

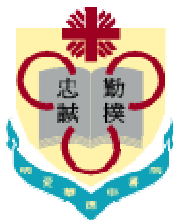
明愛華德中書院

Caritas Charles Vath College

### Annual School Plan 2008 – 2009

#### Major Area of Concern 1: To Enhance the Effectiveness of Learning & Teaching

Objectives	Strategies / Implementation Plan	Success Indicators	Method(s) of Evaluation	Time Frame	Person(s)-in-charge
1. To create a learner-centered interactive learning environment	<ul style="list-style-type: none"> <li>- Collaboration among teachers, and teachers and students will be strengthened.               <ul style="list-style-type: none"> <li>i. The number of collaborative lessons will be extended to 2-3 periods for each subject or stream of study.</li> <li>ii. Split-class teaching will be implemented in Chinese, English and Visual Arts (VA) lessons.</li> <li>iii. Co-teaching will be implemented in CIT lessons.</li> <li>iv. A pilot scheme to involve students in lesson planning will be initiated. Students will be invited to join teachers after school in lesson design. Piloted subjects will include Chinese, English, Math, CIT and VA.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Each subject successfully designed and implemented a learner-centred lesson in each term.</li> <li>- 70% of the teachers indicated that their capabilities in organizing learner-centred activities had been enhanced.</li> <li>- Teachers attempted to organize learner-centred activities.</li> <li>- 60% of the students indicated that the teachers provided opportunities for them to take part in the learning process in class.</li> <li>- &gt;20% of the lessons observed are assessed as having good learning effectiveness through the implementation of learner-centered learning strategies in the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Stakeholder Survey</li> <li>- School-based questionnaires</li> <li>- Feedback by teachers in meetings</li> <li>- Lesson observations and post LO discussion with sufficient emphasis on the effectiveness of learner-centered interactive learning seen in those lessons.</li> <li>- Exercise book inspections</li> <li>- Daily observations</li> </ul>	<p>Whole year:</p> <ul style="list-style-type: none"> <li>- Split-class teaching, co-teaching, collaborative lesson planning</li> <li>- inform teachers of all relevant training</li> <li>- regular evaluation meetings among teachers</li> <li>- Daily observations</li> </ul> <p>August</p> <ul style="list-style-type: none"> <li>- Sharing on learner-centered approach</li> </ul> <p>October</p> <ul style="list-style-type: none"> <li>- Lesson Observations</li> </ul> <p>November to December</p> <ul style="list-style-type: none"> <li>- 1<sup>st</sup> Exercise Book Inspections</li> </ul> <p>November to December</p> <ul style="list-style-type: none"> <li>- install a desktop computer in every classroom</li> </ul> <p>January</p> <ul style="list-style-type: none"> <li>- S5 Stakeholder Survey</li> </ul>	<ul style="list-style-type: none"> <li>- TIC of Academic Affairs</li> <li>- Panel Coordinators</li> <li>- TIC of School Environment Improvement Team</li> </ul>



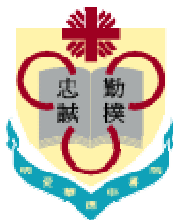
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1. To create a learner-centered interactive learning environment (cont.)	<ul style="list-style-type: none"> <li>- Training sessions will be organized to enhance teachers' capabilities in organizing learner-centred learning activities.               <ul style="list-style-type: none"> <li>i. A sharing session on the learner-centered approach will be held in August 2008.</li> <li>ii. A training session on Project Learning will be held in the 2<sup>nd</sup> term.</li> <li>iii. Teachers will be informed of relevant training organized by the EDB on a regular basis.</li> </ul> </li> <li>- School &amp; classroom facilities will be improved to promote a learner-centered classroom environment.               <ul style="list-style-type: none"> <li>i. a new interactive computer room will be set up.</li> <li>ii. a desktop computer will be installed in every classroom.</li> </ul> </li> </ul>	/	/	February - School-based questionnaire for S5 students February – March - set up an interactive computer room March - S4 Stakeholder Survey - Lesson Observations April - Training on Project Learning - Second exercise book inspection May - School-based questionnaires for S4 students and teachers	/



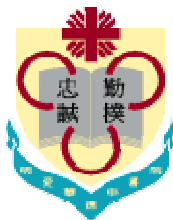
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2. To instill in students the habit of reading	<ul style="list-style-type: none"> <li>- The school environment will be improved to make it conducive to reading.               <ul style="list-style-type: none"> <li>i. A 15-minute Morning Reading Period will be scheduled on Tuesdays and Thursdays.</li> <li>ii. Chinese and English books will be purchased for S4 &amp; S5 class libraries.</li> <li>iii. An International Corner will be set up to provide a comfortable reading environment for students.</li> <li>iv. Books and magazines that are of interest to the students will be purchased.</li> <li>v. Audio-visual materials such as songs, TV series and movies will be available in the multimedia self-learning corner in the library.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 70% of the students enjoyed the reading materials provided in the Morning Reading Period.</li> <li>- The number of students visiting the library increased by 10%.</li> <li>- The number of students borrowing books from the library increased by 10%.</li> <li>- 60% of students read at least one English story book and one Chinese book.</li> </ul>	<ul style="list-style-type: none"> <li>- Stakeholder Survey</li> <li>- School-based questionnaires</li> <li>- Data generated by the school library</li> <li>- Feedback from class teachers and language teachers.</li> </ul>	<p>Whole Year</p> <ul style="list-style-type: none"> <li>- Morning Reading Periods</li> <li>- Library Activities</li> <li>- Purchase of audio-visual materials, interesting books &amp; magazines</li> <li>- Feedback from teachers</li> </ul> <p>January</p> <ul style="list-style-type: none"> <li>- Set up an International Corner</li> <li>- S5 Stakeholder Survey</li> </ul> <p>February</p> <ul style="list-style-type: none"> <li>- School-based questionnaire for S5 students</li> </ul> <p>March</p> <ul style="list-style-type: none"> <li>- S4 Stakeholder Survey</li> </ul> <p>May</p> <ul style="list-style-type: none"> <li>- School-based questionnaires for S4 students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>- TIC of Academic Affairs,</li> <li>- TIC of Library Team</li> <li>- Chinese &amp; English Panel Coordinators</li> </ul>



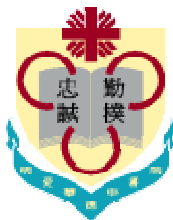
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2. To instill in students the habit of reading (cont.)	<ul style="list-style-type: none"> <li>- The school library will organize different activities to arouse students' interest in reading.               <ul style="list-style-type: none"> <li>i. Teachers and students will be invited to share the books they have read in the morning assembly.</li> <li>ii. Reading Award Scheme will be organized. Students who read frequently and those who can write outstanding book reports will be awarded.</li> </ul> </li> </ul>	/	/	June - Generate library data	/



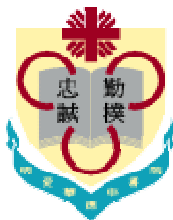
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#### Major Area of Concern 2: To elevate the school's team spirit

Objectives	Strategies / Implementation Plan	Success Indicators	Method(s) of Evaluation	Time Frame	Person(s)-in-charge
1. To develop a whole school approach to discipline and guidance (D&G)	<ul style="list-style-type: none"> <li>- 2 training workshops on counseling skills and classroom management will be organized for all teachers in August and September.</li> <li>- Further D&amp;G training workshops will be arranged according to the needs of the teachers and students' behaviours.</li> <li>- Special training sessions on classroom management will be provided for inexperienced teachers.</li> <li>- A mentorship system for new and inexperienced teachers will be set up. The mentors will discuss with their mentees on a regular basis to help with the problems they encountered including matters related to discipline and guidance. The effectiveness of their class management will be observed and discussed through regular lesson observations.</li> <li>- Teachers will be encouraged to attend training on counseling skills.</li> </ul>	<ul style="list-style-type: none"> <li>- 70% of the teachers realized that student guidance is part of their responsibilities.</li> <li>- 70% of the teachers agreed that the school provided enough support to them in matters related to D&amp;G</li> <li>- 70% of the teachers took an active role in student discipline and guidance.</li> <li>- New and inexperienced teachers have shown improvement in classroom management and counseling skills.</li> <li>- Students' attitude and behaviour improved.</li> <li>- 70% of the teachers are satisfied with the performance of the Prefect team.</li> </ul>	<ul style="list-style-type: none"> <li>- School-based questionnaires for teachers and students</li> <li>- Stakeholder surveys</li> <li>- APASO</li> <li>- Collect opinions and feedback from teachers in D&amp;G and Staff Meetings.</li> <li>- Collect data from students' punishment and discipline records.</li> <li>- Daily observations of students' attitude and behaviour and teachers' abilities in handling student discipline and guidance.</li> <li>- Lesson Observations and post LO discussion with sufficient emphasis placed on the effectiveness of class management.</li> </ul>	<p>Whole Year</p> <ul style="list-style-type: none"> <li>- Training on Discipline &amp; Guidance</li> <li>- Mentorship Scheme</li> <li>- Prefect Team</li> <li>- D&amp;G Team collaborate with subject panels</li> <li>- Supervision</li> <li>- Collect opinions &amp; feedback from teachers</li> <li>- Daily Observations</li> </ul> <p>August</p> <ul style="list-style-type: none"> <li>- Training workshop on counseling skills and classroom management</li> </ul> <p>September</p> <ul style="list-style-type: none"> <li>- A follow-up workshop on counseling skills and classroom management.</li> </ul>	<ul style="list-style-type: none"> <li>- Discipline Master</li> <li>- Panel Coordinators</li> <li>- TIC of Staff Development Team</li> </ul>



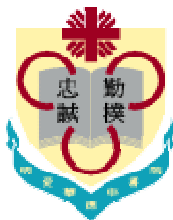
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1. To develop a whole school approach to discipline and guidance (D&G) (cont.)	<ul style="list-style-type: none"> <li>- The Prefect team will be trained to assist teachers in handling minor and simple discipline tasks, for example, maintaining order during assemblies, checking students' uniforms and appearances and organizing disciplinary activities.</li> <li>- The D&amp;G Team will cooperate with subject panels to infiltrate discipline elements such as self-discipline, responsibility and righteousness into their curriculum.</li> <li>- Supervision and evaluation will be carried out to see whether further support is needed.</li> </ul>	/	/	October - Lesson Observations January - S5 Stakeholder Survey & APASO February - School-based questionnaire for S5 students March - S4 Stakeholder Survey & APASO - Lesson Observations May - School-based questionnaires for S4 students and teachers	/



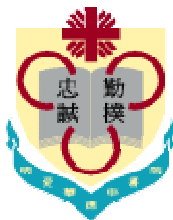
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#### Major Area of Concern 2: To elevate the school's team spirit

Objectives	Strategies / Implementation Plan	Success Indicators	Method(s) of Evaluation	Time Frame	Person(s)-in-charge
2. To foster students' sense of belonging to the school	<ul style="list-style-type: none"> <li>- Students will be involved in collaborative lesson planning in subjects like Chinese, English, Math, CIT and VA.</li> <li>- School activities days will be organized to strengthen students' sense of belonging to their class.</li> <li>- An Inauguration Ceremony will be held to recognize students' leadership role.</li> <li>- Leadership training will be provided for all student leaders.</li> <li>- Students will be invited to host morning assemblies with teachers every Friday to help develop their self-confidence.</li> <li>- Teachers-in-charge of ECA Clubs, school teams and Student Union will provide more opportunities for students to take part in planning and organizing activities.</li> <li>- Student learning profile will be developed to recognize what they have achieved.</li> <li>- A prize-giving ceremony will be held in each term to celebrate students' achievements in school.</li> <li>- Scholarships will be provided by the school for outstanding students.</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of the students indicated that they liked the school.</li> <li>- 80% of the students stated that they maintained a good relationship with their schoolmates and teachers.</li> <li>- 80% of the student leaders became more confident.</li> <li>- Students' negative affect towards the school lower than 2 (in a scale of 4).</li> <li>- Students' attitude towards the school higher than 3 (in a scale of 4).</li> <li>- 80% of the students took part in activities organized by the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Stakeholder survey</li> <li>- APASO</li> <li>- School-based Questionnaires</li> <li>- Daily observations by teachers</li> </ul>	<p>Whole Year</p> <ul style="list-style-type: none"> <li>- Collaborative lesson planning with teachers</li> <li>- Students planning, organizing and hosting activities</li> <li>- Promotion of school activities and a positive school culture</li> <li>- Environment Improvement</li> <li>- Sourcing of outside funding</li> </ul> <p>October</p> <ul style="list-style-type: none"> <li>- Activity Day</li> <li>- Inauguration Ceremony</li> </ul> <p>November</p> <ul style="list-style-type: none"> <li>- Leadership Training</li> </ul> <p>January</p> <ul style="list-style-type: none"> <li>- S5 Stakeholder Survey &amp; APASO</li> </ul>	<ul style="list-style-type: none"> <li>- TICs of Student Affairs and Academic Affairs</li> <li>- School Development Officers</li> <li>- School Environment Improvement Team</li> <li>- School Promotion Team</li> </ul>



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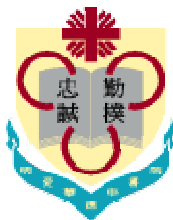
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2. To foster students' sense of belonging to the school	<ul style="list-style-type: none"> <li>- The Activities Team will actively promote a wide range of activities to the students.</li> <li>- The School Environment Improvement Team will be set up to help create a comfortable environment for students. E.g. an International Corner for leisure reading, Campus TV and a gymnasium will be set up.</li> <li>- The School Development Officer will source more outside funding to support school activities and improvement.</li> <li>- The school promotion team will help promote a positive school culture in the school with the help of posters, banners, notice boards, etc to help students understand the school better e.g. the mission and vision of the school.</li> <li>- Students' voice will be heard from once a year's student forum during which student leaders will voice their views on major school policies, school rules or discipline cases of the school.</li> <li>- Each student will be assigned their own locker to store their personal belongings.</li> </ul>	/	/	February <ul style="list-style-type: none"> <li>- Prize-giving ceremony</li> <li>- School-based questionnaire for S5 students</li> </ul> March <ul style="list-style-type: none"> <li>- S4 Stakeholder Survey &amp; APASO</li> </ul> May <ul style="list-style-type: none"> <li>- School-based questionnaires for S4 students and teachers</li> </ul> July <ul style="list-style-type: none"> <li>- Prize-giving ceremony</li> <li>- Scholarships</li> </ul>	/





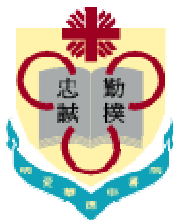
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### Annual School Plan 2008 – 2009

#### Major Area of Concern 3: To prepare the school and all staff for the 2009 new senior secondary curriculum

Objectives	Strategies / Implementation Plan	Success Indicators	Method(s) of Evaluation	Time Frame	Person(s)-in-charge
1. To devise programme plans for the 2009 Curriculum	<ul style="list-style-type: none"> <li>- 2 teachers will be deployed to take up the role of NSS coordination. They will work with all subject panels to ensure all NSS curriculum materials such as programme plans, proposed syllabuses, schemes of work and student assessment are well prepared and teachers are trained.</li> <li>- Panel Coordinators will be required to attend NSS preparation meetings on a regular basis.</li> <li>- The role of panel coordinators will be strengthened to help arrange NSS training workshops for their panel members and assign duties to them.</li> <li>- Each subject panel will be required to develop the schemes of work, teaching materials and student assessment for the NSS curriculum through collaborative lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>- All NSS curriculum materials such as programme plans, proposed syllabuses and schemes of work have been completed.</li> <li>- All teachers have completed NSS training workshops on understanding and interpreting the curriculum and student assessment on the subject they are going to teach.</li> <li>- The arrangements of OLE including work-based programmes are confirmed.</li> <li>- The Student Learning Profile (SLP) runs smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>- Inspection of all NSS Curriculum materials.</li> <li>- Collect data on training attended by teachers</li> <li>- Review OLE arrangements</li> <li>- Review the operational procedures of the Student Learning Profile (SLP) such as data input and verification.</li> </ul>	<p>Whole year</p> <ul style="list-style-type: none"> <li>- SLP test run</li> <li>- 2 NSS coordinators will collaborate with all subject panels.</li> <li>- Panel Coordinators arrange training and assign duties</li> <li>- Develop curriculum materials</li> </ul> <p>September</p> <ul style="list-style-type: none"> <li>- An NSS Action Plan will be announced.</li> </ul> <p>March</p> <ul style="list-style-type: none"> <li>- The arrangements of OLE including work-based programmes confirmed</li> </ul> <p>July</p> <ul style="list-style-type: none"> <li>- All NSS curriculum materials completed</li> </ul>	<ul style="list-style-type: none"> <li>- TIC of Academic Affairs</li> <li>- NSS coordinators</li> <li>- Panel Coordinators</li> <li>- School Development Officer</li> </ul>



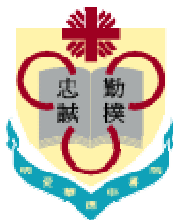
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Objectives	Strategies / Implementation Plan	Success Indicators	Method(s) of Evaluation	Time Frame	Person(s)-in-charge
1. To devise programme plans for the 2009 Curriculum (cont.)	<ul style="list-style-type: none"> <li>- The School Development Officer will liaise with outside parties to confirm the arrangements of OLE.</li> <li>- The Student Learning Profile (SLP) will be test run in S4 to ensure it will operate smoothly in 2009.</li> </ul>	/	/	/	/



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#### Major Area of Concern 3: To prepare the school and all staff for the 2009 new senior secondary curriculum

Objectives	Strategies / Implementation Plan	Success Indicators	Method(s) of Evaluation	Time Frame	Person(s)-in-charge
2. To improve classroom facilities to meet the pedagogical needs of school-based curriculum	<ul style="list-style-type: none"> <li>- The School Environment Improvement Team will collect opinions and suggestions from the Academic Team and subject panels so that they can draw up a suitable school renovation plan to meet the pedagogical needs of the NSS curriculum.</li> <li>- The School Environment Improvement Team will monitor the renovation work to ensure all have been completed by the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilities and equipments which support the teaching and learning of the NSS curriculum have been set up and installed.</li> </ul>	<ul style="list-style-type: none"> <li>- Review the readiness and functioning of the all proposed facilities and equipment.</li> </ul>	Whole Year - School Renovation August - Collect opinions and suggestions September - Draw up a suitable school renovation plan July - All proposed renovation work completed	<ul style="list-style-type: none"> <li>- TIC of the School Environment Improvement Team</li> <li>- TIC of General Affairs, Academic Affairs</li> <li>- Panel Coordinators</li> </ul>