Christian Alliance Cheng Wing Gee College

Annual School Plan
Year 2020-21

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 so 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 2020-21

Major Concerns

1. To nurture students with the essence of being self-directed learners

2. To empower students to shoulder responsibilities and explore their potential

3. To empower middle management team for school future sustainable development

Christian Alliance Cheng Wing Gee College
Annual School Plan (2020-21)
Major Concern I, II and III

Major Concern I: **To nurture students with the essence of being self-directed learners**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 Building up students' intrinsic motivation in learning	1.1.1 To implement subject strategies to enhance the learning initiative of students having different abilities	• At least 50% of parents, teachers and students agree that students take initiative in learning in the stakeholder surveys. • At least 60% of teachers and students agree that students often accomplish their assigned tasks/assignments. • At least 90% of teachers agree that they help students set improvement goals for homework and assessment performance in their subjects. • At least 70% of students agree that they set improvement goals for homework and assessment performance in different subjects. • At least 60% of teachers and students agree that students pay effort to achieve the improvement goals for homework and assessment performance set in different subjects.	• Stakeholder surveys • Evaluation questionnaires • Evaluation meetings of subjects • Lesson observations	Sep 20 – May 21	Heads of subject panels	
	1.1.2 To implement subject strategies to enhance the mastery of learning for students having different abilities	• At least 50% of parents, teachers and students agree that students are more confident in learning in the stakeholder surveys. • At least 60% of teachers agree that strategies are devised to help students of different abilities learn the lesson content. • At least 60% of teachers and students agree that students can understand the lesson contents and apply the knowledge learnt basing on their individual abilities.				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	1.1.3 To implement subject strategies to enhance collaboration among students	• At least 60% of teachers and students agree that opportunities of thoughts and ideas exchange among students during lessons are provided. • At least 60% of teachers and students agree that the collaboration in the learning process among students is enhanced.				
1.2 Expanding students' learning capabilities	1.2.1 To develop a solid knowledge base among students and enhance their interests in STEM-related areas	• S.1 and 2 STEM-related subjects work collaboratively to promote STEM education. • STEM education is integrated into S.3 Integrated Arts Education curriculum. • A STEM club as an extra-curricular activity promotes the interest in STEM-related areas among students. • Inter-school STEM Faire is held to foster inter-flow of students and teachers with other schools • At least 70% of students agree that they understand more about STEM-related applications.	• Evaluation questionnaires • Evaluation meetings of STEM Education Unit	Sep 20 – May 21	Head of STEM Education Unit	
	1.2.2 To implement e-learning during lessons	• At least 60% of teachers agree that they have used electronic media such as digital resources and communication tools during lessons. • At least 60% of teachers agree that they can use electronic media such as digital resources and communication tools to help students achieve the learning objectives. • At least 70% of students agree that they can use electronic media such as digital resources and communication tools to learn.	• Evaluation questionnaires • Evaluation meetings of subjects • Lesson observations	Sep 20 – May 21	Heads of subject panels	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	1.2.3 To widen students' reading scope and enhance their reading skills	• At least 90% of teachers agree that their subjects implement reading strategies to enrich students' knowledge in the subjects. • At least 70% of students agree that their knowledge is enriched through the reading work in different subjects. • At least 70% of students agree that they accomplish reading at least 4 non-subject assigned materials having different knowledge areas. • 2 individual workshops for enhancing reading skills are held for junior and senior levels respectively. • At least 70% of students agree that their reading skills are enhanced through the workshops held.	• Evaluation questionnaires • Evaluation meetings of subjects and units	Sep 20 – May 21	Heads of subject panels, EEU, LEU and Library Unit	
	1.2.4 To implement refined practice in students' pre-lesson preparation	• Refined subject-based pre-lesson preparation work is implemented. • Subject-based pre- lesson preparation work devised can gear closely to the learning contents and help students get ready for learning in the lessons. • At least 70% of students agree that the pre-lesson preparation is helpful to their learning during lessons.	• Evaluation questionnaires • Evaluation meetings of subjects • Lesson observations	Sep 20 – May 21	Heads of subject panels	
1.3 Enhancing teachers' teaching professionalism	1.3.1 To organize professional development programmes to broaden teachers' exposure for the enhancement of professional competency	• At least 60% of teachers find programmes organized can broaden their exposure. • At least 60% of teachers find programmes organized can enhance their professional competency.	• Evaluation questionnaires	Sep 20 – May 21	Heads of SADC and ITC	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required

	1.3.2 To arrange peer observations among teachers	• Teachers conduct peer observations in one of the two periods: Oct – Nov and Mar – Apr.
		• Peer observations focus and offer interflow on the following aspects:
		  (i) Students' initiative in learning
		  (ii) Students' mastery of learning
		  (iii) Students' collaboration
		  (iv) Students' e-learning skills
		• At least of 70% of teachers agree that peer observations can enhance professional interflow and teaching professionalism
					Heads of SADC	

	1.3.3 To create time and space for enhancing collaboration and interflow among teachers	• Seven subject collaboration and interflow meetings are arranged for teachers.
		• Sharing within individual subject panels on
		  (i) the application of the knowledge and skills learnt in professional development programmes attended
		  (ii) the implementation of school major concerns
		  is arranged in each session.
		• Sharing to all teachers on the implementation of individual subject annual plans is arranged in four sessions.
		• At least 70% of teachers agree that the arrangement can enhance their teaching professionalism.
					Heads of SADC	Coordination with the SDC

Major Concern 2: <u>To empower students to shoulder responsibilities and explore their potential</u>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 Empowering students to demonstrate responsibility and cooperation in class, school activities and services	2.1.1 To educate students about the importance of teamwork and responsibility via teachers' sharing in morning assemblies, mass events and life education lessons	• At least 2 sharing sessions on teamwork and responsibility are held in each term. • At least 70% of class teachers agree that students have become more aware of the importance of shared responsibility in teamwork.	• Evaluation meetings of SDC • Feedback from class teacher meetings • Evaluation questionnaires for class teachers	Sep 20 – May 21	SDC, MEC, CC, RAC	
	2.1.2 To enable students to put the skills of teamwork and responsibility into practice via the Super-class Scheme, Discipline Campaign, Community Services and inter-class competitions	• At least 4 class tasks are assigned to enable students to put the skills into practice. • At least 70% of class teachers agree that students have developed effective teamwork and a shared sense of responsibility in class tasks.	• Evaluation meetings of SDC & SAU • Feedback from class teacher meetings • Evaluation questionnaires for class teachers	Sep 20 – May 21	SDC, SAU, MEC, CC, RAC, EAC, DC Heads, class teachers	
	2.1.3 To conduct regular conferencing with target student-leaders to ensure effective planning, implementation and evaluation (PIE) of student-led activities	• At least 3 PIE meetings are held for the student-led activities. • At least 70% of involved teachers agree that student-leaders have demonstrated responsibility and collaboration skills in organizing activities.	• Evaluation meetings of SAU • Evaluation questionnaires for junior level class teachers and ECA/student service group advisors that implementing PIE	Sep 20 – May 21	SAU, ECA and Student-service group advisors, junior level class teachers	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.2 Stretching students' potential for further development as leaders	2.2.1 To refine the school-based 'Talent Pool' and help students realize their full potential in the areas of music, arts, sports, STEM and leadership	• Potentials of new S.1 students are identified. • Students with outstanding performance are screened out from the existing 'Talent Pool'. • At least 2 training programmes are held for each domain. • At least 70% of involved students agree that the enrichment programmes have provided learning opportunities and challenges for stretching their potentials.	• 'Talent Pool' record for S.1 to S.3 students • Evaluation meetings of 'Talent Pool' Ad-hoc Committee • Evaluation questionnaires for involved S.2-3 students	Sep 20 – Jun 21	SDC, EAC Heads, Panel heads of Music/ IA / PE and SEU	Clerical support for 'Talent Pool' record input
	2.2.2 To open more opportunities for student-leaders to shine out their potentials and gain on-stage confidence via performing, sharing and serving as MCs in various functions	• At least 50% of student-leaders of specific domain have experienced performing on stage. • At least 70% of involved students agree that the performance experiences have served to bolster their on-stage confidence.	• Record of student performance • Evaluation questionnaires for involved students	Sep 20 – Jun 21	SAU, Advisors of houses, student service groups, academic & cultural clubs & societies, and sport teams	
	2.2.3 To broaden students' horizons via outside classroom learning activities co-organized with various school parties and external organizations	• At least 2 form-based local excursions and 2 outbound trips are held. • At least 70% of participants agree that the activities have helped broaden their horizons through real world connections.	• Evaluation meetings of SDC • Evaluation questionnaires for participants	Sep 20 – Jun 21	Related subject panels head and committee heads	Financial subsidies from school, support from travel agency

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.3 Promoting a 'Mentoring Culture' to foster a supporting spirit in school and prepare future leaders	2.3.1 To invite alumni to share their experiences as school leaders to senior level students	• At least 2 alumni sharing sessions are held. • At least 70% of participants have shown positive feedback.	• Evaluation meetings of SDC • Random evaluation questionnaires for senior level students	Sep 20 – May 21	AAC, COC, SDC	
	2.3.2 To develop a 'Peer Mentoring Scheme' and provide co-working opportunities for senior level student-leaders and S.2-3 students in various ECA clubs/societies and service groups to prepare and stretch their leadership potential	• Peer Mentoring Programme for new S.2-3 committee members has been set up. • At least 70% of S.2-3 committee members agree that their leadership skills have been developed with the coaching of the senior level committee members.	• Evaluation meetings of EAC • Evaluation questionnaires for involved senior level student-leaders and S.2-3 students	Sep 20 – May 21	ECA and Student-service group advisors	
	2.3.3 To celebrate and recognize the many diverse achievements of students and alumni to develop the sense of pride in CWGC community	• The achievements of alumni and students in external competitions are displayed on the school website within 1 week upon notification. • At least 5 inspirational quotes about teamwork and responsibilities are collected from alumni and displayed in school campus. • An Alumni Achievement Award Scheme is launched to recognize the outstanding achievements of CWGC graduates.	• Evaluation meetings of SIPC • Evaluation meetings of SDC	Sep 20 – Jun 21	SIPC, AAC, SDC	Technical support from ITC

Major Concern III: <u>To empower middle management team for school future sustainable development</u>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 Enhancing the leadership and management skills of the middle management team	3.1.1 To organize staff professional development programmes like seminars / workshops on team-building, collaborative culture, etc to develop the leadership styles and qualities of middle management team	● At least 70% of middle management team members reflect in the evaluation questionnaires that their leadership skills have been sharpened after taking part in the proposed professional development programmes.	● Evaluation questionnaires ● Evaluation meetings held among groups of middle management team	Sep 20 – May 21	Principal, Vice Principals, Assistant Principals and Heads of subjects, committees or units	
	3.1.2 To arrange school visits to KTAC or other schools with outstanding features to widen one another's horizons	● At least 70% of teachers who have joined the visits agree that the school visits can give them innovations to consider for their respective key learning areas/committees/units.				Head of KTAC member schools and other schools
	3.1.3 To have sharing & evaluation after the visits for interflow of insights among management team members, and hence make a collection of innovations got from other schools, which can be tried in their respective subjects / committees	● Meetings among middle management team members are arranged after the visits and about 70% of the members share their insights, reflect their work and think about what they can try in their respective units.	● Evaluation questionnaires ● Evaluation meetings held among groups of middle management team ● Sharing of middle management members is used to make a collection of innovations from other schools for colleagues' reference	Sep 20 – May 21	Principal, Vice Principals and Assistant Principals	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	3.1.4 To empower the middle management team members by having them involved in the process of school policy-making so that they can better identify with their leadership roles	● About 70 % of middle management team members agree that they are empowered and able to assume a leadership role in the process of policy-making in school by getting involved in soliciting views from teachers and serving as leaders in group discussions among staff in general staff meetings.	● Evaluation questionnaires	Sep 20 – May 21	Principal, Vice Principals, Assistant Principals and Heads of subjects, committees or units	
3.2 Preparing sustainable development of the subjects, committees or units	3.2.1 To review the manpower resources and identify, delegate suitable or interested teachers to assume some administrative roles of subjects, committees or units for future development	● About 70% of the middle management team members find that some experienced staff members with potential have been invited to take up some administrative duties and a meeting for middle management members will be arranged for discussion and communication once a term.	● Evaluation questionnaires ● Evaluation meetings held among groups of middle management team	Sep 20 – May 21	Principal, Vice Principals, Assistant Principals and Heads of Key Learning Areas, subjects, committees or units	
	3.2.2 To strengthen the leadership role of the head of key learning areas in increasing communication among teachers of the same KLA for	● About 70% of the middle management team members find that the strengthened role of the head of key learning areas and collaboration among	● Evaluation questionnaires ● Evaluation meetings held among groups of middle management team	Sep 20 – May 21	Principal, Vice Principals, Assistant Principals	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	professional interflow of ideas and more collaboration in organizing activities or helping students to take part in competitions	teachers in the same key learning area can first help in the development of the subject panels and second give more support to one another's panel head in the same key learning area.			and Heads of Key Learning Areas	

Glossary of Abbreviations

AAC	Alumni Association Committee	KTAC	Kowloon Tong Church of the Chinese Christian and Missionary Alliance Hong Kong
CC	Counselling Committee	LEU	Learning Enhancement Unit
COC	Careers Outreaching Committee	MEC	Moral and Civic Education Committee
DC	Discipline Committee	PE	Physical Education
EAC	Extra-Curricular Activities Committee	RAC	Religious Affairs Committee
ECA	Extra-Curricular Activities	SADC	Staff Appraisal and Development Committee
EEU	English Enhancement Unit	SAU	Student Affairs Unit
IA	Integrated Arts	SDC	Student Development Committee
IT	Information Technology	SEU	Stem Education Unit
ITC	Information Technology Committee	SIPC	School Image and Promotion Committee