

Tsung Tsin Christian Academy
Annual School Plan 2024-2025

Major concern I: Fostering pre-lesson culture for learning and teaching effectiveness

| Targets | Strategies / Tasks | Success Criteria | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
|---|--|--|---|---------------|--|--------------------|
| 1.1 Enhancing pre-lesson materials and designs | 1.1.1 Pre-lesson materials should cover at least one of the following elements: stimulating discussions, improving problem-solving skills, targeting more challenging items and consolidating generic skills | <ul style="list-style-type: none"> Over 80% of students agree that pre-lesson materials are effective in stimulating thoughts and helping them acquire the knowledge | <ul style="list-style-type: none"> Student survey | 9/2024-6/2025 | <ul style="list-style-type: none"> Subject Coordinators Academic Committee | AdC |
| | 1.1.2 Designing pre-lesson materials of different levels to cater for students with diverse abilities | <ul style="list-style-type: none"> Over 80% of students agree that differing levels of pre-lesson materials can help them in self-directed learning | <ul style="list-style-type: none"> Student survey | 9/2024-6/2025 | <ul style="list-style-type: none"> Subject Coordinators Academic Committee | AdC |
| | 1.1.3 Increasing the diversity of pre-lesson materials, such as small-scale field trips, interviews, group presentations and video productions, etc. | <ul style="list-style-type: none"> Adopt different pre-lesson strategies based on subject characteristics and needs Over 80% of students agree that diverse pre-lesson materials are coherent to learning targets and can enrich their learning experience | <ul style="list-style-type: none"> Subject annual review Student survey | 9/2024-6/2025 | <ul style="list-style-type: none"> Subject Coordinators Academic Committee | AdC |

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| 1.2 Providing sufficient time for in-depth discussions among teachers | 1.2.1 Better utilising CLP to strengthen discussions centring on pre-lesson learning strategies and review the effectiveness of pre-lesson materials | <ul style="list-style-type: none"> Over 80% of teachers agree that CLP periods are well-utilized and effective, and can enhance discussions on pre-lesson learning strategies | <ul style="list-style-type: none"> Teacher survey | 9/2024-6/2025 | <ul style="list-style-type: none"> Subject Coordinators Academic Committee | AdC |
| 1.3 Increasing professional training and exchange | 1.3.1 Broadening horizons and exposure to pre-lesson designs through subject and cross-subject sharing | <ul style="list-style-type: none"> Each teacher should attend a pre-lesson conference or cross-subject sharing at least once per year and over 70% of teachers agree that it is a fruitful experience. | <ul style="list-style-type: none"> Teacher survey | 9/2024-6/2025 | <ul style="list-style-type: none"> Subject Coordinators | AdC |
| | 1.3.2 Inviting teachers to share their implementation of pre-lesson learning in class during staff meetings | <ul style="list-style-type: none"> At least one session of teacher's sharing during each staff meeting | <ul style="list-style-type: none"> Recorded in staff meeting minutes | 9/2024-6/2025 | <ul style="list-style-type: none"> Academic Committee | N.A. |
| | 1.3.3 Holding open lessons for peer observation and professional exchange | <ul style="list-style-type: none"> Each teacher should attend open lessons at least once per year and over 80% of teachers agree that it is a fruitful experience | <ul style="list-style-type: none"> Teacher survey | 9/2024-6/2025 | <ul style="list-style-type: none"> Academic Committee | AdC |
| | 1.3.4 Making a collection of excellently designed pre-lesson tasks for sharing and professional exchange | <ul style="list-style-type: none"> Gathering good pre-lesson materials from each subject every term and uploading these materials onto Google Drive for reference Over 80% of teachers agree that it is useful | <ul style="list-style-type: none"> Filed in Google Drive Teacher survey | 9/2024-6/2025 | <ul style="list-style-type: none"> Academic Committee, Subject Coordinators | N.A. |

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| 1.4 Establishing an earnest and diligent attitude towards lesson preparation | 1.4.1 Implementing a reward scheme for students who complete pre-lesson tasks diligently | <ul style="list-style-type: none"> ● Setting up a reward scheme ● Selecting the top 3 outstanding students from each class who will be rewarded completing pre-lesson tasks diligently ● Over 80% of students agree that the reward scheme can encourage them to complete pre-lesson tasks | <ul style="list-style-type: none"> ● Recorded in Academic Committee Report ● Student survey | 9/2024-6/2025 | ● Academic Committee | AdC |
| | 1.4.2 Inviting students to share their outcomes and reflections on completing pre-lesson tasks so as to emphasise the importance of pre-lesson learning to parents and students | <ul style="list-style-type: none"> ● Having students share their pre-lesson learning experience in morning assemblies, parents' seminars and on S.1 registration day | <ul style="list-style-type: none"> ● Recorded in Academic Committee Report | 9/2024-8/2025 | ● Academic Committee | AdC |

Major concern II: Empowering Students, Nurturing Leaders

| Targets | Strategies / Tasks | Success Criteria | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
|--|---|--|---|-------------------|---|---------------------------|
| 2.1 Support the leadership training with administrative means | 2.1.1 Establish Leadership Training Unit to coordinate the whole school leadership training programme. | <ul style="list-style-type: none"> • Leadership Training Unit formed | <ul style="list-style-type: none"> • Scrutiny of documents and records | 9/2024-8/2025 | <ul style="list-style-type: none"> • SDC | N.A. |
| | 2.1.2 Review the Leadership Recruitment policy to provide more opportunities for students to serve in the school. | <ul style="list-style-type: none"> • Revised Leadership Recruitment policy | <ul style="list-style-type: none"> • More students participated in serving post under the revised recruitment policy | 9/2024-8/2025 | <ul style="list-style-type: none"> • SDC, Leadership Training Unit | N.A. |
| | 2.1.3 Setup Talent Bank for leadership development. | <ul style="list-style-type: none"> • Set up a Talent Bank through Students' Talents Survey • Provide platform for students to show their talents | <ul style="list-style-type: none"> • Scrutiny of documents and records | 9/2024-8/2025 | <ul style="list-style-type: none"> • SDC, RVEC, CSENC, SActC, SPT, AdC | N.A. |
| | 2.1.4 Setup award system related to leadership | <ul style="list-style-type: none"> • Outstanding service award is established | <ul style="list-style-type: none"> • Scrutiny of documents and records | 9/2024-8/2025 | <ul style="list-style-type: none"> • SDC, Leadership Training Unit | N.A. |

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| 2.2 Provide more opportunities for students to show their leadership skills | 2.2.1 Review the roles of the existing student leader units and further empowering their roles | <ul style="list-style-type: none"> • At least 2 new duties are carried out by student leaders | <ul style="list-style-type: none"> • Scrutiny of documents and records • Students' feedback | 9/2024-8/2025 | <ul style="list-style-type: none"> • SDC, RVEC, DC, CSENC, SActC, SPT | N.A. |
| | 2.2.2 Promote Class-based activities organized by students under PIEP model. | <ul style="list-style-type: none"> • At least 1 class-based activity is organized by Class Committee • At least 1 Form-based activity is organized by Class Committee | <ul style="list-style-type: none"> • Students' feedback • Scrutiny of documents and records | 9/2024-8/2025 | <ul style="list-style-type: none"> • SActC | N.A. |
| | 2.2.3 Arrange more opportunities for student leaders to share among peers | <ul style="list-style-type: none"> • Student leaders have more chances to share among peers | <ul style="list-style-type: none"> • Scrutiny of documents and records | 9/2024-8/2025 | <ul style="list-style-type: none"> • SDC, RVEC, DC, CSENC, SActC, SPT | N.A. |

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| 2.3 Provide leadership training programme focus on character building and leadership skills | 2.3.1 S1 Leadership Training Camp (Understanding oneself) | • More than 70% of participants finds it helpful | • Students' Survey | 12/2024 | • SDC, Leadership Training Unit | External Organization |
| | 2.3.2 S2-S3 Junior Leadership Training Programme (Understanding Oneself, Appreciation and Activity Planning) | • More than 70% of participants finds it helpful | • Students' Survey | 9/2024-8/2025 | • SDC, Leadership Training Unit | External Organization |
| | 2.3.3 S4-S5 Humble Servant Leadership Training Programme (Integrity, Time management, Communication, Problem Solving, Activity Planning) | • More than 70% of participants finds it helpful | • Students' Survey | 9/2024-8/2025 | • SDC, Leadership Training Unit | External Organization |
| | 2.3.4 Training within the student leader units | • Provide at least 2 trainings by each student leader units | • Scrutiny of documents and records | 9/2024-8/2025 | • SDC, RVEC, DC, CSENC, SActC, SPT | N.A. |

Major concern III: Strengthening professional development, including junior teachers and middle-level teachers

| Targets | Strategies /Tasks | Success Criteria | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
|---|---|---|---|-----------------|--|--------------------|
| 3.1 Strengthening the mentoring programme for new teachers | 3.1.1 Experienced teachers and/or mentors open their lessons for new teachers | <ul style="list-style-type: none"> ● Two open lessons a term to be organized for new teachers ● 80% of new teachers attend one of the open lessons ● 100% of mentees open their lessons at least twice per academic year for their individual mentors and vice versa | <ul style="list-style-type: none"> ● Teachers' evaluation | 9/2024 – 6/2025 | <ul style="list-style-type: none"> ● Staff Development Committee ● AdC | N.A. |
| | 3.1.2 Record outstanding teachers' good practices for documentation | <ul style="list-style-type: none"> ● 100% of the open lessons to be recorded and documented in the form of video clips ● 100% of all open lesson teaching materials saved and documented ● Post-lesson conference made as a routine for all open lessons | <ul style="list-style-type: none"> ● Records of the lessons ● Teachers' evaluation | 9/2024 – 6/2025 | <ul style="list-style-type: none"> ● Staff Development Committee ● AdC | Financial support |
| | 3.1.3 Support for the middle management | <ul style="list-style-type: none"> ● Local university partnerships and middle management coaching and training provided by QSIP, CUHK | <ul style="list-style-type: none"> ● Teachers' evaluation: Middle management personnel to be coached - 65% of middle management finds the support satisfactory | 9/2024 – 8/2025 | <ul style="list-style-type: none"> ● Staff Development Committee | Financial support |

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|------------------------------------|--|---|--|-----------------|--|--------------------|
| 3.2 Wellbeing of teaching staff | 3.2.1 More pedagogical sharing sessions should be included at subject meetings | <ul style="list-style-type: none"> At least two pedagogical sharing sessions in each panel per academic year | <ul style="list-style-type: none"> Records of meetings | 9/2024 – 8/2025 | <ul style="list-style-type: none"> AC Subject Coordinators | N.A. |
| | 3.2.2 Strengthen the effectiveness of staff fellowship and staff retreat through cooperation with RVEC committee | <ul style="list-style-type: none"> At least one event co-organized by both teams in an academic year Activities in the event include both religious and PD elements More than 70% of the teachers find the contents of the programme useful Teacher Wellbeing Day held per term, with one being in-house well-being activities co-organized by teaching staff <ul style="list-style-type: none"> On-campus massage service for teaching and non-teaching staff by professional masseurs fortnightly Female and male basketball teams' practices and training fortnightly | <ul style="list-style-type: none"> Teachers' evaluation | 9/2024 – 8/2025 | <ul style="list-style-type: none"> Staff Development Committee RVEC AdC | N.A. |