T.W.G.Hs. Kap Yan Directors’ College

Annual School Plan

2008-2009
I. School Mission

T.W.G.Hs. Kap Yan Directors' College is a secondary school that is student-oriented and totally dedicated to the provision of quality education. To this end, we strive to build a happy and ideal learning environment that enables all-round development of our students. We devote ourselves to nurturing our students various potentials and abilities, so as to equip them for a fast- and ever-changing future. We lay emphasis on developing in our students the capability for independent thought and on fostering a forward-looking attitude towards life, that they may acquire the right values to serve the society and the country.

We champion the professional enhancement of our teachers, and we cherish team spirit. Ceaselessly we endeavour to raise the standard of our teachers and to improve the School's teaching and learning efficacy. We aspire to establish a fine partnership with the parents and community alike, so that we can all work together towards the students' growth and development.

II. School Goals

To enhance learning and ability
To edify self and others
To proffer whole-heartedly
To serve the community

III. Areas of Major Concern

1. To prepare for the implementation of New Senior Secondary curriculum in 2009/10.
2. To familiarize staff with knowledge and skills to cater for learning diversity and to develop school policies to cater for learning diversity.
3. To develop school policies on character education
1. Area of Concern 1：To prepare for the implementation of NSS curriculum in 2009/10

1.1 To finalize the curriculum design for the NSS curriculum and to prepare the S.3 students for the NSS curriculum

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>Time Scale</th>
<th>People in charge</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) To finalize the NSS Curriculum in accordance with the school context</td>
<td>1. To collect views of students and parents by questionnaires</td>
<td>Announcement of NSS curriculum to be adopted in 2009/10</td>
<td>From response of S.3 students in the selection of NSS elective subjects</td>
<td>9 – 12/2008</td>
<td>Academic Board</td>
<td>All teachers</td>
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<td></td>
<td>2. To collect views of teachers in staff meeting</td>
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<td>(b) To prepare for the implementation of Liberal Studies curriculum under NSS academic structure.</td>
<td>1. The L.S. task group will work on the teaching schedule of 2009/10 and to prepare teaching plans</td>
<td>· The teaching schedule of LS for 2009/10 is completed</td>
<td>· To analyse the teaching schedules prepared</td>
<td>10/08 – 8/09</td>
<td>LNH (LS Coordinator)</td>
<td>LS Task Group ; Library fund for reference materials ; CEG for employment of temp. EA</td>
</tr>
<tr>
<td></td>
<td>2. To employ temporary Education Assistant to help develop the teaching materials</td>
<td>· To have at least 2 teaching plans completed</td>
<td>· To collect opinions of teachers</td>
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</table>

1.2 To finalize resource planning for the implementation of NSS

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>(a) To finalize plans for timetabling and deployment of teachers and other resources</td>
<td>To collect views from teachers</td>
<td>Completion of duty roster and timetables</td>
<td>To analyse the duty roster and timetables</td>
<td>1-8 / 2009</td>
<td>Principal and Vice-principals</td>
<td>Teachers in Timetabling Team</td>
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<tr>
<td>(b) To enhance the teaching space in the school premises</td>
<td>To seek funding and approval for room conversion</td>
<td>Approval of room conversion and availability of funding</td>
<td>To analyse the approval documents.</td>
<td>10/08 – 3/09</td>
<td>Principal and Vice-principals</td>
<td>Use of NSS Curriculum Migration Grant and school grant</td>
</tr>
</tbody>
</table>
### 1.3 To equip teachers with the necessary knowledge, pedagogies and assessment skills for implementation of the NSS curriculum

<table>
<thead>
<tr>
<th>Targets</th>
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<th>Methods of Evaluation</th>
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<tbody>
<tr>
<td>To equip teachers with the necessary knowledge, pedagogies and assessment skills for implementation of the NSS curriculum</td>
<td>1. Arrangement for teachers to attend relevant NSS courses&lt;br&gt;2. Use of Teacher Professional Preparation Grant to employ supply teachers to release teachers to attend the NSS courses</td>
<td>All teachers teaching NSS in 2009/10 should have attended the necessary professional development courses</td>
<td>To evaluate the professional development records of teachers</td>
<td>9/08 – 8/09</td>
<td>Principal</td>
<td>All teachers who will teach at NSS level; TPPG for employment of supply teachers</td>
</tr>
</tbody>
</table>

### 1.4 To prepare the Junior Secondary students for the NSS curriculum

<table>
<thead>
<tr>
<th>Targets</th>
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<th>Methods of Evaluation</th>
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<th>People in charge</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve the school-based S.1- S.2 Integrated Humanities curriculum</td>
<td>To participate in the University – School support programme “Preparing students for the NSS Liberal Studies: A school-based approach to enhancing enquiry learning at Key Stage 3”</td>
<td>Teachers and students are better equipped with knowledge and skills for enquiry-based learning</td>
<td>• To analyse the activities/learning tasks, and interviews records&lt;br&gt;• To collect views of teachers&lt;br&gt;• Feedbacks from University partner</td>
<td>10/08 – 8/09</td>
<td>Head of IH (Junior) Panel</td>
<td>IH Panel members; Teachers involved in Project Learning</td>
</tr>
</tbody>
</table>
2. **Area of Concern 2**: To familiarize staff with knowledge and skills to cater for learning diversity and to develop school policies to cater for learning diversity.

<table>
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</table>
| 1. Teachers will be aware of the needs to cater for learning diversity | 1. To arrange teachers to attend relevant professional development courses both in school and outside school  
   2. To arrange sharing sessions for teachers | • Teachers are more aware of their roles in identifying gifted students and students with special education needs  
   • Number of students identified  
   • Opinions of teachers | • A school policy on catering of learning diversity is set up  
   • Polices at subject level will be set up  
   • Comments from teachers | 8/08 – 7/09 | Academic Board, Subject Panel Heads | All teachers; Teacher Relief Grant for employing supply teachers |
| 2. To develop policies on catering of learning diversity needs for students | 1. To set up a task group to develop the policies on Gifted Education (GE) and Special Education Needs (SEN) at school level  
   2. Subject panels will develop policies at panel level | • A school policy on catering of learning diversity is set up  
   • Polices at subject level will be set up | • A school policy on catering of learning diversity is set up  
   • Polices at subject level will be set up  
   • Comments from teachers | 10/08 – 7/09 | Task Group on GE and SEN Subject Panels | All teachers |
| 3. To assist students to adopt EMI in their learning more effectively | 1. To implement the English Enhancement project  
   2. To continue the implementation of English Speaking Days and English Weeks  
   3. To enhance English speaking activities in classroom for all subjects | • Progress of English Enhancement project as scheduled  
   • More students use English outside classroom  
   • All subjects using EMI will have at least one English speaking activity | • Staff meeting evaluation  
   • Daily observation  
   • Lesson observation | 9/08 – 8/09 | English Enhancement Project Task Group Panel Heads | English Enhancement Project Fund; All teachers |
3. Area of Concern 3: To develop school policies on character education

<table>
<thead>
<tr>
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<th>Time Scale</th>
<th>People in charge</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To review and enhance the school policies on character education for students</td>
<td>To review the existing policies and programmes</td>
<td>A report on the review with suggestions for improvement</td>
<td>Documentation • Opinions of teachers • Opinions of students</td>
<td>1/09 – 3/09</td>
<td>Executive Council</td>
<td>All teachers</td>
</tr>
<tr>
<td>2. To develop policies to inculcate the CORE values in both formal and informal curriculum</td>
<td>To discuss policies in departments and subject panels</td>
<td>Policies are established in department and subject panels</td>
<td>Documentation • Opinions of teachers in staff meeting • Opinions of students</td>
<td>9/08 – 8/09</td>
<td>Department / Subject Panel Heads</td>
<td>All teachers</td>
</tr>
<tr>
<td>3. To enhance the achievements of students in both academic and non-academic aspects</td>
<td>1. To arrange regular form-tests for S.5 students 2. To discuss test / exam results with the top 5% and bottom / marginal 5% of students in details 3. To encourage students to participate in more competitions</td>
<td>Better passing and credit % in public examinations • Students are obtaining more prizes in competitions</td>
<td>Results of public examinations • Results of competitions</td>
<td>9/08 – 6/09</td>
<td>Academic Board; Teachers in charge of various ECA</td>
<td>All teachers and all students</td>
</tr>
</tbody>
</table>
### Task Area

#### 1. Curriculum development

**Major Area(s) of Concern**: To relieve the non-teaching duties of teachers

**Implementation Plan**
- To employ an Assistant School Clerical Officer to assist teachers with the non-teaching duties:
  - Managing the Multimedia Learning Centre (MMLC)
  - Coordinating the requests of services relating to I.T., e.g. maintenance, purchasing of software, etc.
  - Helping form-teachers to contact parents
  - Helping teachers to handle examinations data

**Benefits Anticipated**: Teachers will have more capacity for curriculum planning/development.

**Implementation Schedule**: 1 Sept 2008 – 31 August 2009

**Resources Required**: Salary of the Assistant School Clerical Officer for the year – $128,394.00 [$10,190 + 5% MPF per month for 12 months]

**Performance Indicators**: On average, reducing 20 hours of non-teaching workload from each teacher throughout the year.

**Assessment Mechanism**: - Performance appraisal of the clerk
 - Collecting opinions from teachers

**Person-in-charge**: LCM

#### 2. Curriculum development

**Major Area(s) of Concern**: To relieve the non-teaching duties of teachers

**Implementation Plan**
- To employ temporary Teacher Assistant to take up invigilation work of teachers during Tests and Examinations.

**Benefits Anticipated**: Teachers will have more capacity for curriculum planning/development.

**Implementation Schedule**: 1 Sept 2008 – 31 July 2009

**Resources Required**: Salary of 3 Teacher Assistants for 20 days: $25,137.00 [Daily rate of $399 x 20 x 3 x 1.05]

**Performance Indicators**: On average, reducing 4.5 hours of non-teaching workload from each teacher throughout the year.

**Assessment Mechanism**: - Performance appraisal on the TA
 - Collecting opinions from teachers

**Person-in-charge**: LCM
<table>
<thead>
<tr>
<th>Task Area</th>
<th>Major Area(s) of Concern</th>
<th>Implementation Plan</th>
<th>Benefits Anticipated</th>
<th>Implementation Schedule</th>
<th>Resources Required</th>
<th>Performance Indicators</th>
<th>Assessment Mechanism</th>
<th>Person-in-charge</th>
</tr>
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<tbody>
<tr>
<td>3. Curriculum development</td>
<td>To enhance the use of IT in teaching</td>
<td>To employ three Teacher Assistants (one for English and Humanities subjects, one for Chinese and Cultural subjects, and one for Mathematics and Science subjects) to assist teachers in preparing IT teaching materials and other teaching related tasks</td>
<td>Teachers’ workload in the preparation of IT teaching aids will be relieved</td>
<td>1 Sept 2008 – 31 August 2009</td>
<td>Salary of 3 T.A.: $400,491 [Monthly Salary: ($10,595 + 5% MPF) x 3]</td>
<td>More frequent use of IT in teaching and learning</td>
<td>- Performance appraisal on the TA</td>
<td>LCM and Subject Panel Heads</td>
</tr>
<tr>
<td>4. Coping with the diverse and special learning needs of student with varied abilities</td>
<td>To enhance the students’ exposure to other learning experiences</td>
<td>To employ part-time tutors to conduct 6 sports training classes (athletics, football, table-tennis, badminton, volley ball and basketball) and two dance training classes for about 120 students. There will be 360 contact hours for all the classes.</td>
<td>The students get the chance to have other learning experiences</td>
<td>To conduct training classes from Sept 2008 onward for one year</td>
<td>Salary of the 6 part-time tutors of the classes : $100,800 [280 per hour per part time tutor for 60 x 6 hours, i.e. $280 x 360]</td>
<td>- Students have the opportunities to learn different types of activities</td>
<td>- No. of school teams set up</td>
<td>DKC CYM</td>
</tr>
</tbody>
</table>

Accumulative Surplus B/F from Year 2007/08 = $550,936.43
For 2008/09: Revenue = $463,100.00
Estimated Expenditure = $654,822.00
Estimated Deficit = -$191,722.00
Accumulative Surplus C/F for 2008/09 = $359,214.43

(a) = $550,936.43
(b) = $463,100.00
(c) = $654,822.00
(d) = (b) – (c) (Covered by surplus from 2007/08)
(e) = (a) + (d) (Carried forward to 2009/10)
T.W.G.Hs. Kap Yan Directors’ College  
Plan On Use of Teacher Professional Preparation Grant  
(2008/2009)

The Teacher Professional Preparation Grant is provided to school by the EDB over a period of 4 years starting from 2005/06 school year and can be used up to the end of 2011/12 school year.

<table>
<thead>
<tr>
<th>Strategy / Task</th>
<th>Resources Required</th>
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</table>
| To employ one teacher teaching Chinese Language and Chinese History at CM rank | Salary of 1 CM for 1 year = \$262,020  
[Salary at Pt.15 \((\$20,835 + \$1,000) \times 12\)] |
| To employ one teacher teaching Science and Mathematics at CM rank | Salary of 1 CM for 1 year = \$249,921  
[Salary at Pt14 \(\$19,835 \times 1.05 \times 12\)] |
| To employ supply teachers | Salary of the 15 teachers attending 3-days P.D. courses on NSS:  
\$57,314.25  
\([\$1,213 \text{ per day per supply teacher} \times 3 \times 15 \times 1.05]\) |

Surplus B/F from 2007/08 school year = \$705,862.20  
(a)

For 2008/09:  
Revenue = \$480,000.00  
(b)

Total Expenditure = \$569,255.25  
(c)

Deficit = \$89,255.25  
(d) = (b) – (c)  
(Covered by surplus brought forward from 2007/08)

Accumulative Surplus C/F for 2008/09 = \$616,606.95  
(e) = (a) + (d)  
(Carried forward for later use)
The Senior Secondary Curriculum Support Grant is provided to school by the EDB over a period of 4 years starting from 2008/09 school year and can be used up to the end of 2012/13 school year.

<table>
<thead>
<tr>
<th>Strategy / Task</th>
<th>Resources Required</th>
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<tbody>
<tr>
<td>To employ one teacher teaching History</td>
<td>Salary of 1 GM for 1 year = $331,020 [Salary at Pt.20 ($26,585 + $1,000) x 12]</td>
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For 2008/09:

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<tr>
<td>Revenue</td>
<td>$421,140.00</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$331,020.00</td>
</tr>
<tr>
<td>Surplus</td>
<td>$90,120.00</td>
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</tbody>
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(c) = (a) – (b) (Carried forward for later use)
### T.W.G.Hs. Kap Yan Directors’ College

**Plan on School-based After-school Learning and Support Programme (2008/2009)**

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Objectives of the Activity</th>
<th>Period/Date Activity to be held</th>
<th>Target Group and Estimated no. of grant beneficiaries*</th>
<th>Estimated expenditure ($)</th>
<th>Name of partner/service provider (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Study Skills Enhancement classes</td>
<td>To help students with difficulties in learning the subjects to catch up with the main stream</td>
<td>Classes on 10 Saturdays</td>
<td>15 students of S.1 – S.4 with unsatisfactory results in tests and examinations</td>
<td>$200 x 15 = $3,000</td>
<td>Not applicable</td>
</tr>
<tr>
<td>(2) Kap Yan Whole Person Development Programme for S.1 – S.3</td>
<td>To enable students more opportunities to widen their views</td>
<td>Oct 08 – May 09</td>
<td>Subsidy for 45 students</td>
<td>$200 x 45 = $9,000</td>
<td>Not applicable</td>
</tr>
<tr>
<td>(3) Kap Yan Leisure and Cultural Appreciation Programme for S.4 – S.7</td>
<td>To enable students more opportunities to widen their views</td>
<td>Oct 08 – May 09</td>
<td>Subsidy for 70 students</td>
<td>$200 x 70 = $14,000</td>
<td>Not applicable</td>
</tr>
<tr>
<td>(4) Capacity Enhancement Programmes for students</td>
<td>To enhance the self-esteem of students and to build up leadership skills at an early stage</td>
<td>Dec 08 – Apr 08 Programmes for S.1-4 including day camp and workshops</td>
<td>Subsidy for 100 students with about 25 students from each of S1 – S.4</td>
<td>$200 x 100 = $20,000</td>
<td>To be decided</td>
</tr>
</tbody>
</table>

**Note:** # Grant beneficiaries – referring to target students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school.

Accumulative Surplus B/F from Year 2007/08 = $29,200.00 (a)

For 2007/08:

- Revenue = $45,600.00 (b)
- Estimated Expenditure = $46,000.00 (c)
- Surplus = $ (400.00) (d) = (b) – (c) (Covered by the surplus from 2007/08)
- Accumulative Surplus C/F for 2008/09 = $28,800.00 (e) = (a) + (d) (Carried forward to 2009/10)