



HOLY TRINITY COLLEGE

ANNUAL SCHOOL PLAN

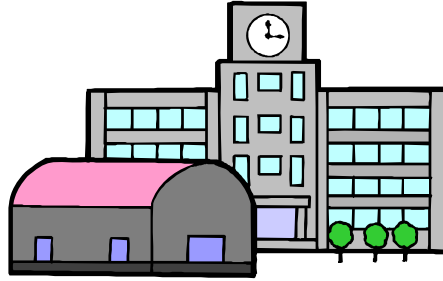
2008-2009

October 2008

Holy Trinity College
Annual School Plan
2008-2009
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School Vision & Mission



Our Vision

In keeping with the mission of the Sisters of the Precious Blood, we have defined our vision for all staff and students:


- To provide a good and all-round education
- To develop the truth, goodness, beauty and holiness of a person
- To give priority to religious and moral education
- To spread the words of the Gospel
- To teach students to be happy to serve others, and be good citizens who are ready to contribute positively to their society and country.



Our Mission

At Holy Trinity College we are committed to:

- ◆ Attaining the all round development of the students
- ◆ Providing a happy learning environment
- ◆ Building up a strong family spirit in the campus, modelling on the unity, love and harmony of the Father, the Son and the Holy Spirit of the Trinity, after Whom our school is named
- ◆ Encouraging students to work hard in their studies and to take an active part in co-curricular activities
- ◆ Developing students into independent-minded individuals with an awareness of the community
- ◆ Equipping our students with diversified knowledge, functional skills and proper attitudes which will help them lead a full life and play a positive role in society
- ◆ Empowering our students to develop their potential.



Theme for 2008-2009

SMART Goals
Self-regulated Learning

清晰目標
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HOLY TRINITY COLLEGE

YEAR PLAN 2008-2009

(I) Major Concern: To Prepare Well for the New Senior Secondary Curriculum

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
1.1.1 Subject panels to follow closely the latest development of the NSS curriculum	Sept 08- Aug 09	- All teachers follow the Curriculum & Assessment Guide and circular memorandum of EDB	- Teachers' survey - Minutes of Panel meetings	- Principal - Academic Committee - Staff Development Board - Liberal Studies Panel	- CDI - EDB
1.1.2 English Language Panel to consolidate their pedagogy in teaching Drama as NSS elective module through an intensive training course by expert from the United Kingdom		- 90% English Panelists agree that the training course equip them with confidence and skills in teaching the NSS elective module of Drama	- Teachers' feedback and evaluation of the course		- Funding from Additional Support of teaching and Learning of English in EMI Schools from the EDB --\$240,000 for conducting intensive teachers' training course in Drama
1.1.3 English Language panel to enhance students' ability in language proficiency by introducing intensive Drama Workshops to F.1 students		- 80% of F.1 students benefit from the intensive Drama workshops and enhance their language proficiency in speaking and writing through interactive teaching and learning	- Students' survey - Peer Assessment - Self-evaluation - Students' writing	- English Language Panel	- Drama expert from the United Kingdom
1.1.4 Chinese Language panel to continue receiving language support services from the EDB in Integrated Skills Paper for CE level and Debate Education for junior level		- 80% of Chinese language teachers involved find the support useful in their professional development and teaching pedagogy	- Teachers' feedback	- Chinese Language Panel	

<p>1.1.5 Biology and Chemistry panels to continue the Knowledge Forum in training F.4 science students to be self-regulated learners and to construct knowledge</p>		<ul style="list-style-type: none"> - 85% students complete tasks assigned and engage in KF 	<ul style="list-style-type: none"> - Students' work uploaded onto the KF 	<ul style="list-style-type: none"> - Biology and Chemistry Panels and IT Board Members 	<ul style="list-style-type: none"> - Assistance from CITE, HKU and IT staff
<p>1.1.6 Continue to organize Teachers' Development Workshops on learning and teaching Liberal Studies</p>		<ul style="list-style-type: none"> - 80% staff agree that skills learnt in the workshop help them implement the NSS curriculum and they are able to apply the skills learnt in teaching their own subject and implementing cross-curricula project learning 			
<p>1.1.7 Continual implementation of cross-curricula project learning to facilitate self-regulated learning capabilities and develop students' generic skills</p>		<ul style="list-style-type: none"> - Clear record of cross-curricula project learning in each level - More than 70% students agree that their generic skills are enhanced and they find the learning process rewarding 	<ul style="list-style-type: none"> - Students' project work, presentation and survey - Comments from teachers 	<ul style="list-style-type: none"> - Teachers taking part in cross-curricula project learning 	<ul style="list-style-type: none"> - School Library and teachers concerned
<p>1.1.8 Support teachers' participation in seminars/workshops/courses for the NSS curriculum</p>	<p>Sept 08 – Aug 09</p>	<ul style="list-style-type: none"> - All panel chairpersons and members complete training for NSS curriculum 	<ul style="list-style-type: none"> - Teachers' CPD record 	<ul style="list-style-type: none"> - Principal - Panel Heads 	<ul style="list-style-type: none"> - Teachers' working time
<p>1.1.9 Continue to create space and opportunity for teachers' professional development</p>		<ul style="list-style-type: none"> - Hire substitute teachers for invigilation duties 			<ul style="list-style-type: none"> - TPPG

1.2.0	Continue to review different forms of assessment for different subjects in regular panel meetings	Sept 08 – July 09	<ul style="list-style-type: none"> - Use of formative and summative assessment methods and evaluation mechanisms to enhance teaching and learning 	<ul style="list-style-type: none"> - Follow-up panel meetings - Scrutiny of assessment forms 	<ul style="list-style-type: none"> - Individual Panels - Academic Committee - Principal 	- EDB Training Courses/ Workshops
1.2.1	Facilitate teachers in attending NSS seminars on assessment		<ul style="list-style-type: none"> - Panel coordinators attend NSS seminars on assessment 	<ul style="list-style-type: none"> - Seminar attendance record 	<ul style="list-style-type: none"> - Individual Panels - Data Processing Board 	
1.2.2	Train our students to be self-regulated learners and to prepare their own Student Learning Profile	Sept 08- Aug 09	<ul style="list-style-type: none"> - Students take charge of their own learning by setting, implementing and evaluating SMART goals - Students apply their IT skills in preparing their own SLP to present their achievement and progress at the end of school year 	<ul style="list-style-type: none"> - Students' self-reflection - Teachers' observation - Students' SLP 	<ul style="list-style-type: none"> - Principal - Panel Heads - Class Teachers and subject teachers 	
1.2.3	Develop a record system for the Other Learning Experiences Portfolio for F.1-3 Students	Sep08 – Aug 09	<ul style="list-style-type: none"> - Develop the record system with reference to the current Activity Log Book and the AAA Scheme - Keep record of learning activities 	<ul style="list-style-type: none"> - Record system tried out by stakeholders 	<ul style="list-style-type: none"> - Assistant Principal - Miss Ellen Shiu and OLE Working Group - Class Teachers - Ethics Teachers 	- EDB Training Courses/ Workshops

(II) Major Concern: To Enhance School Effectiveness through Self-evaluation

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
<p>2.1.1 Continue to include views and suggestions solicited from teachers through the dialogue scheduled between the principal and individual teachers at least once every year</p> <p>2.1.2 Continue to consult teachers in the annual deployment plan and other important school level decisions</p>	<p>Sept 08- July 09</p>	<ul style="list-style-type: none"> - Individual teachers hold a 30-minute dialogue with principal for teachers' professional development and school improvement - The discussion with teachers is to inform strategic planning and improvement - Teachers are satisfied with the annual deployment plan and they agree that the staff deployment policy is open and fair, with respect to teachers' talents 	<ul style="list-style-type: none"> - Consultation with staff through sharing and discussion - Teacher survey 	<ul style="list-style-type: none"> - School principal - School Improvement Board - Panels and Boards Chairpersons - Teachers 	<ul style="list-style-type: none"> - Time for dialogue with principal - Time for evaluation, sharing and discussion
<p>2.1.3 Continue to implement Action Plans of individual panels on learner diversity</p>	<p>Sept 08- July 09</p>	<ul style="list-style-type: none"> - More than 80% of students at receiving end benefit from their learning. 	<ul style="list-style-type: none"> - Follow-up evaluation meetings 	<ul style="list-style-type: none"> - Panel Chairpersons and teachers concerned 	<ul style="list-style-type: none"> - Time for discussion
<p>2.1.4 Continual implementation of collaborative teaching and analysis on lesson observation</p> <p>2.1.5 Further develop student-centred teaching pedagogy</p>	<p>Sept 08- July 09</p>	<ul style="list-style-type: none"> - Panelists conduct collaborative lesson planning, lesson observation and collaborative lesson analysis - Modification of teaching pedagogy based on post-observation sharing 	<ul style="list-style-type: none"> - Teachers' reflection and post-observation sharing with staff - Collaborative lesson analysis by teachers involved in lesson planning - Student survey on the selected topic 	<ul style="list-style-type: none"> - Panel Chairperson and teachers concerned 	<ul style="list-style-type: none"> - Collaborative lesson planning time and effort of teachers concerned - Collaborative lesson planning and analysis forms

2.1.6	Self-evaluation of Students	May 09	- Students evaluate their implementation of the goals set in the Activity Log Book	- Student self-reflection and sharing in Ethics lessons	- Ethics Panel - Class teachers and assistant class teachers	
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(III) Major Concern: To Build up Student Quality as Trinicians

	Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
3.1.1	Students acquire different reading skills for academic tasks to become self-regulated learners	Sept. 08 - July 09	- Students are taught different reading skills and be able to use them in fulfilling various tasks	- Classroom observation - Reflection by teachers - Student survey	- Library Board, Teachers and students	- Student Survey Form F.1 students
3.1.2	Continue to create more opportunities to empower junior form students as leaders	Sept. 08 - July 09	- Teachers recruit and appoint more junior form students as committee members in various boards and co-curricula clubs - Leadership training programmes to be organized for junior form students - Teachers recommend more junior form students to take part in internal and open competitions, and exchange programmes	- Student Self-recommendation, Teacher recommendation - Student Presentation and Sharing Session after Exchange Programmes	- Co-curricula Board - Teachers in charge of clubs and Exchange Programmes - Careers Board - Guidance Board - School Social Worker	- Junior Form Students Achievement Record

<p>3.1.3 Continue to implement P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme for F.1 and 2 Students to promote and cultivate students' qualities in character, confidence, connection, competence, compassion, caring attitude and contribution. (Tier 1 programme in F.1 and 2 Ethics lessons), (Tier 2 programmes including courses and social service programmes held after school)</p>	<p>Sept 08- July 09</p>	<ul style="list-style-type: none"> - F.2 Ethics teacher and social workers complete 20 hours of training before implementing the Tier 1 Programme consisting of 40 thirty-minute units - Over 95% F.1 and 2 students fully participate in the Tier 1 Programme - Over 50% F.1 and 2 parents recognize the need for holistic development in adolescents and support and participate in the relevant programmes delivered - F.1 and 2 Ethics teacher and social workers assess the needs of the students and identify potential students for Tier 2 Programme 	<ul style="list-style-type: none"> - Student survey conducted by Hong Kong Federation of Youth Groups - Evaluation Study conducted by the Research Team of the Scheme 	<ul style="list-style-type: none"> - Ethics Panel - F.1 and 2 Class Teachers and Assistant Class Teachers - Guidance Board - School Social Worker - Parents of F.1 and 2 students 	<ul style="list-style-type: none"> - The Hong Kong Jockey Club Charities Trust
<p>3.1.4 Enhance student growth through whole school health education programme, form-based guidance seminars and leadership training workshops</p>	<p>Aug 08- July 09</p>	<ul style="list-style-type: none"> - Implement Action Plan on Health Education with support from panels and boards - Over 80% F.3 and F.6 students agree that their leadership skills are enhanced - Over 80% participants in guidance seminars show interest and positive response 	<ul style="list-style-type: none"> - Student survey - Teacher observation 	<ul style="list-style-type: none"> - Ethics Panel, Guidance Board, Health Ambassadors, School Social Worker 	

<p>3.1.6 Continue to promote national education through cross-curricula collaboration</p> <p>3.1.7 Continue to implement service projects in F.4 to develop their awareness and skills to help the needy</p>	<p>Sept 08- July 09</p>	<ul style="list-style-type: none"> - Implement the various cross-curricula collaboration projects with different panels - 80% of Form 4 students participate actively in the service projects, present their learning in lessons and agree that they are able to extend their learning outside classrooms. 	<ul style="list-style-type: none"> - Student survey and teachers' reflection - Student survey and observation 	<ul style="list-style-type: none"> - Civic Education Board, Panels involved - School Social Worker and other NGOs 	<ul style="list-style-type: none"> - Teaching materials - Student's time and effort in planning and implementing the service projects
<p>3.1.8 Continue to select students to participate in Gifted Programmes by EDB and Academic Talent Search of Stanford University Education Programme</p> <p>3.1.9 Select students to participate in the Toastmaster Programme to further develop their talent in English speaking</p>	<p>Sept 08- July 09</p>	<ul style="list-style-type: none"> - Students with higher caliber selected to join the Gifted Programmes / Academic Talent Search - Senior form students selected to take part in the Toastmaster International Youth Leadership Programme - 80% students display enhanced ability in public speaking 	<ul style="list-style-type: none"> - Achievement in the programmes - Student survey - Teacher observation and internal oral examination results 	<ul style="list-style-type: none"> - Careers Board - English Panel - Toastmasters International Youth Leadership Programme 	<ul style="list-style-type: none"> - Teachers' recommendation - Examination Fee for Academic Talent Search

Holy Trinity College

Provision of Capacity Enhancement Grant (2008-2009)

Balance B/F 07/08		
Grant Received 08/09 (Estimate)		\$436,476.00
I.)	a.	Employment of one full time teacher (Technology & Living) Sept. 08 - Aug 09 (\$18840 x 12)
		\$226,080.00
	b.	Employment of one part-time teacher (English Language) on daily payment from Sept. 08 to July 09 (\$949 / day) (120 days)
		\$113,880.00
	c.	Employment of one part-time teacher (Visual Arts) from Sept. 08 to July 09 (\$4950 x 11)
		\$54,450.00
	d.	Employment of two part-time Mathematics teacher assistants for F.1, 2, 4, 5 from Oct. 08 to May 09 (3 hrs. x 14 sessions at \$450@) (\$450 x 14 x 2)
		\$12,600.00
	e.	Hiring of Service to run two computer training courses (2 hrs. x 4 sessions x 2) (\$12000 x 2)
		\$24,000.00
II.)	a.	Rental Fee of indoor sports ground for badminton team
		\$6,000.00
	b.	Rental Fee of indoor sports ground for basketball team
		\$8,000.00
	c.	Rental Fee of indoor sports ground for table tennis team
		\$500.00
	d.	Rental Fee of indoor sports ground for volley ball team
		\$8,000.00
	e.	Rental Fee of indoor sports ground for squash courses
		\$9,720.00
	f.	Employment of one coach for volley ball team (2 hrs. / week for 50 weeks at \$200@) (\$200 x 2 x 50)
		\$20,000.00
	g.	Employment of one coach for badminton team (2 hrs. / week for 32 weeks at \$250@) (\$250 x 2 x 32)
		\$16,000.00
	h.	Employment of one coach for table tennis team (1.5 hrs. / week for 30 weeks at 270@) (\$270 x 1.5 x 30)
		\$12,150.00
	I.	Hiring of service to run 4 squash courses from Sept. 08 - July. 09 (\$984 x 4)
		\$3,936.00
	j.	Hiring of service to run 6 Jazz classes from Sept. 08 - Aug. 09 (2 hrs. / week for 10 weeks at \$500@) (\$500 x 10 x 6)
		\$30,000.00
	k.	Hiring of service to run one Djembe class from Sept. 08 - Aug. 09 (2 hrs. / week for 10 weeks at \$500@) (\$500 x 10 x 1)
		\$5,000.00
	l.	Hiring of service to run a Music Composition Course in July 09 (3 hrs. / day for 5 days at \$300@ hr.) (\$300 x 3 x 5)
		\$4,500.00
III.)	a.	MPF for the above full time teacher (Technology & Living) (\$942 x 12)
		\$11,304.00
	b.	MPF for the above part-time teacher (English Language) (\$41.10 per day x 120 days{approximately})
		\$4,932.00

IV.)	a.	Provision for Applied Learning Course in 2007-9 for "Fashion Image and Hair Design" for a F.5 student	\$907.00
Total: \$436,476.00			\$571,959.00

* The deficit will be paid off by previous surplus of CEG **(\$135,483.00)**

OEBG for 08-09

Special Domain :

	Allocation
Capacity Enhancement Grant	\$463,100.00
Guidance Fund	\$7,101.00
E.R.S. (English)	\$13,893.00
E.R.S. (Chinese)	\$13,893.00
Composit I.T.	\$369,572.00
Sub. Total:	\$867,559.00

General Domain :

School & Class Grant	\$403,566.33
Admin. Grant Additional CA	\$145,968.00
Visual Art	\$31,584.00
Home Economics	\$50,064.00
I.S.	\$11,484.00
Computer Studies / IT-S & Literacy-S	\$13,584.00
Moral and Civic Ed.	\$13,795.00
Putonghua Grant	\$1,671.00
ASL Chinese	\$4,008.00
ASL UE	\$3,936.00
AL Chem.	\$5,456.00
AL Bio.	\$3,602.00
Noise Abatement	\$249,606.00
Air-con. For Prep. Rm. Of Lab.	\$7,820.00
Composite F. & E.	\$456,134.00
Lift Maintenance Grant	\$18,018.00
Training & Development	\$6,774.00
SBM Supplementary	\$163,939.00
Enhancement Grant	\$6,355.00
Sub. Total :	\$1,597,364.33

Total: \$2,464,923.33

The Continuing Professional Development Plans (2008-2009) for Serving Principal is listed below:

A. Structured Learning - The total number of CPD hours proposed for is 41.5.

No.	Core Areas of Leadership	Name of CPD Activities	No. of CPD Hours
1	I, II, III, V, VI	Education Exchange to Beijing– organized by EDB	18
2	I, II, III	Curriculum Leadership and Management Series for New Senior Secondary Curriculum – Workshop on Approaches & Models of Implementing school-based OLE & SLP	6.5
3	III	Seminar on Dealing with Youth Depression	2
4	II	Using Electronic Learning Portfolio for School-based & Continuous Assessment of Students Learning Experiences	3
5	III	Life Education Programme – Seminars by Speakers from Hong Kong, China, Taiwan and Macau	12

B. Action Learning – on New Senior Secondary Curriculum Preparation - About 10 hours

C. Service to Education and the Community – About 50 hours

Organizations	Service	Activities	CPD Hours
Standing Committee on Language Education and Research	Member (from 1 July 2008 to 30 June 2009)	Meetings and Monitoring of selected steering committees	Actual time for meetings and monitoring activities (about 50 hours)