



TWGHs Chen Zao Men College

東華三院陳兆民中學

Annual School Plan

學校周年計劃

2009/2010

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TWGHs Chen Zao Men College
東華三院陳兆民中學

I. Mission Statements of all TWGHs Schools

The mission of the Tung Wah Group of Hospitals in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and eventually, to serve the community.

We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment. It is hoped that our young people will be equipped with the necessary skills and knowledge and be given the opportunity to cultivate an independent mind in order that they will become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

We firmly believe in the school motto: 'Diligence, Frugality, Loyalty & Faithfulness' as the guiding principle in the moral and intellectual development of our children and young people. We strive to promote proper values and a positive outlook on life and encourage them to lead a full and meaningful life.

東華三院辦學宗旨

東華三院一貫的辦學精神乃為社會提供完善及多元化的教育服務，作育英才，使兒童及青少年成長後能盡展所長，回饋社會。

為本港兒童及青少年進行「全人教育」，提供一個優良的學習環境，使能發揮潛能，日後成為具備知識技能、有獨立思考能力、勇於承擔責任和關注社會事務的良好公民。

培育兒童及青少年有正確的價值觀和積極的人生觀，並以校訓「勤儉忠信」為進德修業的依歸，勉勵他們拓展豐盛而有意義的人生。

II. Our School Value Statements:

1. Our school can provide an effective and happy learning and working environment.
2. Staff, students and parents can show mutual respect and love for each other, be frank and fair to each other and show active participation.
3. Every student has his/her specific strengths and can learn on his/her own.
4. Every student has a good character and can show civic responsibilities.
5. All staff will enhance continuously their professional standard.

本校的價值信念：

1. 學校能够提供一个高效能及愉快的學習及工作環境。
2. 教職員、學生及家長均抱著互重互愛、坦誠公正及主動參與的態度。
3. 每個學生都具有獨特的專長及自學能力。
4. 每個學生都具有良好的品格並奉行應有的公民責任。
5. 全體教職員均會不斷提升自己的專業水準。

III. School Mission Statements:

TWGHs Chen Zao Men College is an effective school that provides high quality and professional educational services as well as a happy learning environment for the students. We value the good partnership among staff, students and parents, and we emphasise on the individual development of our students. We aim to develop our students into good citizens who are independent and self-enhancing.

本校的宗旨：

東華三院陳兆民中學是一所高效能的學校，為學生提供高質素的專業教育服務及愉快的學習環境。我們重視教職員、學生及家長間的良好夥伴關係，更重視學生的個人發展。我們要培養學生成為獨立自主及積極求進的良好公民。

IV. C.O.R.E. Culture (兆民心)：

We Care	對人關心，對事關注，推己及人
We are Open-minded	開明開通，胸襟廣闊，放眼世界
We Respect each other	尊重自己，尊重他人，易地而處
We Endeavour	全心全意，盡己所能，悉力以赴

V. Major Concerns (in order of priority)

Major Concern 1:

To foster in students a self-initiated and self-learning attitude by encouraging them to explore proactively subject knowledge in various teaching and learning activities.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Strengthening the learning strategies by building up in students a habit of jotting down key points of learning	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Students know the way of jotting down key points in their learning as required by different subjects. 	<ul style="list-style-type: none"> • Feedback from teachers • Inspection of students' learning journals 	<ul style="list-style-type: none"> • All panel chairpersons 	<ul style="list-style-type: none"> • All teachers
2. Encouraging teachers to put emphasis on questioning techniques that provoke higher-order thinking and creativity among students	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Teachers design questions demanding higher-order thinking in their lesson studies and have the questions included in their daily teaching 	<ul style="list-style-type: none"> • Feedback from teachers • Lesson observation 	<ul style="list-style-type: none"> • All panel chairpersons 	<ul style="list-style-type: none"> • All teachers

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. Teachers employ more interactive strategies like role play, group discussion, students presentation and competitions in class	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Students are more willing to take an active part in classroom activities 	<ul style="list-style-type: none"> • Feedback from teachers • Lesson observation 	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • All teachers
4. Students are encouraged to have pre-lesson studies in selected topics of each subject	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Interaction between teachers and students and among students increase in class teaching 	<ul style="list-style-type: none"> • Feedback from teachers • Lesson observation 	<ul style="list-style-type: none"> • All panel chairpersons 	<ul style="list-style-type: none"> • All teachers
5. Set up a new study room on the 1 st floor so that students can have a convenient and designated location for self-study after-school	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Utilization rate of the room is over 80% 	<ul style="list-style-type: none"> • Feedback from students 	<ul style="list-style-type: none"> • Head of General Affairs Committee 	<ul style="list-style-type: none"> • A sum of money for renovation of the room
6. Reference books for each subject are placed in classrooms of students in S4-S7	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • 80% of books are used by students during lunch time and after-school • Improvement in student achievement in public examination 	<ul style="list-style-type: none"> • Opinions of class teachers and students • Results of public examination 	<ul style="list-style-type: none"> • Panel chairpersons of public examination subjects 	<ul style="list-style-type: none"> • A sum of money needs to be set aside for the purchase of reference books to be placed in each classroom of S4-S7

Major Concern 2:

Strengthening the CORE values of CZM: Care, Open, Respect and Endeavour.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Focusing on the all-round development of students and emphasizing the “CORE” values of our school: “Care, Open, Respect and Endeavour” in the holding of various activities	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> “CORE” values of our school strengthened among the students 	<ul style="list-style-type: none"> Feedback from teachers and students 	<ul style="list-style-type: none"> Heads of subject panels and function groups 	<ul style="list-style-type: none"> All staff members
2. S2 and S3 students are encouraged to participate in social service so that they can appreciate and practise the idea of “Caring” through their service to society	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Over 90% of S3 and S2 students can complete over 5 hours of service 	<ul style="list-style-type: none"> Feedback from teachers 	<ul style="list-style-type: none"> Teacher-in-charge of social services group 	<ul style="list-style-type: none"> Encouragement from class teachers
3. Teachers share their life experiences with students during morning assembly	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Students reflect that they find the sharing stimulating and that they understand more about their teachers. 	<ul style="list-style-type: none"> Feedback from teachers and students 	<ul style="list-style-type: none"> Teacher-in-charge of General Education 	<ul style="list-style-type: none"> All non-form teachers

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4. Subject teachers of public examination subjects set aside an after-school session every week to provide support for students	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Students realize the good intention of our teachers who are always willing to help 	<ul style="list-style-type: none"> • Feedback from students 	<ul style="list-style-type: none"> • Panel chairpersons of public examination subjects. 	<ul style="list-style-type: none"> • All subject teachers
5. Special arrangement for the last cohort of S5 students: Mock release of public exam results in summer, Tutorial group for low-achievers in summer, Study Camp	<ul style="list-style-type: none"> • From Summer 2009 to April 2010 	<ul style="list-style-type: none"> • S5 students endeavour to work to their full potential 	<ul style="list-style-type: none"> • Feedback from teachers and students 	<ul style="list-style-type: none"> • Career teachers, Counselling teachers and S5 Form teachers 	<ul style="list-style-type: none"> • Study Camp Fee • S5 subject teachers
6. Participation of S1 students in the Positive Adolescent Training through Holistic Social Programmes	<ul style="list-style-type: none"> • From Summer 2009 to August 2010 	<ul style="list-style-type: none"> • S1 students 	<ul style="list-style-type: none"> • Feedback from teachers and students 	<ul style="list-style-type: none"> • Head of Counselling Team 	<ul style="list-style-type: none"> • Time allocated for S1 students to join the activities • S1 Form teachers, teachers of counseling and general education team

Major Concern 3:

Smoothing out the implementation of NSS curriculum

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Employ a full-time teacher to relieve the workload of some teachers so that they can have more capacity in preparing the teaching materials of NSS curriculum	• Throughout the year	• Teachers do not find the transition to NSS Curriculum a great burden	• Feedback from teachers concerned	• Vice-Principal	• Salary for one teacher
2. Teachers adjust to new teaching strategies and requirement through collaborative work in school-based lesson studies	• Throughout the year	• There are more interactive activities in the classrooms	• Feedback from teachers and students	• All panel chairpersons	• All teachers
3. Functional groups & student bodies finalise their plans for the “double cohort” year	• December 2009	• There are sufficient responsible positions in various activities available for the “double cohort” year	• Feedback from teachers and students	• Head of ECA committee	• All teachers

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4. Students prepare for their own Student Learning Profile	<ul style="list-style-type: none"> • Oct 2009 to Dec 2011 	<ul style="list-style-type: none"> • S4 students learn to prepare a track record of their own learning 	<ul style="list-style-type: none"> • Feedback from teachers and students 	<ul style="list-style-type: none"> • Vice-principal 	<ul style="list-style-type: none"> • Investment on the IT facilities

VI. Use of Capacity Enhancement Grant

Means by which teachers have been consulted : Staff Meeting

No. of operating classes : 24

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. <u>Measures to improve the learning of English</u> Employment of one English teacher so as to facilitate the deployment of English teachers to assist in remedial teaching in S.1-3, especially after school and during Saturday mornings to help students weak in English.</p>	1.9.09 – 31.8.10	<ul style="list-style-type: none"> Improvement in students' performance as reflected by English teachers 	<ul style="list-style-type: none"> Questionnaires for staff and students Assessment of students' performance 	<ul style="list-style-type: none"> English Panel Head 	Teacher Salary (with MPF) at Point 24 = $(\$32,055 + \$1000) \times 12 = \$396,660.00$
<p>2. <u>Employment of Full-time Teacher Assistants</u> Employment of 2 full-time Teacher Assistants to assist teachers in their non-teaching duties.</p>	1.9.09 – 31.8.10	<ul style="list-style-type: none"> Production of more and better quality teaching materials. Teachers are relieved of some of the workload in non-teaching areas. 	<ul style="list-style-type: none"> Development of teaching materials Feedback from teachers and students. 	<ul style="list-style-type: none"> Mr. Chung W.O. & Panel Heads of English, Technical, Mathematics and Science Subjects Mr. So Y.H. & Panel Heads of Chinese, Humanities, and Cultural Subjects 	2 T.A. Salary (with MPF) at point MOD8 = $\$10,595 \times 1.05 \times 12 \times 2 = \$266,994.00$

Accumulative Surplus brought forward from		-----	
2008/2009 School Year :			
2009/10 School Year	Income :	\$ 458,927.00	
	Estimated Expenditure :	\$ 663,654.00	
	Estimated Deficit :	\$ (204,727.00)	(Covered by Accumulative Surplus in EOEBG)
Estimated Deficit by the end of 2009/2010 School Year		\$ (204,727.00)	(Covered by Accumulative Surplus in EOEBG)

VII. Use of Teacher Professional Preparation Grant

The Teacher Professional Preparation Grant is provided to school over a period of 4 years starting from 2005/06 school year and can be used up to the end of 2011/12 school year

Strategies / Tasks	Resources Required
1. Employment of a Full-time Mathematics GM Teacher	Teacher Salary for one year (with MPF) at Point 22 = (\$29,235 +\$1000) x 12 = \$362,820.00

Accumulative Surplus brought forward from 2008/2009 School Year	\$ 480,023.87	
2009/10 School Year	Income :	-----
	Estimated Expenditure :	\$ 362,820.00 (Covered by Accumulative Surplus brought forward from 2008/09 School Year)
Estimated Accumulative Surplus by the end of 2009/2010 School Year	\$ 117,203.87	(Reserve for use in future)

VIII. Use of Senior Secondary Curriculum Support Grant

The Senior Secondary Curriculum Support Grant is provided to school over a period of 4 years starting from 2008/09 school year and can be used up to the end of 2012/13 school year

Strategies / Tasks	Resources Required
1. Employment of two Full-time Teacher Assistants (English)	2 T.A. Salary for one year (with MPF) at point MOD8 = \$10,595 x 1.05 x 12 x 2 = \$266,994.00

Accumulative Surplus brought forward from 2008/2009 School Year	\$ 151,066.60	
2009/10 School Year	Income :	\$ 336,912.00
	Estimated Expenditure :	\$ 266,944.00
	Estimated Surplus :	\$ 69,968.00
Estimated Accumulative Surplus by the end of 2009/2010 School Year	\$ 221,034.60	(Reserve for use in future)

IX. Use of School-based After-school Learning and Support Programme

Name of Activity	Objectives of the activity	Period/Date activity to be held	Estimated no. of grant beneficiaries#	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Musical Instrument Training Classes	<ul style="list-style-type: none"> • Widen the scope of learning experiences outside classroom • Enhance the personal and social development of students 	Oct 2009 to Aug 2010	15 students from S1-S3	Besides the share subsidized by the school, each student has to pay approximately \$1,500 to the tutors. This fee will be borne by the grant. [\$1500 x 15 = \$22,500]	<ul style="list-style-type: none"> • Guitar Tutor: Kong Ming Chi • Zheng Tutor: Chan Mei Fung • Brass Band Tutor: Lee Sing Wan • Clarinet tutor: Hau Chai Hsing • Percussion tutor: Chiu On Tik • Upper Brass tutor: Yip Chun Kit • Flute tutor: Wat Nga Man

Name of Activity	Objectives of the activity	Period/Date activity to be held	Estimated no. of grant beneficiaries#	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Sports Games Training Classes	<ul style="list-style-type: none"> • Widen the scope of learning experiences outside classroom • Enhance the personal and social development of students 	Sept 2009 to Aug 2010	48 students from S1-S3	<p>Besides the share of tutoring fees subsidized by the school, each student has to pay \$300 to the tutors. This fee will be borne by the grant.</p> <p>[\$300 x 48 = \$14,400]</p>	<ul style="list-style-type: none"> • Volley Ball Tutor: Lee Yuk Fung • Basketball(Girls) Tutor: Chung Ming Tat • Basketball (boys) Tutor: Chiu Wing Leung • Athletic Training Tutor: Wong Hang

Name of Activity	Objectives of the activity	Period/Date activity to be held	Estimated no. of grant beneficiaries#	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Various Support Programmes for Personal Development	<ul style="list-style-type: none"> Widen the scope of learning experiences outside classroom Enhance the personal and social development of students 	Sept 2009 to Aug 2010	300 students from S1 to S7	The fee contributed by students when joining various support programmes for personal and social development will be borne by the grant [\$60 x 300 = \$18,000]	

Note:

Grant beneficiaries – referring to target students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school.

Accumulative Surplus brought forward from		-----	
2008/2009 School Year :			
2009/10 School Year	Income :	\$ 54,600.00	
	Estimated Expenditure :	\$ 54,900.00	
	Estimated Deficit :	\$ (300.00)	(to be covered by Accumulative Surplus in EOEBG)

X. Professional Development Plan of Principal

Major Concerns for this year	Core Area (s) of Leadership Involved *(e.g. I, II, III,...)	Summary of Item and Content
1. School Self-evaluation	II	<ol style="list-style-type: none"> 1. Implement of the strategy on jotting down the key learning points after lessons to strengthen the self-reflection of learning. 2. Continue to strengthen the questioning techniques of our teachers in provoking creativity.
2. Continuous Professional development	I, II, III, IV, V, VI	<ol style="list-style-type: none"> 1. Act as learning co-ordinator of “Blue Line” to arrange sharing programmes for Principals’. 2. Attend seminars and sharing sessions organized by EMB and other institutions.
3. Serving the educational sector and promoting professional development	III, V, VI	<ol style="list-style-type: none"> 1. Conduct Staff Development Programmes both inside and for other schools 2. Act as External School Reviewer in carrying out ESR of another school. 3. Serve as member of Learning Resources and Support Committee, CDI, EDB.

* (I) Strategic direction & policy environment
(IV) Staff & resources management

(II) Learning, teaching & curriculum
(V) Quality assurance & accountability

(III) Teacher professional growth & development
(VI) External communication & connection

XI. Annual School Budget 2009/10

	Revenue HKD\$	Expenditure HKD\$
Balance brought forward (end of 2008/09 school year)		
Government Subsidy :	3,615,279.03	
School Fund :	4,135,145.26	
Government Subsidy		
1. Expanded Operating Expenses Block Grant		
a. School & Class Grant		1,757,807.00
b. Noise Abatement / Lift Main / Air-Con Prep Rm of Lab Grants		160,000.00
c. Administration Grants		2,580,160.00
d. Curriculum / Subject / AL Subject / ASL Subject / Extensive Reading Scheme /Moral & Civic Education Grants		116,652.00
e. Information Technology Grants		443,090.00
f. Student Support Grants		8,500.00
g. Capacity Enhancement Grant		663,654.00
h. Composite Furniture and Equipment Grant		1,505,100.00
i. Top up EDB approved/subsidized project expense		--
Expanded Operating Expenses Block Grant Total :	5,545,917.82	7,234,963.00
2. Teacher Relief Grant	141,208.50	96,000.00
3. Teacher Professional Preparation Grant	--	362,820.00
4. NSS Migration Grant	--	--
5. Senior Secondary Curriculum Support Grant	336,912.00	266,944.00
6. IMC one-off Grant	--	130,452.00
Government Subsidy Subtotal :	6,024,038.32	8,091,704.00
<u>School Funds</u>		
1. Tong Fai	128,470.00)
2. Trading Operation	69,000.00) 549,600.00
3. Tuckshop Rental	121,000.00)
4. Income from other sources	268,600.00)
5. Approved Collection for Specific Purpose (Air-con Charges)	200,200.00)
School Fund Subtotal :	787,270.00	549,600.00
Total for the school year 2009/10:	6,811,308.32	8,641,304.00
<u>Estimated Surplus (Deficit) for the school year 2009/10</u>		
Government Subsidy :	(2,067,665.68)	
School Fund :	237,670.00	
<u>Estimated cumulative Surplus (Deficit) for the school year 2009/10</u>		
Government Subsidy :	1,547,613.35	
School Fund :	4,372,815.26	