

Belilios Public School

Major Concern 1: To enhance the effectiveness of Learning and Teaching (2012-13)

Objectives:

1. To motivate students to learn better and achieve higher goals
2. To equip teachers with updated pedagogy and to optimize students' learning outcome

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
1.1 To motivate students to learn better and achieve higher goals	1.1.1 To stretch students' abilities a. design more challenging tasks in formative assessments e.g. bonus questions on tests and assignments b. arrange enrichment opportunities for gifted and talented students	<ul style="list-style-type: none"> ▪ Students show keen interest in attempting the bonus questions ▪ Eligible students are enrolled in various gifted education programmes 	<ul style="list-style-type: none"> ▪ Inspection of assignments and test papers ▪ Feedback from teachers and students ▪ Lesson observation 	<ul style="list-style-type: none"> ▪ Whole year 	<ul style="list-style-type: none"> ▪ Subject departments • Academic Development Team 	<ul style="list-style-type: none"> ▪ SBM ▪ DLG
	1.1.2 To recognize students' effort and achievement a. present the 'Active Learning Award' to one nominee in each class b. display students' good work inside and outside the classroom c. give praises and compliments on students' assignments and classroom performance	<ul style="list-style-type: none"> ▪ Students demonstrate active classroom participation ▪ Distinguished assignments are displayed ▪ Students are encouraged to make continuous improvement ▪ APASO / Stakeholders' survey show satisfactory results 	<ul style="list-style-type: none"> ▪ Scrutiny of records ▪ APASO survey ▪ Stakeholders' survey 	<ul style="list-style-type: none"> ▪ Subject teachers ▪ APASO Team 	<ul style="list-style-type: none"> ▪ SBM 	

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
1.2 To equip teachers with updated pedagogy and to optimize students' learning outcome	<p>1.2.1 To enhance teachers' teaching strategies for better learning outcome</p> <p>a. arrange in-house sharing opportunities for teachers to disseminate good and innovative practice e.g. assignment design, exam skills training and professional training experience</p> <p>b. nurture students to be confident learners through student-centered learning activities e.g. group work, role plays and positive reinforcement e.g. encouragement, praise</p>	<ul style="list-style-type: none"> ▪ At least one sharing session is conducted on Staff Development Day ▪ Students show readiness to present lucid opinions and make independent judgment 		Whole year	<ul style="list-style-type: none"> ▪ Staff Development Team ▪ Subject departments 	<ul style="list-style-type: none"> ▪ SBM
	<p>1.2.2 To equip students with effective learning strategies</p> <p>a. develop senior forms with effective exam skills e.g. essay writing, problem-solving skills through workshops / talks / lessons and junior forms with learning skills</p> <p>b. subject departments design / refine more assignments that require students to apply appropriate learning strategies e.g. use of concept maps and online resources S1: Eng Lit, Math, I.S. S2: Eng, L.S., Music, Computer</p>	<ul style="list-style-type: none"> ▪ At least one training session is conducted ▪ Each designated subject department selects one quality S1/ S2 assignment for submission 			<ul style="list-style-type: none"> ▪ Subject departments ▪ Academic Development Team 	<ul style="list-style-type: none"> ▪ SBM

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<p>1.2.3 To promote greater collaboration and professional sharing among teachers</p> <p>a. promote cross-curricular collaborative project learning S1: T&L + L.S. + VA S2: Math + I.S.</p> <p>b. HoDs arrange classroom observation of experienced teachers for panel members to enhance their teaching skills</p>	<ul style="list-style-type: none"> ▪ Students develop generic skills and are able to relate knowledge and concepts gathered from different learning areas through cross-curricular project ▪ Effective learning and teaching strategies are identified, shared and practised by panel members 		Whole year	<ul style="list-style-type: none"> ▪ Subject departments 	<ul style="list-style-type: none"> ▪ SBM

Scheduled Cross-curricular Project 2011-2014

school year	subjects involved	
	S1	S2
2010-11	PE + Music + VA + T&L + CL	Math + Music+ PE
2011-12	Computer + Geog + Hist (self-proposed: 2012-13)	Eng Lit + VA (self-proposed: 2012-13)
2012-13	T&L + LS + VA (self-proposed: 2013-14)	Math + IS (self-proposed: 2013-14)
2013-14	PE + Music + Eng (self-proposed: 2013-14 + S2)	Chi + Chi Hist + PTH (self-proposed: 2013-14)

Proposed Quality Assignments 2012-14

Subject Departments	S1 Cross-curricular Project (P) / Quality Assignment (✓)			S2 Cross-curricular Project (P) / Quality Assignment (✓)		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Eng			P		✓	
Chi			✓			P
Math		✓			P	
L.S		P			✓	
Eng Lit		✓		P		
PTH			✓			P
I.S.		✓			P	
Geog	P					✓
Hist	P					✓
Chi Hist			✓			P
Computer	P				✓	
T&L		P				✓
VA		P		P		
Music			P		✓	
P.E.			P			
total	1 project	1 project + 3 assignments	1 project 3 assignments	1 project	1 project 4 assignments	1 project 3 assignments

Major Concern 2: To Inculcate Correct Values and Reinforce Proper Behavior Among Students (2012-13)

Objectives:

To cultivate in students a set of core and sustaining values with respect to their roles in:

- (i) School
- (ii) Community
- (iii) Country
- (iv) The World

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
2. To cultivate in students a set of core and sustaining values with respect to their roles in : (i) School (ii) Community (iii) Country (iv) The World	2.1 To cultivate in students the core values of BPS. (a) To reinforce good manners as the mark of an educated person. <ul style="list-style-type: none"> ● Reminders at assemblies ● Class Teacher Periods ● Courtesy Campaign ● Talks and Sharing (b) To enhance students' awareness in personal grooming and hygiene. <ul style="list-style-type: none"> ● Talks ● Etiquette training ● Make-up Workshops (c) To help students form good habits of cleanliness. <ul style="list-style-type: none"> ● School Cleanliness Campaign ● Class Teacher Periods (d) To train students to be responsible and considerate members of the school. <ul style="list-style-type: none"> ● Self-management and time-management workshops ● Delegation and Ownership of responsible posts 	<ul style="list-style-type: none"> ➤ Students greet people with respect and courtesy. ➤ Students dress properly and appropriately and make themselves look neat, tidy and pleasant. ➤ Students show the habit of cleanliness and self-management skills. ➤ Students are able to prioritize their work and show commitment in the activities/post they hold. 	<ul style="list-style-type: none"> ➤ Observation ➤ Students' reflection and Self-evaluation ➤ Feedback from teachers, parents, students and workmen ➤ Enrollment and Attendance Records ➤ Functional Teams/ Units Annual Evaluation 	Whole year	<ul style="list-style-type: none"> - MCNE - Discipline Team - Counselling Team - Class teachers - Health Promotion Team - Discipline Team - Counselling Team - Environmental Education Team - Discipline Team - Counselling Team - Class teachers - Workmen - School Teams - ECA - Class teachers - Subject teachers - Discipline Team - Counselling Team 	<ul style="list-style-type: none"> ◆ SBM Fund ◆ ECA Fund ◆ School-based After-school Learning & Support Program ◆ LWL Fund

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<ul style="list-style-type: none"> ● Leadership Training ● Mid-year Review of ECA Clubs ● Award Scheme to recognize good attitude and performance. 		<ul style="list-style-type: none"> ✚ Subject Departments Annual Evaluation 			
	<p>2.2 To strengthen students' social awareness and their willingness to serve the community</p> <p>(a) To enhance students' civic awareness and social commitment.</p> <ul style="list-style-type: none"> ● To organize Life-wide Learning programmes to broaden their perspectives and sharpen their awareness of the needs of the society. ● To provide a platform for students to discuss contemporary issues such that they will have a more critical attitude and a more realistic view of the world around them. <p>(b) To engage students actively in social services.</p> <ul style="list-style-type: none"> ● Community Service Programmes ● Social Service Award Scheme 	<ul style="list-style-type: none"> ➤ Increase in students' level of participation in public affair. ➤ Students show the ability to analyse social issues objectively and arrive at a rational appraisal of these issues in lessons and examination. ➤ High participation rate in community services. 	<ul style="list-style-type: none"> ✚ End-of the year survey from students and teachers ✚ Feedback and comments from stakeholders and the APASO Survey results ✚ Students' level of participation ✚ Feedback from outside Agencies and instructors concerned 	Whole year	<ul style="list-style-type: none"> - Subject Depts - MCNE - LWL Team - Social Service Team - ECA Teams 	<ul style="list-style-type: none"> ◆ BOGA ◆ BOGF ◆ NGOs ◆ PTA ◆ Exchange Program Funding

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<p>2.3 To strengthen students' national identity and their understanding of modern China.</p> <p>(a) To train students to reflect critically on the development of Modern China.</p> <ul style="list-style-type: none"> ● Debate and Forums ● Talks and Sharing ● Class teacher periods ● Structured Curriculum (e.g. Liberal Studies Curriculum) <p>(b) To help students develop a sense of national identity while understanding their multiple identities, and be committed to caring and contributing to the nation</p> <ul style="list-style-type: none"> ● Sister Schools Programme ● Visits to China ● Exchange Programmes ● Service Programmes in China ● Sharing after Flag-hoisting Ceremony (旗下講話) ● Talks and Sharing ● LWL lessons ● National Education Programs 	<ul style="list-style-type: none"> ➤ Students are informed about the recent development of China. ➤ Students actively participate in the activities show concern for their motherland. ➤ Students' reflective power is enhanced, as observed from their assignments and class performance. 		Whole year	<ul style="list-style-type: none"> - MCNE - Subject Depts - Exchange Program Team - Community Service Team - PTA 	<ul style="list-style-type: none"> ◆ CEG ◆ Jockey Club LWL Fund

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
	<p>2. 4 To acquire a broad knowledge base, and be able to understand global contemporary issues that may impact on their daily life</p> <ul style="list-style-type: none"> ● International conferences , visits, overseas exchange programmes. ● Sister Schools ● Forums on global issues 	<ul style="list-style-type: none"> ➤ A higher percentage of students take part in different local and international programs. ➤ The ties with sister schools are strengthened through mutual visits and frequent contacts 		Whole year	<ul style="list-style-type: none"> - Study Tours & Exchange Program Team - ECA Teams - Environmental Education Team - Subject Depts. - Career Team - Student Union 	
	<p>2.5 To optimize the existing programmes on the promotion of moral, civic and national education</p> <ul style="list-style-type: none"> ● To conduct an audit on the MCNE components in the existing curriculum ● To plan for the deployment of resources, including funds and manpower ● To start working on a broad Curriculum framework ● To foster a shared vision and mission among teachers in the promotion of MCNE through staff training 	<ul style="list-style-type: none"> ➤ Teachers actively attend MCNE courses ➤ Teachers can implement programmes according to the spirit of universal core values. 	<ul style="list-style-type: none"> 🚩 Teachers' level of participation 🚩 Feedback from teachers 	Whole year	<ul style="list-style-type: none"> - MCNE Team - Curriculum Development Committee - School Development Committee - All staff 	<ul style="list-style-type: none"> ◆ MCNE Fund ◆ Clerical Support

Major Concern 3: To implement the Healthy School Policy (HSP)

Objectives:

- (a) To promote the personal wellness of young people, including good physique and a positive outlook on life.
- (b) To help students develop healthy lifestyles, constructive attitudes and resilience to adversity.
- (c) To enhance students' awareness for health-related matters.

Targets	Strategies	Success criteria	Method of Evaluation	Time scale	People responsible	Resources required
3.1 To foster a healthy school environment.	<p>3.1.1. To adopt a <i>Whole School Approach to Guidance and Discipline</i> in fostering a caring and supportive school ethos.</p> <ul style="list-style-type: none"> ● <i>Initial buying-in</i> ● <i>Cross-discipline collaboration</i> ● <i>Preparation for staff readiness</i> ● <i>Staff training</i> <p>3.1.2 To solicit the support of parents and the community in creating an environment conducive to the healthy development of students.</p> <ul style="list-style-type: none"> ● <i>Parent talks</i> ● <i>Collaboration with NGOs</i> ● <i>Support from social service organizations</i> <p>3.1.3. To select and train a core group of student leaders who will spread positive messages of a healthy life.</p> <ul style="list-style-type: none"> ● <i>Health Ambassador Programme</i> ● <i>Leadership Training</i> <p>3.1.4 To engage students actively in health services to ensure their physical and mental well-being.</p> <ul style="list-style-type: none"> ● <i>Community services</i> ● <i>HSP Programmes</i> 	<ul style="list-style-type: none"> ● A positive school ethos is observable. ● Stakeholders respond positively to the HSP and the rationale behind it. ● Students are enthusiastic and better informed about health-related issues. ● Students demonstrate keen interest in HSP activities. 	<ul style="list-style-type: none"> ● Observation ● Participation Rate ● Surveys ● Feedback 	Aug 2012 – July 2013	HSP Team Counselling Committee Discipline Committee	All resources will be covered by the <i>Beat Drugs Fund Special Funding Scheme (Healthy School Programme)</i>

<p>3.2 To help students develop healthy lifestyles.</p>	<p>3.2.1 To review the existing curriculum and incorporate drug education in terms of knowledge, skills and attitude.</p> <p>3.2.2 To provide opportunities for students to participate HSP activities to inculcate positive values, enhance health awareness and strengthen their resilience to temptations.</p> <ul style="list-style-type: none"> ● <i>SMART TRUCK</i> ● <i>Interschool Anti-drug Posters and TV commercials Design Competition</i> ● <i>Leadership Training for Health Ambassadors</i> ● <i>Health Dynamics Intensive Resilience Training</i> ● <i>Inauguration Ceremony to officially denote this important event to all participating schools.</i> ● <i>Prize-giving cum Closing Ceremony to award schools and students enthusiastically promoting HSP in school.</i> <p>3.2.3 To promote education programmes on drug and other health-related issues through the NGO, ECA teams and other departments.</p> <p>3.2.4 To review and plan for the continuous professional development for teachers on health matters.</p> <p>3.2.5 To provide parent education and training to enhance their health awareness and</p>	<ul style="list-style-type: none"> ● Teachers are adequately prepared in implementing the HSP. ● Participation in Voluntary Drug Testing reaches 50%. ● There is strong collaboration with the NGO and a smooth flow in delivering the HSP as agreed in the Contract. 			<p>Class Teachers</p> <p>School Social Worker</p>	
---	--	--	--	--	---	--

	parenting skills. ● <i>Talk on HSP</i> ● <i>Drug Prevention Parents Activity</i>					
3.3 To help administer voluntary drug tests to promote health and civic awareness and identify students who may need help.	3.3.1 To convey the idea of the drug test as a civic responsibility and a health concern to stake-holders for buying-in. 3.3.2 To assist the NGO in carrying out drug tests as stipulated in the HSP Contract. 3.3.3 To devise plans for follow-up support for needy students. 3.3.4 To review related procedures and strengthen information flow among key stakeholders.					

Annex: Proposed HSP activities conducted by NGO (TWGHs CROSS Centre).