

## Annual School Plan 2018 - 2019

Emphases: Helping students develop interests and be engaged in meaningful learning

**Theme: Active engagement in our school life – Proactive learning for a new future**

Major Concern	Major Strategies	Major Tasks	Persons / Dept in-charge	Targets	Evaluation
Students' engagement in learning	1. Maintaining an inviting atmosphere	<ul style="list-style-type: none"> <li>➤ Upholding Christian love and values of every individual in God's eyes (through regular practices and thematic activities (Evangelistic Week, morning assemblies, Text-of-the-Cycle, etc.)</li> <li>➤ Recognizing individual differences, diverse talents, and diverse achievements</li> <li>➤ Strengthening teacher-student and student-student relationships</li> </ul>	SE, ACA, PSA, CE, E/RE, all teachers	1. 70% students agree to inviting atmosphere	<ol style="list-style-type: none"> <li>1. EDB stake-holder surveys at year end</li> <li>2. School-based Questionnaire Survey</li> <li>3. Statistical data on extensive reading</li> <li>4. Lesson observations and analyses</li> </ol>
	2. Building strong connection between learning and real-life experiences	<ul style="list-style-type: none"> <li>➤ Adopting authentic topics and learning materials</li> <li>➤ Helping students to explore global resources through e-learning</li> <li>➤ Designing exercises and homework related to real-life scenarios</li> <li>➤ Helping students in applying acquired knowledge / skills to solving real-life problems</li> </ul>	ACA, Subject panels, all teachers	2. 70% students express confidence in linguistic competence in learning, academic achievement	
	3. Helping students continually involved in meaningful learning activities	<ul style="list-style-type: none"> <li>➤ Involving students in meaningful pre-lesson learning activities</li> <li>➤ Designing hands-on learning experiences in lessons or after lessons</li> <li>➤ Designing meaningful applications of acquired knowledge or skills</li> </ul>	ACA, subject panels, all teachers	3. 60% of lessons observed incorporate authentic materials, hands on activities, problem-solving activities or challenging tasks, strategies to cater for learners' diversity	
	4. Developing students' ability in higher-order learning	<ul style="list-style-type: none"> <li>➤ Designing lessons that involve higher-order thinking or higher-order learning activities, like analyses, comparisons, applications, etc.</li> <li>➤ Designing / including exercises or homework which involve higher-order learning</li> </ul>	ACA, subject panels, all teachers		
	5. Strengthening students' linguistic competences through reading extensively and intensively	<ul style="list-style-type: none"> <li>➤ Strengthening students' interests, participations in activities, and the use of English, Chinese &amp; PTH</li> <li>➤ Strengthening students' linguistic skills in various subjects through pedagogical designs (especially in EMI subjects)</li> <li>➤ Encouraging reading across curriculum</li> <li>➤ Promoting extensive reading in English and Chinese</li> <li>➤ Arrangement reading award schemes and activities</li> <li>➤ Arranging book sharing of students, teachers, alumni...</li> </ul>	ACA, PSA, RTL, ITE, ENG, EMI, CHI, STEAM, subject panels, all teachers		
	6. Professional development of teachers	<ul style="list-style-type: none"> <li>➤ Briefing, and trainings on "students' engagement in learning"</li> <li>➤ Professional sharing on pedagogy and lesson design</li> <li>➤ Collaborative lesson preparation</li> <li>➤ Professional trainings on catering for learners' diversity</li> </ul>	Principal, PD, Subject Panels, all teachers	4. Compliance with expected SEN training %	