



明愛華德中書院

Caritas Charles Vath College

2009 – 2010 Annual School Report

Major Area of Concern 1: To Develop a Positive School Culture

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
<ul style="list-style-type: none"> - There is a widely shared sense of purpose and values that is consistent across staff members. - Staff members and students value respect, discipline and esteem for self and others. - Staff members maintain collaborative and collegial relationships. - Staff members have a sense of responsibility for student learning. - Staff members believe in the importance of staff learning and continuous improvement in the school. 	<ol style="list-style-type: none"> 1. The core mission and vision of the school will be explicitly communicated to teachers and students during special school occasions and regular sharing sessions held by Principal with student leaders and staff, to parents through newsletters and activities organized by Parent Teacher Association and to the public through school promotion. 2. Staff & student achievement & successes will be recognized and celebrated. <ol style="list-style-type: none"> i. The Student Inauguration Ceremony was organized to recognize students' leadership role. ii. Prize-giving Ceremonies will be held to commend students and staff. 	<ul style="list-style-type: none"> - More than 60% of the teachers agree that the staff team has high morale and their achievements are recognized in school - 70% or more of the students like the school and have a good relationship with other students. - Students' attitude towards the school is more than 3 and negative affect towards the school lower than 2 (in a scale of 4). - Students' behaviour improved. - Students are more motivated to learn. 	<p>In different meetings and staff development trainings, school shared positive values among staff members. Expectations of staff behavior were explicitly communicated in different occasions such as regular staff meetings, parents-teacher seminars, and student counselling seminars.</p> <p>The mission of the school was also emphasis in school promotion activities and functions such as the "Mock HKCEE result release day" organized by HK Sheng Kung Hui Tung Chung Service Centre in March 2010 and Yat Tung Canrival in May 2010.</p> <ul style="list-style-type: none"> - From Stakeholder Survey done by teachers, 57.1% of teachers agreed that the principal provides effective guidance to the continuous development of the school. - 59.1% of teachers agreed that the teacher professional development activities organized by the school are of great help improve their performing and duties. - 63.6% of teachers agreed that the school actively reports to teachers, students and parents' results of its self-evaluation. - Aspects included in the survey," My views on school management" was 3.5 out of 5. 	<ul style="list-style-type: none"> - To enhance teachers' values to be familiar with the school core mission and vision. - To strengthen the recognition and celebration for staff & student achievement. - To empower teachers' sense of ownerships and responsibilities. - As student's behavior has been improved, some more leadership training will be organized.

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	<p>iii. Small-class teaching will be implemented for the academically high achievers.</p> <p>iv. Piloted subjects including Chinese, Math and ICT will revise their existing assessment system to cater for learner diversity so that more students' achievements are recognized.</p> <p>v. Students' academic and non-academic achievements will be displayed in the school campus and announced in the morning assemblies.</p>		<p>Some strategies were introduced to maintain collaborative and collegial relationships among teachers and empower the leadership roles of panel coordinators to give them senses of ownership and responsibilities such as Panel Coordinators' Meeting, Collaborative Lesson Planning periods and Train the Trainer Programme.</p> <p>A number of initiatives were introduced by the school to develop a positive school culture.</p> <ul style="list-style-type: none"> - Three newsletters were issued by Parent Teacher Association to share the core mission and vision of the school. An improvement of the parents' engagement was found in PTA activities. - One campus newspaper was published by Radio club to recognize the works and achievement of students. - Sharing sessions (detention class policy, the operation of dancing room and badminton club) held by teachers with Student Union to bridge the positive relationships between the school and the students. - An Inauguration Ceremony for students was organized in November. 59 students from Student Union, Perfect Team, Class Unions and Clubs Committee were inaugurated to recognize their leadership role. - From the stakeholder survey done by students, 54.4% of the students like the school and 58.5% have a good relationship with other students. - Students' attitude towards the school is 3.5. - Students' misbehavior record decreased from 88% to 64%. 	

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	<p>3. To reinforce a sense of responsibility and commitment among staff members,</p> <p>i. staff duties and responsibilities will be stipulated in the staff manual and communicated through different channels;</p> <p>ii. staff promotion and demotion policies will be devised;</p> <p>iii. the leadership role of middle managers in the evaluation of staff performance will be strengthened;</p> <p>iv. more teachers will be empowered with leadership roles to give them a sense of ownership.</p>		<ul style="list-style-type: none"> - Each subject or stream of study was allocated 2 collaborative lessons. Panel coordinators took the leadership role to make use of the lessons to give guidance to their members, revise the assessment policy and develop lessons and assessment materials to cater for learner diversity. - The no. of panel coordinators was increased from 9 to 13. Each panel coordinators was given sense of ownership and responsibilities for curriculum development. Some panel coordinators were given the role in the evaluation of staff evaluation. - From the stakeholder survey, 68.2% teachers agreed that the subject panel/committee head effectively evaluate the effectiveness of the work of their panels/committees. - Train the Trainer Programme was initiated to provide training to panel coordinators on lesson planning, classroom management skills, organizing learning activities, lesson observation and post-observation feedback so that they can then provide guidance for their members. Also, it strengthened teachers' classroom management skills and provided a consistent approach to discipline and guidance for teachers. - From the stakeholder survey done by teacher s, 91.8% of teachers agreed that the subject panel / committee heads provide effective guidance to the development of their panels/committees. - 72.7% of teachers agreed that the subject panel/committee heads effectively promote teachers' professional interflow and collaboration 	

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	<p>4. To raise the awareness of staff members of their code of conduct and ethics towards their professional roles,</p> <p>i. expectations of staff behaviour will be explicitly communicated in staff meetings;</p> <p>ii. staff members who misbehaved will be warned and disciplined.</p> <p>5. Staff Orientation Day will be held to reinforce a positive school culture.</p> <p>6. Panel coordinators will play a more active role in encouraging collaboration among panel members in lesson design, planning, preparation and implementation.</p> <p>7. The school environment and school facilities will be improved to help develop a greater sense of belonging.</p> <p>8. The role of Student Union will be strengthened to bridge the gap between the school and the students.</p>		<ul style="list-style-type: none"> - 95.5% of teachers agreed that the subject panel/committee heads and teachers have an amicable working relationship. - 81.8% of teachers agreed that the subject panel/committee heads provide effective guidance to the development of their panels/committees. - 90.9% of teachers agreed that the teachers and students have a good relationship. - Teachers view on subject panel/committee heads professional leadership scored 4 out 5. <p>Some initiatives were introduced to strengthen teachers' sense of responsibilities for student learning and improve the student learning.</p> <ul style="list-style-type: none"> - Piloted subjects revised their existing assessment system so that more students' achievements are recognized. - From stakeholder survey done by teachers, 77.3% of teachers agreed that the school systematically collects data on learning and teaching with a view to monitoring students' performance and progress. - 59% of teachers agreed that the performance assessment methods adopted by subject panels effectively assess students' performance. - From stakeholder survey done by students. 50% of students agreed that teacher teachers often tell us about our progress and problems in learning. <p>In Train the Trainer Programme, panel coordinators played a more active role in encouraging collaboration among panel members in lesson design, planning, preparation and implementation.</p>	

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			<ul style="list-style-type: none"> - From the stakeholder survey done by teachers, 59.1% of teachers agreed that the school-based curriculum has clearly defined objectives and policies. - 68.1% of teachers agreed that subject panels are able to monitor curriculum implementation of their own subjects, e.g. through systematic use of data on Students Learning and Teaching evaluation data to inform curriculum implementation. - Staff Development Team initiated different learning and teaching strategies in teacher's trainings, e.g., School-based Project Learning Workshop and Questioning Technique from EDB. - According to statistics from the questionnaire collected in School-based Project Learning Workshop, all teachers agreed that the workshop enhanced their skills for carrying project learning. 90% of teachers agreed that they could be more familiar with carrying project learning. - From the questionnaire collected in Questioning Technique workshop, 79% agreed that the workshop could strengthen their questionnaire technique in order to improve their learning and teaching effectiveness. - Teachers agreed my students are highly interested in learning was increase from 20% to 23.8%. - Students' academic and non-academic achievements were recognized by displaying their works in the glass panels around the school areas. Students' work/ achievements were also displayed on Parents' day. - Students' achievements were also announced in the morning assemblies. 	

Major Area of Concern 2: To Enhance the Teachers' Competence in Teaching

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
<ul style="list-style-type: none"> - Teachers use effective instructional processes, strategies and classroom management techniques to enhance learning. - Teachers are able to design appropriate, valid and reliable assessment tools to indicate levels of achievement. - Teachers provide learners with informative feedback so that learners are clear on what has been achieved and what they can do to improve or develop. 	<ol style="list-style-type: none"> 1. Train the Trainer Programme will be initiated to provide training to panel coordinators on lesson planning, classroom management skills, organizing learning activities, lesson observation and post-observation feedback so that they can then provide guidance for their members. 2. Panel coordinators will be encouraged to attend training to enrich their subject knowledge and teaching strategies so as to strengthen their leadership role. 3. The Discipline and Guidance Team will be trained on Classroom management skills, so that they can set good examples for other teachers. 	<ul style="list-style-type: none"> - Teachers' abilities in lesson planning, classroom management skills and organizing learning activities improved - Students' and teachers' opinions towards teachers' teaching scores higher than last year's (3.7 and 3.9 out of 5 respectively). 	<ul style="list-style-type: none"> - Staff Development Team initiated different learning and teaching strategies in teacher's trainings, e.g., School-based Project Learning Workshop, Questioning Technique from EDB, School-based Handling Discipline Problems and Crisis management training & Discipline and guidance skills. - Train the Trainer Programme was succeeded in being initiated to provide training to panel coordinators on lesson planning, classroom management skills, organizing learning activities, lesson observation and post-observation feedback so that they can provide guidance for their members afterwards. Also, it strengthened teachers' classroom management skills and provided a consistent approach to discipline and guidance for teachers. - From stakeholder survey done by teachers, 77.3% of teachers agreed that the school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs. - 90.5% shown that "I often adjust the teaching contents and strategies according to students' learning progress in lessons." - 72.7% of teachers agreed that the school's discipline and guidance work is geared to students' development needs. - From lesson observations, there was an improvement of teachers on lesson planning, classroom management and organizing learning activities. 	<ul style="list-style-type: none"> - To refine Train the Trainer Programme in order to sustain the effectiveness of teachers' competence and empower the consistency of teachers' values. - To strengthen the leadership role of panel coordinators in order to provide more guidance for their members. - Train the trainer should be carried on for whole semester instead of the first semester only. D&G members can act as a trainer in classroom management aspect because they received enough training through 4 lesson observations. - More teacher's trainings will be carried out to enhance teachers' D&G skills.

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	<p>4. Panel Coordinators will train their panel members in order to enhance their abilities in lesson planning, classroom management skills and organizing learning activities.</p> <p>5. School-based training will be provided for teachers on classroom management techniques</p> <p>6. Teachers will be encouraged to attend training to enrich their subject knowledge and teaching strategies.</p>		<ul style="list-style-type: none">- In the program of Train the trainer and Peer Observation, teachers received clear instructions and precautions in maintaining classroom management.- Lots of skills and reminders have been made before the lesson observation and a thorough feedback session have been held for the observees.- All Discipline and Guidance team members have been arranged to take 4 lessons observations in the first semester. Thus more than half teaching staff received a comprehensive training in their classroom management skill.- From lesson observation, there was an improvement of classroom management on teachers	

Major Area of Concern 3: To Improve Students' behaviour

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
<ul style="list-style-type: none"> - Students behave cooperatively. - Students respect and observe school rules and common values of the society. - Students have a sense of responsibility for their behaviour. 	<ol style="list-style-type: none"> 1. A formal lesson for Ethics and Religious Studies will be added to the curriculum which will consist of development of interpersonal relationship, respects and sense of responsibility, etc. 2. The element of self-discipline and self management will be integrated in school activities. 3. Silence rooms will be set up for student self-reflection. 4. School rules will be explained and communicated clearly to the students in the morning assemblies. 5. Discipline and Guidance team will implement school rules persistently, consistently and fairly. 6. To reinforce and recognize students' desirable behaviours 7. Training Camp to reinforce self-discipline will be held. 8. The Prefect Team & Student Union will be trained as exemplary students for other students to look up to. 	<ul style="list-style-type: none"> - Students' behaviour improved. - 70% of the teachers are satisfied with the performance of Perfect team, Student Union and Committee member of ECA clubs 	<ul style="list-style-type: none"> - School-based curriculum of Ethics and Religious Studies was initiated which consisted of development of interpersonal relationship, respects and sense of responsibilities, etc. - From the stakeholder survey done by teachers, 59.1% of teachers agreed that the school-based curriculum has clearly defined objectives and policies. - ECA Prizes were given to 67 students who joined the ECA activities above 80%. - 60% of the teachers are satisfied with the performance of Perfect team. - 88% of the teachers are satisfied with the performance in organizing activities of Student Union. - 50% of the teachers are satisfied with the performance of and Committee member of ECA clubs. - 60% of the teachers agreed that the committee member scheme of ECA clubs can improve students' behavior. - In order to raise students' self-discipline and self management, D & G team organized "The poster design competition on appropriate school uniform and student appearance", "punctual competition", "The slogan competition on appropriate school uniform and student appearance". - According to the decision of D & G meeting, teachers carried out school rules persistently, consistently and fairly. - Students' misbehavior record decreased from 88% to 64%. - Students' lateness of S5 students decreased from 33% to 16.9% 	<ul style="list-style-type: none"> - More guideline and leadership training for students are required to improve the performance of Perfect team, Student Union and Committee member of ECA clubs. - Clear guidelines in silence rooms will deliver to all teachers for avoiding misused the silence rooms by students. - Establish learning/ training elements in the silence room so as to enhance the function of it. - Teachers can explain and communicate school rules in different channels such as assemblies and form period. - More different channels, such as groups in Facebook, discussion forums, should be used to promote desirable behaviors. - Important school rules announcement can be re-announced during the form teachers' periods so that more students can receive the message especially for the late-comers in the morning assemblies. - Teachers will need to explore outside services and funding to support school activities and improvement.

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	<p>9. Committee members will be assigned in ECA Clubs and school teams in order to provide more opportunities for students to organize activities and to promote desirable behaviour.</p> <p>10. Organize Inter-class competitions will be organized to reinforce and recognize desirable behaviour.</p> <p>11. Communication with parents will be strengthened.</p>		<ul style="list-style-type: none"> - Students' lateness of S4 students decreased from 42.2% to 28.8%. - Silence rooms have been set up for student self-reflection. As lack of the guideline for using silence rooms, some students misused the silence rooms. - School rules explained and communicated clearly to the students in the morning assemblies every week, it increased the students' awareness of school rules. But some late-comers, would not receive these school rules clearly. - The Prefect team recruited 11 members successfully, 6 prefects from S5 and 5 from S4. They assisted teachers to handle simple discipline tasks and as a leader on the stage in leading the singing of school song during morning assembly. - 30% & 44% of the teachers agreed that The Prefect Team & Student Union as exemplary students for other students to look up to. - Totally 43 students joined "Smarteen Training Camp", "Promising Youth Programme", "Life-changing Camp" and "Anti-drug Camp". Those activities improved students' behavior and reinforced the sense of responsibility for students' behavior. - In order to improve students' behavior, teachers invited parents to collaborate for helping students to have desirable behaviors. 	<ul style="list-style-type: none"> - Provide more leadership trainings especially cater for Prefect Team, student union members and committee members so as to further reinforce their senses of responsibilities and belongings to school and be exemplary students for other students. - Encourage to keep close contact and communication with parents to strengthen the home-school co-operation in different cases of students.