



HOLY TRINITY COLLEGE

SCHOOL DEVELOPMENT PLAN 2009-2012
&
ANNAUL SCHOOL PLAN 2009-2010

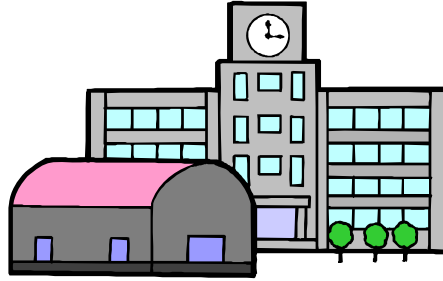
2009-2010

October 2009

Holy Trinity College
School Development Plan 2009-2010
&
Annual School Plan 2009-2010
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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.

School Development Plan

2009-2012

Major Concerns	Intended Outcomes	Strategies	Time Scale		
			9/10	10/11	11/12
1. To acknowledge and support learner diversity	<ul style="list-style-type: none"> - Through a variety of learning opportunities, different strategies and assessment methods are adopted to cater for the diverse needs of students 	<ul style="list-style-type: none"> - To adopt cross-curricular collaboration in project learning - To make use of IT to enhance interactive learning and teaching - To plan assessment for deep learning and provide gifted education programmes for high achievers - To use different strategies to boost the self-confidence of low achievers and enhance their learning skills - To support weaker students and increase their level of self-esteem and motivation through Peer Tutor Programme, Big Sister Scheme and Tutorial Classes 	✓		
			✓	✓	✓
			✓		
			✓		
			✓	✓	✓
2. To enhance student-centred self-regulated learning	<ul style="list-style-type: none"> - Maximized interactive learning through e-class and mobile learning - Problem-based learning continues to be incorporated in learning science - Continue with Reading to learn in various subjects 	<ul style="list-style-type: none"> - To adopt online forum and subject homepage in enhancing students' critical thinking, analytical thinking and organization, as well as presentation of ideas - To continue problem-based learning in Integrated Science, Biology and Chemistry - To adopt content reading in various subjects 	✓		
			✓	✓	✓
			✓		

Major Concerns	Intended Outcomes	Strategies	Time Scale		
			9/10	10/11	11/12
3. To build positive values and promote virtuous behaviour in Trinitians	<ul style="list-style-type: none"> - Self-discipline and self-management is enhanced and internalized - Instil positive values in students and improve their skills in handling teenage problems - Enhance students' civic-mindedness and global awareness - Reinforce the parents' role in supporting students when facing teenage-problems 	<ul style="list-style-type: none"> - To build up students' study habit and self-management skills - To provide opportunities for leadership skills training through OLE - To discuss and explore the relevant teenage problems in various subjects and in School Assemblies - To conduct seminars and organize workshops on national education, environmental and social issues - To raise parents' awareness of teenage problems and provide them with updated knowledge and support in handling teenage problems through parent education 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓
4. To promote school ethos through celebration of the 45 th Anniversary in 2011	<ul style="list-style-type: none"> - Elevate communal spirit within Campus through school-based activities. - Allow stakeholders to witness the accomplishment of School - Unite Trinitians, past and present, parents and teachers and reinforce the sense of belonging. 	<ul style="list-style-type: none"> - Whole school approach to organize celebrations - Display learning outcomes of students - Organize Reunion Dinner for Teachers, Parents, Trinitians of past and present 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓

Three-year plan – Provision of gifted education programmes for 2009/10 to 2011/12 cohort of senior secondary students

The following gifted education programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

Name of programme(s) / course(s) and provider(s)	Strategies & benefits anticipated	Duration of the programme /course	Selection Mechanism for target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
				09/10	10/11	11/12		
Mathematics Enhancement Course (HK Mathematical Olympiad School)	To enhance students’ higher order thinking, logical thinking and analytical thinking skills.	36 hours in 2 years	<ul style="list-style-type: none"> ➤ Past results in open mathematics competitions ➤ Math exam scores ➤ Teachers’ recommendation ➤ Students’ interest in Math 	10	10	0	<ul style="list-style-type: none"> ➤ Results in open mathematics competitions 	Mr. P. Or / Mrs. R. Tsang
Robotic courses (Robot Sapience Limited)	To enhance students’ logical thinking and problem solving skills.	15 hours in 2 years	<ul style="list-style-type: none"> ➤ Math, CIT and science subjects exam results ➤ Teachers’ recommendation ➤ Students’ interest in CIT 	10	10	0	<ul style="list-style-type: none"> ➤ Results in robotic competitions 	Mrs. J. Choy/ Mr. S.K. Chui



Theme for 2009-2010

SMART Goals
Self-regulated Learning

清晰目標 自主學習



Year Plan 2009-2010

(1) Major Concern: To acknowledge and support learner diversity

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
1.1 Subject panels continue to implement cross-curricular collaboration in project learning to further develop students' generic skills	Oct 09 - July 10	<ul style="list-style-type: none"> - Clear record of cross-curricular collaboration projects in each level. - Maintain the balance in workload of teachers and students in project learning. 	<ul style="list-style-type: none"> - Students' project work, presentation and survey - Teachers' feedback and students' reflection 	<ul style="list-style-type: none"> - Principal - Academic Committee - Teachers taking part in cross-curricular project learning 	
1.2 Language teachers to put into practice the skills and pedagogy learnt in taking care of the diverse learning needs of students		<ul style="list-style-type: none"> - Language teachers agree that they can put into practice the skills and pedagogy learnt and these are effective in helping weaker students. 	<ul style="list-style-type: none"> - Students' performance in assignments and scores in tests and examinations 	<ul style="list-style-type: none"> - English Language and Chinese Language Panelists 	<ul style="list-style-type: none"> - EDB training workshops for teaching students with specific learning difficulties
1.3 Subject panels to utilize electronic students participating system in learning and teaching		<ul style="list-style-type: none"> - Subject teachers and students can make use of the system in interactive learning and teaching 	<ul style="list-style-type: none"> - Teachers are able to use the system after training 	<ul style="list-style-type: none"> - All teachers 	
1.4 Subject panels to utilize the electronic white boards for		<ul style="list-style-type: none"> - Teacher and students benefit from the use of 	<ul style="list-style-type: none"> - Teachers are able to use the system and the 	<ul style="list-style-type: none"> - All teachers 	<ul style="list-style-type: none"> - Purchase/Cost of electronic students

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
<p>interactive learning and teaching</p> <p>1.5 History panel to promote co-operative learning to assist students with weak foundation</p>		<p>electronic whiteboards in learning and teaching</p> <p>- History teachers agree that weaker students are motivated to learn with the strategies implemented.</p>	<p>electronic whiteboards after training</p> <p>- Teachers' observation and students' motivation to learn</p>	<p>- History Panelists</p>	<p>participating system and interactive electronic whiteboards</p> <p>- Teachers' preparation time and effort</p>
<p>1.6 Subject panels to boost students' self-confidence by adopting different groupings and assigning roles in group discussion</p>	<p>Oct 09</p> <p>-</p> <p>June 10</p>	<p>- Students are better engaged in group discussion and they are able to share views and ask questions with insights.</p>	<p>- Students' performance in groups discussion and peer survey</p>	<p>- Subject Panelists adopting the strategy</p>	
<p>1.7 Weaker students are supported and their level of self-esteem increased through Peer Tutor Programme, Big Sister Scheme</p>	<p>Nov 09</p> <p>-</p> <p>May 10</p>	<p>- Weaker students are supported by Peer Tutors in their weekly meetings.</p> <p>- The speaking skills and</p>	<p>- Students' self-reflection and performance in tests and examinations</p>	<p>- Guidance Board</p> <p>- English Panel</p>	

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
<p>and Mathematics Tutorial Class</p> <p>1.8 Subject panels to plan assessment to be challenging but achievable. Panels integrate different forms of alternative assessment strategies (such as portfolios, observations, experiments, projects, simulations, interviews, performances, presentations, peer assessment and self-assessment) in their instruction to promote deep learning among learners</p> <p>1.9 Continue to select students to participate in Gifted Programme by EDB, the Hong Kong Academy for Gifted Education and other education programmes for the gifted</p>	<p>Sept 09</p> <p>-</p> <p>July 10</p> <p>Oct 09</p>	<p>listening skills in English Language is improved</p> <ul style="list-style-type: none"> - The weaker students improve in their mathematical skills. - Teachers move beyond tests of the recall (memorization) of knowledge towards extended and open-ended forms of assessment. - Setters put in about 10% difficult questions that challenge deep learning. - Students engage themselves seriously in self and peer assessment in project learning. - Students with higher caliber selected to join the Gifted Programmes/ Mathematics Olympiad or Science Olympiad Programmes 	<ul style="list-style-type: none"> - Student Performance in assessment and their scores in examination - Teachers' Observation - Students' preparation, presentation, participation and involvement - Achievement in the programmes 	<ul style="list-style-type: none"> - Mathematics Panel - All teachers and setters of examination papers - Careers Board 	<ul style="list-style-type: none"> - Cost for Tutorial Classes - EDB training/workshops on assessment - Teachers' collaboration periods - Teachers' recommendation - Programme Fee

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
1.10 English Language Panel to consolidate their pedagogy in teaching writing through an intensive training course by expert from the United Kingdom	Jan 10 - March 10	- 90% English Panelists agree that the training course equip them with enhanced skills in teaching writing	- Teachers' feedback and evaluation of the course	- English Language Panel	

(2) *To enhance student-centred self-regulated learning*

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
<p>2.1 Continue to make use of IT to enhance self-regulated learning</p> <p>2.1.1 Subject panels to enhance critical thinking through e-Class on-line forum to enhance self-regulated learning</p> <p>2.1.2 Give quizzes and useful links for self-regulated learning and share learning materials</p>	<p>Dec 09</p> <p>-</p> <p>July 10</p>	<ul style="list-style-type: none"> - Teachers being able to make use of e-Class to facilitate interactive learning - Students being able to engage in on-line forum - Progress of students' individual and group work being recorded for teachers' monitoring 	<ul style="list-style-type: none"> - Teachers' feedback and students' performance 	<ul style="list-style-type: none"> - All teachers 	<ul style="list-style-type: none"> - Support from IT Staff
<p>2.2 Encourage self-regulated learning in Mathematics through subject homepage</p>	<p>Oct 09</p> <p>-</p> <p>Aug 10</p>	<ul style="list-style-type: none"> - Mathematics panelists find the materials on subject homepage interesting and useful - Students' interest and skills in Mathematics is enhanced and they benefit from self-learning using the subject homepage 	<ul style="list-style-type: none"> - Homepage Hit Rate 	<ul style="list-style-type: none"> - Mathematics Panels 	<ul style="list-style-type: none"> - Teachers' expertise and time in constructing and maintaining the homepage
<p>2.3 Continue with "Reading to Learn" in various subjects</p>	<p>Sept 09</p> <p>-</p>	<ul style="list-style-type: none"> - Students are able to complete their book 	<ul style="list-style-type: none"> - Teachers' feedback and evaluation 	<ul style="list-style-type: none"> - Panels concerned 	

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
2.4 Continue to develop students' deep learning through incorporating problem-based learning in science subjects	July 10	review and self-reflection - Students are able to display their skills in reasoning, their analytical and critical thinking in individual and group project work in science subjects	- Teachers' feedback and students' performance in test and examination - Teachers' supervision and students' self-reflection	- Science Panels including Integrated Science, Biology and Chemistry	Teachers' supervision
2.5 Enhance the English standard of students through English Builder and English Builder Plus Self Access Learning Programme		- Students are able to complete exercises via internet and they can challenge themselves by attempting a higher level of learning activities online.	- Self-generated reports supplied to teachers for further action	- English Panel	Cost for subscription

(3) *To build positive values and promote virtuous behaviour in Trinitians*

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
3.1 Combined Test Week for elective subjects is set in October for students of F. 5 and F. 7 classes	Sept 09 - July 10	- Students have better time management plan in revision	- Test Scores of F. 5 & F. 7 classes	- Subject Teachers, F. 5 & 7 students	- Time in preparing for test items.
3.2 Students' self-discipline and self-management is enhanced and internalized through writing class pledges and enforcing class rules to facilitate learning	Sept 09 - July 10	- Class teachers supervise students to complete writing the pledges and effective classroom routines are set up - Class teachers, Assistant Class teachers, Subject teachers and the four House Prefects provide positive reinforcement on proper behaviour	- Teachers' and School Prefects' feedback on students' behaviour in class during Morning Reading Period, between lessons, exchange of classrooms, at recesses and School Assemblies - Students' survey	- Discipline Board, Class Teachers, Assistant Class Teachers, School Prefects and House Prefects	- Time on Duty Rooster of School Prefects
3.3 Senior form students share their successful experience in self-management in School Assemblies	Oct 09 - May 10	- Students to benefit from the sharing on realistic methods in self-management	- Student Interview	- Discipline & Guidance Board	
3.4 Continue to promote students' civic-mindedness and global awareness through cross-curricular collaboration and Campus	Oct 09 - May 10	- Students' are able to present their learning of national education in School Assemblies and Campus TV programmes	- Student Presentation and teacher observation	- Civic Education Board - Panels concerned - Campus TV Team	- Purchase of equipment for use by Campus TV Team

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
TV programme					
3.5 Select students to participate in leadership skills training		- Participants' leadership skills enhanced through active involvement in training	- Students' self-reflection	- School Social Worker and other NGOs	
3.6 Continue to conduct seminars and organize workshops on relevant topics including national education, environmental and social issues, problems of poverty and minority groups in Hong Kong		- Students' understanding and knowledge on these social issues improved and they can discuss the issue from multi-perspectives	- Students' performance in discussion and presentation - Teachers' observation	- Careers Board, Guidance Board and Activity Board - Civic Education Board	
3.7 Teachers conduct discussion and exploration of relevant teenage problems in lessons of IH, LS, Ethics, Chinese Language and English Language		- Students' understanding of teenage problems enhanced and their analytical power is enhanced through multi-perspective examination of the social issues	- Teachers' observation	- IH, LS, Ethics, Chinese and English Language Panels	- Time on preparation of reading materials
3.8 Positive values instilled in students and their skills in handling problems are enhanced		- Students' problem – solving skills to be improved when dealing with teenage problems and	- Student's self-reflection	- IH, LS, Ethics, Chinese and English Language Panels	

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources
3.9 Parents' role as supporter is reinforced through participation in parent education programmes		temptations - Parents' agree being empowered with newly acquired parenting skills in handling teenage problems	- Parents' Survey	- Parent Teacher Association - Parents taking part in programme	- Fee for Guest Speakers for parent education programme

Provision of Capacity Enhancement Grant (2009 – 10)

		Grant received 09/10 (Estimate)	\$436476	
I	a.	Employment of one full time teacher assistant Oct. 2009- Aug. 2010 (\$13000 x 11) [\$8400 share from CEG and \$4600 share from Fractional 0.3 Cash Grant)		\$92400
	b.	Employment of two part-time teacher assistants (Chinese) for F.5 from Sept. to Feb. (2009-10) (3 hrs. X 25 sessions at \$300 @) (\$300 x 25 x 2)		\$15000
	c.	Employment of two part-time Mathematics teacher assistants for F. 4, 5 from Oct. to May (2009-10) (3 hrs. x 14 sessions at \$450 @) (\$450 x 14 x 2)		\$12600
	d.	Hiring of service to run two computer training courses for junior forms students (2 hrs. x 4 sessions x 2) (\$12000 x 2)		\$24000
	e.	Hiring of service to run one photography course for Visual Arts students (2 hfx. X 10 sessions) (\$14000)		\$14000
	f.	Hiring of service to run one debate course for Debate Team (2 hrs. x 45 sessions at \$400@) (\$400 x 45x 2)		\$36000
	g.	Hiring of service to run one PTH course for F.5 students taking PTH in 2010 CEE from Oct. – March. (2009-10) (2 hrs. x 12 sessions) (\$12000)		\$12000
II	a.	Rental Fee of indoor sports ground for badminton team		\$6000
	b.	Rental Fee of indoor sports ground for basketball team		\$8000
	c.	Rental Fee of indoor sports ground for table-tennis team		\$500
	d.	Rental Fee of indoor sports ground for volleyball team		\$8000
	e.	Rental Fee of indoor sports ground for squash courses		\$9720
	f.	Employment of one coach for volleyball team (4hrs. / week for 30 weeks at \$200@) (\$200 x 4 x 30)		\$24000
	g.	Employment of one coach for badminton team (2 hrs. / week for 36 weeks at \$250@) (\$250 x 2 x 36)		\$18000
	h.	Employment of one coach for table-tennis team (2hrs. / week for 30 weeks at 270@) (\$270 x 2 x 30)		\$16200
	i.	Employment of one coach for judo team (2 hrs. / week for 20 weeks at \$225@) (\$225 x 2 x 20)		\$9000
	j.	Hiring of service to run 4 squash courses from Sept. - July. (2009-10) (\$984 x 4)		\$3936
	k.	Hiring of service to run Jazz classes from Sept. - Aug. (2009-10) (2 hrs. / week for 10 weeks at \$1000@) (\$500 x 2 x 30)		\$30000
	l.	Hiring of service to run one Djembe course from Sept. - Aug. (2009-10) (2 hrs. / week for 10 weeks at \$250@) (\$250 x 2 x 10)		\$5000
	m.	Hiring of service to run one Chinese dance course from Sept. - Aug. (2009-10) (2.5 hrs. / week for 36 weeks at \$520@) (\$520 x 2.5x 36)		\$46800
	n.	Hiring of service to run a Music Composition Course in July 2010 (3 hrs. / day for 5 days at \$300@hr.) (\$300 x 3 x 5)		\$4500
	o.	Hiring of service to run one rope skipping course from Sept. - Aug. (2009-10) (1.5 hrs. / day for 24 sessions at \$450@) (\$450 x 24)		\$10800
	p.	Hiring of service to conduct the School Orchestra from Oct. - Aug. (2009-10) (1.5 hrs. / day for 15 sessions at \$600@) (\$900 x 15)		\$13500
III	a..	MPF for the above full time teacher assistant (\$13000 x 5% x 11)		\$7150
		Total :	\$436476	\$427106

OEBG 2009 – 10	
SPECIAL DOMAIN :	
	Allocation
Capacity Enhancement Grant	\$458,927.00
Guidance Fund	\$7,037.00
Sub. Total:	\$465,964.00
GENERAL DOMAIN :	
Adm. Grant (Additional C.A.)	\$144,660.00
School & Class Grant (bi-annum 9/07 - 3/08)	\$399,935.08
Noise Abatement (bi-annum 9/07 - 3/08)	\$247,352.00
Consolidated Subject Grant	\$163,947.08
Air Conditioning for Prep. Rm. Of Labs.	\$7,750.00
Lift Maintenance Grant – S	\$17,850.00
Composite I.T.	\$366,246.00
Training & Development	\$6,713.00
SBM Enhancement	\$6,293.00
SBM Supplementary	\$162,464.00
Sub. Total :	\$1,523,210.16
Other Grants 2009 – 10	
	Allocation
Composite F & E	\$452,042.00
Diversity Learning Grant (Other Programmes)	\$35,000.00
Fractional Post Cash Grant	\$126,342.00
Sub. Total:	\$613,384.00
	\$2,602,558.16

The Continuing Professional Development Plans (2009-2010) for Serving Principal is listed below:

A. Structured Learning - The total number of CPD hours proposed for is 68.

No.	Core Areas of Leadership	Name of CPD Activities	No. of CPD Hours
1	I, II, III, V, VI	Education Exchange to Sichuan– organized by Partners Education Foundation and EDB	25
2	I, II, III	Curriculum Leadership and Management Series for Innovative Education	5
3	III	Seminar on Dealing with Teenage Problems	5
4	II	Using Electronic Learning Portfolio for School-based & Continuous Assessment of Students Learning Experiences	3
5	I, II, III, V, VI	Education Exchange to Nanking Jiangsu organized by Jiangsu Hong Kong Cultural Association	25

B. Action Learning – on Handling Teenage Problems- About 10 hours

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

Organizations	Service	Activities	CPD Hours
Road Safety Campaign Committee	Member (from 1 June 2009 to 31 May 2011)	Meetings and Monitoring of working group	Actual time for meetings and monitoring activities (about 50 hours)