



明愛華德中書院

Caritas Charles Vath College

2008 – 2009 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 create a learner-centered interactive learning environment	<ul style="list-style-type: none"> - Collaboration among teachers, and teachers and students will be strengthened. <ul style="list-style-type: none"> i. The number of collaborative lessons will be extended to 2-3 periods for each subject or stream of study. ii. Split-class teaching will be implemented in Chinese, English and Visual Arts (VA) lessons. iii. Co-teaching will be implemented in CIT lessons. - 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. 	<ul style="list-style-type: none"> - Each subject successfully designed and implemented a learner-centred lesson in each term. - 70% of the teachers indicated that their capabilities in organizing learner-centred activities had been enhanced. - Teachers attempted to organize learner-centred activities. - 60% of the students indicated that the teachers provided opportunities for them to take part in the learning process in class. 	<p>A number of initiatives were introduced by the school to encourage collaboration in teaching:</p> <ul style="list-style-type: none"> - Each subject or stream of study were allocated 2- 3 collaborative lessons to revise the assessment policy, develop assessment materials to cater for learner diversity and design interactive learning activities for the students. Through collaborative lesson planning, each subject successfully designed and tried out a learner-centered unit plan. An improvement of the students' engagement was found in these lessons. - Co-teaching and split class teaching were arranged for Chinese, English, CIT and VA. Teachers of Chinese, English, CIT and VA agreed that Co-teaching and Split-class teaching allowed them to provide students with more individual attention and they were able to handle the classroom management more easily. - Each teacher tried out a learner-centered lesson plan and invited a teacher to carry the peer lesson observation. 	<ul style="list-style-type: none"> - To enhance students' learning experience and stimulate their learning motivation, the school can provide a wide variety of occasions to celebrate student achievements & successes. - Subject panels may consider revising their assessment system to encourage greater student achievements as well as to cater for learner diversity. - The school can extend the number of collaborative lessons and introduce new collaborative schemes to encourage better collaboration among panel members. - The school should strengthen the leadership role of panel coordinators through training so that they can become competent leaders who can set a good example for their members.

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
	<ul style="list-style-type: none"> - Training sessions will be organized to enhance teachers' capabilities in organizing learner-centred learning activities. <ol style="list-style-type: none"> A sharing session on the learner-centered approach will be held in August 2008. A training session on Project Learning will be held in the 2nd term. Teachers will be informed of relevant training organized by the EDB on a regular basis. - School & classroom facilities will be improved to promote a learner-centered classroom environment. <ol style="list-style-type: none"> a new interactive computer room will be set up. - A desktop computer will be installed in every classroom. 	<ul style="list-style-type: none"> - >20% of the lessons observed are assessed as having good learning effectiveness through the implementation of learner-centered learning strategies in the lessons. 	<ul style="list-style-type: none"> - From the Stakeholder Survey done by teachers, 80% of the teachers agreed that the subject panel/committee heads effectively promoted teachers' professional interflow and collaboration. 89.6% of teachers agreed that they often adjusted the teaching contents and strategies according to students' learning progress in lessons. 72.42% of the teachers agreed that the committees and subject panels often collaborated with each other to conduct teaching activities. - From the Stakeholder Survey done by students, 61.3% of the students agreed that the teachers often made them inquire into/investigate different issues in lessons. 66.6% of the students agreed that the teachers often gave them encouragement in lessons. - From the School-based questionnaire done by teachers, 81% of the teachers agreed that collaborative lesson would enhance their effectiveness in designing learner-centered lessons. - Teachers involved in the pilot scheme to involve students in lesson planning agreed that students' opinions during preparation were useful to their lesson design. Students were able to assist in preparing teaching materials that were of interest to them. And they would act as an assistant during the lesson. The lesson would be more interesting and interactive. 	<ul style="list-style-type: none"> - School-based I.T. training workshops can be conducted to enhance teachers' I.T. competency so as to make better use of I.T. to promote a learner-centered learning environment. - Subject panels can invite students to help with the production of ETV as the teaching materials.

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
			<p>A sharing session on the learner-centered approach and a training session on Project Learning were organized. Most teachers agreed that the workshops helped them to become more capable of organizing learner-centered learning activities.</p> <ul style="list-style-type: none"> - In the sharing session on the learner-centered approach, 81% of the teachers agreed that they were more familiar with learner-centered approach in the lessons through the sharing session and 67% of teachers agreed that the sharing session was able to help teachers to enhance the effectiveness in designing learner-centered lessons. - In the training session on Project Learning, 82% of the teachers agreed that they were more familiar with Project Learning. 50% of the teachers agreed that the training session was able to help teachers to design Project-based learning activities. - Desktop computer in every classroom had been installed - Interactive computer room had been set up to create a learner-centered interactive learning environment 	

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 instill in students the habit of reading	<ul style="list-style-type: none"> - The school environment will be improved to make it conducive to reading. <ul style="list-style-type: none"> i. A 15-minute Morning Reading Period will be scheduled on Tuesdays and Thursdays. ii. Chinese and English books will be purchased for S4 & S5 class libraries. iii. An International Corner will be set up to provide a comfortable reading environment for students. iv. Books and magazines that are of interest to the students will be purchased. v. Audio-visual materials such as songs, TV series and movies will be available in the multimedia self-learning corner in the library. - The school library will organize different activities to arouse students' interest in reading. <ul style="list-style-type: none"> i. Teachers and students will be invited to share the books they have read in the morning assembly. 	<ul style="list-style-type: none"> - 70% of the students enjoyed the reading materials provided in the Morning Reading Period. - The number of students visiting the library increased by 10%. - The number of students borrowing books from the library increased by 10%. - 60% of students read at least one English story book and one Chinese book. 	<ul style="list-style-type: none"> - In order to develop students' reading habits, students started reading articles during the morning reading session. After they finished reading all the articles, they were encouraged to read books from the class libraries. Most classes were able to provide a quiet and comfortable reading environment. However, due to some teachers' poor classroom management, e.g., 4A, 4C, 5C and 5D, the reading atmosphere has not yet been established in those classes. From the Stakeholder Survey done by students, 61.3% of students agreed that they often read materials such as leisure reading materials and newspapers outside class. - The number of students visiting the library has increased from 3762 to 5586 (48.48%). Also, the number of students using library's I.T. facilities has increased from 1229 to 1259. Teachers made use of the library resource and environment to provide learning activities such as research, reading and self-learning during the lessons. Also, there was an increase in the number of students visiting library for the supplementary lessons and exam revisions. - Students have been encouraged to read one Chinese book and one English Book. 	<ul style="list-style-type: none"> - As there is an increase in the number of students using I.T. facilities, the library will strengthen multimedia learning materials to provide a comfortable environment for students' self-learning. - To strengthen students' reading habit, articles will be replaced by books during the morning reading period. - Chinese books will be purchased for each S5 class libraries to encourage students to read books. - Library's decoration and promotion will be strengthened to encourage and recognize students' reading habits. - A Student Common Room will be set up by converting one of the school function rooms to serve the purpose of providing a comfortable reading area to students instead of setting up an International Corner.

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
	ii. Reading Award Scheme will be organized. Students who read frequently and those who can write outstanding book reports will be awarded.		<ul style="list-style-type: none"> - However, from the school-based questionnaire, only 60.4% of the students agreed that the Morning Reading Period can instill in them the habit of reading and 59.8% students agreed that the Morning Reading Period can stimulate their reading interests. Also, the number of students borrowing books from the library decreased from 219 to 180 and the number of books borrowed by students decreased from 1509 to 1227. It could be because the installation of new students' smart card system and the upgrade of library system had not been completed until November. During the upgrading process, students were not able to borrow books. In addition, there was a decrease in the total number of S4 students admitted. - Due to the rearrangement of school resource, the International Corner was not set up. 	

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 develop a whole school approach to discipline and guidance	<ul style="list-style-type: none"> - 2 training workshops on counseling skills and classroom management will be organized for all teachers in August and September. - Further D&G training workshops will be arranged according to the needs of the teachers and students' behaviours. - Special training sessions on classroom management will be provided for inexperienced teachers. - 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. - Teachers will be encouraged to attend training on counseling skills. 	<ul style="list-style-type: none"> - 70% of the teachers realized that student guidance is part of their responsibilities. - 70% of the teachers agreed that the school provided enough support to them in matters related to D&G - 70% of the teachers took an active role in student discipline and guidance. - New and inexperienced teachers have shown improvement in classroom management and counseling skills. - Students' attitude and behaviour improved. - 70% of the teachers are satisfied with the performance of the Prefect team. 	<ul style="list-style-type: none"> - 83 % of the teachers agreed that the training workshops were useful for them to handle the students' misbehavior and discipline issues in classroom. - 79% of the teachers agreed that the outside school patrol system can improve students' misbehavior and the image of the school. Complaint cases made to the school had been reduced and an appreciation letter was received to praise our students for their good attitude. - 54% of the teachers agreed that the "Quality circle" (sharing meetings) could not assist them in handling students' misbehavior in the classroom. Also due to the busy school affairs, teachers were not able to meet every week to share their problems and difficulties. The lack of discussion theme made the discussion only focused on the problems that teachers experienced. Some inexperienced leaders could not lead discussions in depth. - 71% of the teachers agreed that adding D&G elements into subjects can help assist the implementation of the D&G in school. 	<ul style="list-style-type: none"> - The manpower to perform patrol duties outside school e.g. MTR station and Yat Tung Estate can be increased. - Training sessions for the D&G Team on classroom management so that they can set good examples for other teachers will be held. - ERS will be introduced to the curriculum to strengthen students' moral & civic education and the school pastoral care worker will help with the ERS curriculum development. - A Silence Room will be set up for students who misbehaved to calm down before counseling sessions are conducted. - Prefect Team will help to maintain discipline in the morning at the school entrance and during recess and lunch time at tuck shop and playground. - Perfects should be trained to set good examples for other students.

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
	<ul style="list-style-type: none"> - 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. - The D&G Team will cooperate with subject panels to infiltrate discipline elements such as self-discipline, responsibility and righteousness into their curriculum. - Supervision and evaluation will be carried out to see whether further support is needed. 		<ul style="list-style-type: none"> - 50% of the teachers agreed the 35 min form teacher's period can provide moral and civic education to the students. Some teachers would need to accumulate more experience to enhance their teaching of moral & civic education. - 67% of the teachers agreed that the follow-up counseling sessions can assist students to solve their personal problems. - Students' minor misbehaviors and discipline problems could be improved after the follow-up counseling sessions and "Behaviour Monitor Scheme". - Only 50% of the teachers agreed the Prefect Team can assist in handling discipline matter of the students. Due to the poor discipline of our students, the Prefect Team could only assist teachers to handle simple discipline tasks. 	

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
<ul style="list-style-type: none"> - To foster students' sense of belonging to the school 	<ul style="list-style-type: none"> - Students will be involved in collaborative lesson planning in subjects like Chinese, English, Math, CIT and VA. - School activities days will be organized to strengthen students' sense of belongings to their class. - An Inauguration Ceremony will be held to recognize students' leadership role. - Leadership training will be provided for all student leaders. - Students will be invited to host morning assemblies with teachers every Friday to help develop their self-confidence. - 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. - Student learning profile will be developed to recognize what they have achieved. - A prize-giving ceremony will be held in each term to celebrate students' achievements in school. - Scholarships will be provided by the school for outstanding students. - The Activities Team will actively promote a wide range of activities to the students. 	<ul style="list-style-type: none"> - 80% of the students indicated that they liked the school. - 80% of the students stated that they maintained a good relationship with their schoolmates and teachers. - 80% of the student leaders became more confident. - Students' negative affect towards the school lower than 2 (in a scale of 4). - Students' attitude towards the school higher than 3 (in a scale of 4). - 80% of the students took part in activities organized by the school. 	<ul style="list-style-type: none"> - Throughout the pilot scheme to involve students in lesson planning, the performance of students involved in collaborative lesson planning was very good. They were involved in meetings, preparing the teaching materials and conducting the lessons. Also, teachers agreed that the scheme helped teachers to build a good relationship with their students. Although some students have shown improvement during the planned lessons, there was not a great improvement found in the lesson in term of whole class learning atmosphere. The insignificant improvement could be explained by the fact that most students lacked motivation and attention during the lessons as it was difficult to rely only on the students who were involved in the planning stage. It was found that students are interested in tailor made ETVs, so teachers can try to produce school-based ETVs which will require students' participation in the production process. - An Inauguration Ceremony was organized in October to recognize students' leadership role. 141 students were inaugurated in the ceremony. 	<ul style="list-style-type: none"> - CIT will produce some school-based ETVs which will require students' participation in the production process. - The school environment and school facilities will be improved to help develop a greater sense of belonging. - Past school graduates will be invited to share their achievements and successful experiences in weekly assemblies. - More interesting games and activities will be organized in the School Activities day to further foster students' sense of belongings and to cultivate a positive culture in the school - Student leaders will be provided opportunities to participate in Leadership Training camp. - More students will be encouraged to participate in the morning assemblies. - A Prize-giving ceremony can be extended to the staff /teaching team to further cultivate team spirit and a positive culture of the school. - Banners with positive culture/religious messages will be hung in the school hall to further promote positive school culture.

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
	<ul style="list-style-type: none"> - 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. - The School Development Officer will source more outside funding to support school activities and improvement. - 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. - 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. - Each student will be assigned their own locker to store their personal belongings. 		<ul style="list-style-type: none"> - School activity day with games to foster team spirit was organized in October for all the students. Students' sense of belongings was fostered and their relationships with teachers and schoolmates were also developed. 83% of the participants agreed the activity could improve their communication and relationship with their schoolmates and 82% of the participants agreed that their spirits in team cooperation increased. - A Leadership training camp was organized in December for 28 student leaders and prefects. (The satisfaction scale is 8.1/10) - Both S4 and S5 students' were invited to host morning assemblies with teachers on some Mondays and Fridays. These students have become more self-confident. - As some of the activities were arranged in a short period of time, not all TICs of clubs/activities could provide opportunities for students to help plan and organize activities. - Student learning profile had been pilot-run for S4 students to record their other learning experience. As the system was in a trial stage, some problems were faced during the data compilation process. - One student was awarded the Sir Edward Youde Memorial Prize and scholarship. - A Prize-giving ceremony was conducted in March to celebrate 55 students' achievement in school. 	<ul style="list-style-type: none"> - Time for training up S5 volunteers to help with the S4 Orientation Programme was rush this year. It was suggested to reserve at least two days after the first school day to allow sufficient time to train up S5 volunteers. - The School Development Officer will need to explore outside funding to support school activities and improvement. - The school will consider having more small group consultation sessions on careers and guidance in the coming 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
			<ul style="list-style-type: none"> - Activities organized by School Social workers such as visit to social service centre and hospitals could also assist to foster students' sense of belonging to the school. From social worker's observation, students enjoyed the activities and hoped the school could hold similar activities next year. - The teachers and leading social workers reported in the evaluation that the S4 Student Orientation Programme had successfully increased the interactions among students. The Programme effectively facilitated students to familiarize themselves with the school and raise their sense of belongings to the school. (Students' Satisfaction Scale = 7.3 / 10). S5 Volunteers also reflected that they had a successful experience n helping with the S4 Student Orientation Programme. - It was observed that the student's participation in the Parent-child Orientation Programme was high. They had all completed the program assignment in a serious manner. The result of questionnaire showed that they thought this activity could help them introspect their parent-child relationship. (Students' Satisfaction Scale =7.8/10) - Over 70% of the students were satisfied with the various workshops and seminars organized by the Careers and Guidance team to provide careers guidance and information on further studies. - The Activities team organized different activities to elevate the school team spirits such as School Activity Day, Music for the million, Cheung Chau walkathon, Caritas Bazaars, Sport day, Lunch Time Concerts, Christmas Singing Competition, Anti-drug cycling activities, Radio HK 903 Drama Show, Mr. Liu Yu Chun's life-sharing seminar, Yat Tung Carnival and and so on. All these activities helped elevate the school's team spirit and foster students' sense of belonging to the school. 	

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
			<ul style="list-style-type: none"> - The Student Union organized nine activities in school successfully. - The Student Union collected views from students and they were invited to the staff meeting to present their views on school uniform and school regulation, and policy on student lateness. - The Alumni Association was set up on 22 Nov 2008 to maintain links between the school and alumnus. - Hardship Fund was provided by school to students who are in need. - Each student was assigned their own locker to store their personal belongings in September. - 30 Plastic frames were installed in the school campus to display students' academic and non-academic achievements. - Due to the rearrangement of school resource, International Corner was not set up in the year. - A banner with school mottos had been hung in the school playground to let the students understand the school better. - Each student was assigned their own lockers to store their personal belongings in the classroom. - Students' attitude towards the school is 3.8 (in a scale of 4). 	

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 devise programme plans for the 2009 Curriculum	<ul style="list-style-type: none"> - 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. - Panel Coordinators will be required to attend NSS preparation meetings on a regular basis. - The role of panel coordinators will be strengthened to help arrange NSS training workshops for their panel members and assign duties to them. - 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. - The School Development Officer will liaise with outside parties to confirm the arrangements of OLE. 	<ul style="list-style-type: none"> - All NSS curriculum materials such as programme plans, proposed syllabuses and schemes of work have been completed. - All teachers have completed NSS training workshops on understanding and interpreting the curriculum and student assessment on the subject they are going to teach. - The arrangements of OLE including work-based programmes are confirmed. - The Student Learning Profile (SLP) runs smoothly. 	<ul style="list-style-type: none"> - 2 NSS coordinators were assigned to coordinate the NSS curriculum development for each subject panel. Through the NSS meetings held every Wednesday morning, panel coordinators succeeded in developing the proposed programme plan, proposed syllabuses and schemes of work, assignment policy and sharing CCA arrangement, OLE and SBA implementation. - All teachers were encouraged to attend the NSS training sessions and the number of training sessions attended by teachers was over 164. However, only 58% teachers succeeded in completing NSS training workshops on understanding and interpreting the curriculum and student assessment on the subject they are going to teach. It could be because some specific training workshops were only organized once a year, oversubscribed or the workshops might have clashed with other school meetings or school functions, so teachers were unable to attend the workshops. - The arrangements of OLE had been outlined and sub-committees had been set up for Community Service and Aesthetic development month. Some elements of Moral & Civic Education would be integrated into the school-based Ethic and Religious Studies and the structured weekly assemblies. Career development would be integrated into the Work-based Learning programme. 	<ul style="list-style-type: none"> - Teachers will revise and develop the NSS curriculum. - Teachers will be encouraged to attend NSS training session in order to strengthen their subject knowledge. - To explore more prestige partners for the development of WBL programmes - To plan WBL programmes only for S5 and S6 students to absorb the predictable drop out of S4 students under the NSS system in the coming year. - To set up a “SLP team/committee”, preferably with an IT member, to review the existing SLP input system, to plan ahead all SLP related information for different activities and set up procedures to monitor the input progress of SLP.

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
	<ul style="list-style-type: none"> - The Student Learning Profile (SLP) will be test run in S4 to ensure it will operate smoothly in 2009. 		<ul style="list-style-type: none"> - The school successfully lined up with 6 partners namely EGL Tours, Hong Yip Service Company, Australian Training, Caritas Bianchi Career College, Caritas Francis Hsu College-Social Service, Caritas Oswald Cheung International House & Caritas Bianchi College of Careers for the Work-based Learning programme. The WBL programme is still very new to the public, so the school needs to promote it to them vigorously. - A pilot system for SLP was established and it was trial run in S4. Some difficulties were encountered. For example, different roles of activities were not confirmed before inputting the data. Besides, there was a lack of a thorough monitoring process during its operation. 	

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
2. To improve classroom facilities to meet the pedagogical needs of school-based curriculum	<ul style="list-style-type: none"> - 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. - The School Environment Improvement Team will monitor the renovation work to ensure all have been completed by the end of the school year. 	<ul style="list-style-type: none"> - Facilities and equipments which support the teaching and learning of the NSS curriculum have been set up and installed. 	<ul style="list-style-type: none"> - Opinions and suggestions from the Academic Team and subject panels were collected. Careers and guidance room was set up in March. However, due to lack of funding, the renovation work of the Travel & Tourism Room and Parent Teacher Association Room were cancelled. 	<ul style="list-style-type: none"> - The Student Common Room, Student Union Room, Campus TV and a gym room will be set up next year. - The school needs to review and reconfirm the school budget for renovation so as to plan ahead future renovation work.