

Ying Wa Girls' School
Annual School Plan (2020-2021)

Major Concern 1: To nurture self-motivated learners

Objectives	Strategies / Programmes	Success Criteria	Method of Evaluation
To review and design school-based curriculum	Refinement of STEM Curriculum <ul style="list-style-type: none"> • Implement co-teaching in STEM lessons so as to give better care for individual students • Encourage and train students to join STEM related activities and competitions • Refine the STEM curriculum based on the experience in the past few years • Observe STEM lessons and by SMT Lesson observation by SMT <ul style="list-style-type: none"> • Engage in professional dialogue with fellow teachers Continuation of the 3-year cycle to implement Basic Law Education	<ul style="list-style-type: none"> • More students participated in STEM activities and competitions • More coherent and effective STEM curriculum • QEF applied to create Maker Space • Lessons of all teachers observed by SMT in the 4-year cycle and post-lesson discussion held • Students will receive about 90 hours of Basic Law Education through formal curriculum in different subjects and extra-curricular activities. 	<ul style="list-style-type: none"> • Teacher and student comments and reflections on implementation of STEM Education • Number of STEM related activities and competitions participated by students • Record of numbers of lessons observed by SMT • Discussion • Meeting Minutes

<p>To continue efforts in helping students with diverse abilities and needs</p>	<ul style="list-style-type: none"> • Continue to conduct tutorial classes and remedial classes in 3 core subjects • Provide a holistic support for SEN, NCS and academically weak students. • Get an early diagnosis and intervention to students in need • Provide note processing workshops to S1 students • Set up Task Group on the evaluation of eLearning • Provide support to students' online learning 	<ul style="list-style-type: none"> • Students became competent in the 3 core subjects • SENCO helped in the Learner Diversity Team and assisted in planning, coordinating and implementing the Whole School Approach to help SEN and NCS students • S1 students understood their own learning styles so as to prepare them for more effective learning • Improved strategies in eLearning • Students supported by Video demonstration, Printed guidelines • Extra tutors recruited 	<ul style="list-style-type: none"> • Feedback from teachers and students • Observation of students performance in lessons and assessments • Evaluation in Learner Diversity Team
<p>To unleash the learning capability of student with the help of new technology</p>	<ul style="list-style-type: none"> • Use of new teaching strategies, technologies and other e-resources to motivate and nurture self-motivated learners • School to purchase and lend iPads for individual teacher's use in preparing lesson materials so as to promote e-teaching and e-learning • To lend hardware to needed students for online learning at home 	<ul style="list-style-type: none"> • More interactive strategies used in lessons • New technologies explored and used, such as 3D-printing, VR technology and different eLearning platforms • iPads to be purchased in a 2-year cycle (2019-2021) • Needed students supported with necessary hardware 	<ul style="list-style-type: none"> • Number of teachers trying new technologies in lessons • Teachers' and students' feedback from department minutes
<p>To foster on-going professional development for teachers</p>	<ul style="list-style-type: none"> • Collaboration among teachers and among departments/committees to share good practices on teaching pedagogies, assessment tools and policies • Provide training workshops to teachers on the use of different eLearning platforms 	<ul style="list-style-type: none"> • Sharing sessions on good practices held • Training workshops held 	<ul style="list-style-type: none"> • Observation • Discussion • Scrutiny of records

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
<p>To create SPACE for student development at committee / school level</p> <ol style="list-style-type: none"> 1. Less for more 2. Better understanding 3. More collaboration 	<ol style="list-style-type: none"> 1. More secured class teacher period (CTP) during the OLE periods. 2. In-built Collaboration Lesson Preparation (CLP) periods for colleagues who serve under the dual-class teacher scheme 3. Extending the dual class teachers scheme from S1 to S3. 4. Strengthening the role of year teachers in co-ordination and training. 	<ol style="list-style-type: none"> 1. At least ONE CTP should be kept for every 4-6 active school weeks in the OLE calendar. 2. 2 periods of CLP for S1 and S3 class teachers 	<ol style="list-style-type: none"> 1. Data from the OLE calendar 2. Feedback from class teachers and year teachers
<p>To cultivate values/qualities in students: Sense of trustworthiness:</p> <ol style="list-style-type: none"> 1. I seek for common good 2. I don't just do it, I do it well 	<ol style="list-style-type: none"> 1. Happy Cleaning days (3 times a year) 2. Preservation of furniture at S6 classrooms 3. Handing in quality assignments by students on time 	<ol style="list-style-type: none"> 1. Students' sustained participation in the 'Happy Cleaning' campaign 2. 4-5 Commendable case sharing in each class; active follow-up of difficult cases in each class 3. 2 classes of S6 students actively involved in preserving the wooden furniture. 	<ol style="list-style-type: none"> 1. Teachers' observation concerning the engagement of students in Happy Cleaning Days 2. Data observation: from class teachers and learning diversity team 3. Condition of the preserved wooden furniture

Objectives	Strategies / programmes	Success Criteria	Method of evaluation
<p>Managing emotions</p> <ol style="list-style-type: none"> 1. Be aware of how we express our emotions 2. Seek help from others 	<ol style="list-style-type: none"> 1. Getting early diagnosis and intervention for S1-2 students who might have resilience issues 2. Mobilizing professional resources in handling cases e.g. educational psychologist, clinical psychologist & psychiatrist in handling difficult cases and training of teachers. The school has applied to join the Student Mental Health Support Scheme. 3. Joining hands with Hop Yat Church and professionals in Parents' education 	<ol style="list-style-type: none"> 1. No. of case conference or professional dialogues 2. At least 2 teaching training sessions for class teachers/subject teachers 3. Parents' active involvement in the training programme /sharing workshop 	<ol style="list-style-type: none"> 1. Feedback from S1-2 class teachers 2. Data and observation in workshop for teachers and parents
<p>To nurture students' sense of identity</p> <ol style="list-style-type: none"> 1. To cultivate a sense of citizenship 2. To foster a sense of global identity 	<ol style="list-style-type: none"> 1. Implementation of the Basic Law Education 2. Actions to address the global warming crisis and issues brought by the plastic waste. <ul style="list-style-type: none"> - Bottled water, straws, food delivery - Electricity consumption - Recycling - Urban farming (green warriors) 	<ol style="list-style-type: none"> 1. Students' stronger knowledge base towards the Basic Law 2. Students' reduction consumption of electricity and plastic bottled water. 3. Increase usage of recycling bins and food waste recycling bins 4. Students' participation in education programmes/event organized by the Green Warriors. 	<ol style="list-style-type: none"> 1. Observation in students' performance in the Basic Law Quiz 2. Data and observation collected from the school office, janitor and tuck shop 3. Data and observation from teacher advisors of the Green Warriors.