

**Tsung Tsin Christian Academy
Annual School Plan 2018-2019**

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers' evaluation 	9/2018-7/2019	Administrative Council	Financial support is needed if speakers are invited
	1.1.2 Sharing within subject panels (collaborative teaching among panelists focusing on using various pedagogies to build up a student-centred and interactive learning approach)	<ul style="list-style-type: none"> At least one interflow is held in each panel. More than 50% of teachers find it useful in enhancing their teaching effectiveness. 	<ul style="list-style-type: none"> Record in meeting minutes Teachers' evaluation 	9/2018-7/2019	Subject Coordinators and all teachers	N.A
	1.1.3 Empowering leaders with the confidence and proficiency in using an e-learning platform by means of <ol style="list-style-type: none"> promoting the use of mobile devices and online apps to facilitate more interactive and collaborative learning, promoting the use of Google Apps for Education to increase collaboration among teachers, updating Information Technology resources to create more interactive classrooms 	<ul style="list-style-type: none"> More than 50% of the teachers are capable of handling the e-learning tools promoted. 	<ul style="list-style-type: none"> Teachers' evaluation 	9/2018-5/2019	Administrative Council	Financial support is needed if speakers are invited

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	1.1.4 Lesson observation conducted by the Principal together with the panel heads to promote good teaching practices	<ul style="list-style-type: none"> More than 50% of the teachers' lessons are observed. 	<ul style="list-style-type: none"> Results of lesson observation 	9/2018-3/2019	Principal, Deans of Domain 2 and Subject Coordinators	N.A
	1.1.5 Review of the lesson observation form to incorporate the main indicators reflecting the good use of pre-lesson preparation and interactive learning approach	<ul style="list-style-type: none"> A revised form is produced. 	<ul style="list-style-type: none"> Form attached to the meeting minutes for review 	1/9/2018	Deans of Domain 2	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	<ul style="list-style-type: none"> A revised senior secondary curriculum to be implemented in 2019-2020 	<ul style="list-style-type: none"> Plan attached to the meeting minutes 	9/2018-1/2019	Learning & Teaching Committee	N.A
	1.2.2 Planning and refining the Junior Secondary curriculum according to the latest developments	<ul style="list-style-type: none"> A revised junior secondary curriculum to be implemented in 2019-2020 	<ul style="list-style-type: none"> Plan attached to the meeting minutes 	9/2018-1/2019	Learning & Teaching Committee	N.A
	1.2.3 Promotion of STEM through joining various competitions and organising STEM-related interest clubs or activities	<ul style="list-style-type: none"> The school takes part in at least one STEM competition. 	<ul style="list-style-type: none"> Record in the meeting minutes 	9/2018-7/2019	PIC of STEM club	Funding for STEM development
1.3 To promote effective feedback for learning	1.3.1 Continual improvement of assessment in terms of frequency, timely marking and commenting	<ul style="list-style-type: none"> More than 50% of the students agree with the notion of 1.3.1. 	<ul style="list-style-type: none"> Students' evaluation 	9/2018-6/2019	All teachers	N.A.
	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.	<ul style="list-style-type: none"> Evaluation reports (with suggestions to improve learning) from the two examinations are completed. 	<ul style="list-style-type: none"> Record in the meeting minutes 	9/2018-7/2019	Subject Coordinators and all teachers	N.A

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	1.3.3 Maximizing the use of HKDSEE Reports to address students’ weaknesses and suggesting ways to improve teaching and learning	<ul style="list-style-type: none"> Follow-up plans in subjects according to the HKDSEE Reports are made and implemented More than 50% of students concerned find this helpful 	<ul style="list-style-type: none"> Record in the meeting minutes Students’ evaluation 	9/2018-2/2019	Subject Coordinators and all teachers	2018 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	<ul style="list-style-type: none"> More than 50% of the teachers observed are able to show pre-lesson tasks assigned to students. 	<ul style="list-style-type: none"> Results of lesson observation 	9/2018-7/2019	Principal, Deans of Domain 2 and Subject Coordinators	N.A
	1.4.2 Nurturing the habit of participating in class activities e.g. discussions and commenting	<ul style="list-style-type: none"> More than 50% of the teachers observed are able to motivate students to participate in class activities. 	<ul style="list-style-type: none"> Results of lesson observation 	9/2018-7/2019	Principal, Deans of Domain 2 and Subject Coordinators	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, Belief Group, Assembly Period, Morning Devotion and an integrated PSHE curriculum.	<ul style="list-style-type: none"> 70% of teachers find the modified programmes more effective to promote values education. 	<ul style="list-style-type: none"> Teachers & students’ feedback Evaluation meetings among Subject Coordinators 	Throughout the year	Domain 3 (Team 1) Domain 2 (Team 1)	External organizations will be invited to run some values education programmes.

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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	<ul style="list-style-type: none"> At least 15% of teachers attend EDB training on supporting SEN students and gifted students. 	<ul style="list-style-type: none"> Records of teachers' continuous professional development (CPD) 	Throughout the year	Domain 2 (Team 2) Domain 3 (Team 3)	Support from EDB
	2.2.2 Sharing of good practices on pastoral care among teachers	<ul style="list-style-type: none"> 70% of teachers find the sharing of good practices can help them to provide better pastoral care. 	<ul style="list-style-type: none"> Teachers' feedback 	Throughout the year	Domain 3 (Team 1 & 3)	N.A.
	2.2.3 Developing students to be more positive in life through well-structured programmes: <ul style="list-style-type: none"> 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 decoration viii. Morning Devotion 	<ul style="list-style-type: none"> 70% of teachers find the split-class activities and mini-group class period can facilitate the effectiveness of nurturing students' resilience to overcome difficulties. 80% of the participating teachers find the objectives of S.1 Life Camp are achieved. 70% of students have positive responses towards the talks and visits. 	<ul style="list-style-type: none"> Teachers' feedback Evaluation Meeting Students' questionnaires Teachers' observation Students' attitude and behaviours 	Throughout the year	Domain 3 (Team 1 & 2)	Manpower from the School Church External Organizations CLP Grant
2.2.4 Keeping a database recording students' data to help teachers first understand their history and then be able to use more suitable means	<ul style="list-style-type: none"> A database of all students is set up. 	<ul style="list-style-type: none"> Teachers' feedback on 	Throughout the year	Domain 3 (Team 3)	N.A.	

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	to assist in their development		using the database		Domain 2 (Team 2)	
2.3 To further develop students' leadership skills and various talents	<p>2.3.1 Providing leadership training and encouraging student leaders to participate in out-of-school leadership programmes in order to enrich their horizons</p> <p>2.3.2 Opportunities for students to showcase their talents and achievements, such as Shinning Corner and display boards</p>	<ul style="list-style-type: none"> • Head prefects attend leadership training program 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 on Day 1 (2nd term). • At least 2 issues of the school magazine "TTCiAn" are published to promote students' achievements. • Two Mini Shows organized by Student Union are held. 	<ul style="list-style-type: none"> • Head Prefects' feedback • Head Prefects' performance • Student Leaders' feedback • Teachers' observation and feedback • Student Union's feedback • Participation in the Mini Shows 	Throughout the year	Domain 3 (Team 2 & 3)	HKFYG Leadership 21
	2.3.3 Encouraging students to serve the school and actively participate in inter-school competitions by means of sharing the value and the award system respectively	<ul style="list-style-type: none"> • More students are willing to serve the school in different posts. • More students take 	<ul style="list-style-type: none"> • Comparison between figures on students' service and participation in 	Throughout the year	Domain 3 (Team 2)	N.A.

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		part in inter-school competitions.	inter-school competitions this year and previous years			
2.4 To train students to be more courteous & committed to serving others in need	2.4.1 Providing training on interpersonal skills and communication skills	<ul style="list-style-type: none"> At least one workshop of interpersonal skills is arranged for students. All junior forms students will have an opportunity to serve outside school. 	<ul style="list-style-type: none"> Participants' feedback 	Throughout the year	Domain 3 (Team 3)	HKFYG Leadership 21
	2.4.2 Providing opportunities for students to serve the school community and society					
	2.4.3 Providing mentorship for student leaders	<ul style="list-style-type: none"> Student leaders find the mentorship programme helpful. Students find the experiences fruitful. 	<ul style="list-style-type: none"> Students' feedback Students' questionnaires 	Throughout the year	Domain 3 (Team 1 & 2)	Partnership with external organizations
	2.4.4 Providing authentic experience for students to understand the needs of society, especially the underprivileged					

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)	<ul style="list-style-type: none"> At least a policy / task showing PIE in each Domain and on subject level is made/done. 	<ul style="list-style-type: none"> Meeting minutes and documents 	9/2018 – 8/2019	Deans, Managers and Chairpersons	N.A.
	3.1.2 Use of self-explanatory documentation to provide details of the strategic plans, etc.	<ul style="list-style-type: none"> At least a policy / task showing the details of the strategic plans in school and on 	<ul style="list-style-type: none"> Meeting minutes and documents 	9/2018 – 8/2019	Principal, Deans and Managers	N.A.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
		Domain level is made/done.				
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	<ul style="list-style-type: none"> Managers are included in the Advisory Committee 	<ul style="list-style-type: none"> Organization structure 	9/2018 – 8/2019	Principal	N.A.
	3.2.2 Relevant training for middle managers	<ul style="list-style-type: none"> 40% of the middle managers (subject coordinators and managers) are nominated to participate in training offered by universities & EDB. 	<ul style="list-style-type: none"> Record of training 	9/2018 – 8/2019	Principal & Vice Principal	Financial support
	3.2.3 Discussions and voting on significant school policies in staff meetings	<ul style="list-style-type: none"> Instances should be found in staff meetings. 	<ul style="list-style-type: none"> Meeting minutes of staff meetings 	9/2018 – 8/2019	Principal	N.A.
3.3 To strengthen the appraisal system so as to enhance staff development	3.3.1 Revisiting the appraisal system in terms of: <ol style="list-style-type: none"> the line of reporting developing a feedback mechanism between the appraisal system and staff development programme 	<ul style="list-style-type: none"> A refined appraisal system is set up. 	<ul style="list-style-type: none"> Documents 	9/2018 – 8/2019	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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers' evaluation Teachers' survey 	9/2018 – 8/2019	Administrative Council	N.A.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	3.4.2 Use of Google Calendar to enhance coordination; Google Forms to collect views and suggestions; and Google Cloud Platform to share information	<ul style="list-style-type: none"> • 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 through Google Calendar. 	<ul style="list-style-type: none"> • Teachers' survey 	9/2018 – 8/2019	Administrative Council	N.A
	3.4.3 Regular meetings between the Principal and teachers	<ul style="list-style-type: none"> • The Principal meets all new teachers. • The Principal meets at least 1/3 of the current teaching staff. 	<ul style="list-style-type: none"> • Record of meetings 	9/2018 – 8/2019	Principal	N.A.

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