

Ying Wa Girls' School
Annual School Plan (2017-2018)

Major Concern 1: **To nurture self-motivated learners**

Objectives	Strategies / Programmes	Success Criteria	Method of Evaluation
<ul style="list-style-type: none"> ● To review and design school-based curriculum 	<ul style="list-style-type: none"> ● Review and restructure timetable if necessary <ul style="list-style-type: none"> ○ Study the present timetable and compare with the newly suggested time allocation provided by EDB ● Promote STEM Education <ul style="list-style-type: none"> ○ Junior Form curriculum revised to introduce STEM element ○ Try out ideas and activities for STEM education ○ SEED Project with HKU ● Strengthen VALUES Education 	<ul style="list-style-type: none"> ● Junior Form curriculum revised ● School timetable reviewed with reference to EDB's suggestions ● STEM activities and competitions conducted by the different subject departments under science KLA in a school year ● More student participation in STEM activities and competitions ● Collaborative meetings held between Academic Groups and Student Support Groups in designing curriculum ● More OLE timeslots allocated for VALUES education 	<ul style="list-style-type: none"> ● Teachers' feedback ● Meeting Minutes ● Observation ● Record of numbers of STEM related activities and competitions participated by students ● Questionnaire
<ul style="list-style-type: none"> ● To continue efforts in helping students with diverse abilities and needs 	<ul style="list-style-type: none"> ● Deepen and Sustain Core subjects <ul style="list-style-type: none"> ○ Split two S1 and S2 LAT classes to cater for students' diverse abilities ○ Conduct English tutorial class for S1 students with learning difficulties. ○ Conduct Mathematics tutorial classes for S1 and S2 students with learning difficulties to help them build up a more solid foundation 	<ul style="list-style-type: none"> ● More students competent in the study of LAT ● After-school tutorial classes held ● Students' feedback and satisfaction with programmes ● Students' competence to follow the mainstream syllabus ● More LS modules taught to help students to integrate knowledge and have more in-depth discussion 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Observation of students' performance in lessons and assessments

	<ul style="list-style-type: none"> ○ Provide remedial classes to non-Chinese speaking students to help them build up a more solid Chinese foundation ○ Conduct Chinese tutorial class for S5 students with learning difficulties to help them better prepare for HKDSE examination ○ More integrated approach in teaching of LS ● Hire alumnae as part-time tutors to help students in non-core subjects ● A holistic approach to support SEN and NCS students 	<ul style="list-style-type: none"> ● More information on school's expectations on core subjects and academic standard provided ● Alumnae hired to help students in non-core subjects ● Awareness on social issues raised through morning assemblies ● Manpower increased to provide holistic support for SEN and NCS students 	
<ul style="list-style-type: none"> ● To stretch students' potential and recognize students' effort and achievement 	<ul style="list-style-type: none"> ● Facilitate more interaction in classrooms ● Encourage reading and writing by publishing fine written works of students ● Extend debate training to S1-S3 students ● Provide more public speaking chances for students ● Arrange enrichment opportunities for gifted and talented students ● Sharing of success stories by alumnae 	<ul style="list-style-type: none"> ● More student motivation in learning ● Publication of students' good written work ● Debate training held for junior form students ● Public speaking training provided and contest held ● More student participation in enrichment programmes and competitions ● Alumnae invited to share with students 	<ul style="list-style-type: none"> ● Scrutiny of records ● Teacher observation ● Students' performance
<ul style="list-style-type: none"> ● To unleash the learning capability of students with the help of information technology 	<ul style="list-style-type: none"> ● Use of e-class and other e-resources as platforms to nurture self-motivated learners ● Use of mobile devices and other e-resources to facilitate interactive learning environment ● Promote e-reading 	<ul style="list-style-type: none"> ● Wider use of mobile devices for interactive learning and teaching ● Students' successful completion of given tasks via e-platform ● Student trial on e-reading using Kindle 	<ul style="list-style-type: none"> ● Students' performance and progress made ● Feedback from teachers and students ● Student borrowing record of Kindle

<ul style="list-style-type: none"> • To foster on-going professional development for teachers 	<ul style="list-style-type: none"> • Teachers with new teaching strategies to nurture and motivate students • Collaboration among teachers to share good practices on teaching pedagogies, assessment tools and policy • Learn from good practices of other schools 	<ul style="list-style-type: none"> • Teaching strategies focusing on student-centered learning tried • Sharing sessions on good practices held • Visits to other schools arranged • Lessons of all teachers observed by SMT in 3 years and post-lesson discussions held 	<ul style="list-style-type: none"> • Observation • Discussion • Scrutiny of records
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Major concern 2: **To enable students to be better connected to themselves & their community, be true and be strong**

Objectives	Strategies / programmes	Success Criteria	Method of evaluation
To create SPACE for student development at committee / school level 1. Less for more 2. Better understanding 3. More collaboration	1. Committee level : Plan for voluntary trimming 2. Life Education Committee: Across committees: stock-checking & dialogue before annual planning 3. School level: discuss & implement measures to enhance effectiveness and efficiency	<ul style="list-style-type: none"> • Space created • More attempts of collaboration • Clear overall picture of the values education in YW 	<ul style="list-style-type: none"> • Teachers' feedback
To revisit and revise the HOLISTIC & SCHOOL-BASED Values Education	Stock checking and dialogue across committees		
To cultivate 2 values/qualities in students: (a) RESPECT & THANKFULNESS 1. I don't take things for granted 2. I am thankful in good and bad times 3. I express my thankfulness 4. I care about others; I am empathetic 5. I put thankfulness into action	Capitalize the educational opportunity in moving back 1. Assemblies/website/AA & PTA Newsletter 2. Farewell and Thanksgiving Activities 3. Run for Ying Wa (Joint-project with YWC) 4. Writing of thank you letters (by SA)	<ul style="list-style-type: none"> • Actions/plans in turning thankfulness into actions • More collaboration with class/year teachers 	<ul style="list-style-type: none"> • Students' participation • Teachers' feedback • Direct observation

<p>(b) MANAGING EMOTIONS</p> <ol style="list-style-type: none"> 1. Be aware of how we express our emotions 2. Manage emotions like anger 3. Seek help from others 	<p>Guidance Committee, Staff Development Committee, PTA: QEF-Project – “Share Respect for Life · Walk Together in Adversity”</p> <ol style="list-style-type: none"> 1. Early diagnosis of behavioural/emotional issues at targeted forms 2. Joint hands with NGOs and professionals <ol style="list-style-type: none"> a. Parents/staff empowerment b. Peer Support System c. Education & Publicity 	<ul style="list-style-type: none"> • Better monitoring of identified cases • Setting up of support mechanism in follow-up cases • Educational programmes for teachers and parents 	<ul style="list-style-type: none"> • Feedback from participants • Feedback from class teachers / subject teachers • Feedback from parents • Suggestions by the professional support team
<p>To nurture students’ sense of identity</p> <ol style="list-style-type: none"> 1. To encourage students to plan for their future 2. To cultivate a sense of citizenship 3. To foster a sense of global identity 	<p>Careers Committee: Life planning programme for junior forms and careers guidance for senior forms Civic Education Committee & Global Exposure Committee:</p> <ol style="list-style-type: none"> 1. Global Awareness Week 2. Local hosting programmes 3. Workshop for senior forms 4. Overseas Immersion programmes 	<ul style="list-style-type: none"> • More exploration of personal development & identity 	<ul style="list-style-type: none"> • Students’ participation and their feedback • Direct observation • Feedback from teachers

Major Concern 3: **To ensure a smooth return to our Robinson Road Campus**

Objectives	Suggested strategies/programmes	Success Criteria	Method of evaluation
<p>1. To ensure a smooth moving of hardware and furniture back to the Robinson Road Campus</p>	<ul style="list-style-type: none"> • Careful Planning and Execution by Core Team overseeing <ul style="list-style-type: none"> ○ Administration and School Operation ○ Moving Back ○ Farewell Week, Farewell activities, Campus Opening ○ Farewell Service ○ Promotion & Site Decoration ○ Photography & Recording 	<ul style="list-style-type: none"> • Events held according to schedule • Smooth collaboration and division of manpower 	<ul style="list-style-type: none"> • Discussion with teachers • Feedback from stakeholders
	<ul style="list-style-type: none"> • Fund-raising initiatives for self-funded facilities • Monitoring by Building Sub-committee • Tendering and Quotation of F&E, IT, AV, PA, Telephone & Security Systems 	<ul style="list-style-type: none"> • Activities supported by parents and alumnae • Tendering and Quotation finished on time 	<ul style="list-style-type: none"> • Funds raised • Records of various committees
<p>2. To monitor the building work to correct defects in the new campus after moving in</p>	<ul style="list-style-type: none"> • Liaise with Consultants and Contractors to carry out defect repair work • Submit Major Repair/Emergency Repair work when necessary 	<ul style="list-style-type: none"> • Defects corrected 	<ul style="list-style-type: none"> • Observation and discussion with teachers