

Maryknoll Fathers' School



Annual School Plan

2003/2004

Maryknoll Fathers' School

School Mission

It is our mission to educate students to be self-motivated, creative, rational and responsible individuals characterized by a manifestation of “Truth and Loyalty” – the motto of the school, through a balanced educational program relevant to a rapidly changing world.

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1. Major Concern: To create a positive learning and teaching environment where students and teachers can achieve academic excellence.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1 To improve students' reading habit.					
1.1.1 To run a Morning Reading Scheme. <ul style="list-style-type: none"> • Develop a habit of reading independently. This program should be matched with major concern 2. • Designate 15 minutes time-slot for reading on Tuesday and Thursday mornings. • Parents, teachers and students can join to show how enjoyable and fruitful that reading can bring forth. • Promote the best books students have read through computer network and morning assembly. • Set questionnaires to find out students' reading habits at school, and their attitudes towards reading. 	Throughout the school year	<ul style="list-style-type: none"> • Each student should read at least 3 books at the end of school year. 	<ul style="list-style-type: none"> • Questionnaire survey • Classroom observation 	<ul style="list-style-type: none"> • Form teachers • Teacher-librarian 	<ul style="list-style-type: none"> • Reading materials • Two 15-minute reading periods per week
1.1.2 To establish a Form One Parent-Child Reading Policy. <ul style="list-style-type: none"> • Parents serve as role models for their children by reading regularly at home. 	Throughout the school year	<ul style="list-style-type: none"> • 50% of the participants get the awards. 	<ul style="list-style-type: none"> • Number of participants achieving the awards 	<ul style="list-style-type: none"> • Teacher-librarian 	<ul style="list-style-type: none"> • Reading corner in Library. • Prizes

1. Major Concern: To create a positive learning and teaching environment where students and teachers can achieve academic excellence.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> • Encourage parents of Form One students to set aside regular reading time to read together, with their children. • Awards would be given to encourage students to read more books. • 1.1.1, 1.1.2 and 1.2.1 can be an integrated programme. 					
1.2 To upgrade the English standard and maintain English as an effective medium of instruction.					
1.2.1 To conduct English Presentations during Morning Assemblies.	Throughout the school year	<ul style="list-style-type: none"> • Standard of spoken English increased. 	<ul style="list-style-type: none"> • Graded by teacher concerned. • Questionnaire survey 	<ul style="list-style-type: none"> • English Panel head • English teachers 	<ul style="list-style-type: none"> • Souvenirs
1.2.2. To implement the English Ambassadors Scheme. <ul style="list-style-type: none"> • Select students with high English ability from F.1 – 4 and F.6 to set up a team. • Provide trainings on spoken English. • Encourage the English Ambassadors to speak English with peers in the campus. • Ask them to use their log-books as a record. 	January 2004 – June 2004	<ul style="list-style-type: none"> • 60% English Ambassadors fulfilled their duties. 	<ul style="list-style-type: none"> • Log-books • Observation 	<ul style="list-style-type: none"> • Mr. Ng Siu Man • The Net Teacher 	<ul style="list-style-type: none"> • Badges • Log-books • Prizes

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Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> • English song/drama group to address learners of different learning styles. • Award prizes to the most outstanding English Ambassadors. • Make use of the computer network to assist self-motivated learning in English, e.g. playing phonics CD, reading books and recording the passport. 					
<p>1.2.3 To encourage students to take part in Hong Kong Schools Speech Festival and other external competitions.</p> <ul style="list-style-type: none"> • Recruit students interested in public speaking to join Hong Kong Schools Speech Festival. • Provide regular training sessions before the competitions. 	Throughout the school year	<ul style="list-style-type: none"> • The number of participation increased. • Standard of performance increased. 	• Records	• English Panel head	• Subsidy to entry fee.

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1.3 To increase academic achievement and learning for all students.					
1.3.1 To provide after-school enrichment and remediation programs. <ul style="list-style-type: none"> • A numbers of tutorial classes will be organized after school for every average or below average students. • The school-based programs for gifted students (Mathematics and English). • Help students to be aware of their learning styles, strengths, potentials, thinking patterns, study patterns and study skills. 	Throughout the school year	<ul style="list-style-type: none"> • <u>Remediation Programs</u> <ul style="list-style-type: none"> - Students will gain a minimum of 10% growth in their examination results. • <u>Enrichment Programs</u> <ul style="list-style-type: none"> - The students' survey will indicate that the majority really feels that they have benefited greatly from the enrichment programs. 	<ul style="list-style-type: none"> • Students' self-evaluation • Students' assessment results • Attendance and disciplinary statistics 	<ul style="list-style-type: none"> • All subject panel heads 	<ul style="list-style-type: none"> • Reference books • Tuition fee
1.3.2 To implement a homework policy. <ul style="list-style-type: none"> • Set up a comprehensive homework system with the following purposes: <ul style="list-style-type: none"> - Parents can know the amount of homework given to their children and the due dates. - Statistical data for students not handing in homework can be viewed in our Local Area Network. 	Throughout the school year	<ul style="list-style-type: none"> • The percentage of not handing in homework to be reduced. 	<ul style="list-style-type: none"> • Statistical data 	<ul style="list-style-type: none"> • Form teachers • Mr. Leung Hoi Tin 	<ul style="list-style-type: none"> • The homework system • Human resources

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<ul style="list-style-type: none"> - Data can be retrieved for analysis and evaluation. 					
<p>1.3.3 To encourage all teachers to attend professional staff development programs that will enhance teaching strategies.</p> <ul style="list-style-type: none"> • Focus on learning styles e.g. whole brain learning, cooperative learning and mastering learning. • Keep the up-to-date staff training records. • Conduct evaluation on staff training annually. 	Through out the whole year	All teachers should attend seminars or courses at least once a year.	<ul style="list-style-type: none"> • Questionnaire survey. • Staff training record. 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Substitute teachers
<p>1.3.4 To promote better communication between parents, teachers and the school. It is hoped that through closer communication, parents and school can work together to help students to cope with problems associated with their studies.</p>	Throughout the school year	<ul style="list-style-type: none"> • The performance of target students improved. • A positive response from parents. 	<ul style="list-style-type: none"> • Parents' survey. • Students' assessment result. 	<ul style="list-style-type: none"> • All teachers • Mr. Leung Hoi Tin 	<ul style="list-style-type: none"> • Interview room • Human resources

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<p>1.3.5 To provide the necessary support to enhance performance on the public examination results.</p> <ul style="list-style-type: none"> • Students having difficulties in their studies would be nominated by the teachers concerned to enroll in tutorial classes organized as group basis. • Supplementary lessons. 	<p>Throughout the school year</p>	<ul style="list-style-type: none"> • Public examination results improved. 	<ul style="list-style-type: none"> • Public examination results • Reports 	<ul style="list-style-type: none"> • All subject Panel heads and teachers concerned. • Mr. Pang Lok Hung 	<ul style="list-style-type: none"> • Tuition fee • Human resources

2. Major Concern: To develop among students a strong sense of responsibility, self-discipline, integrity and self-esteem.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. To provide more activities related to moral and civic education.</p> <ul style="list-style-type: none"> • Offered a wide range of extra-curricular activities to allow students to acquire different learning experiences. Such activities contributed to give students a solid moral formation, which will enable them to lead their lives in accordance with sound principles. <ul style="list-style-type: none"> - Fund- raising activities - Voluntary work - Blood donation - Clear classroom campaign • Aside from including topics on life education in the Religious Studies and Ethics periods, messages related to life education were also conveyed to students on other occasions such as school assemblies and form-teacher periods. 	<p>Throughout the school year</p>	<p><u>Student</u></p> <ul style="list-style-type: none"> • Positive attitude towards peers, family, teachers, school, religion and life. <p><u>School</u></p> <ul style="list-style-type: none"> • A harmonious supportive, caring and sharing atmosphere. 	<ul style="list-style-type: none"> • Observation • Student survey 	<ul style="list-style-type: none"> • Religious Studies Department • Guidance Team • Academic Board • Civic Education Team 	<ul style="list-style-type: none"> • Human Resources
<p>2. To conduct an Activating Your Potential Award Scheme.</p> <ul style="list-style-type: none"> • The purposes of the Activating Your Potential Award Scheme are listed below: <ul style="list-style-type: none"> - To promote the moral, intellectual, physical, social and aesthetical development of participants through 	<p>Throughout the school year</p>	<ul style="list-style-type: none"> • 50% of the participants get the awards. 	<ul style="list-style-type: none"> • Number of students achieving the awards. 	<ul style="list-style-type: none"> • Form teachers • Guidance teachers and teachers concerned • Student helpers 	<ul style="list-style-type: none"> • Plastic folders • Files • Certificates

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<p>pursuing tangible goals persistently. The award scheme will be made compulsory to all Form 1 to 3 students.</p> <ul style="list-style-type: none"> • The Activating Your Potential Award Scheme with the following procedures: <ol style="list-style-type: none"> 1. Recruit student helpers to the Potential Development Association. Organize activities to promote their cooperation and team spirit. 2. Introduce and promote the scheme to F.1 to F.2 students during the Morning Assembly. 3. Distribute folders and application forms to F.1 to F.3 students during Ethics lessons. Guidance teachers help participants to set tangible goals and help them fill in their forms. 4. Student helpers check and file duplicated copies of the application forms and return the original copies to students. 5. Participants achieve goals and request teachers concerned to sign up for their achievements. 6. After the Half-yearly Examination, collect all folders to differentiate students who have fulfilled all set goals. 					

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<p>7. Print certificates and arrange for Certificate Award Ceremony.</p> <p>8. Advice and guidance will be given to students who need special attention and assistance during the whole process. Encouragement and advice will be given to participants who fail to achieve all goals. These students will be helped to change or set new goals.</p> <p>9. Steps 3 – 7 are repeated in the second term.</p>					
<p>3. To foster closer ties with parents to help students become self-fulfilling and fully-functioning individuals.</p>	Throughout the school year	<ul style="list-style-type: none"> • A positive response from parents. 	<ul style="list-style-type: none"> • Parents' survey. • Reports 	<ul style="list-style-type: none"> • Form teachers • Guidance Team and teachers concerned 	<ul style="list-style-type: none"> • Interview Room • Human Resources
<p>4. To implement a student achievement passport policy.</p> <ul style="list-style-type: none"> • The objective of the passport is to encourage student participation in school activities and external activities as well as non-school activities. 	Throughout the school year	<ul style="list-style-type: none"> • 60% of whole-school students get their achievement. 	<ul style="list-style-type: none"> • Achievement rate • Student achievement records 	<ul style="list-style-type: none"> • Student achievement passport team and class teachers 	<ul style="list-style-type: none"> • Student achievement passports • The student achievement system.

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<ul style="list-style-type: none"> • The student achievement passport policy with the following procedures: <ol style="list-style-type: none"> 1. Each student has his/her own Achievement passport and identifies his/her own development plan in the light of the 2nd major concern, i.e. responsibility, self-discipline, integrity and self-esteem. 2. The passport must be kept by the student himself/herself in a secure place. Replacement will be charged. 3. All achievement should be filled in his/her passport by the student and confirmed by an authorized person. 4. Records need to be validated after the completion of an activity. • This achievement policy to combine with the Potential Award Scheme. 					

3. Major Concern: To establish a formal staff appraisal system.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>3.1.1 To conduct lesson observation.</p> <ul style="list-style-type: none"> • The purposes of lesson observation are as follows: <ul style="list-style-type: none"> - To facilitate teachers' professional development and enhance teaching competency. - To help teachers become more sensitive to students' needs, interests and characteristics, and to capitalize on such to develop appropriate teaching strategies. - To improve teaching and learning outcomes. • To set up a policy and work out the arrangement for lesson observation. <ul style="list-style-type: none"> - Arrangements have been made for a lesson observation to be conducted in the current school year. In the observation, each teacher will be observed once by his/her superiors. - Both pre-observation and post-observation meetings are required to compromise observation focus, share views and give suggestions. • The lesson observation form needs to be designed so that data collected can be more systematically 	<ul style="list-style-type: none"> • January 2004 – June 2004 	<ul style="list-style-type: none"> • Arrangements have been made for a lesson observation to be conducted in the current school year. In the observation, each teacher will be observed once by his/her superiors. 	<ul style="list-style-type: none"> • Questionnaire survey • Lesson observation reports 	<ul style="list-style-type: none"> • Principal • All subject Panel Heads 	<ul style="list-style-type: none"> • Lesson observation forms • human resources

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<p>analyzed to generate a clearer picture of how teaching and learning are in the school. Therefore, the lesson observation form should provide a broad framework and include clear focuses covering the following key aspects of class teaching and learning: (1) teaching content; (2) planning and organization of the lesson; (3) teachers' communication skills; (4) use of teaching aids; (5) classroom management and (6) students' learning attitude and response.</p> <ul style="list-style-type: none"> • To develop survey forms to solicit staff's feedback on the system of lesson observation. • Process, analyses and evaluate views gathered from teachers on the policy regarding lesson observation. • Update and edit the documents, forms and other reference materials on lesson observation. 					
<p>3.1.2 To continue staff self-appraisal.</p> <ul style="list-style-type: none"> • The staff self-appraisal is conducted once a year. • Interviews with teachers to discuss their 	<ul style="list-style-type: none"> • Throughout the school year 	<ul style="list-style-type: none"> • 95% of teaching staff's average score is greater than 3 out of 5. • The quality of teaching and learning activities has been improved and enhanced. 	<ul style="list-style-type: none"> • Staff self-appraisal reports 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Staff self-appraisal forms • Human resources

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performance, development needs and the management's expectations.					
<p>3.1.3 To carry out a subject questionnaire survey.</p> <ul style="list-style-type: none"> • The subject questionnaire survey is an evaluation on the effectiveness of teaching and learning with the following purposes: <ul style="list-style-type: none"> - To collect data for providing meaningful feedback to teachers for reflection. - To provide data for school planning so as to suit the needs of students. - To provide opportunity for students to express their own views on their needs. • The evaluation is conducted twice a year through a survey of students' perception of teaching effectiveness. In the survey, questionnaires are distributed to S.1 – S.7 students for collecting their views. 	<ul style="list-style-type: none"> • November 2003 and June 2004 	<ul style="list-style-type: none"> • 75 % of teaching staff's average score is greater than 3.2 out of 5. 	<ul style="list-style-type: none"> • Questionnaire survey 	<ul style="list-style-type: none"> • School Action learning Project Team; Mr. Ho Fuk Cheung 	<ul style="list-style-type: none"> • Human resources