



# KIANGSU-CHEKIANG COLLEGE (Shatin)

## Annual School Plan

2022-2023



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## Major Concern 1: Strengthening Values Education, Boosting Self-confidence and Envisaging the Future

Aims	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
1. Cultivating a positive attitude and serving the community proactively	1.1 Implement school-based curriculum and organize diverse activities to cultivate students' annual themed values – “Responsibility and Commitment” and “Diligence and Perseverance”: <ul style="list-style-type: none"> <li>• Moral &amp; Current Affairs Discussion</li> <li>• Moral education lessons</li> <li>• Civic education lessons</li> <li>• Inter-class Ethos Competitions</li> <li>• Thematic talks in Form Morning Assemblies</li> <li>• Curricula of different subjects</li> </ul>	Whole year	1.1 75% or above of the students acknowledge that the activities are able to cultivate the said values in them	1.1 Questionnaires	<ul style="list-style-type: none"> <li>• Values Education and Guidance Board</li> <li>• Academic Board</li> <li>• Moral Education Committee</li> <li>• Civic Education Committee</li> <li>• All subject panels</li> <li>• Class-teachers and Assistant Class-teachers</li> <li>• Native-speaking English teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and teaching materials on moral education and civic education</li> <li>• Learning and teaching materials on different subjects</li> <li>• Venues and materials for related activities</li> </ul>

Aims	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
	1.2 Organize community service and related activities to cultivate students' perseverance and commitment: <ul style="list-style-type: none"> <li>• Sharing by volunteers with disabilities</li> <li>• The Community Chest Flag Day</li> <li>• Casual Wear Day</li> <li>• Charity sale and raffle ticket sale</li> <li>• Community service</li> </ul>	Whole year	1.2 75% or above of the students acknowledge that the activities are able to nurture their perseverance and commitment	1.2 Questionnaires	<ul style="list-style-type: none"> <li>• Values Education and Guidance Board</li> <li>• Civic Education Committee</li> <li>• Extra-curricular Activities Committee</li> <li>• Students' Union</li> <li>• Parent-Teacher Association</li> <li>• Charitable and service organizations, including: The Community Chest Hong Kong, Hong Kong Kidney Foundation, YWCA, Community Youth Club, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Information on the community service and activities organized by related charitable and service organizations</li> </ul>

Aims	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
2. Reinforcing self-assurance and resilience to withstand adversity positively	2.1 Help students build a positive personal image and affirm their self-worth and performance through personal growth courses and activities provided by the school and external organizations: <ul style="list-style-type: none"> <li>• Positive Growth Training Programme</li> <li>• Sex education programmes and talks</li> <li>• Arts therapy workshop</li> <li>• Discipline x Healthy Lifestyle: Design &amp; Delivery of Learning Activities for Secondary School Students</li> <li>• Talk on braving adversity</li> </ul>	Whole year	2.1 75% or above of the students acknowledge that the programmes are able to help them build a positive personal image and affirm their self-worth and performance	2.1 Questionnaires	<ul style="list-style-type: none"> <li>• Values Education and Guidance Board</li> <li>• Moral Education Committee</li> <li>• Counselling &amp; Guidance Committee</li> <li>• External organizations including: YWCA, End Child Sexual Abuse Foundation, Caritas Charrette Centre, HKBU, Kinetic Life Training and Counselling Centre, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Information on personal growth courses and activities provided by related education organizations</li> <li>• Venues and materials for the talks and workshop</li> </ul>
	2.2 Organize different experiential activities to cultivate students' perseverance in the face of difficulties with proactiveness	Whole year	2.2.1 75% or above of the students acknowledge that the activities are able to strengthen their perseverance	2.2.1 Questionnaires	<ul style="list-style-type: none"> <li>• Values Education and Guidance Board</li> <li>• Counselling &amp; Guidance Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Campsite, venues and materials for related activities</li> </ul>

Aims	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
	<ul style="list-style-type: none"> <li>• Adventure activities</li> <li>• Competitive games</li> <li>• Adventure challenge camp for growth</li> </ul>		2.2.2 Students actively participate in the activities	2.2.2 Teachers' observations	<ul style="list-style-type: none"> <li>• Class-teachers and Assistant Class-teachers</li> </ul>	
	<p>2.3 Provide talent showcasing opportunities for students to understand their strengths, and build their self-confidence and readiness to accept challenges with courage:</p> <ul style="list-style-type: none"> <li>• Student presentations in Form Morning Assemblies</li> <li>• KCCS Talent Show</li> <li>• Talent shows during the post-examination period</li> <li>• English public speeches by students</li> <li>• Inter-class public speech and debating competitions</li> <li>• Activities organized by clubs, societies and class committees</li> <li>• Inter-school competitions</li> </ul>	Whole year	2.3 75% or above of the students acknowledge that the activities are able to build their self-esteem and self-confidence	2.3 Questionnaires	<ul style="list-style-type: none"> <li>• Values Education and Guidance Board</li> <li>• Academic Board</li> <li>• English Language Panel</li> <li>• Chinese Language Panel</li> <li>• Broadcasting Committee</li> <li>• Extra-curricular Activities Committee</li> <li>• Class-teachers and Assistant Class-teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Venues and materials for related activities</li> <li>• Information on inter-school competitions</li> </ul>

Aims	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
	<p>2.4 Acknowledge and commend students' performance and achievements to further enhance their self-confidence and help them pursue continuous improvement:</p> <ul style="list-style-type: none"> <li>• Organizing Parents' Evening, Parents' Day and prize presentation ceremonies</li> <li>• Showcasing students' performance and achievements on school webpage, on-campus display boards, and school publications</li> <li>• Nominating students to participate in Student Award Schemes organized by external organizations</li> </ul>	Whole year	2.4 75% or above of the students acknowledge that the arrangements are able to heighten students' motivation for continuous improvement	2.4 Questionnaires	<ul style="list-style-type: none"> <li>• Values Education and Guidance Board</li> <li>• Academic Board</li> <li>• Broadcasting Committee</li> <li>• Publicity Committee</li> <li>• Extra-curricular Activities Committee</li> <li>• Class-teachers and Assistant Class-teachers</li> <li>• Education organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Venues and materials for related activities</li> <li>• Information on student award schemes organized by external organizations</li> </ul>





Aims	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
	and financial planning 3.2 Maximize opportunities for students to experience different industries and invite professionals to share their successful experiences in entrepreneurial and career and help students set their life direction: <ul style="list-style-type: none"> <li>• HKPSEA Youth Mentoring Programme</li> <li>• “Meet” Youth Career Programme</li> <li>• “Distinguished Master, Accomplished Students” Mentorship Programme</li> <li>• Greater Bay Area Internship Programme for DSE Graduates</li> </ul>	Whole year	3.2 75% or above of the students acknowledge that the activities are able to help them devise personal development goals and plans	3.2 Questionnaires	<ul style="list-style-type: none"> <li>• Values Education and Guidance Board</li> <li>• Careers Guidance Committee</li> <li>• Education Bureau and other organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Information on related programmes</li> </ul>

<b>(2) Implementing Self-directed Learning Practices, Supporting Diverse Needs of Learners</b>						
Aims & Planning	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
1. Extending e-learning and encouraging professional exchanges	1.1 Extend e-Learning in two or more forms by subject panels to promote e-Learning and enhance self-directed learning based on the previous experiences	Whole year	1.1 Subject panels apply e-Learning in two or more forms to promote self-directed learning and evaluate effectiveness	1.1.1 Reviewing minutes and Annual Reports of subject panels 1.1.2 Focus lesson Observation 1.1.3 Scrutiny of exercise books	<ul style="list-style-type: none"> <li>• School-based Management Committee</li> <li>• Academic Board</li> <li>• Information Technology Committee</li> <li>• All subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• All subject panels' learning and teaching resources</li> <li>• Timetable of lesson observation</li> <li>• Timetable of "Open Classroom" lesson demonstration</li> </ul>
	1.2 Make good use of online assessment tools, build up a pool of e-Resources and promote professional exchanges through collaboration, alignment, exchanges of e-Teaching and e-Learning materials by subject panels	Whole year	1.2.1 All subject panels build up a pool of e-Learning materials  1.2.2 All subject panel members participate in peer lesson observation and discussion  1.2.3 Teachers participate actively in the "Open Classroom" lesson demonstration	1.2.1 Reviewing minutes and Annual Reports of subject panels  1.2.2 Records of peer lesson observation  1.2.3 Attendance Record of "Open Classroom" lesson demonstration		

Aims & Planning	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
2. Optimizing cross-curricular learning and enhancing self-directed learning capabilities	2.1 Add the element of Language across the Curriculum (LaC) in F.4 English Language Curriculum and F.5 Chinese Language Curriculum to develop students' fundamental language proficiency to explore different learning areas and facilitate the practice of self-directed learning	Whole year	2.1 English Language Panel and Chinese Language Panel add the element of Language across the Curriculum (LaC) in F.4 English Language Curriculum and F.5 Chinese Language Curriculum	2.1.1 Reviewing minutes and Annual Reports of English Language Panel and Chinese Language Panel 2.1.2 Focus lesson observation 2.2.3 Scrutiny of exercise books	<ul style="list-style-type: none"> <li>• Academic Board</li> <li>• Language across the Curriculum Committee</li> <li>• English Language Panel</li> <li>• Chinese Language Panel</li> </ul>	<ul style="list-style-type: none"> <li>• LaC teaching and learning materials of English Language and Chinese Language</li> </ul>
	2.2 Create Cross-curricular Digital Reading atmosphere in the school to facilitate self-directed learning: <ul style="list-style-type: none"> <li>• Setting up a Digital Reading Corner in the library to provide online reading facilities and materials</li> </ul>	Whole year	2.2.1 The school library sets up a Digital Reading Corner  2.2.2 F.1 students actively participate in learning activities related to digital reading literacy, online peer reading and sharing	2.2.1 Reviewing minutes and Annual Report of Reading Committee  2.2.2 Reviewing student performance in F.1 Reading lessons	<ul style="list-style-type: none"> <li>• Academic Board</li> <li>• Language across the Curriculum Committee</li> <li>• Reading Committee</li> <li>• School Librarian</li> <li>• Subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• Reading across the Curriculum (RaC) e-books and reading materials</li> <li>• Dates and venues of school-based digital reading activities</li> <li>• Information on external digital</li> </ul>

	<ul style="list-style-type: none"> <li>• Adding digital reading literacy in the F.1 Reading Curriculum and conducting online peer reading and sharing sessions</li> <li>• Organizing and arranging students to join school-based and external digital reading activities and competitions, like e-Reading Award Scheme and e-books recommendation, etc.</li> </ul>		<p>2.2.3 Students actively participate in school-based and external digital reading activities</p>	<p>2.2.3 Reviewing records of students' participation in related reading activities</p>		<p>reading activities</p>
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Aims & Planning	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
3. Supporting learner diversity and strengthening effectiveness of strategies	3.1 Optimize strategies on catering for learner diversity based on students' characteristics, capabilities and progress to enhance teaching and learning effectiveness by subject panels	Whole year	3.1.1 All subject panels formulate and enhance strategies on catering for learner diversity, and evaluate effectiveness 3.1.2 Average passing percentages of the school form tests and examinations: <ul style="list-style-type: none"> <li>• Junior forms: 85%</li> <li>• Senior forms: 75%</li> </ul> 3.1.3 Basic Competency rates of Chinese Language, English Language and Mathematics in TSA are 95% or above 3.1.4 90% or more students obtain "3322" or better results in the core subjects of the HKDSE	3.1.1 Focus lesson observation and scrutiny of exercise books  3.1.2-4 Analyzing the results of school form tests and school examinations, TSA and HKDSE	<ul style="list-style-type: none"> <li>• Academic Board</li> <li>• All subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning materials of subject panels</li> <li>• <i>Secondary Education Curriculum Guide</i> and relevant documents</li> </ul>
	3.2 Appoint the Coordinator of Gifted Education to manage, optimize and promote the use of Talent Pool	Whole year	3.2.1 Coordinator of Gifted Education manages, optimizes and improves the use of Talent Pool	3.2.1 Reviewing the Talent Pool system	<ul style="list-style-type: none"> <li>• Academic Board</li> <li>• Extra-curricular Activities Committee and other committees</li> <li>• Subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• Talent Pool</li> <li>• Student information</li> </ul>

Aims & Planning	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
			3.2.2 Teachers recommend students to participate in external courses, training programmes and competitions based on the information in the Talent Pool, and students receive awards	3.2.2 Students' records of participation in related activities		
	3.3 Participate in the school-based support services on Catering for Learner Diversity organized by the Education Bureau to enhance measures catering for learner diversity including SEN students and gifted students through professional collaboration, and facilitate teachers' professional development: <ul style="list-style-type: none"> <li>• Reviewing the effectiveness of the school's measures</li> </ul>	Whole year	3.3 Professionals from the Education Bureau conduct collaborative exchanges with Academic Board, Integrated Education Committee, Coordinator of Gifted Education and other teachers concerned, and organize teacher professional development activities	3.3 Reviewing minutes and Annual Reports of related subject panels	<ul style="list-style-type: none"> <li>• School-based Management Committee</li> <li>• Academic Board</li> <li>• School Administration and Development Committee</li> <li>• Integrated Education Committee</li> <li>• Coordinator of Gifted Education</li> <li>• Education Bureau</li> </ul>	<ul style="list-style-type: none"> <li>• Dates and venues of related professional collaboration and teacher professional development activities</li> </ul>

Aims & Planning	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
	<ul style="list-style-type: none"> <li>• Formulating effective teaching and learning, as well as assessment strategies</li> <li>• Strengthening curriculum leadership</li> <li>• Promoting professional sharing</li> </ul>					

<b>(3) Sustaining the Optimization of School Curriculum, Fully Implementing National Security Education</b>						
Aims & Planning	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
1. Sustaining the optimization of the senior secondary core subjects and elective subjects	1.1 Launch the optimized curricula of English Language, Chinese Language, Citizenship and Social Development and the renewed curricula of elective subjects in F.4 and F.5 based on <i>Optimizing the Four Senior Secondary Core Subjects</i> and related documents, as well as the revised senior secondary curriculum framework of the school, and evaluate effectiveness	Whole year	1.1 Related core and elective subjects launch the optimized and renewed curricula, and revised measures in F.4 and F.5	1.1 Reviewing minutes and Annual Reports of related subject panels	<ul style="list-style-type: none"> <li>• School-based Management Committee</li> <li>• Academic Board</li> <li>• English Language Panel</li> <li>• Chinese Language Panel</li> <li>• Citizenship and Social Development Panel</li> <li>• All elective subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Optimising the Four Senior Secondary Core Subjects</i> and relevant documents</li> <li>• Teaching and learning as well as assessment materials of related subjects</li> </ul>



Aims & Planning	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
2. Implementing and optimizing National Security Education	2.1 Appoint the Coordinator of National Security Education to plan, implement and optimize related strategies, and evaluating effectiveness	Whole year	2.1 Coordinator of National Security Education formulates the annual plan, implement related measures, and evaluates effectiveness	2.1 Reviewing the Annual Plan and Annual Report of National Security Education	<ul style="list-style-type: none"> <li>• Coordinator of National Security Education</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Curriculum Framework of National Security Education of Hong Kong</i> and relevant documents</li> </ul>
	2.2 Implement and optimize learning activities related to National Security Education in the school and outside school based on <i>Curriculum Framework of National Security Education of Hong Kong</i> and related documents and through cross-curricular collaboration, and evaluate effectiveness: <ul style="list-style-type: none"> <li>• Subject panels reviewing and optimizing the element of National Security Education in the curricula</li> <li>• Organizing thematic book fairs related to</li> </ul>	Whole year	2.2.1 All subject panels optimize the element of National Security in the curricula  2.2.2 Related committees organize and optimize the Life-wide Learning activities related to safeguarding national security  2.2.3 70% or more students acknowledge the related Life-wide Learning activities and competitions help to deepen individual's understanding of	2.2.1 Reviewing minutes and Annual Reports of subject panels  2.2.2 Reviewing minutes and Annual Reports of related committees  2.2.3 Questionnaires	<ul style="list-style-type: none"> <li>• School-based Management Committee</li> <li>• Academic Board</li> <li>• Values Education and Guidance Board</li> <li>• All subject panels</li> <li>• Civic Education Committee</li> <li>• School Librarian</li> <li>• Reading Committee</li> <li>• Extra-curricular Activities Committee</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Curriculum Framework of National Security Education of Hong Kong</i> and relevant documents</li> <li>• Related teaching and learning materials</li> <li>• Related online resource platforms</li> <li>• Related inter-school activities and competitions</li> </ul>

Aims & Planning	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
	<p>national development, national security and Chinese culture</p> <ul style="list-style-type: none"> <li>Organizing and optimizing Life-wide Learning activities, e.g. national flag-raising ceremony, Moral Education and Current Affairs Discussion, Chinese Week, Humanities Week, junior inter-class Chinese history and national education competition, visits (e.g. the Hong Kong Palace Museum, Hong Kong Museum of History and Basic Law Library, etc.) and exchange tours to the Mainland, etc.</li> <li>Recommending students to join activities and competitions related to <i>The Basic Law</i>, <i>The National Security</i></li> </ul>		<p>national development, national security and Chinese culture</p>			

Aims & Planning	Strategies & Implementation	Time Scale	Success Criteria	Evaluation Methods	Parties/Persons-in-charge	Resources
	<p data-bbox="389 240 768 320"><i>Law of Hong Kong and Chinese culture</i></p> <p data-bbox="389 320 768 837">2.3 Organize school-based and/or join professional development activities organized by the Education Bureau on <i>The Constitution, The Basic Law, The National Security Law of Hong Kong</i> to help teachers to understand the National Security Law of Hong Kong and national security</p>	Whole year	<p data-bbox="918 240 1301 582">2.3.1 Teachers participate in the related professional development activities organized by the school and the Education Bureau</p> <p data-bbox="918 582 1301 837">2.3.2 90% or more teachers acknowledge that the activities help understand the <i>National Security Law</i> and national security</p>	<p data-bbox="1301 240 1579 582">2.3.1 Reviewing the Continuous Professional Development Diaries of teachers</p> <p data-bbox="1301 582 1579 837">2.3.2 Questionnaires</p>	<ul data-bbox="1579 240 1861 837" style="list-style-type: none"> <li>• School-based Management Committee</li> <li>• School Administration and Development Committee</li> <li>• Education Bureau</li> </ul>	<ul data-bbox="1861 240 2197 837" style="list-style-type: none"> <li>• Information on relevant teacher professional development activities</li> </ul>