



明愛華德中書院

Caritas Charles Vath College

2007 – 2008 Annual School Report

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

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
1. To encourage collaboration in teaching	<ul style="list-style-type: none"> - Collaborative lesson planning periods will be scheduled to allow teachers to work as a team to share teaching ideas and design useful and meaningful learning activities for students. - Co-teaching will be implemented in S5 CIT lessons. - Split-class teaching will be implemented in English Language and Chinese Language lessons. - Peer Lesson Observation Scheme - Cross-curricular collaboration will be encouraged. 	<ul style="list-style-type: none"> - 70% of the teachers find collaborative lesson planning useful and they have become more skillful in designing and organizing learning activities. - Attainable and learner-centered lessons were designed and tried out, and a majority of the students enjoyed the lessons. - Teachers of CIT, Chinese and English are able to provide students with more individual attention during lesson. - Teachers have become more aware of the needs of the students. 	<p>A number of initiatives were introduced by the school to encourage collaboration in teaching:</p> <ul style="list-style-type: none"> - Apart from the allocation of collaborative lesson planning periods, co-teaching and split class teaching were arranged for CIT, Chinese and English. Teachers of CIT, Chinese and English agreed that Co-teaching and Split-class teaching allowed them to provide students with more individual attention and they were more aware of students' needs. - Subject Panels were encouraged to make good use of the collaborative lesson planning periods to design interactive learning activities for the students. English, Chinese, Mathematics, CIT and Commerce panels successfully designed and tried out a learner-centered unit plan each and a majority of the students actively engaged in the learning process. - From the Stakeholder Survey done by teachers, 83.33% of the teachers agreed that the school allocated co-lesson planning time in the teaching timetable to facilitate them to collaborate and share experiences. 72.42% of the teachers agreed that the committees and subject panels often collaborated with each other to conduct teaching activities. 	<ul style="list-style-type: none"> - Split-class teaching will be implemented in Visual Arts lessons to enhance the effectiveness of the implementation of SBA. - The number of collaborative lessons will be extended and different collaborative schemes will be introduced. - Students will be involved in the collaboration process for some pilot subjects. - Each subject panel will collaborate to develop a set of lesson plans and teaching materials for use in the NSS curriculum. - Classroom facilities will be improved to promote a learner-centered classroom environment.

Since the system of collaboration in teaching has been set up, school will proceed to develop on more focused teaching strategies through the collaborative lesson planning next year, so as to further enhance the effectiveness of Learning and Teaching. More emphasis will be placed on designing a more learner-centered interactive Learning and Teaching in 08/09.

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

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
2. To explore different assessment tools and then develop a comprehensive student assessment system	<ul style="list-style-type: none"> - Different assessment methods will be explored and tried out. - Review assessment methods implemented. 	<ul style="list-style-type: none"> - A comprehensive student assessment system has been set up to provide students with different channels to achieve success in the school. 	<ul style="list-style-type: none"> - A comprehensive assessment system which consists of both formative and summative assessments has been set up. Students' achievements in course work, examinations, class performance and participation in co-curricular activities were taken into consideration. Different assessment methods such as oral presentations (Chi, PTH & Eng), group discussions (L.S. and Eng), project-based learning (Eng, CIT, Math and L.S.) theme-based learning (English, Arts & Design) and Field Trips (VA & Chi. and T&T) were tried out. - From the Stakeholder Survey done by teachers, 73.34% of the teachers agreed that the school had a clear policy on assessment, e.g. homework policy, mode of test and examination, use of assessment information, etc. 70% of them agreed that the school had an appropriate assessment system, e.g. frequency and arrangement of assessment, etc. 75.86% of the teachers agreed that the school used various methods to evaluate students' learning progress e.g. project learning, book report, observation, etc. - From the Stakeholder Survey done by students, 62.1% of the students agreed that our teachers gave clear suggestions to help them correct their mistakes when marking their assignments. 	<ul style="list-style-type: none"> - Each subject panel will regularly review its assessment framework and implementation and modify it whenever necessary to ensure it is effective and appropriate for assessing students' performance. - An Assessment Handbook will be developed by each subject panel to provide guidelines for subject teachers to ensure all assessments are carried out in a fair, appropriate and systematic manner. The Assessment Handbook will include all the assessment items indicating which will be assessed and which will not, as well as different means of assessment for both the high- and low-achievers. - Further review and improvement in the school holistic assessment system will be required so as to provide students with different channels to achieve success in the school.

The further development of the school holistic assessment system will be incorporated in the Third School Concern of Preparation for 2009 NSS next year.

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

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
3. To instill in students the habit of reading	<ul style="list-style-type: none"> - A 15-minute Morning Reading Period will be initiated on Tuesdays and Thursdays. - A multi-media self-learning / leisure corner will be created in the school library to attract more students to the library. - A class library will be set up in S4 to encourage students to read English books. 	<ul style="list-style-type: none"> - 60% of the students enjoyed the Morning Reading Period. - The number of students visiting the library has increased by 10%. - The number of students borrowing books from the library has increased by 10%. - 60% of S4 students have read one English Story book. 	<p>It takes time to develop in students the habit of reading (From the Stakeholder Survey done by teachers, only 10.35% teachers agreed that our students have developed a reading habit. As for the one done by students, only 36.08% students stated that they often borrowed books from the school library and public library.), but through the different strategies initiated by the school, we can see that quite a number of students have developed an interest in reading:</p> <ul style="list-style-type: none"> - 73.3% of the students and 80.9% of the teachers agreed that the Morning Reading Period could instill in students the habit of reading. 73.3% of the students and 66.6% of the teachers agreed that the Morning Reading Period could stimulate students' reading interests. - The number of students borrowing books from the school library has increased from 66 students to 219 students, an increase of 332%. - With the setting up of the English Class Library, a majority of the students who attended school regularly read one English story book and did one book report. <p>However, the number of students visiting the school library has decreased from 12.35 times per student to 7.96 times per student. This could be because the library team mainly focused on stock-taking and cataloguing the existing books in the 1st term. The lack of promotion of new books might have contributed to the decrease in the number of students visiting the library. Apart from that, the changes in the counting method might have also caused the decrease. In 06/07, if a student visited the library 3 times a day, 3 counts would be taken, but for 07/08, if a student visited the library for more than once in a session per day (There are 3 sessions in a day: recess, lunch or after school), only 1 count would be taken. Also, most teachers preferred to promote reading in the classroom rather than taking them to the library because of potential discipline problems.</p>	<ul style="list-style-type: none"> - Arrangements will be made for teachers and students to share what they have read in the morning assembly. - More audio-visual materials such as CDs, VCDs and DVDs will be available in the multimedia self-learning corner in the library to encourage students to visit the library. - More books other than English books will be purchased for the class library. - An International Corner will be set up to provide a comfortable environment for students to enjoy reading. - Reading Competitions will be organized. Students who read frequently and those who can write outstanding book reports will be awarded. - A class library will be set up in each S5 classroom to encourage students to read English books.

Though the increasing interest of students' in reading is seen from their good participation in the Morning Reading Period, there is still much to do in order to instill the habit of reading among our students. It will still be our school concern next year.

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

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
1. To strengthen support for teachers	<ul style="list-style-type: none"> - A mentorship system will be set up to help new and inexperienced teachers. - In order to maintain a stable and dedicated workforce, the school will foster a positive school culture so as to boost teachers' morale. - The school will identify potential teachers to take up leadership roles and then provide training for them to become competent middle managers. - New facilities & equipment will be installed so as to create a school environment that is conducive to teaching & learning. - Teachers will be encouraged to attend training on teaching methodology and leadership skill. 	<ul style="list-style-type: none"> - Teacher's turnover rate has been reduced. - Potential teachers have been assigned leadership roles. - Teachers' morale has been boosted. 	<ul style="list-style-type: none"> - Compared to 06/07, support for teachers in 07/08 has been strengthened with the following initiatives: <ol style="list-style-type: none"> 1) All new and inexperienced teachers were each assigned a mentor to provide support and help to them whenever necessary so that they could adapt to the new school environment more easily. The new teachers reflected that the mentorship system was very effective in helping them understand the operation of the school and their daily work. 2) School-based staff development activities were organized to foster a positive school culture so as to boost teachers' morale. <ul style="list-style-type: none"> - A full-day team building activity was held before the start of the school year to provide an opportunity for teachers to get to know each other better. Over 80% of the teachers agreed that this activity allowed them to be more familiar with their team members and could help elevate the school's team spirit. - A workshop on stress management was organized to help teachers understand their stress level and how to cope with it more effectively. 96% of the teachers were satisfied with the content of the workshop. - A one-day workshop on creating a learner-centered learning environment through collaborative lesson planning was held. Nearly 80% of the teachers agreed that the workshop could enhance their ability in designing learning activities for their students. - Three potential teachers were assigned the leadership roles of Teacher-in-charge of Academic Affairs, Activities and General Affairs. As two of them were already engaged in an intensive part-time course, they were not asked to attend middle manager training in 07/08. - Teachers' morale has also been boosted. 86.67% of the teachers stated that they maintained a harmonious relationship with their colleagues and they cooperated with each other very well. 63.33% of the teachers said they had good morale compared to only 42.21% in 06/07. Teachers' turnover rate has also decreased from 36% in 06/07 to 26% in 07/08. 	<ul style="list-style-type: none"> - The scheme of collaborative lesson planning will be strengthened to allow greater collaboration among teachers. - School facilities will be improved to facilitate teaching and learning. E.g. A wireless PA system and I.T. facilities will be installed. An international corner will be set up. - The Staff Welfare and Liaison Team will help to organize at least once a year a staff recreational activity to enhance a closer and sweeter relationship among staff.
Since the various mentioned systems have been set up well. They will be implemented as routine next year.				

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

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
2. To implement a whole school approach to discipline and guidance	<ul style="list-style-type: none"> - Teachers will be encouraged to attend training on counseling skills. - Sharing sessions among teachers on classroom management and counseling skills will be held regularly. 	<ul style="list-style-type: none"> - Teachers' counseling skills have improved. 	<ul style="list-style-type: none"> - A whole-day training workshop on discipline and guidance including understanding school rules, counseling skills and classroom management skills was conducted and 89.60% of the teachers agreed that this workshop could help them understand the school's discipline and guidance work better. - A seminar on working with children and adolescents with Oppositional Defiant Disorder (ODD) features was held. 70% of the teachers agreed the seminar let them understand more about children with ODD features and 50% of the teachers found it useful as it could help them deal with their daily problems in their working environment. - Regular sharing sessions on classroom management were held to help teachers cope with their individual class problems; however, due to the large group size, the sharing done by each teacher was limited, making it difficult for the team leader to fully understand their problems. The group size was then reduced to 4-5 teachers in a group in the second term and each group was led by a discipline teacher. Most of the participants found the smaller group sharing sessions more helpful. - One discipline teacher was nominated to attend a certificate course in student discipline and guidance organized by the Education Bureau. Upon completion of the course, he would be able to help the school and teachers with the implementation of the school's discipline and guidance policy. - Four teachers participated in the workshop using drama elements in student guidance offered by the Education Bureau. The techniques they learnt were tried out in 2 student workshops, each of which consisted of 4 sessions. Not only did the teachers who conducted the workshops gain a lot of useful experience, the students also benefited. 	<ul style="list-style-type: none"> - A follow-up session will be held in September to see how new and inexperienced teachers cope with their teaching and classroom management. - The mentorship system will be strengthened. Clear guidelines will be given to the mentors so that they know what kind of support their mentees will need. - Post-lesson observation discussion will be held with sufficient emphasis on the effectiveness of class discipline so that on time support will be given when necessary.
This area of concern will be continued as next year's school concern, with more emphasis placed on strengthening mentoring system to support teachers in discipline and guidance aspect.				

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

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
3. To strengthen support for students, boost their confidence and cultivate their leadership potential	<ul style="list-style-type: none"> - A wide range of activities such as Student Activity Week, Activity of the Month, and Inter-school activities will be organized - Student Leader Inauguration Ceremony and Award Ceremony will be organized to give recognition to students with exemplary performance and leadership potential. - In order to arouse students' social awareness, they will be encouraged to take part in social services. - Through organizing and participating in activities such as the Student Union and Class Committee Elections, Enhanced Smart Teen Programme, Student Leadership Day Camp and Self-challenge Scheme, students can develop their self-confidence and many talents. - School-based After-school Learning Support Programme 	<ul style="list-style-type: none"> - Students have become more confident and know more about their strengths and weaknesses. 	<ul style="list-style-type: none"> - As a majority of our students are academically low-achievers with low self-esteem, our school have organized a wide variety of activities both inside and outside school to help students explore their own potentials so as to boost their self confidence. 1) A series of school activities such as the S4 Orientation activity, Halloween, Inter-Class Races, Sports Day, Music Concert, Caritas Bazaar, Mid-Autumn Festival, Lunar New Year Fair, CCVC 5th anniversary celebration, field trips to Disneyland, the Airport, hotels & cruises were organized. 13 ECA Clubs based on students' interests were set up. However, all school activities were mainly organized by teachers and the student participation rate was low. 2) Students' leadership potential was cultivated. 25 students (16 from S4 and 9 from S5) participated in the school Prefect Team to help maintain school discipline. A Prefect Leadership training camp was held in December 2007 to train them leadership skills. Those who participated in the camp were either promoted to Head Prefect or Team Leader. Their confidence was largely boosted. The school Head Prefect was nominated for the 2008 Hong Kong 200 Leaders Scheme, which provided training for potential leaders so as to enhance their social awareness and responsibilities. 86% of the students were involved in the Student Union election. However, due to the lack of experience of the chairman, only a small number of activities were organized by the Student Union. 3) Inter-school competitions such as Cheering Team Competition on Lantau Island, the Speech Festival, Penmanship Competition, Sports competitions, etc. were arranged for out students. One of our students was awarded a prize in a fashion design competition in Tung Chung. 	<ul style="list-style-type: none"> - The Activities Team should improve the effectiveness of activities implementation through better planning, organization, supervision and regular evaluations. - Active promotion will be needed to encourage the students to participate in after-school activities. - Teachers who are in charge of ECA clubs, School Teams and Student Union should focus more on training students to become competent leaders to help plan and organize activities for their fellow students. - Students with leadership potential will be nominated to participate in external leadership training scheme, so as to widen their horizons and social awareness. - Teachers should provide more opportunities for the students to take part in outside school activities and competitions. - More learner-centred activities will be organized in class.

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Based on the good foundation built up this year, next year our school will widen the scope of students' participation in school affairs, so as to strengthen their ownership feeling and sense of belonging to our school.

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

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
1. To arrange for teachers to attend training on NSS Curriculum	<ul style="list-style-type: none"> - The staff development team will provide information for teachers on training related to the NSS Curriculum. 	<ul style="list-style-type: none"> - Teachers are more aware of their own training needs and take the initiative to attend training. 	<ul style="list-style-type: none"> - Teachers have become more aware of their own training needs and take the initiative to attend training related to NSS programmes as updated NSS training events were posted on the Intranet regularly for teachers' easy reference. - 70% of the teachers attended at least one training workshop on the NSS module they are going to teach. 	<ul style="list-style-type: none"> - Subject panels will be empowered to oversee the overall training priorities of their panel members to ensure a majority of their members have completed training on the NSS subjects they are going to teach before September 2009. - 2 NSS coordinators will be assigned to monitor the EDB Training calendar and to coordinate with all subject panels to ensure a majority of the teachers have been trained. - For certain NSS subjects such as Health Management and Social Care, the subject panel will collaborate with other Caritas schools to facilitate programme planning and implementation.
2. To start designing and developing the 2009 Curriculum	<ul style="list-style-type: none"> - All teachers will be required to familiarize themselves with the NSS curriculum through attending training and reading the curriculum guide and HKDSE Syllabi which will be posted on the School Intranet for easy reference. - Subject Panels will start sourcing course materials and planning the NSS syllabi. - A school development officer will be appointed to explore partnership opportunities with both the education and business sectors and to enlarge networking with social and business partners - A cluster network with other Tung Chung schools will be set up to discuss the feasibility of Applied Learning collaboration. 	<ul style="list-style-type: none"> - Teachers are more familiar with the NSS subjects they are going to teach. - Subject Panels have started discussing the planning of the 2009/2010 programmes. - A school development officer has been hired and the school has started liaising with the business sector to explore partnership opportunities. - A network has been formed with all Tung Chung Secondary schools with regard to Applied Learning collaboration. 	<ul style="list-style-type: none"> - 70% of the teachers attended at least one training workshop on the NSS module they are going to teach. - Most of the electives of the NSS subjects have been confirmed. - Subject Panels have agreed on the time allocation of their subject in each year over the 3 year period of the NSS curriculum. - A school development officer was hired and the school has started discussions with the business sector to explore collaboration possibilities.. - It is confirmed that CCVC will act as an Operating Center for Applied Learning from 2010 onwards. - All Tung Chung schools have agreed to the week-based timetable structure and Wednesday afternoons will be reserved for the Applied Learning programmes. 	<ul style="list-style-type: none"> - Each subject panel will be required to develop the schemes of work and teaching materials for the NSS curriculum through collaborative lesson planning. - 2 NSS coordinators will be assigned to coordinate with all subject panels to ensure all materials and documents for the NSS programmes are well in place.

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

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
3. To explore different NSS timetabling possibilities	<ul style="list-style-type: none"> - The Academic Team will collect information on the allocation of learning time from subject panels. - The Academic Team will attend training and sharing sessions on NSS timetabling. - The Team will try out different NSS timetabling possibilities so as to find one that is suitable for the school. 	<ul style="list-style-type: none"> - The Academic Team has a better understanding of different NSS timetabling possibilities. 	<ul style="list-style-type: none"> - Teachers from the Academic Team attended a sharing session and a workshop on New Senior Secondary Curriculum Planning and Timetabling. Even though the sharing session and the workshop were not very useful, they have a better understanding of different NSS timetabling possibilities. - The Academic Team collected information on the allocation of learning time from each subject panel but has not tried out the actual timetabling and scheduling as the most suitable NSS timetable for the school can only be confirmed upon the clarification of the implementation of OLE (incl. work-based programmes) and Applied Learning. 	<ul style="list-style-type: none"> - 2 NSS coordinators have been assigned to facilitate the allocation of learning time for the whole NSS structure. - The school development officer will liaise with outside parties to confirm the arrangements of OLE and Work-Based programmes. - The School Timetabling Team will work out the most suitable NSS timetable for the school.
Our school has been trying our best to keep up with the pace of NSS development on preparation. Next year, more time and attention will be spent on the NSS curriculum, teaching strategies, assessment and setting up of student learning profile, closely follow the requirements of NSS to ensure a smooth and successful transition.				