



# **Bishop Hall Jubilee School**

## **Annual School Plan**

**2016-17**

## **School Vision**

Running in the tradition of Christian education, our school aims at the holistic development of a whole person, who is caring, self-confident, loving, embracing all that is good, true and beautiful. All students will graduate as healthy individuals, both in mind and body. As our school motto goes “I was not born to myself alone”, all Jubileans will be nurtured to love and serve the community.

## **School Mission & School Motto**

Bishop Hall Jubilee School was built to commemorate the Silver Jubilee of the consecration of the Rt. Rev. Ronald Owen Hall as the (Anglican) Bishop of the Diocese of Hong Kong, Macao and South China.

The mission of the school is to make available to boys and girls a sound secondary education conducted on Christian principles as professed by Sheng Kung Hui.

We strive to exhort our students to emulate Bishop Hall, a great and godly man who dedicated his whole life to serving the people of Hong Kong and China, in the spirit of his family motto – Non nascor mihi solum (I was not born to myself alone), which is adopted as the school motto.

**Bishop Hall Jubilee School**  
**Annual School Plan**  
**2016-17**

**Major Concerns**

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| 1. To strengthen a caring and thankful school culture            | P.3 |
| 2. To guide students to become proactive and successful learners | P.4 |
| 3. To further cater for students' diverse learning needs         | P.6 |

## 1. Major Concern: To strengthen a caring and thankful school culture

Intended Outcomes	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Committees Responsible	Resources Required
<p>1.1 To foster a culture of appreciation, respect and support</p> <p>1.2 To build up a very harmonious school atmosphere</p>	<p>1.1.1 To implement the curriculum of the moral, civic and religious education of SKH</p> <p>1.1.2 To organize more theme-based activities by different teams of the Student Support Coordination Committee to promote a caring school culture</p> <p>1.1.3 To continue to provide more opportunities for students to serve each other and the community</p> <p>1.1.4 To disseminate positive and thankful messages on the school campus</p>	<p>◆ Implementation of the curriculum of the moral, civic and religious education of SKH in class teacher periods and Religious and Ethics lessons.</p> <p>◆ Both teachers and students perceive a more caring and thankful school culture fostered</p>	<p>◆ School-based survey</p> <p>◆ Evaluation from committee and department meetings</p>	Sept 16 – June 17	<p>◆ Moral &amp; Civic Education Committee</p> <p>◆ Discipline Committee</p> <p>◆ Religious &amp; Ethics Department</p> <p>◆ Guidance Committee</p> <p>◆ Staff Development Committee</p> <p>◆ All teachers</p>	OEGB
1.3 To strengthen class ethos	1.2.1 To encourage students and class teachers to have active participation in	◆ More than 80% of class teachers participate in inter-class competitions	◆ Survey done by Competition	Oct 16 – June 17	<p>◆ ECA</p> <p>◆ Assembly Team</p>	

	inter-class competitions and school functions 1.2.2 To create time for class teachers to have casual gatherings with students	and school functions with their students ◆ Time created by the school can facilitate class casual gathering so that class ethos can be strengthened	Committee ◆ Feedback from teachers		◆ Student Support Coordination Committee ◆ All teachers	
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## 2. Major Concern: To guide students to become proactive and successful learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committees in Charge	Resources Required
2.1 To allow more students experience the sense of success in learning	2.1.1 To scaffold student learning in teaching, assignment design and assessment 2.1.2 Departments identify the difficult topics and incorporate strategies of scaffolding teaching and assessment 2.1.3 To explain to students the real meaning of successful learning	◆ Students find the scaffolding strategies help them understand difficult concepts and contents ◆ Students feel more confident of learning	◆ Examination results and performance in assignments ◆ Feedback from panel meetings ◆ Survey results	Sept 16 – June 17	All subjects	
2.2 To foster a positive learning	2.2.1 To continue to implement Saturday classes and	◆ Low achievers do not perceive themselves as	◆ Feedback from teachers	Sept 16 – June 17	◆ Academic Committee	

attitude among low-achievers	<p>after-school classes for low-achievers</p> <p>2.2.2 Early identification of students with learning difficulties</p> <p>2.2.3 To organize programs to help them build confidence in learning</p>	<p>unsuccessful learners</p> <p>◆ Low achievers still show motivation in learning</p>	◆ Survey		<p>◆ Guidance Committee</p> <p>◆ Subject teachers</p>	
2.3 To implement self-directed learning in junior forms	<p>2.3.1 To join the Quality Schools in Hong Kong Project of CUHK so that external help can be gained to successfully implement self-directed learning in junior forms</p> <p>2.3.2 The core subjects are required to incorporate self-directed learning in their schemes of work in junior forms</p>	<p>◆ Students take a more active role in learning through class observation</p> <p>◆ More student-centred activities will be adopted in lessons</p>	<p>◆ Lesson observation</p> <p>◆ Subject meetings</p>	Sept 16 – June 17	Core subjects and Academic Committee	OEOBG

### 3. Major Concern: To further cater for students' diverse learning needs

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committees in Charge	Resources Required
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3.1 The potential of high achievers can be stretched	3.1.1 To try split class teaching in some subjects 3.1.2 To make good use of the talent pool and organize more inter-class and inter-school competitions so that potentials of high achievers can be recognized and further developed	<ul style="list-style-type: none"> <li>◆ Improved academic performance of high achievers</li> <li>◆ High achievers are given more opportunities to join different competitions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Academic track records</li> <li>◆ External awards record</li> <li>◆ Survey</li> </ul>	Sept 16 – June 17	<ul style="list-style-type: none"> <li>◆ ECA</li> <li>◆ Academic Committee</li> <li>◆ English Department</li> </ul>	TRG
3.2 Average and weak learners feel cared for and valued	3.2.1 Deliberate attempts to involve average students in various school activities and competitions so as to encourage and motivate them to perform to the best of their abilities and build up their ownership in learning	<ul style="list-style-type: none"> <li>◆ More than 70% of students feel they are cared for and valued</li> </ul>	<ul style="list-style-type: none"> <li>◆ Survey</li> </ul>	Sept 16 – June 17	<ul style="list-style-type: none"> <li>◆ Academic subjects</li> </ul>	
3.3 A form-based other learning experiences can be developed	3.3.1 Coordinate with the ECA, Guidance and Service Committees to develop a comprehensive	<ul style="list-style-type: none"> <li>◆ A clear plan introduced</li> <li>◆ Successful implementation of the pilot</li> </ul>	<ul style="list-style-type: none"> <li>◆ Survey</li> <li>◆ Plans submitted</li> </ul>	Sept 16 – June 17	<ul style="list-style-type: none"> <li>◆ Student Support Coordination Committee</li> </ul>	

	<p>form-based other learning experiences for students in S1-S4.</p> <p>3.3.2 To pilot S1 &amp; S2 form-based other learning experiences in a small scale</p>				<p>◆ S1 &amp; S2 Class Teachers and Assistant Class Teachers</p>	
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**Plan on Use of Capacity Enhancement Grant  
2016 – 17**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Implementation Schedule</b>	<b>Resources Required</b>	<b>Performance Indicators</b>	<b>Assessment Mechanism</b>	<b>Person-in-Charge</b>
ECA (Chinese Drama)	To train Drama Club members for competitions	Hire a drama instructor to train members of Drama Club	40 Drama Club members who join the HKSDC	October 2016 to March 2017	\$60,000	1. Good performance in Drama Festival 2. Enhanced students' confidence, motivation, creativity, collaboration and communication skills	1 Performance in competitions; 2. students' perception (evaluation meeting)	PDS
ECA (Odyssey of the Mind)	To train students for the Odyssey of the Mind Competition	Consumables and transportation fee for competition	To improve students' creativity as well as problem solving skills	October 2016 to July 2017	\$4,000 (Consumables)	Competition Results	Feedback from students and competition results	CCF
ECA (Project ALPHA)	Start-up fund for students to start their projects	Consumables and rents for venue	To improve students leadership, problem solving and	September 2016 to July 2017	\$ 20,000	Quality of final product	Feedback from students and quality of final product	CCF

			communication skills					
ECA (Badminton Team)	Provide students with a variety of experiences of enrich their life experiences	Provide regular trainings and participate in external competitions.	To improve students' knowledge and basic skills of badminton, sportsmanship and team spirits.	September 2016 to August 2017	\$ 8,000	At least 80% attendance, participating in at least one external competition.	Feedback from students and their performance in competitions.	NAM
ECA (Squash Team )	Provide students with a variety of experiences of enrich their life experiences	Provide regular trainings and participate in external competitions.	To improve students' knowledge and basic skills of squash, sportsmanship and team spirits.	September 2016 to August 2017	\$ 8,000	At least 80% attendance, participating in at least one external competition.	Feedback from students and their performance in competitions.	LCH
ECA (Table-tennis Team)	Provide students with a variety of experiences of enrich their life experiences	Provide regular trainings and participate in external competitions.	To improve students' knowledge and basic skills of table tennis, sportsmanship and team spirits.	September 2016 to August 2017	\$ 10,000	At least 80% attendance, participating in at least one external competition.	Feedback from students and their performance in competitions.	TWK
ECA (Basketball Team)	Provide students with a variety of experiences of enrich their life	Provide regular trainings and participate in external	To improve students' knowledge and basic skills of	September 2016 to August 2017	\$ 20,000	At least 80% attendance, participating in at least one	Feedback from students and their performance in	LSC

	experiences	competitions.	basketball, sportsmanship and team spirits.			external competition.	competitions.	
ECA (English Debate Team)	<ol style="list-style-type: none"> <li>1. To promote English debate in school</li> <li>2. To increase students' interest in English debate</li> <li>3. To build a foundation of English debate skills among members</li> </ol>	Hire a debate instructor	F.1-F.5 students who are interested in English Debating	September 2016 to May 2017	\$60,000	Satisfactory performance in debate competitions Increase members' motivation and ability in English communication Members become more capable, confident and independent in English debate	Performance in debate competitions Student questionnaire	CKY
ECA (Music)	To train wind band	To hire a conductor to conduct the wind band performing different repertoire of wind music	Around 20 students participating in the Wind Band.	The Wind Band will have weekly rehearsal.	\$14,000	Performances given by the Wind Band	Awards attained and progress of students	NMF
ECA (Music)	To train orchestra	To hire a conductor to conduct the	Around 40 students	The Orchestra will have	\$25,000	Result from competition	Awards attained and progress of	NMF

		Orchestra performing different repertoire of music, including symphony works, string ensemble and chamber music	participating in the Orchestra	weekly rehearsal.		and performances by the Orchestra	students	
ECA (Music)	To train choir	To hire two vocal coaches to coach both the Junior Choir and Senior Mixed Choir students improving basic techniques	Around 160 students participating in the choirs	To hold small group vocal training to choir students during choir rehearsals on Wednesdays and Thursdays	\$50,000	Result of competitions and performance of the choirs		NMF
ECA (Folk Dance)	To teach Chinese dance, Oriental dance, western dance and modern dance	To hire a dance instructor to coach students perform different Chinese Dances	Around 25 students participating in the Dance Team	To have weekly rehearsal.	\$60,000	Result of competitions and performance of the Dance Team.	Awards in public competition	TNC
Academic (Mathematics )	To train students to participate in recognized Mathematics Contests To reduce Mathematics	To employ tutors for the training course Interested and invited Form 1 & Form 2 students will participate in	Teachers can focus on developing plans for the average ability groups Teachers' burden in administrative	September 2016 to May 2017	\$21,875	Interest in Mathematics Contest is maintained Prizes won in Mathematics Contests	Course evaluation Course attendance External award list	CDTW

	colleagues' workload so that they can concentrate their effort in teaching and learning of the curriculum	the course	work will be eased. Participating students will gain confidence and experience in mathematics contests.					
ECA (English)	To hire tutors to coach Speech Festival participants for the annual competition	Hire tutors to offer training to Speech Festival participants at lunchtime and after school	1. Students will achieve good results with the help of professional coaches 2. English Panel members will have more time to better prepare their lessons and deal with their marking	September to December 2016	\$35,000	Students achieve good results in Speech Festival	External awards attained at Speech Festival	SCM
學術 (中文)	聘請校外導師進行文憑試卷四(說話能力)的備試課程	聘請導師替中五及中六學生進行文憑試卷四(說話能力)的備試課程及訓練約4至5名本校舊生協助應	中六學生約150人 中五學生約50人	2016年10月至2017年5月	\$30,000	審視學生在文憑試的表現	1. 中文科教師召開會議評估成效 2. 學生在文憑試的中文科表現	鄭秀蘭老師

		屆中六學生練習卷四考試					3. 調查學生意見	
學術 (中文)	聘請四至五名舊生為中六學生進行中文口試訓練	聘請四至五名中文科成績優異的舊生，輪流協助訓練中六學生之分組口試	中六學生約150人	2017年9月至2017年3月	\$12,000	審視學生在文憑試卷四的表現	1. 中文科教師召開會議評估成效 2. 學生在文憑試的中文科表現 3. 調查學生意見	鄭秀蘭老師
學術 (普通話)	普通話朗誦訓練	透過訓練學生參加朗誦比賽，培養學生對普通話朗誦的興趣，提高普通話朗誦的水平。	約30名學生 中一至中五 參加普通話語朗誦比賽的學生	2016年10月至12月。	\$15,000	參賽學生表現：不少於75%取得優良/良好獎狀(76分以上)	校際朗誦比賽成績	蔣虹老師
學術 (中文)	聘請校外專業人員協助訓練學生參加校際朗誦節粵語朗誦比賽	讓更多學生可參加粵語朗誦比賽 分擔老師訓練粵語朗誦比賽的教學負擔。	60人	2016年10月至12月	\$10800	參賽學生表現：不少於75%取得優良/良好獎狀(76分以上)	校際朗誦比賽成績 調查學生及老師的意見	陳麗珊老師

**School-based After-school Learning and Support Programmes 2016/17 s.y.**

**School-based Grant - Programme Plan**

**Name of School:** Bishop Hall Jubilee School

**Project Coordinator:** Kwan CK      **Contact Telephone No.:** 23363034 ext 112

**A. The estimated number of students (count by heads) benefitted under this Programme is 111 (including A. 18 CSSA recipients, B. 70 SFAS full-grant recipients and C. 23 under school's discretionary quota).**

**B. Information on Activities to be subsidised/complemented by the grant.**

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
F1 Physical Training	<ul style="list-style-type: none"> <li>- Enhance the sense of belonging of F.1 students.</li> <li>- To develop students' physical competence and enhance their physical fitness through regular after-school physical fitness training.</li> </ul>	<ul style="list-style-type: none"> <li>- High overall attendance</li> </ul>	By Inspecting the attendance record	Sept-Nov	7	11	5	1610	
After School Remedial Course	<ul style="list-style-type: none"> <li>- To cater for learner diversity</li> </ul>	<ul style="list-style-type: none"> <li>- General Improvement in exam results</li> </ul>	Questionnaire	Oct-May	2	6	5	52100	

**School-based After-school Learning and Support Programmes 2016/17 s.y.**

**School-based Grant - Programme Plan**

**Name of School:** Bishop Hall Jubilee School

**Project Coordinator:** Kwan CK      **Contact Telephone No.:** 23363034 ext 112

**A. The estimated number of students (count by heads) benefitted under this Programme is 111 (including A. 18 CSSA recipients, B. 70 SFAS full-grant recipients and C. 23 under school's discretionary quota).**

**B. Information on Activities to be subsidised/complemented by the grant.**

After school tutorial Courses	- To enable students to be more confident in learning	- Positive feedback from students - High attendance	Questionnaire	Oct-May	5	24	1	6000	
Mock Exam Practice for F6	- To equip F6 students with the readiness to sit for HKDSE	- High attendance	By Inspecting the attendance record	Nov-Jan	1	17	12	4200	
Sport Training	- To develop students' physical competence & confidence	- Positive feedback from students - High attendance	Questionnaire	Sept-May	2	8	0	2000	
Music Training	- To enhance the aesthetic aspiration of our students	- Positive feedback from students - High attendance	Questionnaire	Oct-June	1	4	0	17000	
<b>Total no. of activities:</b> <u>6</u>				<sup>@</sup> No. of man-times	18	70	23		
				**Total no. of man-times	111				



**School-based After-school Learning and Support Programmes 2016/17 s.y.**

**School-based Grant - Programme Plan**

**Name of School:** Bishop Hall Jubilee School

**Project Coordinator:** Kwan CK      **Contact Telephone No.:** 23363034 ext 112

**A. The estimated number of students (count by heads) benefitted under this Programme is 111 (including A. 18 CSSA recipients, B. 70 SFAS full-grant recipients and C. 23 under school's discretionary quota).**

**B. Information on Activities to be subsidised/complemented by the grant.**

Note:

\* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\*Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C)