



**Christian Alliance  
Cheng Wing Gee College**

**Annual School Plan  
Year 2017-18**

## **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 2017-18**

**Major Concerns**

- 1. To enhance the learning and teaching effectiveness**
- 2. To build up students to be responsible with self-discipline and self-management**

**Christian Alliance Cheng Wing Gee College**  
**Annual School Plan (2017-18)**  
**Theme: Aim High Strive Hard (高瞻 · 拼搏)**

**Major Concern 1:** To enhance the learning and teaching effectiveness

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To nurture students with persevering and serious attitude towards learning	1.1.1 To organise programmes to equip students with appropriate attitude, skills and knowledge in overcoming learning difficulties.	<ul style="list-style-type: none"> <li>● For junior level classes, workshops of different learning skills are organised.</li> <li>● The skills learnt can be applied with the collaboration of subjects at different secondary levels for learning enhancement.</li> <li>● For senior level classes, sharing sessions from alumni/public role models on ways to break through learning difficulties and the importance of the present school learning in paving future pathways are organised.</li> <li>● At least 70% of participating students find the workshops and sharing sessions able to give them insights into ways to overcome learning difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholder surveys and feedback from students and teachers</li> </ul>	Oct 17	LEU head	Coordination with the SDC

<p>1.1.2 To implement self- regulated scheme in learning at junior secondary levels.</p>	<ul style="list-style-type: none"> <li>● A self-regulated scheme for enhancing students' learning attitude is set up.</li> <li>● Junior level students show improvement in learning attitude continuously.</li> </ul>		<p>Sep 17 – May 18</p>	<p>LEU head</p>	<p>Collaboration with the SDC</p>
<p>1.1.3 To organise after school revision groups in the covered playground.</p>	<ul style="list-style-type: none"> <li>● An enhanced learning atmosphere is built up in revision groups after lessons in the venue.</li> <li>● Participating students show serious learning attitude in the venue.</li> </ul>		<p>Sep 17 – May 18</p>	<p>LEU head</p>	<p>Alumni and financial support</p>
<p>1.1.4 To implement the refined Homework Submission Policy.</p>	<ul style="list-style-type: none"> <li>● The performance of students in the after school detention classes shows improvement.</li> <li>● The number of serious offenders decreases when compared to that of last year.</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholder surveys and feedback from teachers</li> <li>● Statistics of students' total non-submitted homework and the record of remaining</li> </ul>	<p>Sep 17 – May 18</p>	<p>LEU head</p>	

			non-submission			
	1.1.5 To continuously review the subject homework and assessment policy.	<ul style="list-style-type: none"> <li>● Subject teachers review half yearly the frequency, quantity and quality of homework, and assessment given to see if they can match with the abilities and interests of students.</li> <li>● Homework and assessments can help students build up a sense of achievement.</li> <li>● Students are generally more serious towards their homework and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of subject panel meetings</li> </ul>	Sep 17 – May 18	Subject panel heads	Statistics of subject non-submitted homework and student performance in subject assessments
1.2 To enhance the effectiveness in classroom learning	1.2.1 To implement the refined school streaming policy.	<ul style="list-style-type: none"> <li>● The school streaming policy can narrow the learning differences within a class/group.</li> <li>● Better classroom learning atmosphere can be fostered.</li> <li>● The learning and teaching effectiveness can be enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of TLC and subject panel meetings</li> </ul>	Sep 17 – May 18	Principal and TLC head	Support from the WebSAMSC
	1.2.2 To implement e-learning in school.	<ul style="list-style-type: none"> <li>● Training is provided for all teachers through                             <ul style="list-style-type: none"> <li>(i) two sessions on using mobile devices in lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Record of attendance</li> <li>● Feedback from teachers</li> </ul>	Sep 17 – Aug 17	ITC head	

	<p>with attendance rate of more than half of the teaching staff members,</p> <p>(ii) sharing session on emerging e-learning tools/ practice to enhance T&amp;L during staff meetings and</p> <p>(iii) in-house/ off-campus training sessions by Center of Excellence or other service providers.</p> <ul style="list-style-type: none"> <li>● Subjects are encouraged to implement e-learning through             <ul style="list-style-type: none"> <li>(i) assigning e-learning coordinators to explore different e-learning pedagogies and resources and</li> <li>(ii) at least one try-out period on using e-learning tools/platforms like Google Classrooms, Google Suites for Education, Kahoot, Plickers and Formative at each junior level</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of staff meetings</li> <li>● Minutes of subject meetings</li> </ul>		<p>Subject panel heads</p>	
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<p>1.2.3 To enhance the effectiveness of using English as the MOI in classroom learning.</p>	<ul style="list-style-type: none"> <li>● An English language rich environment is fostered in the school campus to enhance students' exposure to a second language.</li> <li>● Students are provided with opportunities to use English both inside and outside classrooms.</li> <li>● Subject-based strategies in subjects using English as the MOI are implemented to help students learn the content knowledge effectively.</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of subject panel meetings</li> <li>● Lesson observations</li> <li>● Stakeholder surveys and feedback from students and teachers</li> </ul>	<p>Sep 17 – May 18</p>	<p>Principal, EEU head and panel heads of subjects using English as the MOI</p>	
<p>1.2.4 To get students ready for learning in lessons by implementing subject-based pre- lesson preparation.</p>	<ul style="list-style-type: none"> <li>● Subject-based pre-lesson preparation work is devised for students and incorporated in the teaching schedules.</li> <li>● Subject-based pre- lesson preparation work devised can gear closely to the learning contents and help students get ready for learning in the lessons.</li> <li>● The design of the pre-lesson preparation work suits the interests and abilities of the</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching schedules</li> <li>● Lesson observations</li> <li>● Minutes of subject Panel meetings</li> <li>● Stakeholder surveys and feedback from students</li> </ul>	<p>Sep 17 – May 18</p>	<p>Subject panel heads</p>	



	<p>students.</p> <ul style="list-style-type: none"> <li>● At least 70% of students find the preparation can enhance their interest and understanding in the lessons.</li> </ul>	to subject teachers			
1.2.5 To enhance students' participation in lessons.	<ul style="list-style-type: none"> <li>● Teachers can draw the attention of all students for getting ready to learn before starting the lessons.</li> <li>● Students follow closely the instructions of teachers with good discipline during lessons.</li> <li>● Participation in learning tasks among students is observed in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>● Daily observations by the Principal, Vice principals and DC head</li> <li>● Lesson observations</li> <li>● Feedback from subject teachers</li> </ul>	Sep 17 – May 18	Principal, Vice principals, DC head, subject panel heads and subject teachers	
1.2.6 To use different strategies to cater for learners' diversity with emphasis on the use of questioning in	<ul style="list-style-type: none"> <li>● Strategies catering for learners' diversity are observed in the teaching process.</li> <li>● Questions of different orders (Remembering, Understanding, Applying, Analyzing, Evaluating and Creating) are used in lessons to cater for learners'</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson observations</li> <li>● Stakeholder survey and feedback from students</li> <li>● Minutes of subject</li> </ul>	Sep 17 – May 18	Subject teachers and subject panel heads	

classroom teaching.	<p>diversity.</p> <ul style="list-style-type: none"> <li>● The questions asked by teachers can enhance students' understanding of the lesson contents and participation of students with different abilities.</li> </ul>	panel meetings			
1.2.7 To assess students' learning effectiveness in lessons with follow-up action.	<ul style="list-style-type: none"> <li>● Timely subject-based measures are set up for assessing students' learning effectiveness in each lesson.</li> <li>● Follow-up work is devised, based on the results of the assessment measures.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson observations</li> <li>● Minutes of subject panel meetings</li> </ul>	Sep 17 – May 18	Subject panel heads	
1.2.8 To organise supplementary classes for junior level low achievers.	<ul style="list-style-type: none"> <li>● Supplementary classes in the second term are organised to consolidate the learning of junior level low achievers.</li> <li>● At least 70% of participating students prepare well for the final examination.</li> <li>● At least 70% of participating students show improvement in their examination performance when compared to that of the first term.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from students and teachers</li> <li>● Results of the final exam</li> </ul>	Mar 18 – May 18	LEU head	

	1.2.9 To organise pull-out classes for high and low achievers in core subjects.	<ul style="list-style-type: none"> <li>● Pull-out classes for high and low achievers in core subjects are arranged.</li> <li>● At least 70% of participating students show improvement in their assessment performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from students and teachers</li> <li>● Students' results in assessments</li> </ul>	Sep 17 – May 18	Core subject panel heads	Coordination from the TLC
1.3 To enhance the effectiveness in teaching	1.3.1 To encourage teachers to develop their profession continuously.	<ul style="list-style-type: none"> <li>● Over 60% of teachers can meet the refined requirements set in the school based professional development policy.</li> </ul>	<ul style="list-style-type: none"> <li>● Statistics of individual CPD records</li> </ul>	Sep 17 – Jun 18	Principal and SADC head	
	1.3.2 To implement the refined Teacher Appraisal Scheme.	<ul style="list-style-type: none"> <li>● The refined scheme has been implemented in 2017-18 with minor adjustment.</li> <li>● Teachers find the refined scheme can help them have reflection in their profession, which encourages continuous professional development.</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholder survey and feedback from teachers</li> </ul>	Sep 17 – May 18	Principal and SADC head	
	1.3.3 To equip teachers with knowledge and skills. <ul style="list-style-type: none"> <li>● to enhance their</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development programmes are organised to address the aforementioned foci.</li> <li>● At least 70% of teachers find the knowledge and skills learnt applicable and effective in</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers</li> <li>● Minutes of subject panel meetings</li> </ul>	Sep 17 – May 18	SADC head	External resources and EDB training courses

<p>questioning techniques in classroom teaching.</p> <ul style="list-style-type: none"> <li>● to enhance the learning effectiveness with the use of English as the MOI.</li> </ul>	<p>classroom teaching.</p> <ul style="list-style-type: none"> <li>● Sharing on the application of the knowledge and skills learnt in the professional development programmes is conducted among teachers in individual subject panels.</li> </ul>				
<p>1.3.4 To create time and space to facilitate the implementation of collaborative lesson preparation in core subjects.</p>	<ul style="list-style-type: none"> <li>● Six mass event sessions are spared for teachers in core subjects to conduct collaborative lesson preparation meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● Time-table arrangements for mass event sessions</li> </ul>	<p>Oct 17 – May 18</p>	<p>Principal and TLC head</p>	<p>Coordination with the SDC</p>
<p>1.3.5 To organise interflow sessions for effective teaching practice among teachers in the</p>	<ul style="list-style-type: none"> <li>● At least two interflow sessions for effective teaching practice are arranged among teachers in the same subject.</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of subject panel meetings</li> </ul>	<p>Sep 17 – May 18</p>	<p>Subject panel heads</p>	

same subject.					
1.3.6 To implement collaborative lesson preparation in core subjects with the focus on “What to teach” and “How to teach” for effective learning.	<ul style="list-style-type: none"> <li>● Core subjects have plans for arranging teachers to take part in the collaborative lesson preparation meetings.</li> <li>● Two new teaching deliverables with lesson plans of the aforementioned foci are developed and implemented.</li> <li>● Teachers have interflow to enhance the design and implementation of the deliverables devised.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson observations</li> <li>● Minutes of subject panel meetings</li> <li>● Evaluation of the learning effectiveness of the deliverables</li> </ul>	Sep 17 – May 18	Core subject panel heads	
1.3.7 To arrange peer observations to enhance teaching effectiveness in all subjects.	<ul style="list-style-type: none"> <li>● Peer observations are conducted (visit peer once and being visited by peer once) within individual subjects or across different subjects.</li> <li>● Post-visit sharing is arranged for interflow.</li> <li>● Teachers find the peer observations useful in enhancing their teaching effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers</li> <li>● Minutes of subject panel meetings</li> </ul>	Sep 17 – May 18	Subject panel heads	

**Major Concern 2:** To build up students to be responsible with self-discipline and self-management

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 To develop students' disciplined school life	2.1.1 To further cultivate students a disciplined learning attitude in lessons by concerted efforts of colleagues and educational programmes including a S.1 Orientation Camp, a Chinese essay-writing competition, setting up class rules, conducting mass events and sharing.	<ul style="list-style-type: none"> <li>● Improvement is shown in students displaying self-discipline in homework submission and a positive learning attitude.</li> <li>● Improvement is shown in students' courtesy manner on targeted etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholder surveys, teachers' evaluation and feedback got on SSE Day</li> <li>● Feedback from Class Teachers' Meetings</li> </ul>	Sep 17- May 18	SDC, DC, MEC, CC, RAC, LEU, AAC, Chinese Language Panel and class teachers	Training and resources from external parties

	2.1.2 To further foster focused desirable etiquette for lessons by providing guidelines with concerted efforts of all teachers.			Sep 17- May 18	DC and all teachers	
	2.1.3 To further refine the discipline campaign in each school term with an emphasis on targeted desirable behaviour.					

2.2 To build up students' respectful attitude to oneself and others	2.2.1 To foster a caring school campus by further strengthening student-teacher-school relationship and communication via Class Time activities, 'Letters from the Principal' and meeting class representatives.	<ul style="list-style-type: none"> <li>● Improvement is shown in student-teacher relationship and school communication.</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholder surveys, APASO survey, teachers' evaluation and feedback got on School Self Evaluation Day</li> </ul>	Sep 17- Jun 18	Principal, SDC, CC, RAC, SUAU and class teachers	
	2.2.2 To train up students' respectful attitude like loudly greeting teachers at the beginning of lessons by joint efforts of colleagues.	<ul style="list-style-type: none"> <li>● Improvement is shown in students' courtesy towards teachers.</li> </ul>		Sep 17- Jun 18	All teachers	



	<p>2.2.3 To further refine the 'Super Class Award Scheme' so that students of junior levels can develop a positive learning attitude in lessons which is reflected in both their academic and non-academic performance.</p>	<ul style="list-style-type: none"> <li>● Improvements of students' behaviour, performance in lessons and eagerness to participate in the award scheme are observed among students of junior levels.</li> </ul>		<p>Sep 17- Jun 18</p>	<p>SDC, LEU and all teachers</p>	
	<p>2.2.4 To further equip colleagues with the skills of classroom management through sharing and discussions.</p>	<ul style="list-style-type: none"> <li>● Teachers' skills in classroom management like handling students with misbehaviour can be further enhanced.</li> </ul>		<p>Sep 17- Jun 18</p>	<p>SDC, DC, and SADC</p>	<p>Speakers from external parties</p>

2.3 To enhance students' awareness of self-management and responsibility	2.3.1 To train up S.1 students with self-management skills on homework record keeping and submission.	● An improvement is shown in homework records and submission.	● Evaluation on SSE Day and in Class Teachers' Meetings	Sep 17- Jun 18	LEU and S.1 class teachers	
	2.3.2 To develop student-leaders' sense of responsibility and reinforce their leadership roles via leadership training programmes, hosting assemblies as Masters-of-Ceremonies so that they can become good role models for their peers.	● An improvement in their sense of responsibility and duty performance is observed among student-leaders of major student service groups.	● Evaluation on SSE Day and teachers' survey on school major concerns	Sep 17- Jun 18	SDC, EAC, DC, CC, MEC, RAC, EEU, COC, LEU	Support and resources from external training bodies

	<p>2.3.3 To refine the 'Student of the Class Scheme' so as to help students have desirable behaviour and expectations towards themselves.</p>	<ul style="list-style-type: none"> <li>● Students' awareness of self-management and responsibility can be raised.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation on SSE Day and teachers' survey on school major concerns</li> </ul>	<p>Sep 17- Jun 18</p>	<p>SDC</p>	<p>Support from IT technician</p>
	<p>2.3.4 To further reinforce a clean and tidy environment in classrooms and school campus via school-wide cleaning education and promotion.</p>	<ul style="list-style-type: none"> <li>● The venues are able to meet the standard requirements.</li> </ul>			<p>MEC and class teachers</p>	

## Glossary of Abbreviations

AAC	Alumni Association Committee
CC	Counselling Committee
COC	Careers Outreaching Committee
DC	Discipline Committee
EAC	Extra-Curricular Activity Committee
EC	Executive Committee
EDB	Education Bureau
EEU	English Enhancement Unit
ITC	Information Technology Committee

LEU	Learning Enhancement Unit
MEC	Moral & Civic Education Committee
MOI	Medium of Instruction
PTA	Parent-Teacher Association
RAC	Religious Affairs Committee
SADC	Staff Appraisal and Development Committee
SDC	Student Development Committee
SSE	School Self Evaluation
TLC	Teaching and Learning Committee