Tsung Tsin Christian Academy
Annual School Plan 2019-2020

Major concern I: To enhance the effectiveness of learning and teaching

Targets		Strategies / Tasks		Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1.1	Teachers will become more familiar with the use of various pedagogies in teaching	1.1.1	Expert sharing on relevant topics, such as questioning techniques, self-regulated learning, co-operative learning and interactive learning	• At least one staff development day about questioning techniques / self-regulated learning / interactive & co-operative learning is arranged. • More than 60% of the teachers find the content useful.	• Teachers' evaluation	9/2019-7/2020	School Advisory Council	Quality School Improvement Project (CUHK)
		1.1.2	Sharing within subject panels (collaborative teaching among panellists focusing on using various pedagogies to build up a student-centred and interactive learning approach)	• At least one interflow is held in each panel. • More than 50% of teachers find it useful in enhancing their teaching effectiveness.	• Record in meeting minutes • Teachers' evaluation	9/2019-7/2020	Subject Coordinators and all teachers	N.A
		1.1.3	Sharing across subject panels by means of open class	• At least two open classes are conducted • All teachers attend at least one open class and one post-lesson conference	• Teachers' evaluation	9/2019-5/2020	Teaching & Learning Team	N.A
		1.1.4	Empowering leaders with the confidence and proficiency in using an e-learning platform by means of i. promoting the use of mobile devices and online apps to facilitate more interactive and collaborative	• More than 50% of the teachers are capable of handling the e-learning tools promoted.	• Teachers' evaluation	9/2019-5/2020	School Advisory Council	Financial support is needed if speakers are invited

Targets			Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
		ii.	learning, updating Information Technology resources to create more interactive classrooms					
		1.1.4	Lesson observation conducted by the Principal together with the panel heads to promote good teaching practices	• More than 50% of the teachers' lessons are observed.	• Results of lesson observation	9/2019-4/2020	Principal, Heads of Academic Committee, Subject Coordinators	N.A
1.2	To review the junior and senior form curriculum in order to best suit students' needs and interests	1.2.1	Planning and refining the Senior Secondary curriculum according to the latest developments	• A revised senior secondary curriculum to be implemented in 2019-2020	• Record in the meeting minutes	9/2019-7/2020	Teaching & Learning Team	N.A
		1.2.2	Planning and refining the Junior Secondary curriculum according to the latest developments	• A revised junior secondary curriculum to be implemented in 2019-2020	• Record in the meeting minutes	9/2019-7/2020	Teaching & Learning Team	N.A
		1.2.3	Promotion of STEM education in Junior forms	• A new curriculum has been launched in one of the junior forms throughout the year • Students give positive feedback to the new STEM curriculum	• Students' questionnaire	9/2019-7/2020	KLA (Science)	N.A
1.3	To promote effective	1.3.1	Continual improvement of assessment in terms of frequency, timely marking and commenting	• More than 50% of the students agree with the notion of 1.3.1.	• Students' evaluation	9/2019-6/2020	All teachers	N.A.

	Targets		Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	feedback for learning	1.3.2	Effective use of internal assessment data for enhancement of learning and teaching e.g. evaluating the exam papers in subject meetings and suggest ways to improve teaching and learning.	• Evaluation reports (with suggestions to improve learning) from the three examinations are completed.	• Record in the meeting minutes	9/2019-7/2020	Subject Coordinators and all teachers	N.A
		1.3.3	Maximizing the use of HKDSEE Reports to address students' weaknesses and suggesting ways to improve teaching and learning	• Follow-up plans in subjects according to the HKDSEE Reports are made and implemented • More than 50% of students concerned find this helpful	• Record in the meeting minutes • Students' evaluation	9/2019-2/2020	Subject Coordinators and all teachers	2019 HKDSEE subject reports will be prepared for each subject
1.4	To promote a well-disciplined learning habit	1.4.1	Nurturing the habit of doing pre-lesson tasks and worksheets or viewing relevant videos	• More than 50% of the teachers observed are able to show pre-lesson tasks assigned to students.	• Students' questionnaire	9/2019-4/2020	Principal, Heads of Academic Committee, Subject Coordinators	N.A
		1.4.3	Nurturing the habit of participating in class activities e.g. discussions and commenting	• More than 50% of the students find lessons interactive and they participate well in the lessons	• Students' questionnaire	9/2019-7/2020	Principal, Heads of Academic Committee, Subject Coordinators	N.A
		1.4.4	Nurturing the habit of on-time submission of assignments by launching new assignment policies	• Improvement in on-time submission of assignments	• Assignment Record	9/2019-7/2020	Teaching & Learning Team	N.A

Major Concern 2: To sustain our belief of whole–person development.

	Targets		Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
2.1	To cultivate students as "TTCiAns" with the spirit of school motto and core values of TTCA.	2.1.1	Further development of the holistic value education system for TTCA students by means of well-structured programmes, such as Class Period, 12-Disciple Mentoring Scheme, Assembly Period, Morning Devotion and an integrated PSHE curriculum.	• Majority of teachers and students agree that the modified programmes are more effective to promote values education.	• Teachers & students' feedback	Throughout the year	Religious & Values Education Committee School Advisory Committee	External organizations will be invited to run some values education programmes.
2.2	To help students to have a positive attitude and aspiration in life	2.2.1	Teacher training on helping SEN and gifted students	• At least 15% of teachers attend EDB training on supporting SEN students and gifted students.	• Records of teachers' continuous professional development (CPD)	Throughout the year	School Advisory Committee Counselling and Special Educational Needs Support Committee	Support from EDB
		2.2.2	Sharing of good practices on pastoral care among teachers	• 70% of teachers find the sharing of good practices can help them to provide better pastoral care.	• Teachers' feedback	Throughout the year	School Advisory Committee	N.A.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required

	2.2.3 Developing students to be more positive and increasing the general satisfaction of school life by different strategies through well-structured programmes:
	
	  i. Class Period and class activities
	  ii. 12-Disciple Mentoring Scheme
	  iii. Form activities
	  iv. S1 Life Camp
	  v. Career and Life Planning Programmes (including talks and visits)
	  vi. Leadership and Service Training Programmes
	  vii. Campus Environment
	  viii. Morning Devotion
	  ix. New Environmental Education Programmes
	  x. Tuck Shop
	  xi. Gospel Festival
		• 70% of teachers agree with the effectiveness of these strategies.
		• 80% of the participating students have positive responses towards individual counselling.
		• Majority of teachers and students agree with the well-structured programmes or events can help them be more positive in life.
		• More students participate in song dedication
			• Teachers' and social workers' observation and feedback
			• Evaluation Meeting
			• Students' questionnaires
			• Students' attitude and behaviours
			• Students' APASO Survey
			• Comparison between the number of song dedication messages received this year and previous years
				Throughout the year	Counselling and Special Educational Needs Support Committee
					
					Disciplinary Committee
					
					Religious & Values Education Committee
					
					Further Study & Career Guidance Committee
					
					Student Welfare Committee
						EP, Social Workers
						
						Manpower from the School Church
						
						External Organizations
						
						Tuck Shop
						
						CLP Grant

	2.2.4 Strengthening the individual pastoral care to students by keeping a comprehensive database recording students' data to help teachers first understand their history and then be able to use more suitable means to nurture their development	• A database of all students is set up. • 70% of teachers would deal with the discipline/ counselling cases by themselves first	• Teachers' feedback on using the database • Teachers' feedback on the use of	Throughout the year	Counselling & Special Educational Needs Support Committee	E-Record

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
		through using the database • A detailed questionnaire on students' well-being is put in use.	questionnaire results		Disciplinary Committee Academic Committee	
2.3 To further develop students' leadership skills and various talents	2.3.1 Providing leadership training and encouraging student leaders to participate in out-of-school leadership programmes and well-structured internal training in order to enrich their horizons 2.3.2 Opportunities for students to showcase their talents and achievements, such as holding morning devotion, activities and representing students to communicate with the school	• Students lead the morning devotion regularly. • Head prefects attend leadership training programme outside school. • Students' achievements will be reported in the school magazine "TTCiAn". • At least two student leaders are nominated to share their achievements in the whole-school assembly. • At least 2 issues of the school magazine "TTCiAn" are published to promote students' achievements.	• Leaders' feedback • Leaders' performance • Teachers' observation and feedback • Participation in the Events held by student leaders • Year plan written by the Prefects	Throughout the year	Student Development Committee Student Activity Committee Disciplinary Committee Religious & Values Education Committee School Promotion Team	External Organization

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
		• At least two events are organized by the Student Union.				
	2.3.3　Encouraging students to serve the school and actively participate in different competitions by means of collecting students' external record	• More students are willing to serve the school in different posts. • More students take part in inter-school competitions. • More students submit external award and service records.	• Comparison between figures on students' service and participation in inter-school competitions this year and previous years	Throughout the year	Religious & Values Education Committee Student Activity Committee	N.A.
	2.3.4 Strengthening the role of student leaders and empowering them through 　i.　Holding elections for students leaders 　ii.　Empowering the Student Union and the Representative Council	• More than 60% of the students vote in the election • To contribute to the school policy making by reflecting opinion from students to teachers	• Voting Percentage • Students' feedback	Throughout the year	Student Activity Committee	N.A.
2.4 To train students to be more courteous and	2.4.1　Providing training on interpersonal skills and communication skills	• At least five workshop of interpersonal skills is arranged for students.	• Participants' feedback • Attendance record of the	Throughout the year	Religious & Values Education Committee	External Organization, EP,

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committed to serving others in need	2.4.2 Providing opportunities for students to serve the school community and society	• All junior forms students will have an opportunity to serve outside school. • At least 5 students from each junior form are trained to serve as class angel in the school.	training workshops		Counselling & Special Educational Needs Support Committee Further Study & Career Guidance Committee	Social Workers
	2.4.3 Providing mentorship for student leaders through workshops and Humble Servant Leadership Camp	• Student leaders find the mentorship programme helpful. • Students find the experiences fruitful.	• Students' feedback • Students' questionnaires	Throughout the year	Student Development Committee Religious & Values Education Committee Further Study & Career Guidance Committee	External Organization, Social Workers

Major Concern 3: To enhance the effectiveness of the school administration

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
3.1 To strengthen the administration management	3.1.1 Acquiring the habit of School Self Evaluation (SSE)	• At least a policy / task showing PIE in each Committee and on subject level is made/done.	• Meeting minutes and documents	9/2019 – 8/2020	Committee Heads & Subject Coordinators	N.A.
	3.1.2 Use of self-explanatory documentation to provide details of the strategic plans, etc.	• At least a policy / task showing the details of the strategic plans in school and on Committee level is made/done.	• Meeting minutes and documents	9/2010 – 8/2020	Principal, Committee Heads & Subject Coordinators	N.A.
3.2 To empower middle managers as well as the teachers	3.2.1 Including middle managers in decision-making process by assigning the middle managers on the School Advisory Committee	• Committee Heads are included in the School Advisory Committee	• Organization structure	9/2019 – 8/2020	Principal	N.A.
	3.2.2 Relevant training for middle managers	• Middle managers (subject coordinators and Committee Heads) are nominated to participate in training offered by universities or EDB.	• Record of training	9/2019 – 8/2020	Principal & Vice Principal	Financial support Quality School Improvement Project (CUHK)
	3.2.3 Discussions and voting on significant school policies in staff meetings	• Instances should be found in staff meetings.	• Meeting minutes of staff meetings	9/2019 – 8/2020	Principal	N.A.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
3.3 To strengthen the appraisal system so as to enhance staff development	3.3.1 Revisiting the appraisal system in terms of: i. the line of reporting ii. developing a feedback mechanism between the appraisal system and staff development programme	• A refined appraisal system is set up.	• Documents	9/2019 – 8/2020	Principal & Vice Principal	N.A.
3.4 To strengthen communication	3.4.1 Through the use of e-communication to make communication among staff more effective and efficient	• 90% of the teachers are familiar with the use of G Suite for communication. • 90% of the teachers can share the teaching resources with students and colleagues through G Suite.	• Teachers' evaluation & survey	9/2019 – 8/2020	School Advisory Council	N.A
	3.4.2 Use of Google Calendar to enhance coordination; Google Forms to collect views and suggestions; and Google Cloud Platform to share information	• 90% of the teachers are familiar with using Google Forms to collect teachers and students' views and suggestions. • 90% of the teachers can use Google Cloud Platform to conduct collaboration work with students and colleagues. • The teachers can view and check school events	• Teachers' survey	9/2019 – 8/2020	School Advisory Council	N.A

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
		through Google Calendar.				
	3.4.3 Regular meetings between the Principal and teachers	• The Principal meets all new teachers. • The Principal meets at least 1/3 of the current teaching staff.	• Record of meetings	9/2019 – 8/2020	Principal	N.A.

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