



明愛華德中書院

Caritas Charles Vath College

2010 – 2011 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"> - 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. - Staff members and students value respect, discipline and esteem for self and others. 	<ol style="list-style-type: none"> 1. Staff members will be raised the awareness of their code of conduct and ethics towards their professional roles, <ol style="list-style-type: none"> i. School administrative structure will be revised to strengthen the sense of responsibility, ownership and accountability for different panel coordinators and team leaders; ii. Staff promotion and demotion policies will be devised and made known to all staff; iii. Panel coordinators will play a more active role in encouraging collaboration among panel members in lesson design, planning, preparation and implementation. 	<ul style="list-style-type: none"> - 50% of the teachers agree that teachers are on harmonious terms. - 50% of the teachers agree that teachers always evaluate their teaching strategies according to the progress of students' learning. - 50% of teachers agree that teachers find satisfaction in working in this school. - 80% of the students agree that schoolmates are self-discipline. 	<p>School was actively providing a variety of teacher's sharing sessions and trainings.</p> <ul style="list-style-type: none"> - Under the revised School administrative structure, teachers had taken the responsible for their role. It was found that the sense of ownership and accountability were improved. From the stakeholder survey done by teachers, 75% teachers agreed that the school actively reported to teachers, students and parents results of its self-evaluation. - With active role of Panel Coordinators, from the stakeholder survey done by teachers, 72.8% teachers agreed that the subject panel/committee heads effectively promote teachers' professional interflow and collaboration. 90.9% agreed that the subject panel/committee heads and teachers have an amicable working relationship. 75% teachers agreed that subject panels are able to monitor curriculum implementation of their own subjects, e.g., through systematic use of data on Student Learning and Teaching and evaluation data to inform curriculum implementation. 	<ul style="list-style-type: none"> - With high turnover rate of teaching staff, school should insist on raising the awareness of the code of conduct and ethics towards teachers' professional roles. Besides, mentorship was also the key to develop the positive school's culture. - For student growth, Life Planning Lessons should be refined in order to formulate students' action plans on study, future studies or potential careers. - Interview skills and resume writing workshop will be held in assemblies and after school.

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
<ul style="list-style-type: none"> - Staff members and students identify themselves with the school. 	<p>2. Teacher Development Plan's scheme will be developed to help teachers' to achieve self-improvement. From the scheme, consultative session, lesson observation and evaluation meetings will be conducted such that teachers will be given chance for</p> <ol style="list-style-type: none"> Self-reflection on student's academic results; Self-evaluation on working performance; Suggestions for continuous improvement. <p>3. Recognition and celebration for staff & students achievement will be strengthened.</p> <ol style="list-style-type: none"> Students' academic and non-academic achievements will be displayed in the school campus and announced in the morning assemblies. 	<ul style="list-style-type: none"> - 80% of the students agree that schoolmates participated in school activities actively. - Students' behavior 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"> - In the view on teachers' professional development, from the stakeholder survey done by teachers, 66.7% teacher agreed that the teacher professional development activities organised by the school are of great help to them in performing their duties. <p>A number of initiatives were introduced by the school to develop a positive school culture.</p> <ul style="list-style-type: none"> - Sharing sessions (detention class policy, the operation of school sport team and snooker club) held by teachers with Student Union to bridge the positive relationships between the school and students. - An Inauguration Ceremony for students was organized in November. 54 students from Student Union, Perfect Team, Librarian, Class Unions and Clubs Committee were inaugurated to recognize their leadership role. - Past school graduates were invited to share their achievements in learning English and successful working experiences in assemblies and alumni meetings. - From the stakeholder survey done by students, students agreed that students like the school was increased from 54.4% to 61%, students have a good relationship with other students was increased from 58.5% to 68% and schoolmates were self discipline was increased from 42.2% to 59%. 	

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
	<ul style="list-style-type: none"> ii. Prize-giving ceremonies will be held twice a year to commend students and staff. iii. Past school graduates will be invited to share their achievements and successful experiences in weekly assemblies. <p>4. To reinforce a sense of future planning of students,</p> <ul style="list-style-type: none"> i. life planning lessons will be added in form period; ii. work- based and applied learning programe will be provided for students; iii. career oriented workshop will be held in weekly assemblies. <p>5. workshop for learning and examination skills will be held in weekly assemblies.</p>		<p>Some initiatives were introduced to enhance students identified themselves with the school.</p> <ul style="list-style-type: none"> - Students' academic and non-academic achievements were recognized by displayed their works in the glass panels around the school areas. Students' work/ achievements were also displayed on Yat Tung Canrival, Parents' day and school home page. - Students' achievement were also announced in the morning assemblies and closing ceremony. - 19 students were awarded the scholarship from Parent and Teacher Association to recognize students' achievements. <p>Some initiatives were introduced to reinforce a sense of future planning of students.</p> <ul style="list-style-type: none"> - Life planning lessons and assemblies were added in to facilitate students' self-understanding in academic interests, abilities and career goals. - Work-based Learning and Applied Learning programmes were initiated to provide the opportunities for students to explore their orientation for life-long learning and career aspirations in specific areas. - One of our students was awarded the 'Applied Learning Scholarship' and 'Special Awards' to recognize the positive learning attitude and achieved good progress in her study of Applied Learning course. 	

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. - Panel coordinators are able to bring their leadership role to their panel members. 	<ol style="list-style-type: none"> 1. Staff Development Team will actively be expanded to devise more school-based staff development programmes. <ol style="list-style-type: none"> i. Discipline and Guidance Team will provide trainings and sharing on Classroom management skills ii. Special Educational Needs training will be held for teachers to enrich their knowledge and teaching strategies for SEN students. 2. Subject Panels will be encouraged to develop and revise a comprehensive assessment system to cater for learner diversity so that more students' achievements are recognized. 	<ul style="list-style-type: none"> - 50% of the teachers agree that teachers always evaluate their teaching strategies according to the progress of students' learning. - 50% of the teachers agree that teachers often arrange various learning activities such as group discussion and oral presentation in lessons. - 50% of the teachers agree that the teacher professional development activities organized by the school are of great help to me in performing my duties. 	<p>Panel Coordinators were fully involved in leading their panel members through the lesson planning, lesson observation, post-lesson evaluation, exercisebook inspection and curriculum development, etc.</p> <ul style="list-style-type: none"> - From the stakeholder survey done by teachers, 81.8% teachers agreed that the subject panel/committee heads provide effective guidance to the development of their panels/committees. - From the stakeholder survey done by teachers, 72.8% teachers agreed that the subject panel/committee heads effectively promote teachers' professional interflow and collaboration. <p>In the view on teacher's teaching, teachers were encouraged to aware of using different effective teaching strategies. Most teachers believed that they had used different strategies for students' learning but they could not establish a good learning atmosphere in lessons.</p> <ul style="list-style-type: none"> - From the stakeholder survey done by teachers, 81.8% teachers agreed that they often help their students to review their learning, so that they have a clear idea about the students' learning performance and progress. - From the stakeholder survey done by teachers, 72.7% teachers agreed that they often engage their students in active inquiry and construction of knowledge in lessons. 	<ul style="list-style-type: none"> - Teachers should be encouraged to reflect their teaching competence and find out what the effective teaching strategies are. A reasonable but high expectation to our students' learning should be set by teachers. And teachers should try different teaching strategies in order to help teachers and students to achieve their goals. - The workshop details will be adjusted based on different scenarios every school year. - To review the guidance and disciplinary instruction which has amended in the mid-term. - To strengthen the promotion inside school. - To strengthen the promotion between teachers.

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
<ul style="list-style-type: none"> - Teachers should reinforce the teachers' efficiency (class management, discipline and guidance skills). 	<ol style="list-style-type: none"> Panel Coordinators will be involved in the training of panel members on instructional processes, strategies and classroom management techniques. Outside support will be sought. <ol style="list-style-type: none"> School-based Support Services; CEG Funding; EES Funding; IT Grant; LS Grant A D & G Guideline will be given as a reference to all teachers while facing different G & G problems. Class Management and Peer Lesson Observation are implemented. <ol style="list-style-type: none"> TIC of D& G would explain the requirement of class management to all teachers. 	<ul style="list-style-type: none"> - 60% of the students agree that teachers were able to provide students with guidance in learning - The D & G Guideline can help the teachers to be more systematically and effectively on their work. - All teachers should reach the requirements of class management and D & G skills which is set by D & G Team. 	<ul style="list-style-type: none"> - From the stakeholder survey done by teachers, 36.4 teachers agreed that the learning atmosphere in lessons is good. <p>In order to enhance skills for teachers' classroom management and handling students' misbehaviour, Discipline and Guidance Team arranged workshops for all teachers throughout the year.</p> <ul style="list-style-type: none"> - In August, the workshop aimed at giving more understanding on the guidance and disciplinary work to all teachers as well as giving a platform for exchanging ideas among teachers. The workshop details will be adjusted based on different scenarios every school year. - TIC of Academic Affairs and TIC of Discipline and Guidance Team did the lesson observation and giving suggestions between October and Decemeber 2010. It aimed at helping teachers to adopt in conduct the lesson, handling student's misbehaviour and share classroom management skills among teachers in the early of the school year. 	

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
	7. The D & G teachers would sit in and observe the class and give comments.		<p>After a series of different teachers' development, most teachers understood that the development on subject knowledge, lesson preparation, teaching strategies and classroom management were important to their daily lessons.</p> <ul style="list-style-type: none"> - From the stakeholder survey done by teachers, 66.7% teachers agreed that the teacher professional development activities organised by the school are of great help to them in performing their duties. - From the stakeholder survey done by students, 56.5% students agreed that the teachers often provide students with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc. 	

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. - The students' attendance and late frequency should be improved - Students conscious of obeying the school rules are strengthened. 	<ol style="list-style-type: none"> 1. To build student responsibility, accountability and self-management, <ol style="list-style-type: none"> i. leadership training will be organized to Student Union; ii. workshop for planning and organizing activities will be held for ECA club's leaders; iii. each ECA club's leader will be assigned to hold one activity during the year. 2. Whole school activities will be held to reinforce and recognize desirable behaviour and to discourage undesirable behaviour. 3. A new arrangement for the late students and truants is executed. 	<ul style="list-style-type: none"> - 80% of the students agree that schoolmates are self-discipline. - 80% of the students agree that schoolmates participated in school activities actively. - Students' behavior improved. - 70% of the teachers are satisfied with the performance of Perfect team, Student Union and Committee member of ECA clubs. - The student's late frequency and attendance have improved obviously. 	<p>A number of initiatives were introduced by the school to build student's leadership and sense of achievement.</p> <ul style="list-style-type: none"> - Leadership trainings held for Prefect Team, Student Union and Clubs Committee to enhance students' responsibility, accountability and self-management. - The prefect team is working on positioned. Partial of prefects have made improvement on their jobs. - According to statistics from the questionnaire collected in Clubs Committee leadership training workshop, 80% students agreed that the workshop could strengthen their planning and organizing skills when carrying school activities. - ECA Prizes were given to 45 students who joined the ECA activities above 80%. - 80% of the teachers are satisfied with the performance of Prefect team, Student Union and Committee member of ECA clubs. 	<ul style="list-style-type: none"> - More inter-class competitions will be held to reinforce and recognize desirable behavior and to discourage undesirable behavior. - The leadership role of Prefect Team, Student Union and Clubs Committee will be strengthened to build student responsibility, accountability and self-management.

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
<ul style="list-style-type: none"> - The school prefects' ability of self-improvement skills is promoted. - Students are able to erase their bad habits (drug-taking). - Students should give up the smoking habit. - Students should realize the effects of bringing illegal stuffs back to school. 	<p>4. The activity of 「One School Rule One Week」</p> <p>i. The student prefects would remind and elaborate the school rules during the morning assembly once a week. We hope that it would be more influencing and encouraging if it is said by the peer group</p> <p>5. The activity of 「The Prefect's self-improvement」 is implemented</p> <p>i. This activity can improve the efficiency as well as the recognition of prefect's team. Prefects should set three objectives themselves at the beginning of school term.</p> <p>6. The Plan of TWGHs Cross's Healthy Life is implemented, which includes Body Checkup and Group Training</p>	<ul style="list-style-type: none"> - The student's non-compliance behavior will be reduced. - Prefects should achieve all three objectives by the end of school term. - Students should increase the sense of saying no drugs. - Students should increase the awareness of anti-smoking. - Students' sense of responsibility as well as their social skills are reinforced. - The students would less bringing banned stuffs to school. 	<p>A number of initiatives were introduced by the school to improve students' behaviour.</p> <ul style="list-style-type: none"> - Anti-drug activities and assemblies were organized to discourage undesirable behavior. - Every week will give elaboration of different school rules to all students - The student-on-probation scheme was held at the end of school term. There were 44 students participated and 40 of them can finally passed the scheme successfully. - The initial purpose of the Behaviour Improvement Scheme is recruiting those students who have the punishment record. However, part of the target students could not attend the activity due to the schedule and content problem. Besides, the time schedule could not be fixed with the cooperation partner. Therefore, it delayed the date of activity and also shortens the time for our observation. - From the stakeholder survey done by students, students agreed that schoolmates were self discipline was increase from 42.2% to 59% and students agree that schoolmates participated in school activities actively was increase from 50% to 53%. - The student conduct record: In 2008-09, student's per capita no. of merit is 3.08. In 2009-10, the student per capita no. of merit has increased to 5.46, and 3.09 in 2010-11. 	<ul style="list-style-type: none"> - Teachers should have the consistent way to provide positive reinforcement and give punishment - We should clearly stated that the requirement of being a school prefects before recruitment. - Through the lunch gathering, it builds up the trust and relationship between the social workers and students in a natural way. However, the target students did not participate aggressively, as they might worry about the labeling effects. - The individual face-to-face interview is effective. It brings 50% students taking up the body-health checking, which motivates the students to quit drugs.

Areas of Concern	Strategies / Implementation Plan	Success Indicators	Evaluation / Reflection / Achievement	Suggestions for further improvement
	<p>7. Behaviour Improvement Scheme (2) is implemented, which we have an activity named “Good Teenager Group and Adventure Camp” for students.</p> <p>8. Teachers would check students’ lockers and school bag regularly.</p> <p>9. Behaviour Improvement Scheme (2):Good Teenager Group and Adventure Camp</p> <p>10. To check students’ lockers and school bag regularly.</p>		<ul style="list-style-type: none"> - The student’s per capita no. of demerit is 11.96 in 2008-09, and then decreased to 4 in 2009-10 and 2.61 in 2010-11. - Almost 30% students confessed that they are now or experienced of drugs abuse, which the statistics are similar to last year. Besides, 40% of those students are willing to be served. 	<ul style="list-style-type: none"> - Part of the target students are participated in this activity. However, a negative emotion cohesive in the group and therefore negative impacts has made mutually. It suggests that we can separate them and giving a tailor-made activities to those students. - It needs to consider if checking up too frequent may bring the negative effects to the learning progress.