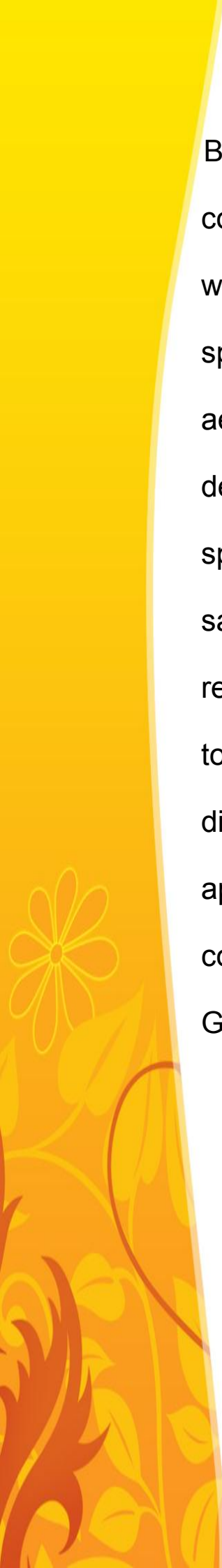




**Christian Alliance
Cheng Wing Gee College**

**Annual School Plan
Year 2009-2010**

School Vision & Mission



Based on Christian ethos, the unified team of devoted, collaborative staff members of the school advocates whole-person and balanced education in the areas of spirituality, ethics, intellect, physique, social skills and aesthetics. Moreover, we hope that our students can develop self-confidence, self-discipline and self-learning spirit in a supportive and encouraging atmosphere. At the same time, we aim to help our students learn the redemption gospel, understand life-guiding principles, learn to be well-mannered, think discreetly and show discernment, act swiftly and be healthy, know how to appreciate others and artistry, love their families and community, contribute to the country, and ultimately glorify God and benefit mankind.



Christian Alliance Cheng Wing Gee College
Annual School Plan
Year 2009-2010

Major Concerns

- 1. To strengthen the school's role as a "learning community"**
- 2. To foster students' personal development**
- 3. To strengthen the communication network among all stakeholders**

1. Major Concern: **To strengthen the school's role as a "learning community"**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. Aligning curriculum objectives with recent trends and school characteristics	1.1 Examining and evaluating constantly the school curriculum	Regular meetings of the School Curriculum Committee are held.	Feedback from KLA coordinators	Sep 09 - Jun 10	AC	<ul style="list-style-type: none"> Support from the general office
2. Enhancing teaching professionalism	2.1 Strengthening teachers' competency in knowledge and skills in implementing NSS curriculum	Teachers attend seminars/workshops for the implementation of NSS curriculum.	Teachers' training records	Sep 09 - Jun 10	SDC	<ul style="list-style-type: none"> EDB training courses
	2.2 Organizing internal staff development programmes for the enhancement of pedagogy corresponding to the teaching and learning foci	Suitable internal staff development programmes are organised on Teachers' Days.	Feedback from teachers after each programme	Sep 09 - Jun 10	SDC	<ul style="list-style-type: none"> External support Financial support
	2.3 Enhancing exchange of ideas and collaboration among teachers of the same subject across one form of studies	Interflow and collaboration activities are arranged within individual subjects.	Subject evaluation meetings	Sep 09 - Jun 10	All subject panel heads	
	2.4 Implementing peer observations among staff members of the same subject	Sessions of peer observations are arranged within individual subjects.	<ul style="list-style-type: none"> Lesson observation records 	Sep 09 - Jun 10	All subject panel heads	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
			<ul style="list-style-type: none"> ● Subject evaluation meetings 			
3. Enhancing pedagogical methodologies	3.1 Devising teaching strategies to consolidate students' learning with an aim to bridge the gap between their junior form and NSS studies	Learning in junior forms is consolidated and it can be smoothly bridged to the NSS levels.	<ul style="list-style-type: none"> ● Student performance in examinations ● Subject evaluation meetings 	Sep 09 - Jun 10	All subject panel heads	Staff development programmes
	3.2 Devising teaching strategies to cater for diversified learning needs within one class	Subject-based strategies are effective to cater for the learning diversity in F1 & 4 students.	<ul style="list-style-type: none"> ● Feedback from students ● Subject evaluation meetings 	Sep 09 - Jun 10	All subject panel heads	Staff development programmes
	3.3 Organizing a variety of learning activities outside classroom/after school to arouse students' interest, motivation and participation	The learning activities held can arouse students' interest, motivation and participation.	<ul style="list-style-type: none"> ● Feedback from students ● Feedback from teachers 	Sep 09 - Jun 10	AC, All subject panel heads	Financial support
	3.4 Implementing systematic lesson planning and smooth delivery of lessons	<ul style="list-style-type: none"> ● Lessons are conducted systematically and effectively. ● Students can learn more effectively. 	<ul style="list-style-type: none"> ● Student performance in examinations ● Lesson observations ● Feedback from 	Sep 09 - Jun 10	AC, All subject panel heads	Staff development programmes

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
			students ● Feedback from teachers			
4. Enhancing learning effectiveness	4.1 Enhancing students' language proficiency through implementing reading across the curriculum, having school MOI policy effectively adopted and organizing activities outside the classroom	<ul style="list-style-type: none"> ● Eng Lang, Geog and IS panels work collaboratively in polishing students' reading skills. ● English is used as the MOI in both learning and teaching. ● Measures are effective to create an English language rich environment for the enhancement of students' language proficiency. ● The effectiveness of promoting whole school reading is enhanced. ● More students join the HK Speech Festival, showing increased confidence in using the language and enhanced language proficiency. 	<ul style="list-style-type: none"> ● Number of students joining the HK Speech Festival ● Feedback from students ● Feedback from teachers 	Sep 09 - Jun 10	Eng Lang, Geog, IS, Chi Lang & Putonghua panel heads, EMI Ad Hoc, AC, Debate Team advisor	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<ul style="list-style-type: none"> ● Inter-house and inter-class debates are organized. 				
	4.2 Assisting students to acquire the skills of setting goals for their learning; doing pre-lesson preparation; getting to know how to do reflection after lessons and acquire revision skills	More than 50% of students can develop self-directed learning via goal setting, pre-lesson preparation and effective revision skills.	<ul style="list-style-type: none"> ● Feedback from students ● Observation and evaluation made by teachers 	Sep 09 - Jun 10	AC, All subject panel heads	<ul style="list-style-type: none"> ● Financial support ● External support
	4.3 Enhancing students' critical thinking skills in junior-form humanities subjects (LS, Geog, Hist & CHist)	The EDB project undertaken can effectively enhance students' critical thinking skills via learning in junior-form LS, Geog, Hist and CHist.	<ul style="list-style-type: none"> ● Feedback from EDB ● Feedback from students ● Feedback from subject teachers ● Student performance in summative assessments 	Sep 09 - Jun 10	AC, Junior-form LS, Geog, Hist and CHist panel heads	Support from EDB
	4.4 Strengthening students' confidence and helping them to have a more positive attitude towards learning through recognition, encouragement, participation and feedback	More than 60% of students are more confident in their studies and they have a more positive attitude towards learning.	<ul style="list-style-type: none"> ● Feedback from students 	Sep 09 - Jun 10	AC, All subject panel heads	
	4.5 Enhancing students'	Campus TV in collaboration	<ul style="list-style-type: none"> ● Feedback from 	Sep 09	ITC	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	communication skills and creativity through the Campus TV	with subject panels organises programmes that can enhance students' communication skills and creativity.	<ul style="list-style-type: none"> students ● Feedback from teachers 	- Jun 10		
	4.6 Equipping students with skills and knowledge to be used in public examinations	Subject credit rates and passing rates in public examinations are higher than those of the previous year.	<ul style="list-style-type: none"> ● Credit and passing rates in public examinations ● Subject teachers meetings and reports 	Sep 09 - Apr 10	AC, panel heads of public exam subjects	<ul style="list-style-type: none"> ● Financial support ● External support
5. Implementing assessment for learning	5.1 Adopting more flexible and diversified assessment methods to identify the different potentials and abilities of students	Subject teachers can devise different assessment methods in accordance with the subject curriculum guides to assess students of different abilities.	<ul style="list-style-type: none"> ● Performance of individual students in assessments ● Subject evaluation meetings 	Sep 09 - Jun 10	All subject panel heads	Subject curriculum guides
	5.2 Promoting the use of appropriate and clear teacher feedback for improvements in learning	Students' strengths and weaknesses in their work are identified and these remarks will be given to students as feedback.	<ul style="list-style-type: none"> ● Marked work inspection 	Sep 09 - Jun 10	All subject panel heads	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	5.3 Devising the assessment contents and stating the expectations of students for gradual bridging to the NSS curriculum	NSS subject teachers devise learning tasks and assessment modes to include NSS elements in junior- form studies.	<ul style="list-style-type: none"> ● Subject evaluation meetings ● Students' performance in assessments 	Sep 09 - Jun 10	NSS subject panel heads	
	5.4 Stipulating in junior-form assessments the proportions addressed to the priority generic skills: Communication (Major Concern 1 -2009 to 2012), Creativity (Major Concern 2 -2010 to 2012) and Critical Thinking (Major Concern 3 -2011 to 2012)	<ul style="list-style-type: none"> ● Junior-form subject teachers can devise learning tasks which aim at improving students' communication skills like listening, discussion and presentation skills. ● Subject panels state clearly the proportion which will be used to assess students' communication skills in their overall academic performance. 	<ul style="list-style-type: none"> ● Subject assessment policy ● Subject evaluation meetings 	Sep 09 - Jun 10	All junior-form subject panel heads	
6. Enhancing collaboration across subject panels	Strengthening the role and duties of KLA coordinators in coordinating subjects in their own key learning areas	KLA coordinators hold meetings with subject panel heads of the same KLA to enhance collaboration.	Meeting minutes	Sep 09 - Jun 10	KLA coordinators	

2. Major Concern: To foster students' personal development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. Shaping a Christian-valued culture in school according to the school mission and vision for students' growth	1.1 Encouraging Christian students with good faith to give testimonies	<ul style="list-style-type: none"> 60% of senior-form Christian students and student service team members can tell their personal experience and share with others their Christian faith in hall assemblies, form time and Gospel Week. Most students exhibit Christian values in their decision-making and also during the time when they face challenges and difficulties. 	<ul style="list-style-type: none"> Committee evaluation meetings Self reflection made by students 	Sep 09 - Jun 10	SEAC, RMC, DC & CC	Support from Tai Wai Church
	1.2 Sharing the stories of a few courageous figures in the Bible who have self-confidence / sharing the stories of Christians who show courage and bravery while facing difficulties by having faith in God	<ul style="list-style-type: none"> 70% of students participate & contribute in discussions in special sessions arranged for business volunteers to share the impact of Christian faith in their practice of leadership as well as different dilemmas 	<ul style="list-style-type: none"> Committee evaluation meetings Self reflection made by students 	Sep 09 - Jun 10	CGC, RMC	<ul style="list-style-type: none"> Financial support External support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<p>experienced in their lives or in their workplaces.</p> <ul style="list-style-type: none"> At least 2 stories are read in the whole year. 				
	1.3 Promoting hymn sharing / teachers' sharing to foster student positive values & attitudes	<ul style="list-style-type: none"> 50% of teachers share in the morning assemblies and hall assemblies. 	<ul style="list-style-type: none"> Committee evaluation meetings Feedback from students 	Sep 09 – Jun 10	SEAC	
	1.4 Preparing morning reading passages, promoting prayer cell groups / bible study cell groups of teachers & students	<ul style="list-style-type: none"> 8 reading materials are distributed in the reading time. 6 prayer cell groups / bible study cell groups of teachers & students are organised. 	<ul style="list-style-type: none"> Form teacher meetings Committee evaluation meetings 	Sep 09 – Jun 10	SEAC, RMC, SF	Support from Tai Wai Church.
	1.5 Strengthening ties with Tai Wai Church to increase student participation in church-organised activities	<ul style="list-style-type: none"> 2 activities are jointly organised with Tai Wai Church. 30% of students participate in church-organised activities once a year. 1 or 2 activities of ECA is / are led by coach / activity leader from Tai Wai Church 	<ul style="list-style-type: none"> Committee evaluation meeting student feedback 	Sep 09 – Jun 10	SEAC, RMC, EAC	Support from Tai Wai Church

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2. Developing a culture of respecting and caring for others among students	2.1 Promoting a caring class spirit among students	<ul style="list-style-type: none"> F6 & F4 students are recruited to take up the role of Big Brothers & Big Sisters to take care of the F1 students, with an aim to help the latter to fit into the school affectively, socially and academically. Inter-class Discipline Campaign, New Trend Programmes and Homework Completion Scheme are organised to help decrease the number of students' demerits by 20%. F5 & F7 farewell programmes are held to provide chances for F5 & F7 students to support and encourage one another. 	<ul style="list-style-type: none"> Committee evaluation meetings Questionnaires & reflection forms filled out by students Statistical reports 	Sep 09 - Jun 10	SEAC, CC, DC, CGC, SUAC	<ul style="list-style-type: none"> Financial support External support
	2.2 Enhancing students' self-esteem to strengthen their caring role	<ul style="list-style-type: none"> Leadership training programmes (1 training camp, 2-4 CSC leadership workshops, 2-4 prefect 	<ul style="list-style-type: none"> Questionnaires & reflection forms filled out by students 	Sep 09 - Nov 09	SEAC, CC, DC, SUAC, EAC	<ul style="list-style-type: none"> Financial support External support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		training workshop, 2-4 training other student leader training workshops) are held.	<ul style="list-style-type: none"> ● Committee evaluation meetings 			
	2.3 Promoting good characters of a person: respecting oneself, others & the environment	<ul style="list-style-type: none"> ● A harmonious school campus is anticipated after students participating in hall assemblies & life education lessons such as 'combating bullying', 'substance abuse', 'dating and intimacy', etc. ● A 4 - hour workshop & a 1-hour seminar in New Leaders Programme are held to provide students with training on Ethical Leadership in the new era. ● 50% of members of related ECA groups participate in 1 or 2 activities regarding environmental awareness. ● 2 Teachers' Days are held to encourage students to show their respect for teachers. 	<ul style="list-style-type: none"> ● Committee evaluation meetings ● Students' self reflection ● APASO reports 	Sep 09 - May 10	SEAC, CC, CGC, DC, RMC, SUAC	<ul style="list-style-type: none"> ● Financial support ● External support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	2.4 Imparting students with knowledge of physical & mental development, thinking & social skills	<ul style="list-style-type: none"> ● Over 90% of students develop their own DISC profile after participating in DISC & Aptitude Tests while My Choice Program guides them to develop their own DISC personality profile. ● All F5 students take part in Mock CE result release workshops to explore further career options and practise self management. ● 50% of NSS students participate in Dream Runner Workshop, Work Site Tours, Job Shadowing Programmes and Success Skills Workshops that engage students in communication & team building exercises, which stimulate them to think as if they were on the threshold of making major decisions 	<ul style="list-style-type: none"> ● Committee evaluation meetings ● Feedback from teachers ● Students' self reflection 	Sep 09 - Jun 10	SEAC, CGC ,EAC, SUAC, RMC	<ul style="list-style-type: none"> ● Financial support ● External support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<p>in different life stages.</p> <ul style="list-style-type: none"> All student committee members participate in leadership training workshops / camps which instill them with knowledge and skills in leadership development. 4 forums are arranged to provide chances for students to express their opinions regarding school policies and social issues. 				
	2.5 Promoting a kind of caring culture among senior form students, who help build the school ethos	<ul style="list-style-type: none"> 80% of F1 students develop class spirits and a sense of belonging after attending special after-school activities, lunchtime meetings, chatting time with Big Brothers & Big Sisters. Prefects, AC prefects & leaders from other student service teams participate in mentorship scheme to help F1 students build up class 	<ul style="list-style-type: none"> Committee evaluation meetings Questionnaires filled out by students Feedback from teachers & parents 	Sep 09 - Aug 10	SEAC, CC, DC, EAC, SUAC	<ul style="list-style-type: none"> Financial support External support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<p>spirits.</p> <ul style="list-style-type: none"> F1, F4 and F6 Orientation Programmes as well as New Students Orientation Programmes are held with the help of senior form students before the new academic year begins. This promotes a culture of caring among senior form students. 				
	2.6 Supporting students with special educational needs, which helps them get along with others	<ul style="list-style-type: none"> A referral system for early identification of SEN students is set up & teachers find the system effective. All teachers participate in the training workshop to equip them with basic understanding and strategies of how to handle students with different special educational needs. Training workshops and group activities are 	<ul style="list-style-type: none"> Committee evaluation meetings Evaluation made by students & teachers 	Sep 09 - Jun 10	CC, SEAC, APC	Financial support from Learner Support Grant for Secondary School

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<p>arranged for students with SEN.</p> <ul style="list-style-type: none"> ● Effective communication found in all parties who have meetings with the EDB Special Education Unit, educational psychologists, speech therapists and parents concerned. ● The teachers assigned can complete the SEN training programmes according to the requirement of EDB. 				
3. Encouraging students to be active members in school, in the territory and in the country	3.1 Providing opportunities for students to share their viewpoints on different social issues	<ul style="list-style-type: none"> ● 1 inter-house debate competition is organised. ● 50% of students participate in Virtual Business held by SUAC & RMC. ● 4 forums are arranged to discuss social issues. 	<ul style="list-style-type: none"> ● House annual reports ● Students' self reflection ● Committee evaluation meetings 	Sep 09 - May 10	EAC, SUAC, RMC	<ul style="list-style-type: none"> ● Financial support ● External support
	3.2 Developing students' potentials / talents by encouraging them to participate	<ul style="list-style-type: none"> ● 50% of student service group members participate in community service once 	<ul style="list-style-type: none"> ● Committee evaluation meetings 	Sep 09 - Jul 10	SEAC, CC, DC, EAC, EMC, SUAC,	<ul style="list-style-type: none"> ● Financial support ● External

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	in social service, sport activities; go to concerts and theatres; or pay a visit to museum.	<p>a year.</p> <ul style="list-style-type: none"> ● 1 or 2 external performance of art groups, athletic groups &/or drama groups are arranged. ● Paying visits to museums, going to concerts and theatres are arranged by different ECA groups. ● All members of CYC & social service groups participate in at least one community service such as flag selling in this academic year. ● All students participate in at least one activity organized by SUAC such as Easter Egg Hunting Competition and Fashion Design Competition, Singing Contest, etc. 	<ul style="list-style-type: none"> ● Questionnaires & self-reflection forms filled out by students 			support
	3.3 Organising inter-house and inter-class competitions and internal services for school	<ul style="list-style-type: none"> ● Inter-class Discipline Campaign and Anti-Drug Campaign are held. 	<ul style="list-style-type: none"> ● Evaluation forms & questionnaires 	Sep 09 - Jul 10	DC, EAC, RMC, SUAC	<ul style="list-style-type: none"> ● Financial support ● External

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<ul style="list-style-type: none"> ● Inter-house Quiz Competition is held. ● F4 students participate in inter-class activities organised by ICAC I-Mission Programme. ● 80% of F1 students participate and 30% of F2 to F6 students take part in Joint School Art Exhibition. 	<ul style="list-style-type: none"> ● filled out by teachers and students ● Committee Evaluation meetings 			<ul style="list-style-type: none"> ● support
	3.4 Encouraging students to participate in inter-school competitions	<ul style="list-style-type: none"> ● Student Company Programme & Trade Fair are arranged. With the help of the volunteer business advisers, the jointly-operated company wins the Corporate Social Responsibility Award. ● 30% of students are nominated by teachers in inter-school competitions. ● Outstanding Student Award Scheme and All-rounded Award Scheme are set up to recognize students' 	<ul style="list-style-type: none"> ● APASO & KPM reports ● Committee annual reports ● Self-reflection made by students 	Oct 09 – Jul 10	SEAC, CGC, EAC, RMC, different subjects	<ul style="list-style-type: none"> ● Financial support ● External support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		achievements in different competitions.				
	3.5 Encouraging students to develop a sense of a responsible national and global citizen	<ul style="list-style-type: none"> ● 4 to 5 teams of students participate in Young Power Programme which equips students with acumen & skills to become socially responsible green leaders of tomorrow. And at least one team enters the Final. ● 2 sharing and 3 flag raising ceremonies are held to promote civic & national education activities. ● One charity donation activity is organised in the Christmas celebration. 	<ul style="list-style-type: none"> ● Evaluation from students & teachers through questionnaires 	Sep 09 – Jul 10	CGC, RMC, SUAC	<ul style="list-style-type: none"> ● Financial support ● External support
	3.6 Strengthening the channel of communication between students and the school management for their better understanding of students' needs	<ul style="list-style-type: none"> ● All student service group members express their viewpoints at least once a year regarding school policies or students' affairs during regular meetings arranged by student service 	<ul style="list-style-type: none"> ● Questionnaires filled out by students ● Student group meetings ● Feedback from teachers 	Sep 09 - Jun 10	SEAC, CC, CGC, DC, EAC, RMC, SUAC	Financial support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<p>groups.</p> <ul style="list-style-type: none"> ● End-of-Year survey is completed by all students as a channel of communication. ● 2 hall assemblies and 4 to 6 lunchtime sharing sessions or forums between students & teachers are held. 				
	3.7 Offering opportunities of rendering community service (e.g. computer lessons for the elderly) to F4 & F6 students	<ul style="list-style-type: none"> ● Community service programmes are held for F4 & F6 students on OLE days. ● 20% of F1 to F6 students take part in community service programmes organised by social service groups and Community Youth Club. ● Student Learning Profile is set up for F1 to F4 students. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Committee evaluation meetings ● Self-reflection made by students 	Sep 09 – Jul 10	OLE, RMC	<ul style="list-style-type: none"> ● Financial support ● External support
	3.8 Promoting exchange programmes and visits to mainland China	<ul style="list-style-type: none"> ● 30% of students are nominated to participate in exchange programmes and visits to the mainland held by external bodies. 	<ul style="list-style-type: none"> ● Evaluation questionnaires filled out by students & teachers 	Sep 09 - Aug 10	SEAC, RMC, OLE	<ul style="list-style-type: none"> ● Financial support ● External support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<ul style="list-style-type: none"> • Visits to the mainland are arranged for F6 students during OLE days. • 15% of F4 students are recommended to participate in exchange activities organized & sponsored by EDB & other external organizations. 				

3. Major Concern: **To strengthen the communication network among all stakeholders**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. Strengthening the communication network among all stakeholders	1.1 Providing staff members with opportunities of in-depth discussion and sharing of different views	Meetings for discussion and consultation on school policies are held so as to get opinions from staff members.	Feedback from teachers	Sep 09 - Jun 10	Principal and Vice principals	
	1.2 Providing students with opportunities to express their views and communicate with the school management	There is a platform on which students can express their views and communicate with the school management.	Feedback from students	Sep 09 - Jun 10	SEAC, SU	
	1.3 Getting parents well informed of the school recent developments	<ul style="list-style-type: none"> • The school web page is re-designed so that it 	Feedback form parents	Sep 09 -	ITC, Principal	Support from the general office and

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	and policies	<p>becomes more user friendly to parents.</p> <ul style="list-style-type: none"> Letters to parents are distributed regularly for better dissemination of school information. 		Jun 10		technical assistants
2. Encouraging whole-school participation in policy making	Streamlining the school decision-making procedure and providing stakeholders with opportunities to have a part in the decision-making process	Issues and school policies are discussed in consultation with stakeholders.	Feedback from different stakeholders	Sep 09 - Jun 10	APC	