

ECF Saint Too Canaan College
2008-2009 Learning & Teaching Department
Annual Plan

1 Aims

- 1.1 This department aspires to plan and implement updated but suitable curricula, reliable assessment system, appropriate language policy and assignment policy and procedures.
- 1.2 Hence, learning experiences are deliberately provided for students to construct knowledge, to acquire thinking methods and self-learning habits, to develop the potential, to enjoy intellectual growth, and to pursue excellence. The students will then contribute to society with vision and passion.
- 1.3 In order to achieve the above aim, this department must from time to time be aware of the change in social and educational environment, enhance the teachers' professional experience and teaching effectiveness, grasp the learning conditions of students and coordinate physical facilities and informational resources.

2 Objectives

- 2.1 To orientate teachers and students towards the smooth NSS transition.
- 2.2 To strengthen students to be active users of English.
- 2.3 To develop the self-evaluation culture through the external review.
- 2.4 To strengthen the learning atmosphere and learning attitude of the students and the teaching effectiveness of teachers.
- 2.5 To strengthen the governance and effectiveness of the department.

3 Situation Analysis

3.1 Strength

- 3.1.1 3 Native English Teachers are in force and hence to enhance students' exposure to English.
- 3.1.2 We have attracted relatively experienced teachers to fill the vacancies.
- 3.1.3 School has reflected and clearly set the target for learning and learning results.
- 3.1.4 Some teachers have pursued higher degrees related to Liberal Studies and some have finished first level training in BBL which is to enrich teachers' repertoire of strategies.
- 3.1.5 Establishment of the Language Policy Committee (LPC) will enforce the implementation of EMI policy and the strengthen the English Language environment.

3.2 Weakness

- 3.2.1 Some teachers are still not used to speak fluent English in the classroom and more are not ready to communicate with students in English outside the classrooms.
- 3.2.2 Teachers are not very resourceful to provide variety of interactive strategies.
- 3.2.3 Teachers are much involved in functional groups and meetings and they will consider more factors before committing to a task.
- 3.2.4 Governance in some KLAs is relatively loose. Also, the monitoring and reviewing practice of the whole department are not effective.

3.3 Opportunity

- 3.3.1 Our “EMI” label has progressively set clear image of this school in the community, and the S1 students this year have relatively stronger academic base.
- 3.3.2 The upcoming Comprehensive Review of the school may further induce our teachers to strive for improvement in teaching-learning process, documentation for knowledge management and personal development.
- 3.3.3 The prevailing territory-wide transition to NSS also force our teachers to grasp the trends in the society, education system and curriculum development.

3.4 Threat

- 3.4.1 Competition atmosphere today may side-track the attention and energy of teacher from traditional and orthodox education activities.
- 3.4.2 Decrease in primary 6 pupils will hamper the steadiness of intake which will in turn result in wider variety of learning ability and foundation.
- 3.4.3 Weak results in public examination may lower the image of this school.

4 Strategies, Implementation, Success Criteria and Evaluation (Refer to the pages coming.)

5 Team Members

5.1 Officers

Curriculum Development Officer	Kwok Lai Yi (KLY)
Effective Learning Officer	Wu Chi Ying (WCY)

5.1 KLA's

English Language Education Panels :	Lum Yu Po (LYP),Kong Shuet Ha (KSH)
Chinese Language Education Panels :	So Suen Shan (SSS), Lee Yin Fong (LYF)
Mathematics Education Panels :	Wong Wai Kit (ERI), Kwok Lai Yi (KLY)
Science Education Panels :	Chan Wang (CW), Lam Pak To (LPT)
PSH Education Panels :	Tsui Chui Mui (TCM), Lee Ka Ming (LKM)
Technology Education Panels :	Liang Ying Yi (LYY), Kwok Yiu Pong (KYP)
Liberal Studies Education Panels :	Wu Chi Ying (WCY), Chaing Bun (CB)
Art and Physical Education Panel :	Chu Cheong Tak (CCT)

5.2 Groups

Campus TV Head :	Li Chak Man (MLI)
Library Services Head :	Yip Wai Yee (YWY)
Information Tech in Education Head:	Chan Yu Kin (CYK)
Teaching Strategies and Effectiveness Head :	Lee Ka Ming (LKM)
Learning Strategy and Effectiveness Head :	Chan Wang (CW)
Curriculum, Assessment and Resources Head :	Kwok Lai Yi (KLY)
Examination Head :	Kwok Yiu Pong (KYP)
Central Administration Head :	Liang Ying Yi (LYY)

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4 Strategies, Implementation, Success Criteria and Evaluation

Objectives	Strategies	Responsible Units	Timeline	Success Criteria	Evaluation Method	Resources
1. To orientate teachers and students towards the smooth NSS transition.	1.1 Every KLA reviews the curriculum of junior forms and assure the appropriate curriculum mapping across junior forms to senior one.	Every KLA	Whole year	According to criteria set by KLA.	Minutes of KLA meetings	
	1.2 Every KLA prepares the curriculum of the senior form with detail to the level of teaching material preparation, general teaching strategies, major assignments, selection of assessment tools and more.	Every KLA	Whole year	- ditto -	- ditto -	
	1.3 KLA provides in-house programs or other channels for teacher training.	Every KLA	Whole year	- ditto -	- ditto -	
2. To strengthen students to be active users of English.	2.1 Clear MOI schedule to guide subjects, classes and teachers by the EMI targets this year. This schedule should be followed up in connection with lesson observation. This is to request teachers and students to speak English in classroom.	CDO & KLAs	Whole year	a. MOI schedule issued & understood. b. This schedule is referred to in lesson observation and supervision.	Minutes of KLA meetings. Reports of periodic questionnaire.	
	2.2 Request teachers to speak English outside Staff Room. Exhort them through staff meeting by principal, and through L&T and KLA meetings. LPC will edit an EMI handbook.	Principal & Heads in L&T LPC	Whole year	As prescribed by LPC.	Reports of periodic questionnaire. Minutes of LPC.	
	2.3 Clearly define the role of the NETs and enhance their interface between students and them.	LMT & Eng KLA	Whole year	Document set, understood and followed.		
	2.4 Two ESD's are in action, as monitored by LPC. This is also to request teachers and students to speak English in classroom.	LPC	Whole year	Established and followed.	Reports of periodic questionnaire.	

Objectives	Strategies	Responsible Units	Timeline	Success Criteria	Evaluation Method	Resources
	Teachers must use English in morning assemblies.	Student Develop Dept			Minutes of SD.	
3. To develop the self-evaluation culture through the external review.	3.1 Every teacher submits documents on time and with appropriate format.	CDO, ELO	Whole year	75% of teachers can submit documents on time and with proper format. Connections seen.	Minutes of respective KLAs and committees.	
	3.2 Every teacher plans forwards with appropriate reference to the review and evaluation resulted from previous similar activities.	CDO, ELO	Whole year			
4. To strengthen the learning atmosphere and learning attitude of the students and the teaching effectiveness of teachers.	4.1 Teaching Strategy & Effectiveness group (LTT) sets out strengthened steps for KLAs to follow, and then monitor the progress, for peer lesson observation, peer lesson preparation and course work inspection.	LTT	According to LTT prescription.	According to LTT prescription.	Minutes of review meeting of LTT.	
	4.2 LTT helps find speakers to conduct training sessions for teachers.	LTT	- ditto -	- ditto -		
	4.3 L&T head set out his own program to coach the newly come teachers, including exposition, demonstration, interview, lesson observation and then discussion.	LMT	Aug – Nov	All new teachers observed, more than 50% give good feedback.		
	4.4 Continue the two academic days.	KLAs	Whole year	Confine their activities mainly in these 2 days.		
	4.5 Delegate L&T members to attend Form Meetings (All-round) in order to quickly respond to learning issues quickly.	ELO & CDO	Sept – April	Positive affirmation of this function.		

Objectives	Strategies	Responsible Units	Timeline	Success Criteria	Evaluation Method	Resources
	<p>4.6 Assemblies of individual forms to guide and boost the students' learning atmosphere.</p> <p>4.7 Establish self-learning centre (1/F) for senior form students.</p> <p>4.8 Continue to operate enhancement classes and remedial classes.</p>	<p>ELO and LTL LMT</p> <p>LTL</p>	<p>Whole year</p> <p>Nov – June</p> <p>According to LTL prescription.</p>	<p>Once per each form Centre established and number of users increasing.</p> <p>According to LTL prescription.</p>	<p>Review in L&T. Observation.</p> <p>According to LTL prescription.</p>	
5. To strengthen the governance and effectiveness of the department	<p>3.1 To set up new post of ELO.</p> <p>3.2 Share duties among CDO, ELO & Head of L&T dept in order to suggest policy, execute the general affairs and supervise the KLAs and the committees in L&T.</p> <p>3.3 Supervise the committees and KLAs in order to real-ize the objectives and approach the aims.</p>	<p>Principal, LMT &</p> <p>LMT, ELO, CDO</p> <p>LMT, ELO, CDO</p>	<p>July & August 2008</p> <p>-ditto-</p> <p>Whole year</p>	<p>New post in action.</p> <p>All the L&T members know their specific roles.</p> <p>At least 70% L&T members give positive feedback for new system.</p>	<p>New organization chart, Duty document.</p> <p>Review in meeting, and questionnaire.</p>	

ECF Saint too college
School Annual Plan 08-09
Student Development Department

1. Aims:

- 1.1 Create positive school culture which is based on the school mission statement and Canaan Covenant.
- 1.2 Nurture students' character focus on whole-person development.
- 1.3 Develop students' potentials for preparing future life.

2. Objectives.

- 2.1 To develop students as a whole person through implementing a well-organized OLE programs.
- 2.2 To train students as leaders and role models.
- 2.3 To organize the appropriate students development programs which are in line with the self-evaluation culture.

3. Swot analysis

3.1 Strength

- 3.1.1 All heads are experienced coordinators who have worked in STCC for more than two years .They share our school mission and understand our students' need. They are capable and full of passion in their positions.
- 3.1.2 One year experience of building up Form houses lays a good foundation for organizing more Form house activities and training more leaders. It can enhance students' sense of belongings.
- 3.1.3 Preparation for CR can help us to develop self-evaluation culture in organizing student development programs.

3.2 Weakness

- 3.2.1 Some SD heads' role are shifted. They may need time to adjust their roles and it may affect the implementation of policies.

3.2 Opportunities

- 3.3.1 Our school is an EMI school. We can choose the suitable students to study in our school. They may have less behavioral problems and more potential leaders can be developed
- 3.3.2 The Aims of NSS curriculum will focus on students' whole person development. The experience programs of OLE can widen students' exposure. Students' motivation of participating extra-curricular activities will be higher.

3.3 Threat

- 3.4.1 There are still many new students in this coming year. Their influence and adjustment should be highly concerned.
- 3.4.2 The change of language policy may affect the in take of our students whose abilities and background may diversify. It is difficult to implement our school policy.

4. Strategies and Implementation

Objectives	Strategies and implementation	Respon-si ble groups	Success criteria
1	1.1 An OLE working group is formed. The aims of the group will be focused on: <ul style="list-style-type: none"> ● To build up a well-defined system ● To coordinate different areas of OLE programs. ● The aims of OLE activities should focus on whole person development. 	OLE	OLE :Questionnaire <ul style="list-style-type: none"> ● S1 students need to fulfill certain hours Of activities in STCC Award scheme. ● The operation of STCC award scheme can be computerized. ● S.3 students need to fulfill certain hours of OLE activities and enter the data in computer as record.
2.	2.1 <ul style="list-style-type: none"> ● SD groups should provide leadership training program to train students to be leaders. <ul style="list-style-type: none"> ➤ Election of 07-08 Student Union ➤ Develop Form houses ● build up the good models in school . 	SD members	<ul style="list-style-type: none"> ● Election of 07-08 Student Union <ul style="list-style-type: none"> ➤ At least two parties join the Election. ➤ 90% of students vote. ➤ SU internal & external questionnaire (Questionnaire) SD&PDC Questionnaire. Stars of Canaan election (Refer to MCEC questionnaire)
2	2.2 Central Recruitment <ul style="list-style-type: none"> ● Sense of belonging will be promoted through organizing activities ● *Policy on students' participation in services and activities (i.e 1 service +2 activities 2 services +1 activity) ---More students can have chances to develop their 	SD PDC	<ul style="list-style-type: none"> ● 100%of S.1-3 students have one post of service in class level ● 80% of S.4-S.7 students have one post of service in class level. ● About 90% of students can comply the rules of *policy

	<p>potentials as leaders rather than focus on a few students</p>		<ul style="list-style-type: none"> ● SD: Questionnaire
	<p>2.3 STCC Award Scheme --Six year award scheme</p> <ul style="list-style-type: none"> ● The award scheme will focus on whole-person development. ● More students strive for excellent performance and more outstanding models will appear. ● Form one students should join the OLE programs in a certain amount of hours. ● Through joining the scheme, students can meet the requirement of OLE in NSS 	All Committ-ees	<ul style="list-style-type: none"> ● 100%of S.1 students will join the scheme and hand in their book for record at least one time. ● 80%S.2-3 will join the scheme. ● 40%of junior students can achieve the first level of the scheme. ● 20% of senior students can achieve the first level of the scheme. ● 10% of students can achieve the second level of the scheme.
	<p>2.4 Spiritual Nurturing:</p> <ul style="list-style-type: none"> ● Focus on spiritual leaders training <p>--More students will be encouraged to have services in assembly. Students can have more chances to lead programs</p>	SNC	Refer to SNC evaluation
	<p>2.5 Health Education :</p> <ul style="list-style-type: none"> ● More stress on promotion on physical and mental health programs ● Providing more training on health ambassadors 	HEC	Refer to HEC evaluation
2	<p>2.6 Career guidance</p> <ul style="list-style-type: none"> ● Provide different channels for students to know their personal development ● Explore more paths for their career development 	CGC	Refer to CGC evaluation

3	2.7 Develop self-evaluation culture.	80% of the SD programs can follow the P I A principle. P: planning I: Implementation A: Assessment
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4. Lastly, year plan

Event	Timeline												Responsible Teacher	
	Sept 06	Oct 06	Nov 06	Dec 06	Jan 07	Feb 07	Mar 07	Apr 07	May 07	Jun 07	July 07	Aug 07		
Central Recruitment	1 st Term				2 nd Term									WYW LHF,PA,TA
Election Of Student Union, Form Houses	Enrolment & Election		School activities organized by 08-09 Student Union & Form Houses								Orientation programs		WYW PDC,MCEC PA,TA	
STCC Award Scheme	*			**			***			#	☆		WYW,YKW WSY All SD committees	
Leadership training	Recruitment		Leadership training sections (Camp –OCT)								In-service training		PDC WYW	
Post-Exam activities	Formation Of the committee			Preparation –responsible teachers 、 Student Union and form houses leaders.									PDC,PA,TA Responsible Teachers	

Remarks: * Promotion ** 1st award presentation ***2nd award presentation # Final award presentation ☆ Term- end ceremony-Award presentation

5. Evaluation

5.1 Teachers, social workers of leadership training and students will involve in evaluation.
(Refer to 4 Strategies and implementation)

6. The Head of SD Department: WYW

Members: SMK, WOY, YKW, WHK, WSY, LCP, LCM, LHF

Issued by : WYW

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