

**Tsung Tsin Christian Academy**  
**Annual School Plan 2022-2023**

**Major concern I: Fostering pre-lesson culture for learning and teaching effectiveness**

| Targets  | Strategies / Tasks   | Success Criteria   | Methods of Evaluation   | Time Scale    | People Responsible  | Resources Required |
|--|--|--|---|---------------|---|--------------------|
| 1.1<br>Enhancing pre-lesson materials and designs                        | 1.1.1 Pre-lesson materials should cover at least one of the following elements: stimulating discussions, improving problem-solving skills, targeting more challenging items and consolidating generic skills | <ul style="list-style-type: none"> <li>Over 70% of students agree that pre-lesson materials are effective in stimulating thoughts and helping them acquire the knowledge</li> </ul>          | <ul style="list-style-type: none"> <li>Student survey</li> </ul>                    | 9/2022-6/2023 | <ul style="list-style-type: none"> <li>Subject Coordinators</li> <li>Academic Committee</li> </ul>                      | AdC                |
|  | 1.1.2 Designing pre-lesson materials of different levels to cater for students with diverse abilities  | <ul style="list-style-type: none"> <li>Over 70% of students agree that differing levels of pre-lesson materials can help them in self-directed learning</li> </ul>                           | <ul style="list-style-type: none"> <li>Student survey</li> </ul>                    | 9/2022-6/2023 | <ul style="list-style-type: none"> <li>Subject Coordinators</li> <li>Academic Committee</li> </ul>                      | AdC                |
| 1.2<br>Providing sufficient time for in-depth discussions among teachers | 1.2.1 Increasing manpower and freeing up space to facilitate professional development  | <ul style="list-style-type: none"> <li>Lowered average number of periods per teacher</li> </ul>  | <ul style="list-style-type: none"> <li>Recorded in staff meeting minutes</li> </ul> | 4/2022-8/2022 | <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principals</li> <li>Subject Coordinators</li> </ul> | N.A.               |
|  | 1.2.2 Better utilising CLP to strengthen discussions centring on pre-lesson learning strategies and review the effectiveness of pre-lesson materials   | <ul style="list-style-type: none"> <li>Over 70% of teachers agree that CLP periods are well-utilized and effective, and can enhance discussions on pre-lesson learning strategies</li> </ul> | <ul style="list-style-type: none"> <li>Teacher survey</li> </ul>                    | 9/2022-6/2023 | <ul style="list-style-type: none"> <li>Subject Coordinators</li> </ul>  | AdC                |

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|---|--|---|---|----------------|--|--------------------|
|   | 1.2.3 Arranging a CLP per cycle for each subject and collecting suggestions for improving CLP implementation | <ul style="list-style-type: none"> <li>Over 70% of teachers agree that CLP plans have been enhanced</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher survey</li> </ul>  | 9/2022-6/2023  | <ul style="list-style-type: none"> <li>Academic Committee</li> </ul>   | AdC                |
| 1.3<br>Increasing professional training and exchange                            | 1.3.1 Broadening horizons and exposure to pre-lesson designs through subject and cross-subject sharing       | <ul style="list-style-type: none"> <li>Each teacher should attend a pre-lesson conference or cross-subject sharing at least once per year and over 70% of teachers agree that it is a fruitful experience.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher survey</li> </ul>  | 9/2022-5/2023  | <ul style="list-style-type: none"> <li>Subject Coordinators</li> </ul> | AdC                |
|   | 1.3.2 Inviting teachers to share their implementation of pre-lesson learning in class during staff meetings  | <ul style="list-style-type: none"> <li>At least one session of teacher's sharing during each staff meeting</li> </ul>   | <ul style="list-style-type: none"> <li>Recorded in staff meeting minutes</li> </ul>                             | 10/2022-7/2023 | <ul style="list-style-type: none"> <li>Academic Committee</li> </ul>   | N.A.               |
|   | 1.3.3 Holding open lessons for peer observation and professional exchange                                    | <ul style="list-style-type: none"> <li>Each teacher should attend open lessons at least once per year and over 70% of teachers agree that it is a fruitful experience</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher survey</li> </ul>  | 9/2022-5/2023  | <ul style="list-style-type: none"> <li>Academic Committee</li> </ul>   | AdC                |
| 1.4<br>Establishing an earnest and diligent attitude towards lesson preparation | 1.4.1 Implementing a reward scheme for students who complete pre-lesson tasks diligently                     | <ul style="list-style-type: none"> <li>Setting up a reward scheme</li> <li>Selecting the top 3 outstanding students from each class who will be rewarded completing pre-lesson tasks diligently</li> <li>Over 70% of students agree that the reward scheme can encourage them to complete pre-lesson tasks</li> </ul> | <ul style="list-style-type: none"> <li>Recorded in Academic Committee Report</li> <li>Student survey</li> </ul> | 11/2022-5/2023 | <ul style="list-style-type: none"> <li>Academic Committee</li> </ul>   | AdC                |

**Major concern II: Empowering Students, Nurturing Leaders**

| <b>Targets</b>   | <b>Strategies / Tasks</b>   | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>  | <b>Time Scale</b> | <b>People Responsible</b>   | <b>Resources Required</b> |
|--|---|--|---|-------------------|---|---------------------------|
| 2.1<br>Support the leadership training with administrative means | 2.1.1 Establish Leadership Training Unit to coordinate the whole school leadership training programme.            | <ul style="list-style-type: none"> <li>• Leadership Training Unit formed</li> </ul>  | <ul style="list-style-type: none"> <li>• Scrutiny of documents and records</li> </ul>   | 9/2022-8/2023     | <ul style="list-style-type: none"> <li>• SDC</li> </ul>                               | N.A.                      |
|  | 2.1.2 Review the Leadership Recruitment policy to provide more opportunities for students to serve in the school. | <ul style="list-style-type: none"> <li>• Revised Leadership Recruitment policy</li> </ul>  | <ul style="list-style-type: none"> <li>• More students participated in serving post under the revised recruitment policy</li> </ul> | 9/2022-8/2023     | <ul style="list-style-type: none"> <li>• SDC, Leadership Training Unit</li> </ul>     | N.A.                      |
|  | 2.1.3 Setup Talent Bank for leadership development.   | <ul style="list-style-type: none"> <li>• Set up a Talent Bank through Students' Talents Survey</li> <li>• Provide platform for students to show their talents</li> </ul> | <ul style="list-style-type: none"> <li>• Scrutiny of documents and records</li> </ul>   | 9/2022-8/2023     | <ul style="list-style-type: none"> <li>• SDC, RVEC, CSENC, SActC, SPT, AdC</li> </ul> | N.A.                      |
|  | 2.1.4 Setup award system related to leadership  | <ul style="list-style-type: none"> <li>• Outstanding service award is established</li> </ul>   | <ul style="list-style-type: none"> <li>• Scrutiny of documents and records</li> </ul>   | 9/2022-8/2023     | <ul style="list-style-type: none"> <li>• SDC, Leadership Training Unit</li> </ul>     | N.A.                      |

| <b>Targets</b>   | <b>Strategies / Tasks</b>   | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>  | <b>Time Scale</b> | <b>People Responsible</b>  | <b>Resources Required</b> |
|--|---|---|---|-------------------|--|---------------------------|
| 2.2<br>Provide more opportunities for students to show their leadership skills | 2.2.1 Review the roles of the existing student leader units and suggest ways to further empowering their roles. | <ul style="list-style-type: none"> <li>• At least 2 new duties are carried out by student leaders</li> </ul>  | <ul style="list-style-type: none"> <li>• Scrutiny of documents and records</li> <li>• Students' feedback</li> </ul> | 9/2022-8/2023     | <ul style="list-style-type: none"> <li>• SDC, RVEC, DC, CSENC, SActC, SPT</li> </ul> | N.A.                      |
|  | 2.2.2 Promote Class-based activities organized by students under PIEP model.                                    | <ul style="list-style-type: none"> <li>• At least 1 class-based activity is organized by Class Committee</li> <li>• At least 1 Form-based activity is organized by Joint Class Committee</li> </ul> | <ul style="list-style-type: none"> <li>• Students' feedback</li> <li>• Scrutiny of documents and records</li> </ul> | 9/2022-8/2023     | <ul style="list-style-type: none"> <li>• SActC</li> </ul>                            | N.A.                      |
|  | 2.2.3 Arrange more opportunities for student leaders to share among peers                                       | <ul style="list-style-type: none"> <li>• Student leaders share among peers at least once</li> </ul>   | <ul style="list-style-type: none"> <li>• Scrutiny of documents and records</li> </ul>                               | 9/2022-8/2023     | <ul style="list-style-type: none"> <li>• SDC, RVEC, DC, CSENC, SActC, SPT</li> </ul> | N.A.                      |

| Targets  | Strategies / Tasks  | Success Criteria  | Methods of Evaluation               | Time Scale    | People Responsible                 | Resources Required    |
|--|---|---|-------------------------------------|---------------|------------------------------------|-----------------------|
| 2.3<br>Provide leadership training programme focus on character building and leadership skills | 2.3.1 S1 Leadership Training Camp ( <b>Understanding oneself</b> )  | • More than 70% of participants finds it helpful            | • Students' Survey                  | 12/2022       | • SDC, Leadership Training Unit    | External Organization |
|  | 2.3.2 S2-S3 Junior Leadership Training Programme ( <b>Understanding Oneself, Appreciation and Activity Planning</b> )                             | • More than 70% of participants finds it helpful            | • Students' Survey                  | 9/2022-8/2023 | • SDC, Leadership Training Unit    | External Organization |
|  | 2.3.3 S4-S5 Humble Servant Leadership Training Programme ( <b>Integrity, Time management, Communication, Problem Solving, Activity Planning</b> ) | • More than 70% of participants finds it helpful            | • Students' Survey                  | 9/2022-8/2023 | • SDC, Leadership Training Unit    | External Organization |
|  | 2.3.4 Training within the student leader units  | • Provide at least 2 trainings by each student leader units | • Scrutiny of documents and records | 9/2022-8/2023 | • SDC, RVEC, DC, CSENC, SActC, SPT | N.A.                  |

**Major concern III: Strengthening professional development, including junior teachers and middle-level teachers and ensuring teachers' wellbeing**

| Targets  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation  | Time Scale      | People Responsible   | Resources Required |
|--|--|---|--|-----------------|--|--------------------|
| 3.1<br>Strengthening the mentoring programme for new teachers and ensuring teachers' wellbeing | 3.1.1 A two-year mentoring programme for new teachers who have less than 5 years teaching experience                   | <ul style="list-style-type: none"> <li>• More than 70% of the teachers find the contents of the programme useful</li> <li>• More than 70% of the involved subject panels find the mentoring and shadowing effective</li> </ul>  | <ul style="list-style-type: none"> <li>• Teacher survey</li> </ul>                                   | 9/2022 – 8/2023 | <ul style="list-style-type: none"> <li>• Staff Development Committee</li> <li>• AdC</li> </ul> | N.A.               |
|  | 3.1.2 Mentors open their lessons for their mentees   | <ul style="list-style-type: none"> <li>• 100% of mentors open their lessons at least twice per academic year for their mentees and over 70% of mentees agree that it is a fruitful experience</li> </ul>  | <ul style="list-style-type: none"> <li>• Teacher survey</li> </ul>                                   | 9/2022 – 6/2023 | <ul style="list-style-type: none"> <li>• Staff Development Committee</li> <li>• AdC</li> </ul> | N.A.               |
|  | 3.1.3 Record outstanding teachers' good practices for documentation and further professional development opportunities | <ul style="list-style-type: none"> <li>• 100% of the open lessons to be recorded and documented in the form of video clips</li> <li>• 100% of all open lesson teaching materials saved and documented</li> <li>• Post-lesson conference made as a routine for all open lessons</li> <li>• 90% of new teachers attend L&amp;T workshops with documented materials as the backbone</li> </ul> | <ul style="list-style-type: none"> <li>• Records of the lessons</li> <li>• Teacher survey</li> </ul> | 9/2022 – 6/2023 | <ul style="list-style-type: none"> <li>• Staff Development Committee</li> <li>• AdC</li> </ul> | Financial support  |
|  | 3.1.4 More pedagogical sharing sessions should be included at subject meetings   | <ul style="list-style-type: none"> <li>• At least two pedagogical sharing sessions in each panel per academic year</li> </ul>   | <ul style="list-style-type: none"> <li>• Records of meetings</li> </ul>                              | 9/2022 – 8/2023 | <ul style="list-style-type: none"> <li>• AC</li> <li>• Subject Coordinators</li> </ul>         | N.A.               |

| Targets   | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale      | People Responsible   | Resources Required |
|---|--|---|---|-----------------|--|--------------------|
| 3.2<br>More support for the middle management (L&T) | 3.2.1 Local university partnerships and subject coordinator training provided by QSIP                  | <ul style="list-style-type: none"> <li>• Subject panels shadowing initiatives to be placed</li> <li>• Middle management personnel to be coached on lesson observation and how to debrief with new teachers</li> <li>• 60% of middle management finds the support satisfactory</li> </ul>  | <ul style="list-style-type: none"> <li>• Teacher survey</li> </ul>                | 9/2022 – 8/2023 | <ul style="list-style-type: none"> <li>• Staff Development Committee</li> </ul>                                | Financial support  |
| 3.3<br>Teaching staff wellbeing                     | 3.3.1 Clear advancement and promotion path   | <ul style="list-style-type: none"> <li>• Positions held, criteria and qualities of prospective promotion stipulated in TTCA Teachers' Manual</li> </ul>   | <ul style="list-style-type: none"> <li>• Meeting minutes and documents</li> </ul> | 9/2022 – 8/2023 | <ul style="list-style-type: none"> <li>• Staff Development Committee</li> <li>• AdC</li> </ul>                 | N.A.               |
|   | 3.3.2 Strengthen the effectiveness of staff fellowship and staff retreat through cooperation with RVEC | <ul style="list-style-type: none"> <li>• At least one event co-organized by both teams in an academic year</li> <li>• Activities in the event include both religious and PD elements</li> <li>• More than 60% of the teachers find the contents of the programme useful</li> <li>• Teacher Wellbeing Day held per term</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher survey</li> </ul>                | 9/2022 – 8/2023 | <ul style="list-style-type: none"> <li>• Staff Development Committee</li> <li>• RVEC</li> <li>• AdC</li> </ul> | N.A.               |