



LAW TING PONG SECONDARY SCHOOL

Annual School Plan 2018-19

School Vision

Every Student a STAR

Every Teacher a MENTOR

Every Staff Member a MODEL

School Mission

“All for Our Children”

Our school strives to provide quality education
to bring out the best in our pupils
by providing them with experiences
that will enable all
to grow spiritually, physically, intellectually, aesthetically, psychologically and affectively as individuals,
and to become informed, sensitive,
responsible members of society.

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Annual School Plan
2018-2019**

Focus Area

Nurturing proactive learners with global competence

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First Priority: All students are independent, reflective and motivated learners

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Additional Resources Required
a) Empower students through advanced pedagogy and monitored study programmes	Each department schedules regular PLC meetings to focus on specific issues regarding teaching and learning and PD events are informed by the outcomes of PLC meetings	Sept 2018 to May 2019	<ul style="list-style-type: none"> By January, classroom teaching of half of the teachers whose lessons are observed by either their HOD or academic leaders is satisfactory (rated 2-3 in most areas in the lesson observation form) By May, classroom teaching of most of the teachers whose lessons are observed are of high quality (<i>at least rated 3 in most areas</i>) 	<ul style="list-style-type: none"> Student learning survey Student interview Student work Lesson observation notes and mid year evaluation reports from departments 	Head of Curriculum and Assessment, Head of Staff Development and Pedagogy, MOTs, HODs and KLA Leaders	Costs for professional development programmes
	Staff attend PD workshops and external course which focus on developing a wider range of pedagogies	Oct to Nov 2018	<ul style="list-style-type: none"> PD programmes organised are targeted and address real concerns and meet real needs of teaching and learning 	<ul style="list-style-type: none"> Teachers' feedback HOD's reports and verbal feedback Observation and Academic leaders' feedback 	MOTs, teachers and KLA Leaders	Cost for reference books for teachers
	Panels implement grant-funded study programmes that are linked to their curriculum	Oct 2018 to April 2019	<ul style="list-style-type: none"> At least eight departments organise subject-based study programmes with the support of different types of grants on student learning 	HODs' proposals, planning notes and students' learning records	HODs, subject teachers and KLA Leaders	Various types of grants

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b) Increase students' ownership of learning through diverse formative assessment modes	Panels implement a diverse range of formative assessments correctly aligned to learning targets	Sept 2018 to May 2019	<ul style="list-style-type: none"> Diverse formative assessments are used to evidence different types of learning target 	<ul style="list-style-type: none"> Lesson observation notes Students' learning portfolios and class work records Student interview records or learning surveys HODs' interim reports and verbal feedback 	Head of Curriculum and Assessment, HODs, MOTs and KLA Leaders	Cost of reference books and materials for producing creative formative assessments
c) Cultivate independent study habits	<p>Panels establish a policy which informs teachers how to design independent learning resources</p> <p>Parents and students are informed of teachers' expectations / requirements of the Independent Study Scheme</p>	Sept 2018 to April 2019	<ul style="list-style-type: none"> All students understand the requirements of the ISS of each subject A majority of students regularly do ISS assignments outside of the classroom. 	<ul style="list-style-type: none"> Each department's ISS guidelines Student's ISS work records Parents' feedback HODs' interim reports 	Head of Staff Development and Pedagogy, HODs, teachers and KLA Leaders	Additional costs for running other learning programmes to achieve the targets set for ISS.
d) Deepen learning through reflective practices	Panels establish a policy on guiding students to share and showcase learning outcomes through reflective practices.	March to July 2019	<ul style="list-style-type: none"> Most subjects are able to establish reflective practices to cultivate students' reflective thinking. 	<ul style="list-style-type: none"> Reflection records HODs' reports Student interview records 	HODs, teachers and KLA Leaders	Cost for showcasing learning materials

Second Priority: Students demonstrate initiative and responsibility for collective well-being

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Additional Resources Required
a) Empower students to empathize with others and make positive changes proactively.	Refine the pastoral curriculum to provide students with opportunities to demonstrate empathy.	2018 - 2019 academic year	<ul style="list-style-type: none"> • Students showing their understanding of other people through taking part in activities • 80% of students are satisfied with the activities and talks arranged • 80% of teachers are satisfied with the Life Education curriculum and the materials provided 	<ul style="list-style-type: none"> • Students' reflection • Students' evaluation • Teachers' evaluation 	Head of Planning and Counselling, Head of Student Guidance and Mentoring, Class teachers	Costs of workshops and activities offered by external bodies
	Students devise authentic service learning projects	2018 - 2019 academic year	<ul style="list-style-type: none"> • Students in every class propose, plan and deliver at least one effective service learning project during the academic year. 	<ul style="list-style-type: none"> • Student reflections, teacher reflections, feedback from target groups or collaborating organisations. 	Service Learning Committee, CT's	
b) Equip teachers with the knowledge and skills so they can cater for the needs of students.	Provide training for Class Teachers so they are well-equipped with the skills necessary for their role.	August 2018	<ul style="list-style-type: none"> • 90% CTs receive minimum 2 hours of training • 20% CTs receive training on life coaching 	<ul style="list-style-type: none"> • Teacher feedback • Attendance records, 	Head of Staff Development and Pedagogy	External coach training costs on counselling
	Provide staff with targeted training to cater for diverse students' needs.	Aug 2018 to June 2019	<ul style="list-style-type: none"> • Meet the EDB requirement for % of SEN trained teachers 	<ul style="list-style-type: none"> • Certification records, 	Head of Staff Development and Pedagogy and Head of Learning Support	outside training costs

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c) Guide students to aspire for meaningful goals based on in-depth self awareness.	Deliver programmes to enable all students to fully understand their talents, competencies and character strengths	Sept 2018 to Feb 2019	<ul style="list-style-type: none"> Most students are able to express a clear understanding of their strengths and weaknesses as they relate to their goals and aspirations. 	<ul style="list-style-type: none"> Interviews, surveys, parent-teacher meeting notes, VIA surveys, class teacher feedback 	CT's, HOY's, Junior and Senior School leaders	
	Coach students on life planning	Sept 2018 to June 2019	<ul style="list-style-type: none"> Most students could identify their life goals 	<ul style="list-style-type: none"> Student questionnaire 	Head of Planning and Counselling, Junior and Senior School Leaders	
	Provide opportunities for students to develop goal-driven initiatives utilizing their diverse capabilities.	2018 - 2019 academic year	<ul style="list-style-type: none"> Students host a minimum of 10 quality student led projects or events throughout the academic year. <i>(in addition to class led service learning projects)</i> Student reports explicitly how their projects align with their goals and aspirations 	<ul style="list-style-type: none"> Student event reports, teacher feedback, teacher observations of the events themselves, participants feedback 	Head of Student Leadership and Wellbeing	
	Provide students with experiential learning opportunities to raise their awareness of social and environmental concerns.	2018 - 2019 academic year	<ul style="list-style-type: none"> ALL students involved with at least one experiential activity throughout the year 	<ul style="list-style-type: none"> Attendance records, reflections, student surveys, 		