

SCHOOL IMPROVEMENT PLAN FOR 2011/ 2012

To ensure the 5th and 6th floors are ready for September 5 for staff and secondary pupils.

WHO Mr Chan (contractor), architect, Mr Leung, Mr Lam, Principal, Ms Chan, , Mr Lee, IT staff

HOW Meetings, inspections of work, communications with architect

WHEN July & August

COSTS MOP 16M. More costs to follow when evaluation of work has been completed.

Outcomes:

To successfully accommodate our secondary pupils and staff as quickly as possible back in their new environments on floors 5 and 6. Good supervision of pupils throughout the day will be essential now that they will be situated on two floors.

WHO All secondary staff

HOW Good organization and responses to the new challenges of new form rooms, laboratories, supervision of transit areas for pupils on floors and between floors

WHEN September 5 2011

COSTS There will be some additional costs with regard to further improving renovations through necessary modifications.

Outcomes:

Costs: LCD projector and screen; move piano

Supervision issues:

How can F1-F3 teachers help their F4 colleagues this year?

Minimal interruptions

F1 – F3 proactive if F4 problems arise

Departmental support

Help with orals – languages

Help with practicals – science

F2 introduce IGCSE syllabus; F3 implement syllabus; F4 complete syllabus

When

Throughout the year

Issues

Time

To aim to continue to improve the teaching of mathematics in all classes after the summer training workshop and so raise pupils' standards in mathematics throughout the school.

WHO All kindergarten, primary and secondary mathematics staff

HOW Improved planning; implementing workshop principles

WHEN September onwards

COST\$ Training workshop fees

Outcomes from staff year group meetings:

To maintain, and endeavour to improve standards of pupils' work in all year groups and in all subjects, so that the college continues to be regarded as a very highly successful school in Macau. This is an annual process.

WHO – all staff

HOW – good quality teaching, good classroom management, good parental links, good quality homework, high expectations of all pupils, good collaborative planning, booster or tutorial work if necessary for weakest and brightest pupils.

WHEN – over the entire year

COST – minimal

To continue to improve standards of pupils' behaviour and dress both in school, when leaving school, and out of school in the public arena. This is an annual process.

WHO – all staff

HOW – consistency amongst staff in implementing behaviour and discipline policies and dress codes.

WHEN – over the entire year

COST – zero

To introduce daily, Silent Sustained Reading into all primary classes, 8.30am – 8.45pm, and into the kindergarten 3 classes, 1.05pm – 1.20pm.

WHO All staff

HOW Provide reading books/children bring/choose reading/library books

WHEN Include in daily timetables August

COSTS Zero

To recruit a secondary teacher or teachers who is/are willing to help Crystal to continue and develop the good work already undertaken by the previous School Pupils' Councils. This is a short term goal.

WHO – ask secondary staff

HOW – meetings

WHEN – training sessions in August/September

COST – management to consider an allowance for this very important extra work for teachers

Outcomes:

Peter Sables & Michelle Davids will assist Crystal

Our cohort of pupils in F4 undertake IGCSE examinations for the very first time in 2012 and they and their teachers need the full support of all MAC personnel to ensure that all these pupils perform to their full potential. The early identification of the needs of F4 pupils will become educational priorities each year. This will be an annual process, assessing the needs of F4 pupils.

WHO F4 pupils and teachers

HOW Early assessments of pupils; some extra curricular timetabling is essential.

Management and all secondary staff need to be supportive of F4 pupils and their teachers.

WHEN September onwards

COST Tutorials after school hours will be essential; school will pay

To plan for two form 5s and two form 6s in 2013 and 2014, humanities and sciences' cohorts. Meetings with parents and pupils prior to IGCSE examinations in 2012 will be necessary so that we can plan efficiently for the two following years. This is initially a medium term goal of 3 years.

WHO Ms Donna, Mr Herath, F4 staff, new F5 staff
HOW Meetings with pupils and their parents
WHEN October March June
COST zero

To ensure that the science component is more fully developed in the IPC curriculum and as a separate subject outside the IPC. This is an annual process

WHO Ms Nausheen, Mr Alexander, IPC year group coordinators
HOW Regular meetings, evaluations, check planning, classroom IPC focused visits by Assistant Principal
WHEN August preparation sessions, regular year group meetings
COST Zero

The whole school evaluation process will be conducted in November – one staff meeting and one week to return questionnaire – so that we can evaluate our current strengths and weaknesses before our inspection in March. Whole school evaluation is an annual process.

WHO All staff
HOW One meeting to examine and discuss questionnaire; one week to complete
WHEN Early November at a whole staff meeting
COST Zero

To put more emphasis and time on creative writing and poetry, K3 – F3.

WHO All staff, K3 – F3.
HOW Focused planning to include creative writing; English training
WHEN Throughout the year
COST Minimal in-house training fees

To induct new staff as quickly as possible into the life and work of the college so that we can maximize their knowledge, experience and talents.

WHO All new staff, all staff, Robert & Donna.
HOW Communications, meetings, acceptable buddies, meals/socials
WHEN August onwards
COST Some meal/social expenses

To ensure that our weakest and brightest pupils receive their curricular entitlements at their own ability levels. This is an annual ongoing challenge.

WHO All staff
HOW Good quality planning to include differentiation
WHEN August onwards throughout the year
COST Zero

To further evaluate the timing of final examinations in our secondary section, F1 to F3, and on our calendar and year planner because this year's efforts to motivate pupils after their final examinations were very difficult.

WHO Donna & RB & all secondary staff
HOW Final examination timetables, F1 – F3, after IGCSE examinations have finished
WHEN August 2011
COST Zero

The new secondary timetable should include a short afternoon break for pupils.

WHO Mr RB Herath
HOW Timetable modifications
WHEN August
COSTS Zero

The research library building, its resources and the teacher librarian need to be fully utilized by teachers and pupils, P4 to F4.

WHO Mr Zen & P4, P5 P6 teachers and secondary staff
HOW Timetabling
WHEN September
COSTS Zero

We have several new students in many classes to settle into school routines.

WHO New students; their new teachers

HOW Identify new pupils, select buddies asap, monitor child's behavior and progress, check with child and his/her parents

WHEN September

COSTS Zero

To encourage and persuade all parents, but most especially some parents of the oldest pupils, P4 – F4, to remain or become equal partners in their child's education. This is continuing process.

WHO MAC Parents; teachers, management

HOW Better communications – newsletters; website information; text messages; phone calls

WHEN From September

COST minimal

Our most – at - risk pupils already have individual education plans (IEPs) which need to be written again this year by teachers for their pupils in all classes and for individual subjects (P4 – F4)

WHO MAC teachers; SEN resource teacher; Alice Hong; parents of individual students

HOW Written plans in place for September

WHEN September

COST Zero

There are some pupils awaiting IEPs who will need work set at their ability levels in some classes and forms.

WHO Identified weak pupils

HOW Share information with all relevant staff

WHEN August

COST Pupils may require extra specific resources

To aim for the maximum possible number of successful graduations K1 – F4.

WHO All teaching staff

HOW Identify weakest pupils as soon as possible and implement successful teaching and remedial strategies for these pupils

WHEN Regular checks on progress of these pupils and meetings with coordinator,

head of department, assistant principals
COST Extra resources may have to be purchased

Accelerated reading opportunities need to be given more often to some pupils from K3 – P6. There are some inconsistencies among year groups where children do not receive the same opportunities as other pupils to progress as quickly with AR.

WHO All staff K3 – P6; AR coordinator; assistant principal
HOW Checks on pupil progress in AR and reminders to individual staff; AR training
WHEN August meeting and training for new staff
COST Zero

Creativity and creative teaching methods need to be further developed from K1 – P6.

WHO All staff
HOW Training sessions
WHEN August 2012
COST Training budget

To develop links with our sister school, the Shenzhen Futian Foreign Language School to find out what useful work they are undertaking and what we can learn from our visits.

WHO Principal, teachers
HOW Complete forms and submit request for funding from DSEJ
WHEN August 2011
COSTS Additional costs not covered by DSEJ funding

To begin work with students in the language laboratory on the 5th floor.

WHO Mr Arvin
HOW Prioritize student needs
WHEN October 2011
COSTS Zero

To continue to support and develop the work of the MAC Band.

WHO Kathy; all staff; private instrumental tutors
HOW Practices, rehearsals, school concerts, out of school concerts
WHEN Throughout the new school year
COSTS Tutor fees; instruments; bus fees

To support the formation of a new school choir.

WHO Bianca; all staff; Kathy
HOW Practices, rehearsals, concerts , out5 of school concerts
WHEN Throughout the new school year
COSTS Sheet music

To continue the provision of good quality field trips for all pupils.

WHO All staff
HOW Judicious selection of venues
WHEN Whenever linked to curriculum development
COSTS Excursion fees, materials, photographs

To fully utilize all interactive white boards available.

WHO Catarina, Jordan; trained staff; all staff
HOW Training sessions
WHEN August/ September
COSTS Zero

To fully utilize the DSEJ teacher training money available this year. Priority is given this academic year to IGCSE subject training for secondary teachers and to creative teaching developments and any issues or challenges raised by the inspection

WHO Secondary staff preparing students for IGCSE; management; all staff
HOW Training overseas; in – house training
WHEN Throughout the school year
COSTS New training money

To prepare all staff for the requirements of the inspection, March 26 – 30.

WHO Principal, management, all staff
WHAT Homework, marking, planning, registers, lesson evaluations etc
HOW Internal training sessions/workshops

WHEN August/September; September – March
COSTS Zero

New teachers of social sciences check and amend if necessary the most recent secondary social studies policy.

WHO Social sciences teachers
HOW Edit policy
WHEN August
COSTS Zero

To incorporate more buddy time throughout kindergarten and primary K3/K2 & P5/P6 through play based learning strategies.

WHO Lanny, Arvin; relevant teaching staff
HOW Presentation to staff
WHEN August/September
COSTS Zero

To enter and train selected pupils for for the Macau Polytechnic speaking competitions; and the Macau schools' poetry competitions. This is an annual goal.

WHO Mr Arvin, Mr Sables, Mr Brown, Ms Thedy; all teachers of English, Chinese, Portuguese
HOW Class practices, internal competitions
WHEN September and February
COSTS Zero

To further improve the school environment when all building work and renovations are completed. Short term goal of one year.

WHO Cissy Chan, Mr Lam, Mr Leung, teachers
HOW Inspections of school environment; draw up plans; analyse costs
WHEN September onwards
COSTS Estimate MOP 250000

To evaluate the effectiveness of communications when the 6th floor is fully utilized by F3 and F4 pupils.

WHO Management and staff
HOW Daily analyses
WHEN September
COSTS Some improvement costs; Estimate MOP100000

To fully utilize all pupils' laptops available in school.

WHO IT staff and teaching staff
HOW Check on use of computers
WHEN September onwards
COSTS Some repairs through use: Estimate MOP20000

To write the secondary F4 Chinese syllabus for Chinese and Mandarin pupils' needs.

WHO Ms Zera
HOW Write new syllabus
WHEN August
COSTS Zero

To improve the weakest pupils in mathematics, F1 and F2, through extra curricular provision. Funding has been approved for this project (MOP 60000). This will be an annual plan.

WHO all secondary mathematics staff + Grace (P6)
HOW meetings, identify pupils, plan timetables for support, inform parents
WHEN August/ September 2011 (Planning) – June 2012 (teaching)
COSTS DSEJ funding

To improve weaker students in their Chinese, F1 and F2, through extra curricular provision (MOP 162000)

WHO Crystal, Mr Dong, Ms Ho, Ms Chan, Ms Celia
HOW Meetings, identify pupils, pupils' specific needs, plan timetables for support, inform parents
WHEN August/September 2011 (planning) – June 2012 (teaching)
COSTS DSEJ funding

To promote successful learning opportunities for pupils to improve their English skills (P5 – F2) through extra curricular provision. Funding has been approved for this project (MOP 144000)

WHO All secondary English staff, P4, P5 and P6 English staff
HOW Meetings, identify pupils, identify specific needs, plan timetables for support, inform parents
WHEN August/ September 2011 (planning) – June 2012 (teaching)
COSTS DSEJ funding

To develop the Chinese reading promotion plan, K1 – F4. Funding approved MOP 109000.

WHO Ms Ho, Mr Dong, Mr Jing, Ms Crystal, Ms Zera, Ms Celia
HOW Meetings, identify pupils, pupils' specific needs, plan timetables for support, inform parents
WHEN August/ September 2011 (planning) – June 2012 (teaching)
COSTS DSEJ funding

Recruitment, retention and redundancy issues, 2012/2013

WHO Management team & senior experienced staff
HOW Accurate prediction of needs of college
WHEN August/September 2011 onwards; responses from staff in February 2012
COSTS New staffing and salary costs

To improve the weakest pupils in mathematics, F1 and F2, through extra curricular provision. Funding has been approved for this project (MOP 60000). This will be an annual plan.

WHO all secondary mathematics staff + Grace (P6)
HOW meetings, identify pupils, plan timetables for support, inform parents
WHEN August/ September 2011 (Planning) – June 2012 (teaching)
COSTS DSEJ funding

To improve weaker students in their Chinese, F1 and F2, through extra curricular provision (MOP 162000)

WHO Crystal, Mr Dong, Ms Ho, Ms Chan, Ms Celia
HOW Meetings, identify pupils, pupils' specific needs, plan timetables for support, inform parents
WHEN August/September 2011 (planning) – June 2012 (teaching)
COSTS DSEJ funding

SCHOOL IMPROVEMENT ISSUES – WORKSHOP SESSIONS 22/08/2011

F4 STAFF

Task:

To read and discuss the issues below and make suggestions, comments, and criticisms, but to endeavour to come up with some practical ways to help students weak in the teacher's subject and to give these students an opportunity to pass IGCSE.

Background:

Many teachers will tutor after school hours this academic year. This is a private arrangement between the MAC teacher and the parent. The Principal however urges teachers to prioritize the needs of MAC pupils by tutoring our own weakest pupils, especially in F4, first before tutoring other pupils from other schools. Funding for teachers for tutoring a small group after school hours will be made available.

Aim:

To help our weakest F4 pupils, who are just capable of sitting some chosen or mandatory IGCSE subjects, achieve passes in their weakest IGCSE subjects. This will involve a plan for extra curricular tutoring with staff being available to tutor their weakest F4 pupils.

Some issues:

F4 are the priority.

The impetus needs to come from F4 staff to meet with these weak pupils. It does not usually work the other way round, weak pupils being reluctant to admit to weaknesses and ask for extra help.

To identify weak pupils very quickly, and to put into place each pupil's subject action plan.

Having identified the pupils, all F4 staff work together on a timetable so that teachers are available to tutor weak pupils from 3.45pm at MAC.

If the timetable is extensive, and tutoring has to continue beyond 5pm, college will fund the teachers' tutoring of MAC pupils.

Teachers' agreed responses:

HOW TO HELP WEAK F4 PUPILS WHO MIGHT JUST PASS IGCSE

Help pupils plan their study schedules after school

Identify pupils by end of September

Careful timetabling after school

Limit school based F4 non curricular activities

Make available private tutoring of a small group or individuals after school ends.

Create double periods if possible.

Limit interruptions

Sessions which can be flexible are mandatory to pupils

Pupils required should be given a day's notice of the tutorial

F4 TEACHERS TO ORGANISE ASSESSMENTS, TIMETABLES, TUTORING SCHEDULES

To promote successful learning opportunities for pupils to improve their English skills (F1 – F2) through extra curricular provision. Funding has been approved for this project (MOP 144000)

P6 teachers identify weakest pupils

Baseline F1 English test or creative writing task across the three F1 classes to identify weakest pupils

Help weakest pupils by setting appropriate work and homework at their own levels

Identify weakest pupils by the end of September

Timetable needed for pupils and subjects because there may be a clash with mathematics and Chinese F1 pupils

October – start tutorials

When? After school/Saturdays

Carefully plan pupils' curricular needs.

ISSUES:

This after school work needs to be really interesting for pupils at the end of the normal school day.

Sessions are mandatory to selected pupils

SECONDARY ENGLISH STAFF (PLUS P5 & P6 ENGLISH STAFF IF NEEDED) TO ORGANISE ASSESSMENTS, TIMETABLES, TEACHING SCHEDULES

To improve the weakest pupils in mathematics, F1 and F2, through extra curricular provision. Funding has been approved for this project (MOP 60000). This will be an annual plan.

WHO all secondary mathematics staff + Grace (P6)

HOW meetings, identify pupils, plan timetables for support, inform parents

WHEN August/ September 2011 (Planning) – June 2012 (teaching)

COSTS DSEJ funding.

Outcomes from maths group meeting, P5 – F4 teachers:

P6 teacher identifies weakest pupils.

F1 baseline test identifies weak pupils

Create after school/ Saturdaytimetable *with* English staff and Chinese staff

When? End of September after weakest pupils in English, Chinese, and maths have been identified

Commence small group tuition in October

P5 P6 F1 and F2 teachers draw up maths timetable for after school maths provision

Issue:

Tutorial sessions are mandatory

SCHOOL IMPROVEMENT ISSUES

PRIMARY CHINESE STAFF - MS HO

We need to make our Chinese curriculum *more flexible* for teachers in our primary section. *Writing* needs to be as equally an important component as reading from P2 onwards.

TASK To share the information below with all primary Chinese staff and to note their comments and suggestions

Background :

Flexible

Teachers do not have to always follow the 5 day a week plan. The Principal wants Chinese teachers to be more creative and to use their own ideas and imaginations, and not always follow the 5 day plan, which runs from P1 – P6.

Writing

Children need to be given more opportunities to write in Chinese as often as possible. Children should learn to love writing as much as reading. Teachers are under contract till 5pm so there is sufficient time to get most marking of writing completed.

Outcomes from meeting:

Make the learning of *Chinese characters* more interesting and enjoyable

Lots of oral practice for *sentence drill*

Use fantasy and dreams, pictures, flash cards.

Allow time for students to speak freely in Chinese, and to write freely

Train children to speak with feeling

Model story telling for pupils. Teachers e performers.

Allow time for pupils to write about what interest them – hobbies, stories, movies, holidays, friends, share a topic with pupils (link with IPC)

Integrate the language skills of reading and writing, with singing, and poetry recitation in planning

How to ensure the weakest and strongest pupils receive their curricular entitlement, F1 – F3?

Assess all pupils

Identify strongest and weakest pupils

Devise strategies to improve weak pupils' attitudes/efforts

Actively engage pupils

Scaffolding techniques

Don't segregate pupils according to abilities

Be available to answer pupils' queries/problems

Teaching style fosters enjoyment of learning

Buddy system to help weaker pupils

Extension work for most able in class and for homework

Higher order thinking skills taught

Read aloud extend basic knowledge/scaffolding

Visual charts/ mind mapping/graphic organiser

Structured note taking

Reciprocal teaching

Varied assessments

Role play

Recognize & incorporate 7 ways of learning

1. Verbal
2. Visual
3. Interpersonal
4. Intrapersonal
5. Logical
6. Body/Physical movement
7. Musical/rhythm/sound/ beats

Bloom's taxonomy (see below)

BLOOM'S TAXONOMY

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

JACKY + ALICE + HOMER + ROBERT + DONNA

Background:

Have a look together at the new 5th and 6th floor environment.
The completion of the 6th floor buildings will reduce some outside space, but create some new spaces, in fact *more* space overall on the 6th floor.

OFF SITE

Badminton
Track & Field
Indoor basketball
Volleyball
Mini soccer
Handball

OFF SITE OPTIONS

Bowling
Tennis
Swimming
Hockey
Table tennis
Competitions between schools

AT MAC

Hall/4th floor balcony	RC Floor
Table tennis	Mini hockey
Gymnastics	Soccer
Badminton	Soccer machines
EC games	Extra curricuoar sports – roller skating etc
Games	
Speed stack	
Shuttle cock football/games	

6th floor

Badminton
4/5 a side football
Tennis

7th floor roof

free games
aerobics/fitness/medicine ball
? a side football

7th floor roof basketball court

basketball
volleyball
5 a side3 football

?a side basketball skills games
Games
Skills practices
Aerobics/fitness/medicine ball

It was agreed to meet with Jacky every six weeks to evaluate the PE time table and the teaching of PE.

KINDERGARTEN 3, P1 to P6 AIM – TO FURTHER IMPROVE READING SKILLS

To plan carefully and implement the teaching of guided reading (GR) skills in K3 and in all primary classes.

When, how, and how often is each year group going to do this?

K3

Start November

3 or 4 groups during the week

Once per term

P1

Start October

3 or 4 groups

Twice per term

P2

Start October/November

3 different texts for 4 groups

1 GR lesson per week

P3

Start October/November

3 different texts for 4 groups

1 GR lesson per week

P4, P5 P6

Start September

Literature time

Assess pupils first through a class reading comprehension test.

Issues – Check group dynamics; consider time factor; parental queries

State briefly also how you will undertake AR and creative writing work each week.

AR – ALL - daily

**AR K3 after CNY: 10 books per annum; P1 50 books per annum; begin October
P2, P3 Sails + own readers**

CW – ALL - daily

CW K3, P1, P2, P3 daily

K3 topic once a month:

P1,P2, P3 topic twice a month (Oct – July)

SECONDARY TEACHERS F1 – F3

Please discuss this issue in detail and share your successes and failures with different pupils of f different abilities in your subjects with your colleagues. Try and come up with a practical method or plan or list for helping the most challenging pupils.

We need to ensure that our weakest and brightest pupils receive their curricular entitlement in each subject at their own ability levels.

Recipe for success:

Teacher's skill to motivate mixed ability children

Identify weak pupils

Devise strategies to enable them to work to their full potential

Conducive class atmosphere.

Don't segregate weaker pupils from others

Open access for individual pupil to discuss his problems with subject teacher

Teacher needs to be flexible, adaptable to pupils' needs, engage pupils at their levels to foster learning

Create buddies in each class to foster collaborative learning

Issues to consider:

Language ability

Segmenting pupils identifies weakest pupils and most able pupils

Some pupils find the subject too challenging

Pupils reluctant to communicate their problems

Teacher frustration

Pupils memorize but don't understand

End of year evaluation of work.

K1 and K2 staff – CRUCHENDA

Each teacher and assistant teacher state what went well last year and what was not successful. The lists can be as long as you wish, but eventually prioritize three successes; three concerns.

Decide on, and then write down, some strategies to improve what had not been successful, the three concerns, last year.

Successes:

Teachers' collaborative learning

K1 and K2 curriculum developments

Improved variety of activities for pupils

Made the outside areas more attractive visually

Problems:

1. More art supplies purchased at the beginning of the year;

2. K2 lunches outside the classroom

3. Purchase more blue mats/ try bcamp cots

4. Clean air con more often – once a month

5. Improve "aunties' " roles

How to solve problems:

1. Aarti to liaise with Lisa asap to add to order if necessary

2. K2 meeting + Ah Lan/Cissy

3. Alice & Cruchenda to see Cissy

4. " " " "

5. K2 staff meet with Cissy & Ah Lan

WORKSHOP 2

To improve the weakest pupils in mathematics, F1 and F2, through extra curricular provision. Funding has been approved for this project (MOP 60000). This will be an annual plan.

WHO all secondary mathematics staff + Grace (P6)

HOW meetings, identify pupils, plan timetables for support, inform parents

WHEN August/ September 2011 (Planning) – June 2012 (teaching)

COSTS DSEJ funding.

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To improve weaker students in their Chinese, F1 and F2, through extra curricular provision (MOP 162000)

WHO Crystal, Mr Dong, Ms Ho, Ms Chan, Ms Celia

HOW Meetings, identify pupils, pupils' specific needs, plan timetables for support, inform parents

WHEN August/September 2011 (planning) – June 2012 (teaching)

COSTS DSEJ funding

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WHO All secondary English staff, P4, P5 and P6 English staff

HOW Meetings, identify pupils, identify specific needs, plan timetables for support, inform parents

WHEN August/ September 2011 (planning) – June 2012 (teaching)

COSTS DSEJ funding

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To introduce daily Silent Sustained Reading into all primary classes, and into the kindergarten 3 classes.

WHO All primary staff & K3 staff

HOW Provide reading books/children bring/choose reading/library books

WHEN Include in daily timetables August

COST\$ Zero

Outcomes from meeting:

WHO

Teachers & pupils

HOW

Student prepares personal choice of reading material the day before

Soft music to accompany?

Strict rules about short lesson ; No talking etc

WHEN

10 minutes after lunch play

Start second week of September?

To incorporate more buddy time throughout kindergarten and primary K3/K2 & P5/P6 through play based learning strategies.

WHO Lanny, Arvin; P5 and P6 teaching staff

HOW Presentation to staff

WHEN August/September

COST\$ Zero

OUTCOMES FROM MEETING

WHO & HOW Teachers pair up

Lanny Nausheen; Jordan Portia; Zuraya Alice; Grace Su Jeong; Cat. Libby; Suzie

Jennifer; Arvin Mei; Sophia Erica.

Pre- assign pupils with buddies

English; maths; PE; science; art

WHEN Start October?

**1 subject per half term (6 per year)
K1 and P4 try buddy system in April/summer term**

CONSIDERATIONS K2 naps; inform parents

COSTS Some equipment costs

To continue to improve standards of pupils' behaviour and dress both in school, when leaving school, and out of school in the public arena. This is an annual process.

WHO – all staff

HOW – consistency amongst staff in implementing behaviour and discipline policies and dress codes.

WHEN – over the entire year

COST – zero

OUTCOMES FROM MEETING – K1 SUGGESTIONS

WHO

Teachers on duty outside report infringements of dress code to management by writing down pupils' names

Lanny & Arvin & David spot checks 8.10am

Management – Robert & David observe pupils after briefing till 8.30am

HOW

Suitable sanctions including a warning; a phone call to home

Large photograph of pupils' suitable dress

A large mirror?

Competition for best dressed class.

WHEN

Explanations on first day of the new term

Implementation from second day

COSTS

Mirror; class prizes awarded at next assembly

To develop the Chinese reading promotion plan, K1 – F4. Funding approved MOP 109000.

WHO Ms Ho, Mr Dong, Mr Jing, Ms Crystal, Ms Zera, Ms Celia

HOW Meetings, identify pupils, pupils' specific needs, plan timetables for support, inform parents

WHEN August/ September 2011 (planning) – June 2012 (teaching)
COSTS DSEJ funding