-style-type: none"> <li>At least 75% of teacher supervisors concerned finding students involved have done well the work requiring the selected life skills</li> </ul>	<ul style="list-style-type: none"> <li>Teacher surveys (FTs and AFTs as well as teacher supervisors)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher supervisors concerned</li> </ul>	
iii. Providing guidelines and support to student bodies running small-scale activities for students during lunch time		<ul style="list-style-type: none"> <li>At least 50% of members of the Students' Association Advisory Team finding students concerned have done well the work requiring selected life skills</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>FTs and AFTs concerned</li> </ul>	
iv. Enhancing the role of the Students' Association in organizing activities for students		<ul style="list-style-type: none"> <li>Reporting at meetings of committees concerned</li> </ul>			