Tsung Tsin Christian Academy
Annual School Plan 2023-2024

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

Targets	Strategies / Tasks		Success Criteria	Methods of Evaluation	Time Scale	Personnel/ Committee Responsible	Resources Required
1.1 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	• Over 70% of students agree that pre-lesson materials are effective in stimulating thoughts and helping them acquire the knowledge	• Student survey	9/2023-6/2024	• Subject Coordinators • Academic Committee	AdC
	1.1.2	Designing pre-lesson materials of different levels to cater for students with diverse abilities	• Over 70% of students agree that differing levels of pre-lesson materials can help them in self-directed learning	• Student survey	9/2023-6/2024	• Subject Coordinators • Academic Committee	AdC
	1.1.3	Increasing the diversity of pre-lesson materials, such as small-scale field trips, interviews, group presentations and video productions, etc.	• Adopting different pre-lesson strategies based on subject characteristics and needs • Over 70% of students agree that diverse pre-lesson materials are coherent to learning targets and can enrich their learning experience	• Subject annual review • Student survey	9/2023-6/2024	• Subject Coordinators • Academic Committee	AdC

Targets	Strategies / Tasks		Success Criteria	Methods of Evaluation	Time Scale	Personnel/ Committee Responsible	Resources Required
1.2 Providing sufficient time for in-depth discussions among teachers	1.2.1	Utilising CLP to strengthen discussions centring on pre-lesson learning strategies and review the effectiveness of pre-lesson materials	• Over 70% of teachers agree that CLP periods are well-utilized and effective, and can enhance discussions on pre-lesson learning strategies	• Teacher survey	9/2023-6/2024	• Subject Coordinators • Academic Committee	AdC
	1.2.2	Arranging a CLP for each subject and collecting suggestions for improving the implementation of CLP	• Over 70% of teachers agree that CLP plans have been enhanced	• Teacher survey	9/2023-6/2024	• Academic Committee	AdC
1.3 Increasing professional training and exchange	1.3.1	Broadening horizons and exposure to pre-lesson designs through subject and cross-subject sharing	• 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	• Teacher survey	9/2023-6/2024	• Subject Coordinators	AdC
	1.3.2	Inviting teachers to share their implementation of pre-lesson learning in class during staff meetings	• At least one session of teacher's sharing during each staff meeting	• Recorded in staff meeting minutes	9/2023-6/2024	• Academic Committee	N.A.
	1.3.3	Holding open lessons for peer observation and professional exchange	• Each teacher should attend open lessons at least once per year and over 70% of teachers agree that it is a fruitful experience	• Teacher survey	9/2023-6/2024	• Academic Committee	AdC
	1.3.4	Making a collection of excellently designed pre-lesson tasks for sharing and professional exchange	• Gathering good pre-lesson materials from each subject every term and uploading these materials onto Google Drive for reference • Over 70% of teachers agree that it is useful	• Filed in Google Drive • Teacher survey	9/2023-6/2024	• Academic Committee, • Subject Coordinators	N.A.

Targets	Strategies / Tasks		Success Criteria	Methods of Evaluation	Time Scale	Personnel/ Committee Responsible	Resources Required
1.4 Establishing an earnest and diligent attitude towards lesson preparation	1.4.1	Implementing a reward scheme for students who complete pre-lesson tasks diligently	• Setting up a reward scheme • Selecting the top 3 outstanding students from each class who will be rewarded for completing pre-lesson tasks diligently • Over 70% of students agree that the reward scheme can encourage them to complete pre-lesson tasks	• Recorded in Academic Committee Report • Student survey	9/2023-6/2024	• Academic Committee	AdC
	1.4.2	Inviting students to share their outcomes and reflections on completing pre-lesson tasks so as to emphasise the importance of pre-lesson learning to parents and students	• Having students share their pre-lesson learning experience in morning assemblies, parents' seminars and on S.1 registration day	• Recorded in Academic Committee Report	9/2023-8/2024	• Academic Committee	AdC

Major concern II: Empowering Students, Nurturing Leaders

Targets	Strategies / Tasks		Success Criteria	Methods of Evaluation	Time Scale	Personnel/ Committee Responsible	Resources Required
2.1 Support leadership training with administrative means	2.1.1	Establish a Leadership Training Unit to coordinate whole school-leadership training programme	• Leadership Training Unit formed	• Scrutiny of documents and records	9/2023-8/2024	• SDC	N.A.
	2.1.2	Review the Leadership Recruitment policy to provide more opportunities for students to serve at school	• Leadership Recruitment Policy revised	• Having more students participate in serving posts under the revised recruitment policy	9/2023-8/2024	• SDC, Leadership Training Unit	N.A.
	2.1.3	Set up a Talent Bank for leadership development	• A Talent Bank through Students' Talents Survey established • Platform for students to showcase their talents implemented	• Scrutiny of documents and records	9/2023-8/2024	• SDC, RVEC, CSENC, SActC, SPT, AdC	N.A.
	2.1.4	Setup an award system for leadership training	• Outstanding Service Award established	• Scrutiny of documents and records	9/2023-8/2024	• SDC, Leadership Training Unit	N.A.

Targets		Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	Personnel/ Committee Responsible	Resources Required
2.2 Provide more opportunities for students to execute their leadership skills	2.2.1	Review the roles of existing student leader units and further empowering their positions.	• At least 2 new duties have been carried out by student leaders	• Scrutiny of documents and records • Students' feedback	9/2023-8/2024	• SDC, RVEC, DC, CSENC, SActC, SPT	N.A.
	2.2.2	Promote class-based activities oraganized by students under the PIEP model.	• At least 1 class-based activity has been organized by the Class Committee • At least 1 form-based activity has been organized by the Class Committee	• Students' feedback • Scrutiny of documents and records	9/2023-8/2024	• SActC	N.A.
	2.2.3	Provide more opportunities for student leaders to share with peers	• More opportunities for student leaders to share with their peers.	• Scrutiny of documents and records	9/2023-8/2024	• SDC, RVEC, DC, CSENC, SActC, SPT	N.A.
2.3 Provide leadership training programme focused on character building and leadership skills	2.3.1	S1 Leadership Training Camp **(Understanding Oneself)**	• More than 70% of participants find it helpful	• Students' Survey	12/2023	• SDC, Leadership Training Unit	External Organization
	2.3.2	S2-S3 Junior Leadership Training Programme **(Understanding Oneself, Appreciation and Activity Planning)**	• More than 70% of participants find it helpful	• Students' Survey	9/2023-8/2024	• SDC, Leadership Training Unit	External Organization
	2.3.3	S4-S5 Humble Servant Leadership Training Programme **(Integrity, Time management, Communication, Problem Solving, Activity Planning)**	• More than 70% of participants find it helpful	• Students' Survey	9/2023-8/2024	• SDC, Leadership Training Unit	External Organization
	2.3.4	Training within each student leader unit	• At least 2 training sessions provided by each student leader unit	• Scrutiny of documents and records	9/2023-8/2024	• SDC, RVEC, DC, CSENC, SActC, SPT	N.A.

Major concern III: Strengthening professional development, including junior teachers and middle-level teachers

Targets	Strategies /Tasks	Success Criteria	Methods of Evaluation	Time Scale	Personnel/ Committee Responsible	Resources Required
3.1 Strengthening the mentoring programme for new teachers	3.1.1 A two-year mentoring programme for new teachers who have less than 5 years of teaching experience	• More than 70% of the new teachers find the content of the programme useful • More than 70% of the involved subject panels find the mentoring and shadowing effective	• Teachers' evaluation	9/2023 – 8/2024	• Staff Development Committee • AdC	N.A.
	3.1.2 Experienced teachers and/or mentors open their lessons for new teachers	• Two open lessons a term to be organized for new teachers • 70% of new teachers have attended one of the open lessons • 100% of mentees have opened their lessons at least twice per academic year for their mentors and vice versa	• Teachers' evaluation	9/2023 – 6/2024	• Staff Development Committee • AdC	N.A.
	3.1.3 Record outstanding teachers' good practices for documentation	• 100% of the open lessons to be recorded and documented in the form of video clips • 100% of all open lesson teaching materials saved and documented • Post-lesson conference made as a routine for all open lessons	• Records of the lessons • Teachers' evaluation	9/2023 – 6/2024	• Staff Development Committee • AdC	Financial support
	3.1.4 More pedagogical sharing sessions should be included at subject meetings	• At least one pedagogical sharing session in each subject panel per academic year	• Records of meetings	9/2023 – 8/2024	• AC • Subject Coordinators	N.A.

Targets	Strategies /Tasks	Success Criteria	Methods of Evaluation	Time Scale	Personnel/ Committee Responsible	Resources Required
3.2 More support for the middle management (L&T)	Local university partnerships and subject coordinator training provided by QSIP	• Subject panels shadowing initiatives to be placed • Middle management personnel to be coached on lesson observation and how to debrief with new teachers • 60% of middle management finds the support satisfactory	• Teachers' evaluation	9/2023 – 8/2024	• Staff Development Committee	Financial support
3.3 Teaching staff wellbeing	3.3.1 Clear advancement and promotion path	• Positions held, criteria and qualities of prospective promotion stipulated in TTCA Teachers' Manual	• Meeting minutes and documents	9/2023 – 8/2024	• Staff Development Committee • AdC	N.A.
	3.3.2 Strengthen the effectiveness of staff fellowship and staff retreat through cooperation with RVEC	• At least one event co-organized by both teams in an academic year • Activities in the event include both religious and PD elements • More than 60% of the teachers find the content of the programme useful • Teacher Wellbeing Day held per term	• Teachers' evaluation	9/2023 – 8/2024	• Staff Development Committee • RVEC • AdC	N.A.