

SHUNG TAK CATHOLIC ENGLISH COLLEGE HONG KONG

Annual School Plan-2011~ 2012



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School Motto

Ora et Labora.

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)

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

Major Concerns for 2011-2012

1. To respond to the Year of the Laity by establishing a school community that gives witness to the faith through the building of a sense of mission and commitment among our students.
2. To develop positive values of self that strengthen the atmosphere of sharing experiences and caring for others.
3. To vary strategies and activities with an awareness of learning styles that will help cater for the needs of students of different learning capabilities.

School's Implementation Plans of Major Concerns (2011-2012)

Major Concern 1: To respond to the Year of the Laity by establishing a school community that gives witness to the faith through the building of a sense of mission and commitment among our students.

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
1	Implementation of the Spiritual Education Project through Religious Education classes	11-12	<ul style="list-style-type: none"> ➤ Students are more understanding, compassionate, patient ➤ School is self giving to God and others ➤ closer communion among students ➤ deepened Christian values ➤ strengthened parent-child relationship 	<ol style="list-style-type: none"> 1. Observation reports 2. APASO 3. Questionnaires 	Whole school
2	Community service programmes *Incorporating community service theme in plans of subject departments and committees *Encouraging active participation in community through activities of Community Chest, and other fund-raising campaigns School based programmes: Encourage participation in school like on the S1 Orientation Day, service to Prefect Team, Peer Counselling Team	11-12	<ul style="list-style-type: none"> ➤ Social awareness of participants raised ➤ Students are able to have more empathy and are merciful to those in need through giving service to others ➤ Students develop the ability to "put themselves into another's shoes" and are more compassionate. ➤ students are able to reflect on the social issues behind human needs and act on their reflections ➤ Number of students having anxieties decrease 	<ol style="list-style-type: none"> 1. Stakeholder Survey 2. Questionnaire 3. Evaluation meetings with Guidance teachers and School Social Worker. 4. Questionnaires to collect participants' opinions after activities. 	All Departments Guidance Team OLE Team ERE Team
3	To incorporate values of love, respect, trust, honesty, care and consideration of others through more cooperative learning activities.	11-12	<ul style="list-style-type: none"> ➤ Students are willing to offer assistance to group members ➤ Warmer and more caring learning atmosphere. 	<ol style="list-style-type: none"> 1. Students' reflection 2. Teachers' observation 	Whole school
4	To convey values of Catholic Education in teaching through learning activities like the Famine Lunch, flag selling.	11-12	<ul style="list-style-type: none"> ➤ Students think and act positively. ➤ Students have positive feelings towards school life 	<ol style="list-style-type: none"> 1. Teachers' observation 2. APASO 	Whole school
5	To arrange global citizenship activities in lessons to help students experience the needs of poor people in the world	11-12	<ul style="list-style-type: none"> ➤ Students understand the difficult life of the poor. ➤ Students are more involved in caring for the needy 	<ol style="list-style-type: none"> 1. Teachers' observation 2. Reflection from students 	Whole school
6	To help students understand local conditions of Hong Kong, rights and duties of citizens, functioning and communication between the government and the people	11-12	<ul style="list-style-type: none"> ➤ Students carrying out duties and responsibilities. ➤ Students actively show their love and care to the school, home and community. ➤ Students serve the community as they begin to understand the concepts of being a good shepherd 	<ol style="list-style-type: none"> 1. APASO 2. Written Reflections/Journal entries shared with teachers. 	CME &ERE Committees RS Department
7	To arrange a variety of activities in which students are able to find and develop their talents.	11-12	<ul style="list-style-type: none"> ➤ The school community acts as a model of faith of openness to the Holy Spirit, self giving to God and others ➤ Closer communion & deepened Christian values ➤ Increased service hours 	<ol style="list-style-type: none"> 1. Teachers' observation 2. APASO 3. Questionnaires 	OLE Committee All Departments Committees

Major Concern 2: To develop positive values of self that strengthen the atmosphere of sharing experiences and caring for others.

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
1	To arrange a variety of activities that can explore the talents of students e.g. the Hung Shui Kiu Elder Academy (長者學苑)	11-12	<ul style="list-style-type: none"> ➤ Widened horizons ➤ Positive values and attitudes among students ➤ Students are confident, responsible and independent ➤ Caring and loving to people they serve 	<ol style="list-style-type: none"> 1. Teachers' feedback 2. APASO 	OLE Committee
2	To help students cultivate attitudes of concern for school, community, country and the world, willingness to consider problems from different perspectives; courage to express opinions; enthusiasm to participate in public affairs and contribute to the community and the state; sense of identity and belonging to the community and the state; open-mindedness and objectivity towards different cultures, values and ways of life	11-12	<ul style="list-style-type: none"> ➤ Civic mindedness is clear in actions in school and out: clean school, respect for the place they study in ➤ Good manners in and out of school ➤ Students actively encouraging others by sharing their experiences ➤ Increased number of students joining in to help younger brothers and sisters 	<ol style="list-style-type: none"> 1. Teachers' feedback 2. APASO 	Whole school
3	Giving opportunities to older students to have talks and workshops so they can help others. e.g. sharing sessions with Primary schools or senior forms sharing with junior forms and the Big Brother and Sister Scheme	11-12	<ul style="list-style-type: none"> ➤ Students actively volunteering ➤ Increased motivation and self-esteem 	<ol style="list-style-type: none"> 1. Department Evaluation 2. Questionnaires 	Counselling Committee
4	To provide opportunities to students to provide service to the community to improve organization and self management skills in <ul style="list-style-type: none"> ❖ Primary Interest classes ❖ English Fun Day for P6 students ❖ Flag selling for charitable organizations ❖ Famine Lunch 	11-12	<ul style="list-style-type: none"> ➤ Students taking the initiative to help ➤ Improved English skills ➤ Better organization skills ➤ Better leadership skills 	<ol style="list-style-type: none"> 1. Evaluation Reports 2. Number of participants 3. Money raised 4. Demand for future courses 	English Department ERE Department Student Union
5	Arrange seminars and workshops for parents to enhance parenting skills and establish a peer support network.	11-12	<ul style="list-style-type: none"> ➤ Increased parent belonging to school ➤ Better parental understanding of school and attitude to school ➤ Harmonious relationship among all parties 	<ol style="list-style-type: none"> 1. Feedback forms 	Counselling Committee PTA
6	To have class competitions that develops a spirit of working together e.g. The Most Responsible Classroom Competition.	11-12	<ol style="list-style-type: none"> 1. Cleaner classrooms 2. Greater awareness of civic responsibility 	<ol style="list-style-type: none"> 2. Teachers' observation Comments from participants and student helpers 	Whole School

Major Concern 3: To vary strategies and activities with an awareness of **learning** styles that will help cater for the needs of students of different learning capabilities.

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
1	Provide varied cross-curriculum and life-wide learning opportunities for students	11-12	<ul style="list-style-type: none"> ➤ Students' learning is enriched through relevant, authentic and meaningful experiences ➤ Learning experiences of students transcend the boundaries of knowledge domains and they can see things from different perspectives 	<ol style="list-style-type: none"> 1. Stakeholder Survey 2. Subject Evaluation 3. Questionnaire 	SDC, SA, OLE Committees All Departments
2	Further promote peer-observation among teachers with the focus on variety of teaching strategies being employed by teachers	11-12	<ul style="list-style-type: none"> ➤ Teachers are aware of varying strategies and their effects on student learning ➤ Students are more analytical and critical through learning activities where they get more chances to respond critically ➤ Students are better able to answer open-ended questions. ➤ Students are more aware of own strengths and weaknesses ➤ Parents' views about student learning in taking the initiative to learn, confidence in learning, completion of assignment and pre-lesson preparation improve 	<ol style="list-style-type: none"> 1. Feedback in Staff and panel meetings 2. Stakeholder Survey 3. Peer observation reports 	Academic Committee All Departments I
3	To further encourage self-directed learning and forming a habit of reflection during the learning process	11-12	<ul style="list-style-type: none"> ➤ Students are more independent ➤ Students are self-motivated and inspired to excel and pursue self-directed learning ➤ Students finding clearer direction ➤ Improved attitude and self motivation 	<ol style="list-style-type: none"> 1. Subject Evaluation 2. Questionnaire 3. Stakeholder Survey 	Academic Committee All Departments
4	Further develop pre-lesson preparation and note-taking skills	11-12	<ul style="list-style-type: none"> ➤ Increased in number of students taking notes ➤ Teachers spend less time 'lecturing' ➤ More interactive classrooms 	<ol style="list-style-type: none"> 1. Subject Evaluation 2. Questionnaire 3. Stakeholder Survey 	All Departments
5	Further enhance project learning and self-directed learning skills of students in junior secondary levels through the portfolios	11-12	<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 	<ol style="list-style-type: none"> 1. Subject Evaluation 2. Report card marks 	Liberal Studies English Department
6	Provide cross-curriculum and life-wide learning opportunities through club and house activities	11-12	<ul style="list-style-type: none"> ➤ Improved creativity and critical thinking skills ➤ Students transcend the boundaries of knowledge domains and can see things from different perspectives 	<ol style="list-style-type: none"> 1. Stakeholder Survey 2. Questionnaire 	All Clubs and Societies
7	To improve the homework policy to meet the varied needs and provide variety of learning tasks	11-12	<ul style="list-style-type: none"> ➤ Students are more responsible ➤ Students are more confident of their abilities ➤ Students are independent, autonomous and responsible and can work responsibly and independently 	<ol style="list-style-type: none"> 1. Questionnaire 2. Feedback from class teachers 3. Detention records 	Discipline Committee

Major Concern 3: To vary strategies and activities with an awareness of learning styles that will help cater for the needs of students of different learning capabilities. (continued)

Strategies / Tasks		Time Scale	Intended Outcomes / Success Criteria	Methods of Evaluation	People Responsible
8	To help students develop skills of collecting information, analyzing, synthesizing, evaluating & expressing themselves; critical thinking and creative thinking; problem-solving and making independent judgments; effective communication and co-operation strategies to arrive at decisions	11-12	<ul style="list-style-type: none"> ➤ Students can find areas of strength ➤ Students find clearer direction and thereby being able to work on weaknesses 	1. Stakeholders Survey	All Departments
9	To provide opportunities for self learning <ul style="list-style-type: none"> ❖ SBA Portfolios and/or Diaries ❖ Logbooks 	11-12	<ul style="list-style-type: none"> ➤ Ability to grade own performance and understand self and others' strengths and weaknesses in grading SBA work that requires self and peer learner assessment ➤ Increase in the number of students borrowing records 	<ol style="list-style-type: none"> 1. Prizes given out 2. Mark range as seen in Report Cards 	All Departments
10	To provide different activities including the School Mock Trial Competition and Shung Tak Forum	11-12	<ul style="list-style-type: none"> ➤ Students actively joining competitions and activities ➤ Students are more willing to express opinions in public ➤ Enhanced thinking skills 	<ol style="list-style-type: none"> 1. Teachers' observation 2. Comments sheets 	CME Committee
11	Departments and committees arranging a variety of activities and interest classes to suit the needs of the curriculum.	11-12	<ul style="list-style-type: none"> ➤ Students can find areas of strength ➤ Students find clearer direction and thereby are able to work on weaknesses 	<ol style="list-style-type: none"> 1. Teachers' feedback. 2. Feedback Forms 3. Evaluation Minutes of the committees 	All Departments
12	To tailor-make programmes to cater for the needs especially those with special educational needs (SEN). Speech Therapy Course and Special examination arrangements.		<ul style="list-style-type: none"> ➤ Students are less disruptive in class ➤ Students are happier at school ➤ Students are more on task as they have found a direction in life 	<ol style="list-style-type: none"> 1. Evaluation meetings 2. Tests Results and Comments in Report Cards 	Counselling Committee



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天主教崇德英文書院



Shung Tak Catholic English College

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