

SHUNG TAK CATHOLIC ENGLISH COLLEGE HONG KONG



*Annual School Plan
2009 ~ 2010*

Shung Tak Catholic English College

Annual School Plan 2009-2010

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School Vision

We hope all our graduates, in addition to achieving value-added academic performance, will develop a well-balanced character and value systems compatible with Catholicism.

School Mission

We follow our school motto ‘Ora et Labora (Pray and Work)’: we encourage our students to do their best in academic pursuits and glorify the Creator with their work.

We provide students with quality education which prepares them to become citizens with independent thinking and full social awareness in order to play a positive role in the ever-changing world.

Bilingualism is an important objective of the college. Through enhancement of knowledge and basic skills in English and Chinese, students will become better able to face the cultural diversity and challenges of Hong Kong.

Three-year Major Concerns (2009-2012)

- ❖ To strengthen our identity as a Catholic school.
- ❖ To affirm students' talents and raise their social awareness to ensure they meet the challenges of our diverse and ever changing world.
- ❖ To refine our teaching strategies, curriculum and assessment criteria to fit the rationale behind the NSS reform.

Major Concerns for 2009-2010

- ❖ To develop a campus atmosphere imbued with justice, love, mercy, peace and spirituality.
- ❖ To nurture students to be confident, responsible and independent learners.
- ❖ To promote interactive classroom teaching and develop vertical curriculum and assessment strategies, which help students acquire analytical and critical thinking skills.

School's Implementation Plans of Major Concerns (2009-2010)

Major Concern 1: To develop a campus atmosphere imbued with justice, love, mercy, peace and spirituality.

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
1.	Strengthen the role of class teachers in providing moral support and encouragement to all members of their class	09-10	<ul style="list-style-type: none"> ➤ 75 % of each class participate in class activities ➤ A warm learning atmosphere is cultivated ➤ Increased self-esteem among students ➤ Students show more respect for themselves and others ➤ Harmonious school atmosphere 	<ul style="list-style-type: none"> • Class teachers meetings minutes • Teacher observation • Stakeholder survey 	Whole school
2	To foster the development of Christian virtues justice, love, mercy, peace, spirituality		<ul style="list-style-type: none"> ➤ The school community is able to prayerfully evaluate challenges ➤ The school community is more understanding, compassionate and patient ➤ The school community acts as a model of faith of openness to the Holy Spirit, self giving to God and others 	<ul style="list-style-type: none"> • Observation 	Whole school
3	Make sunshine calls to parents	09-10	<ul style="list-style-type: none"> ➤ Parents positive feelings of school reflected to school ➤ Parents and students feel that the school loves them and is working in their best interest. 	<ul style="list-style-type: none"> • Feedback from PTA • Letters from Parents 	Whole school
4	Carry out the PATHS Programme for Secondary One students	09-10	<ul style="list-style-type: none"> ➤ Students' learning is optimized and enriched through relevant, authentic and meaningful experiences outside the book ➤ Students develop holistically. 	<ul style="list-style-type: none"> • Stakeholder Survey • Subject Evaluation Questionnaire 	Guidance and OLE Team
5	Organize Spiritual Education project	09-10	<ul style="list-style-type: none"> ➤ Students develop a positive attitude towards challenges. 	<ul style="list-style-type: none"> • Stakeholder Survey • Subject Evaluation Questionnaire 	RS Committee, RS Department
6	Carry out poverty exposure programme	Dec 09	<ul style="list-style-type: none"> ➤ Students' awareness towards injustice in society and raised. ➤ Students are able to have more empathy and be merciful to those in need. ➤ Develop the ability to "put oneself into another's shoes". 	<ul style="list-style-type: none"> • Observation • Feedback form participants 	HK Catholic Commission for Labor Affairs Religious Education Department

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
7	Lunch time cell group Target: Katso, Pioneers of Christ, S1 students	09-10	➤ Develop deepened Christian values of Justice, Love, Mercy, Peace and Spirituality among participants.	• Participation rate	Religious Education Department
8	Love and mercy Service learning Cambodia	April 10	<ul style="list-style-type: none"> ➤ students are able to reflect on the social issues behind human needs ➤ personal growth of students ➤ develop the capability to share and understand another's emotions and feelings ➤ develop a compassion for others ➤ be more humble through giving service to others 	<ul style="list-style-type: none"> • Feedback from students • Teacher observation 	Religious Education Department
9	Organise Blood Donation and Organ Donation card signing	Dec 09	<ul style="list-style-type: none"> ➤ Increase in the number of participants donating blood ➤ develop a compassion for others ➤ be more humble through giving service to others 	• No. of students participating	Biology Department
10	Incorporate values of respect for others and other viewpoints, show appreciation of the school campus and raise awareness of the significance of the class they belong to through Board Decoration Programmes	09-10	<ul style="list-style-type: none"> ➤ Improvement in manners ➤ Most students greet others ➤ Students are more aware of the elements of Justice, Love, Mercy, Peace and Spirituality 	• Conduct grades	Civic Education Committee Whole school
11	Carrying out fund raising activities for Operation Santa Claus, Community Chest and Caritas.. Organising students for flag selling activities	09-10	<ul style="list-style-type: none"> ➤ Students show a greater understanding of the needs of others and are more able to empathise ➤ Improvement in self-esteem ➤ Becoming a more caring person ➤ Develop in students a concern for other people that creates a desire to help them, experiencing emotions that match another person's emotions, knowing what the other person is thinking or feeling. 	• Participation Rate	English Department Civic Education Committee Guidance Committee
12	Setting up of the Current Issues Society		<ul style="list-style-type: none"> ➤ Raise awareness of our role in society ➤ To better understand the meaning of justice and what is morally and ethically correct ➤ To not copy homework from classmates ➤ To be more responsible members of the school 	<ul style="list-style-type: none"> • Participation rate • survey 	Current Issues Society

Major Concern 2: To nurture students to be confident, responsible and independent learners.

	Strategies / Tasks	Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
1	Self-Directed Learning Improve students' attitude and motivation towards learning and to further develop their skills and motivation in self-directed learning by helping them to build a habit of reflection during the learning process and providing constructive feedback and encouragement	09-10	<ul style="list-style-type: none"> ➤ Students are equipped with study skills and thinking skills to learn effectively under the NSS curriculum ➤ Students are motivated and inspired to excel and pursue self-directed learning ➤ Students are more able to work successfully in groups and are able to display understanding and acceptance of different needs and approaches 	<ul style="list-style-type: none"> • Subject Evaluation Questionnaire • Stakeholder Survey • Evaluation of project learning and other self-learning programmes 	ACAD& individual subject panels
2	Further develop teaching and learning through electronic means e.g. using the E-class platform to guide students in self-directed learning	09-10	<ul style="list-style-type: none"> ➤ More students are using the system 	<ul style="list-style-type: none"> • Number of subject panels using the platform 	Individual subject panels
3	Further enhance project learning and self-directed learning skills of students in junior secondary levels through the portfolios	09-10	<ul style="list-style-type: none"> ➤ Students are motivated and inspired to excel ➤ 50% of students are able to get a C or above in Portfolio activities 	<ul style="list-style-type: none"> • Subject Evaluation • Report card marks 	Liberal Studies English Department
4	Provide more cross-curriculum and life-wide learning opportunities for students through arranging activities in the clubs and houses	09-10	<ul style="list-style-type: none"> ➤ Students' learning is optimized and enriched through relevant, authentic and meaningful experiences ➤ The learning experiences of students transcend the boundaries of knowledge domains and help them to see things from different perspectives 	<ul style="list-style-type: none"> • Stakeholder Survey • Subject Evaluation Questionnaire • Number of students participating in programmes 	ECA and CCA OLE team, and Clubs and Societies
5	Develop a class prefect system	09-10	<ul style="list-style-type: none"> ➤ Students sense of responsibility is increased ➤ Students are more confident of their abilities ➤ enable students to become independent, autonomous and responsible learners as they handle the challenges of overseeing the class 	<ul style="list-style-type: none"> • Questionnaire • Feedback form class teachers 	Discipline Committee
6	Setting up and running a small business in the Lunar New Year Fair	Feb 10	<ul style="list-style-type: none"> ➤ Students become more confident when communicating with strangers. ➤ Provide an independent learning chance for students. 	<ul style="list-style-type: none"> • Students' performance 	BAFS teachers and BAF Society

Strategies / Tasks	Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible									
<p>7</p> <p>Provide more opportunities for students to organize science workshops and quizzes for their schoolmates.</p> <p>S4&6 students will be encouraged to join more inter-school activities</p>		<p>➤ An improvement in the internal exams and tests results.</p> <table border="1" data-bbox="987 256 1314 456"> <thead> <tr> <th></th> <th>Pass %</th> <th>Credit %</th> </tr> </thead> <tbody> <tr> <td>S 5</td> <td>95</td> <td>> 50</td> </tr> <tr> <td>S 7</td> <td>90</td> <td>> 30</td> </tr> </tbody> </table> <p>➤ Students find interest in studying chemistry</p>		Pass %	Credit %	S 5	95	> 50	S 7	90	> 30	<ul style="list-style-type: none"> • Teachers' observation • Panel meeting records • Student self reflection. • Internal and external exam results • Number of experiments done by students • The no. of science workshops and quizzes offered for students • Number of science competitions organized 	Chemistry
	Pass %	Credit %											
S 5	95	> 50											
S 7	90	> 30											
<p>8</p> <p>Provide students opportunities of organizing various activities so as to enhance their critical, management and organization skills.</p> <ul style="list-style-type: none"> • Lunar New Year Fair • Workshops • Quizzes • Competitions 	09-10	<ul style="list-style-type: none"> ➤ Students are able to apply the concepts learnt in different subjects in real life situations. ➤ Students improve their critical thinking, management and organization skills. 	<ul style="list-style-type: none"> • Teachers' observation • Response from participating students 	Moral and Civic Education Committee									
<p>9</p> <p>To provide opportunities to students to provide service to the community</p> <ul style="list-style-type: none"> ❖ Operation Santa Claus ❖ English Fun Day for P6 students ❖ Flag selling for charitable organizations ❖ Famine Lunch 		<ul style="list-style-type: none"> ➤ Students taking the initiative to join ➤ Students improving English skills ➤ Students improving their organization skills 	<ul style="list-style-type: none"> • Evaluation Reports • Number of participants • Money raised • Demand for future courses 										

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
10	Implement the Student Learning Profile (SLP) in S.3	09-10	➤ Students learn how to reflect and set their own goals, monitor their own progress and plan ahead for their future.	<ul style="list-style-type: none"> Stakeholders' feedback 	SLP and OLE Sub-committee under NSS with ACAD
11	To arrange more education visits to other countries.		➤ Students become more responsible in learning languages.	<ul style="list-style-type: none"> Response from participants 	English Department
12	Provide opportunities for students to get in touch with and express their views on various social and current issues so as to prepare them to be responsible and caring citizens. <ul style="list-style-type: none"> Shung Tak Forum Participation in City Forum Visit to Legislative Council 	09-10	<ul style="list-style-type: none"> ➤ Students are more aware of the happenings in the society and the world. ➤ Students show interest in current affairs. 	<ul style="list-style-type: none"> Exam results of LS Teachers' observation Response from participating students 	LS Department, CIA and MCE Committee
13	Participate in School Mock Trial Programmes to broaden students' horizon and to provide opportunities for self-learning and boosting self-confidence.		<ul style="list-style-type: none"> ➤ Participants are confident when speaking in public. ➤ Participants take initiative to prepare for the mock trial, study the court cases and search for extra information. 	<ul style="list-style-type: none"> Response from participants Match results 	Moral and Civic Education Committee and English for All Day Committee

Major Concern 3: To promote interactive classroom teaching & develop vertical curriculum and assessment strategies, which help students acquire analytical and critical thinking skills

I. Curriculum

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
1.1	Draft the vertical curriculum for Maths, English and Chinese.		<ul style="list-style-type: none"> ➤ Students are better prepared for secondary schooling ➤ Teachers need not provide as much scaffolding in senior secondary classes 	<ul style="list-style-type: none"> • Progress Reports of the panels • Academic Committee evaluation Report 	English, Chinese and Maths subject panels
1.2	To continue to allow time and space for teachers to receive further training in NSS related courses		<ul style="list-style-type: none"> ➤ All teachers within the subject departments are fully aware of the requirements of the syllabus and working towards the same goal. 	<ul style="list-style-type: none"> • Lesson observations • Minutes of meetings of all levels of the subject panel 	Individual subject panels

II. Pedagogy

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
2.1	Encourage co-operative teaching strategies.	09-10	<ul style="list-style-type: none"> ➤ More group work, collaborative learning and teacher-pupil interaction will be arranged in lessons. 	<ul style="list-style-type: none"> • Stakeholders' Survey 	Websams and Statistics
2.2	Provide more chances for teachers to share effective teaching pedagogies.	09-10	<ul style="list-style-type: none"> ➤ More teachers adopt the approach of interactive classroom. 		

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
2.3	Carry out more systematic panel and peer observation of teaching in the staff appraisal system.	09-10	<ul style="list-style-type: none"> ➤ Teachers are more aware of the skills required for helping learners to develop the skills required for analytical and critical thinking ➤ students are given more chances to respond critically ➤ Students are better able to answer open ended questions. 	<ul style="list-style-type: none"> • Feedback in Staff and panel meetings • Stakeholder Survey 	<p>Academic Committee</p> <p>Individual subject panels</p>
2.4	Have staff panel sharing sessions after each staff meeting		<ul style="list-style-type: none"> ➤ Teachers are able to learn from the experiences of other members of the panel ➤ Teachers are able to share difficulties of lower secondary students and to provide better scaffolding for the lower forms. 	<ul style="list-style-type: none"> • Feedback gained at these sharing sessions 	All panels heads

III. Assessment

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
3.1	Review the School-based Assessment (SBA) policy and practice so that it becomes a part of all classes	09-10	<ul style="list-style-type: none"> ➤ SBA to be made an integral part of teaching and learning in junior and senior secondary levels ➤ More subjects opting for continuous assessment 	<ul style="list-style-type: none"> • Stakeholder Survey • Minutes of Academic Meeting 	ACAD & Subject panels
3.2	Review and monitor School-based Assessment (SBA) development in individual subjects	09-10	<ul style="list-style-type: none"> ➤ SBA in individual subjects aligns with SBA policy and practice of the school and meets the requirement of the NSS curriculum 	<ul style="list-style-type: none"> • Subject Evaluation Minutes 	ACAD & individual subject panels

IV. Human Resources

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
4.1	External Training and Support	09-10	➤ Middle managers will continue to work on vertical curriculum for easier transition to NSS.	<ul style="list-style-type: none"> • Questionnaire from the CPD Team 	Senior Mgt & Staff Professional Development Team
4.2	Encourage teachers especially middle managers to attend training in the area of curriculum leadership	09-10	<ul style="list-style-type: none"> ➤ Teachers using more strategies to promote interactive learning ➤ 75% of lesson time is spent of student talk and work ➤ at least 25% class are more willing to ask questions in class 	<ul style="list-style-type: none"> • Continuous Professional Development (CPD)report of • Minutes of individual subject panels 	Staff Professional Development Panel Heads Senior Management & ACAD
4.3	Provide training on the use of the electronic learning platform for effective teaching and learning	09-10	➤ The culture of the sharing of good teaching practices is further developed	<ul style="list-style-type: none"> • Year-end Evaluation • Evaluation of individual subject panels 	Whole school
4.4	Further promote peer-observation, cross-department collaboration for effective teaching and learning	09-10	➤ To become more aware of strengths and weaknesses of ourselves through the eyes of others.	<ul style="list-style-type: none"> • Year-end Evaluation • Evaluation of individual subject panels 	Whole school
4.5	Have Joint school development programmes in strategic teaching and assessment and arrange in the school lesson observation.	9/09 to 10/09	<ul style="list-style-type: none"> ➤ More active learning takes place in the school ➤ Students are well versed in structured well rehearsed procedures in the classroom ➤ Classrooms become places where ongoing formative assessment is always taking place ➤ Teachers become more aware of the importance assessment. 	<ul style="list-style-type: none"> • CPD Questionnaire • Student reaction in class 	Staff Development Committee

Plan on Use of Capacity Enhancement Grant and Additional Time-limited Funding of Capacity Enhancement Grant 2009/10School: Shung Tak Catholic English CollegeMeans by which teachers have been consulted: Staff MeetingNo. of Operating Classes: 29

Major Area(s) of Concern	Strategies/Tasks/Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Time Scale	Performance Indicators	Method(s) of Evaluation	People Responsible
Diverse learning needs of students in Chinese	To employ 1 Chinese Teaching Assistant to co-teach some oral lessons and do supporting clerical work.	<ul style="list-style-type: none"> Teachers to be relieved of some of the workload in remedial classes. The potential of the more capable students in the Chinese Language is stretched as more individual attention is given The needs of students of different abilities is catered for and students' performance is enhanced 	Sept 09-Aug10	Internal examination results TSA results	Evaluation meetings with teachers Lesson observations Book Inspection	Ms. Cheung P.F. and Ms. Mo F.F.
Mathematics Education	To employ 1 Mathematics Contract Teacher to teach Math remedial classes and to train able students for the inter-school Math competitions	<ul style="list-style-type: none"> Teachers to be relieved of some of the workload in remedial classes and enrichment class Teachers are given more time to take care of individual students Students academic results are improved Performance of low achievers improved 	Sept 09-Aug10	Percentage of students in the special math groups who show improvement in their assessments Performance in Math competitions	Marks achieved as recorded on Reports Cards Certificates, Prizes and Trophies Awarded	Mr. Kai C and Ms. Seto FM
IT and Printing Administrative Support	To employ 1 full time IT Seed to help with IT work and Printing work in the General Office.	<ul style="list-style-type: none"> Data is prepared more efficiently Administrative work of teachers is lessened Improved results as teachers have more time to focus on teaching and learning Teachers less frustrated as materials are prepared in a timely manner. 	Sept 09-Aug10	Speed of completion of tasks in IT and printing	Observation Feedback from teachers	Mr. B Wong

Major Area(s) of Concern	Strategies/Tasks/Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Time Scale	Performance Indicators	Method(s) of Evaluation	People Responsible
Admin Assistant (to Principal & Vice Principal)	To employ 1 full time assistant to assist in IT and computer related administrative duties and to assist in organizing and filing documents for a smoother running of the school	<ul style="list-style-type: none"> • Documents are more easily retrievable • Reports can be more efficiently completed • Tasks completed in a more timely manner • Less frustration as staff concentrate on tasks that are key to teaching and learning versus doing clerical jobs 	Sept 09-Aug10	<p>Teachers Number and quality of tasks completed</p> <p>Systematic administrative system</p>	<p>Feedback from teachers</p> <p>Observation</p> <p>Easier retrieval and preparation of documents in the future</p>	Ms B Lee
Marching Band development for S.1	Employ professional tutor to train students interested in the marching band	<ul style="list-style-type: none"> • Students get opportunity to be more all rounded • Students talents are explored • Better discipline that can carry over into other areas. • Students are more disciplined in class 	Sept 09-June 10	<p>Number of students who continue to explore their potentials in this area in future years</p> <p>Performance of students in school events</p> <p>Trophies and prizes won in the HK Marching Band Competitions</p>	<p>Progress Report of Music Department</p> <p>Class teachers meeting</p>	Ms H Leong
Drama development for S.1	Employ professional tutor to train students interested in drama	<ul style="list-style-type: none"> • Students get opportunity to be more all rounded • Students talents are explored • Better performance that can carry over into other areas. • Students have more confidence in other areas 	Sept 09-May 10	<p>Number of students who continue to explore their potentials in this area in future years</p> <p>Performance of students in school events</p> <p>Trophies and prizes won in the HK Drama Festival</p>	<p>Progress Report of Drama Club</p> <p>ECA Committee evaluation report</p>	Ms. Choy S.Y

Plan for Capacity Enhancement Grant (CEG)

	Post	Resource Required	
1.	Teaching Assistants	\$9,500 x 12 x 2	= \$228,000.00
		5% MPF	= \$11,400.00
			= <u>\$239,400.00</u>
2.	IT Seed (Admin & Activity Assistant)	\$5,250 x 12	= \$63,000.00
		5% MPF	= \$3,150.00
			= <u>\$66,150.00</u>
3.	Admin Assistant (to Principal & Vice Principal)	\$12,000 x 12	= \$144,000.00
		5% MPF	= \$7,200.00
			= <u>\$151,200.00</u>
4.	Tutor for Marching Band		\$125,000.00
5.	Tutor for Drama Course		\$30,000.00
			= <u>\$155,000.00</u>
		Total:	\$611,750.00

Surplus for 08-09	:	\$27,956.53
Grant Received for 09-10	:	\$458,927.00
Proposed Expenses for 09-10	: -	<u>\$611,750.00</u>
Estimated Deficit for 09-10	:	\$124,866.47

**School-based After-school Learning and Support Programmes 2009 – 2010
Programme Plan**

Name of School: Shung Tak Catholic English College

Project Coordinator: Ms. Cheung Pui Fun

Contact Telephone No: 2476 4263

Information on Activities to be subsidized/complemented by the grant

Name of Activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation *e.g. test, questionnaire, etc)	Period / Date activity to be held	Estimated no. of target students benefited	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
English Department							
S.1 – S.4 English Enhancement Classes	To help those under-performed in the exams to reach an acceptable level of English through writing and raise their standards of English Language.	Participants are able to manage to attempt all English papers in the exams and score passing marks in all the English exam papers.	Reading and grammar worksheets, writing tasks, group interactions, individual presentations, teacher's continuous assessment	March 2010 – May 2010	30	\$6,000	Tutors from outside
Academic Affairs Com							
Memorization Training Course for S1	To train S1 students different methods of memorizing English vocabularies and main points	Participants are able to use the methods in the exam and their studies	Questionnaires, Students' performance in the Uniform Test	Sept - Nov, 2009	20 (S1 students)	\$4,000	Pui Ching Educational Center

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Name of Activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation *e.g. test, questionnaire, etc)	Period / Date activity to be held	Estimated no. of target students benefited	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
S2 Elite Students Training Program- Critical Thinking Workshop-Part I	To train S2 students to think more intelligently and critically	<ul style="list-style-type: none"> ● Participants will be able to give reasonable and sensible answers to questions related to main social issues; ● Participants are able to handle high order thinking question 	Students' feedback	Nov 2009	18 (S2 students)	\$3,200	Pui Ching Educational Center
Developing Thinking Skills for S1	To help S1 students to develop logical ways of thinking	Participants will able to think logically and have much creativity.	Students' feedback	Mar.,2010	20 (S1 students)	\$3,600	Pui Ching Educational Center
S1-S4 Enrichment Classes	To strengthen participants' learning abilities.	Participants will able to have a better learning attitude and can make steady progress in the exams.	Students' performance in the exams	Feb-May 2010	50 students from all levels	\$5,000	S7 graduates
Chin Department							
Heritage Tour in Macau	To appreciate the culture of China.	Participants have more interest in Chin culture.	Questionnaires	18 Dec 2009	10 S.7 students	\$5,000	
History Department							
Visit to Macau – historical heritages	<ol style="list-style-type: none"> 1. to widen students' horizon; 2. to appreciate the greatness of human culture; 3. to see the remains of Portuguese rule in Macau 	Participants have more interest in history; they are more confident of developing their opinions and insights; to increase their opportunities of learning from different sources.	Questionnaires, reports	July 1010	6	\$3,000	

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Name of Activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation *e.g. test, questionnaire, etc)	Period / Date activity to be held	Estimated no. of target students benefited	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
LS Department							
Critical Thinking Workshop	1. To help students become independent thinkers so that they can help apply critical thinking skills in making decisions on issues and problems and identifying the values underlying different views and judgments. 2. To help students develop a framework for high-order thinking	1. Over 70% of the participants are satisfied with the course 2. Students are able to apply the thinking skills learnt from the course in the LS learning	Responses of students, students' Questionnaires	8/5, 15/5, 22/5 (Saturday) 23/1, 30/1, 6/2 (Saturday)	32 S.4 students 18 S.3 students	\$3,200 (students pay: \$100 each) \$1,800 (students pay: \$100 each)	Edvenue Limited
Geography Department							
Geography Nansha Study Tour (走進珠三角)	1. To understand the recent urban and socio-economic development of South China 2. To understand the concept of sustainable development and apply it into the case of Zhujiang Delta 3. To promote national education among students	Over 70% of the participants are satisfied with the study tour Students are able to apply the concept of sustainability to explain the urban and economic development of Zhujiang Delta	Responses of students, observation from teachers	11/12 to 13/12	S. 6 & 7 16	\$23,200 (\$1,450 each)	Education Development Program, HKUST
Total:						\$58,000.00	