

Ying Wa Girls' School
Annual School Plan (2018-2019)

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

Objectives	Strategies / Programmes	Success Criteria	Method of Evaluation
<p>To review and design school-based curriculum</p>	<p>Implement STEM Education</p> <ul style="list-style-type: none"> • Implement STEM education, including 1 lesson in S1 and 1 lesson in S2 • Hire manpower to teach and support STEM Education • Provide co-teaching in STEM lessons • Encourage and train students to join STEM related activities and competitions <p>Lessons observed by SMT</p> <ul style="list-style-type: none"> • SMT will continue to observe lessons. Post-lesson observation discussions will be conducted to allow professional dialogues and the focus will be on lesson planning and catering for learner diversity. <p>Review and refine timetable if necessary</p> <ul style="list-style-type: none"> • Continue exploring the feasibility of tying up NSS Mathematics lessons in senior forms. <p>Strengthen VALUES Education</p> <ul style="list-style-type: none"> • Implement Basic Law education through related departments 	<ul style="list-style-type: none"> • A trial timetable was prepared with NSS Mathematics lessons tying up • STEM lessons were successfully implemented • More students participated in STEM activities and competitions • Lessons of all teachers observed by SMT in 3 years and post-lesson discussion held • Basic Law education was implemented through lessons and extra-curricular activities. 	<ul style="list-style-type: none"> • Report of Timetabling Team • Teachers' 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"> • Split two S1 Language Arts (LAT) classes to cater for students' diverse abilities • All S2 General English (GE) and LAT lessons will be tied up, so that the same teacher will teach both GE and LAT, the arrangement will minimize learner diversity within a group • Conduct Mathematics tutorial classes for S1 and S2 students with learning difficulties to help them build up a more solid foundation • Conduct Liberal Studies tutorial classes to help targeted senior form students • Provide remedial classes to non-Chinese speaking students to help them build up a more solid Chinese foundation • Learner Diversity Team provides a holistic support for SEN, NCS and academically weak students. The Team aims at early diagnosis and intervention • Provide a new scholarship for high achievers 	<ul style="list-style-type: none"> • More students became competent in the study of LAT • Students showed improvement in English • More students became competent in the study of Mathematics • Students' ability in Liberal Studies raised • Non-Chinese speaking students became more competent to follow the mainstream syllabus and better prepared for future IGCSE Chinese examination • Manpower increased to provide holistic support for SEN and NCS students • High achievers receiving new scholarship 	<ul style="list-style-type: none"> • Feedback from teachers and students • Observation of students performance in lessons and assessments • Data from scholarship records
<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 • Continue to promote the use of mobile devices and online Apps to facilitate more interactive and collaborative learning 	<ul style="list-style-type: none"> • More interactive strategies used in lessons • New technologies explored and used, such as 3D-printing, VR technology, i-Pads and Kindles • Wider use of mobile devices for interactive learning and teaching 	<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 • Experience sharing with other schools for professional exchange 	<ul style="list-style-type: none"> • Sharing sessions on good practices held • 2 sharing sessions with other schools arranged 	<ul style="list-style-type: none"> • Observation • Discussion • Scrutiny of records • Number of visits

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. Strengthening the liaising and coordinating role of the Life Education Committee 2. Creating space for class teachers to better support students 3. Sharing sessions for new class teachers 	<ul style="list-style-type: none"> • Framework formulated for collaboration among various student support units • More CTPs in the OLE calendar 	<ol style="list-style-type: none"> 1. Teachers' feedback, especially from Class teachers and members of the Life Education Committee 2. Data from the OLE calendar
<p>To revisit and revise the HOLISTIC & SCHOOL-BASED Values Education</p>	<p>Stock checking and dialogue across committees by the Life Education Committee</p>	<p>Clear overall picture of Values Education in YW across all forms</p>	<p>Progress report of the Life Education Committee</p>
<p>To cultivate values/qualities in students:</p> <p>(a) Sense of trustworthiness:</p> <ol style="list-style-type: none"> 1. I seek for common good 2. I live up with my beliefs/words/promises. 3. I don't just do it, I do it well 4. I treasure the Campus, and I shoulder the responsibility to take care of it. 	<p>Capitalize the educational opportunity in moving back</p> <ol style="list-style-type: none"> 1. Assemblies for the wooden furniture preservation & Green campus 2. Mobilize parents and students to help in the 'Love Our Campus' campaign 	<ol style="list-style-type: none"> 1. Students' sustained participation in the 'Love Our Campus' campaign, and reduced consumption on plastic bottled water/cutleries/straws. 2. 2 classes of S6 students actively involved in preserving the old wooden furniture. 	<ol style="list-style-type: none"> 1. Teachers' observation 2. Data on the consumption behavior on bottled water and straws. 3. Condition of the preserved wooden furniture

Objectives	Strategies / programmes	Success Criteria	Method of evaluation
<p>(b) Emotion Management:</p> <ol style="list-style-type: none"> 1. Be aware of emotions and mental health of our own and others 2. Seek/Offer help when necessary 	<p>Continuation of the QEF-Project – “Stand by You Ambassador Scheme” for S1 & 2 students</p> <ol style="list-style-type: none"> 1. Early diagnosis and intervention for S1-2 students who might have resilience issues 2. Joining hands with NGOs and professionals in <ol style="list-style-type: none"> a. Parents’ education b. Staff development c. Peer Support System 	<ol style="list-style-type: none"> 1. Monitoring of identified cases 2. Teachers’ and parents’ actively involved in the training programmes /workshops/sharing sessions 	<ol style="list-style-type: none"> 1. Feedback from 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 the sense of citizenship 2. To foster the sense of global identity 	<ol style="list-style-type: none"> 1. Implementation of the Basic Law Education 2. Global Exposure Week 3. Exploring local hosting programmes or Overseas Immersion programmes 	<ol style="list-style-type: none"> 1. Students’ stronger knowledge base towards the Basic Law 2. Students’ involvement in reflecting their learning in the Global Exposure Week 3. Exploration of opportunities for local hosting or overseas immersion programmes 	<ol style="list-style-type: none"> 1. Students’ performance in the Basic Law Quiz 2. Report by ICE on students’ involvement in the Global Exposure Week 3. Progress report of the Global Exposure Committee

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"> • Various task groups to take care of the moving back 	<ul style="list-style-type: none"> • Successful granting of the Occupation Permit by the Government • Moving back to Robinson Road in the first quarter of 2019 	<ul style="list-style-type: none"> • Simple observation • Documents from various government bodies
	<ul style="list-style-type: none"> • Tendering and Quotation of F&E, IT, AV, PA, Telephone & Security Systems 	<ul style="list-style-type: none"> • Tendering and Quotation finished on time • Goods and facilities delivered on time and 	<ul style="list-style-type: none"> • 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