



**Christian Alliance
Cheng Wing Gee College**

**School Development Plan
(12-13, 13-14, 14-15)**

Christian Alliance Cheng Wing Gee College

1. 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.

2. School Goals

We wish to:

1. Teach our students Biblical truth so that they may experience a renewed life, develop positive values and a commendable attitude to build up a harmonious relationship with God and man.
2. Teach our students how to love, how to discern right from wrong, and to foster in them a sense of responsibility, self-respect, self-consciousness and self-discipline.
3. Help students appreciate the grandeur of the universe with awe, motivate them to learn, enhance their critical and analytical thinking and cultivate in them an independent learning attitude to attain self-actualization.
4. Help students develop an active life-style and acquire good health, physical fitness and promote the qualities of desirable moral behaviors and cooperation in communal life by means of teaching them various sports skills and knowledge.
5. Help students acquire sophisticated inter-personal skills to live up to the requirements of the society, to develop a sense of belonging to their community so that they will contribute to the society and nation.
6. Foster a spirit of appreciation towards the arts and develop their creativity potential and imaginations.

3. School Motto

“The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding.” (Proverbs 9:10)

4. Core Values of Education

Staff members and students can grow both spiritually and intellectually in a supportive environment.

Holistic Review

Effectiveness of the previous school development plan

Major Concerns	Extent of targets achieved, e.g. : Fully Achieved ; Partly achieved ; Not achieved	Follow-up action, e.g. : Incorporated as routine work ; Continue to be major concerns in the next SDP ; Others	Remarks
1. To strengthen the school's role as a 'learning community'	Partly achieved	Incorporated as a task in the major concerns in the next school development plan	
2. To foster students' personal development	Partly achieved	Incorporated as a task in the major concerns in the next school development plan	
3. To enhance the efficiency and effectiveness of school management and organization	Fully achieved	Incorporated as routine work	

Evaluation of the School's Overall Performance (26 Jun 2012 Version)

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The school's decision process is transparent in which different stakeholders: students, teachers and parents are furnished with opportunities to express their views. • Self-evaluation findings and stakeholders' feedback are taken into account when the school formulates its development priorities. • Planning is done with survey data and statistical tools. • The school's development priorities are clear and concrete. • The school is continuously monitoring and coordinating the implementation of its planned tasks, in which communication and collaboration among different parties are enhanced. • The culture of self-evaluation is built up. Evaluations in staff meetings, subject meetings and committee meetings are done regularly. 	<ul style="list-style-type: none"> • Development priorities should be made more balanced in view of the school's mission and vision. • Implementation strategies can be made more focused so as to optimise the use of the limited resources. • More opportunities can be provided to inform stakeholders of the school's performance in its implementation of the prioritised tasks.
2. Professional Leadership	<ul style="list-style-type: none"> • Common vision is built among staff members through occasions like staff meetings, professional interflow sharing, staff development days and self evaluation mechanism. • The school management, heads of subject panels and committees can keep abreast of the latest development. • Middle managers have strong commitment to school ideals and are ready to shoulder responsibilities. • The school management and middle managers work together harmoniously and are aware of the importance of communication and collaboration. • The school management and middle managers provide effective support to teaching staff through individual sharing with professional advice to their teaching work. Mentor-mentee scheme is also provided for new 	<ul style="list-style-type: none"> • Common vision can be made more focused. More guidance and details should be provided for staff members so that they can follow the direction of school development. • Deploying resources like space and financial support to support staff members with new developments for school should be increased so as to enhance school effectiveness. • Professional interflow arrangements can be made more effective to address the general professional development needs among staff members.

PI Areas	Major Strengths	Areas for Improvement
	<p>teachers so as to facilitate their adaptation to the school's culture.</p> <ul style="list-style-type: none"> • Programmes in the Staff Development Days can address the school's major concerns so as to develop teachers' professional competency. • A staff appraisal system is established to enhance professional development and sharing. • Teachers are enthusiastic about their professionalism as they are eager to attend seminars/workshops/courses. 	
3. Curriculum and Assessment	<ul style="list-style-type: none"> • The school can align its curriculum with the recent trends in the education development. • The school frequently evaluates the curriculum framework so as to meet the students' learning needs. Collaboration across subjects in project work provides students with wider learning experiences. Resources are deployed to enhance the versatility in the school's curriculum like Integrated Arts Education in S.3 and Design and Applied Technology at NSS levels. • Data collected from stakeholders and school's self evaluation are used to plan curriculum in line with the recent trends in education development, the school's development goals and students' progress in their studies. • Convenors of different Key Learning Areas (KLAs) work together to enhance the implementation of school-based curriculum through communication and collaboration. • Subjects have their own assessment plans to assess students, performance in respect of knowledge, skills and attitudes. Evaluation of their performance based on outcomes/data is made to give feedback for students' improvement in learning. • Questionnaires to stakeholders, lesson observations, marked work inspection and subject half-yearly evaluation are implemented regularly so as to monitor 	<ul style="list-style-type: none"> • A more versatile curriculum to cater for students' diverse learning needs and multiple pathways after graduation can be devised. • Curriculum should include strategies which help S.1 and S.4 students have smooth transition across stages of learning. • Teachers need more room to make up plans and adopt the curriculum strategies.

PI Areas	Major Strengths	Areas for Improvement
	<p>the effectiveness of the curriculum implemented. The data collected can be used to make adaptation to the subject curriculum.</p> <ul style="list-style-type: none"> • The school keeps a good record of students' academic and non academic performance and experience. 	
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Students especially of the senior levels are serious in their studies. They are more motivated towards learning and show continuous improvement with teachers' feedback. They have the drive to learn more than the content set. • Senior level students show good understanding towards the learning content and exhibit appropriate learning skills like concept map and different generic skills. • Students are willing to take part in learning activities and contribute well to group work. • Students in general like reading and enjoy the morning reading time sessions. • Different strategies like effective grouping, pre-lesson preparation, peer lesson observation, questioning and assessments with different levels of difficulties are used to meet students' different learning needs. • Various feedback methods like oral and written feedback by teachers, peer feedback, sharing of good work are used to help students improve in their learning. • Teachers are committed, enthusiastic and skilful in conducting lessons. They have sound subject knowledge. • Both students and teachers are equipped with sound IT techniques which helps enhance the effectiveness of learning and teaching. 	<ul style="list-style-type: none"> • Teachers need more room to implement strategies that can meet students' diverse learning needs. • More external participation and activity-based learning should be provided for students so as to widen their learning horizon, shape their attitudes and enhance their motivation and interest in learning. • Self-directed learning should be enhanced by equipping students with appropriate learning attitudes and skills. • The school's reading work should focus more on the development of students' reading habits.

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> • Teachers with common Christian faith and values have developed a harmonious and supportive relationship with students. • The emphasis on moral and value education via mass events, award schemes and teachers' hymn singing and sharing help instill positive value to students. • The nomination in various award schemes and exchange trips outside Hong Kong help extend students' horizons and leadership skills. • The keen participation in community service campaigns helps develop students to be a responsible citizen with civic awareness. 	<ul style="list-style-type: none"> • With an increasing demand on NSS teaching, more support and resources should be given to teachers to create space and reduce the ever-increasing workload. • Students should be encouraged to develop their potential by taking part in competitions and leadership training schemes conducted by external organisations. • Activities in promoting a caring culture are still an ever-lasting demand for student development.
6. Partnership	<ul style="list-style-type: none"> • The support and involvement of the PTA and Alumni Association help develop students' career aspiration and a sense of belonging at school. • A closer-tie is fostered through PTA activities and alumni mentoring scheme conducted in school. • The resources coming from various ambassador schemes and competitions provided by external organisations have helped build up students' leadership skills and increase their exposure. 	<ul style="list-style-type: none"> • Resources from the alumni can be further employed in shaping students' career aspiration and giving advice for their career choices. • Links with external parties can be further developed to maximize the use of resources in students' academic and non-academic development.

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Most students are ready to take advice with good manners. • Students enjoy a harmonious relationship and good social skills with one another. • Students take academic initiative in learning and show positive learning attitude. • There has shown a significant progress in the development of students' life goals and leadership skills. 	<ul style="list-style-type: none"> • Joint efforts in shaping students' correct attitude and manners are still in rising demand in countering the deteriorating negative moral value and culture in the society. • In contrast with an ego-centric attitude that most today's teenagers display, a respectful attitude towards others needs to be fostered.
8. Participation and Achievement	<ul style="list-style-type: none"> • Great achievement has been accomplished in various territory-wide competitions including Hong Kong School Drama Festival and JA Company Programme. • Students have continuously shown promising performance in various outstanding student awards offered by external bodies. • Most students are eager to take part in both internal and external competitions. 	<ul style="list-style-type: none"> • Further promotion and participation in external competitions and leadership training programmes are encouraged. • More excursions and exchange trips should be organised to maximize the exposure of students. • The building of students' confidence should be fostered through internal and external activities.

SWOT Analysis

Our Strengths

- The school is shaped by Christian belief, which cultivates a high moral standard among staff and students.
- The school board of management directors offer professional leadership and demonstrate trust and support to school development.
- School principal shows enthusiasm in education, provides professional guidance and leadership to the development of school; and maintains an amicable relationship with staff.
- The vice-principal and school middle managers are willing to shoulder responsibilities and share common educational visions and goals for the betterment of school.
- Teachers are experienced, well-qualified teaching professionals who are committed to providing guidance to the whole-person development of students.
- The well-established staff appraisal system allows teaching staff to make self-reflection and improvement in teaching. It also facilitates peer teaching support and professional development.
- The forward-looking and smooth implementation of NSS curricula has offered a wide choice of subjects to students to cater for their diverse needs and development.
- The emphasis on moral and value education helps in shaping the school a caring campus with Christian value in personal development.
- The implementation of the various leadership training schemes have developed a breeding ground for student leaders.
- The careers guidance offers great assistance in shaping students' life goals and paving ways for multiple careers and study choices.
- The close link and support given by the parents and alumni fosters a better development of our students.

Our Weaknesses

- Teachers face tremendous pressure and demand on teaching due to the high expectation of parents and the society towards education; and the rising diverse abilities of students.
- There is still room for improvement in some students' self-management skills and self-centred behaviours.
- It is hard to allocate adequate resources to cater for the diverse needs of teaching staff for their professional development.

Our Opportunities

- With over 25 years of development, our school has earned trust and continuous support from many parents in the community. This is reflected from the vast number of applications for the S.1 discretionary places of our school.
- The NSS Curriculum furnishes us with an opportunity to re-visit the whole school curriculum development, resources deployment and timetabling arrangements.

Our Threats

- The ever-widening learning diversity of students has added extra workload on teachers.
- The need on core value education is in great demand due to the distorted moral value and negative social culture promoted by the mass media.
- The over-emphasis on academic performance in the society makes the mission of whole-person development difficult to achieve.

Major Concerns for a period of three school years (in order of priority)

- 1. Overcoming Learning Hurdles**
- 2. Shaping Personal Qualities and Stretching Students' Potential**
- 3. Paving Ways to Success**

School Development Plan (Three-school-year period)

Theme: Learning Today Leaders Tomorrow

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2012-13	2013-14	2014-15	
1. Overcoming Learning Hurdles	<ul style="list-style-type: none"> Building up students' confidence in learning 	✓	✓	✓	<ul style="list-style-type: none"> Arranging group discussions and oral presentations in classroom learning Enhancing the English language proficiency in learning Enriching the English language environment outside the classrooms Smoothing the transition across stages of learning
	<ul style="list-style-type: none"> Encouraging students' participation in learning 	✓	✓	✓	<ul style="list-style-type: none"> Implementing the inquiry learning approach at junior secondary levels to enhance self-directed learning Using PREZI as a tool for learning consolidation at junior secondary levels Organising learning activities to arouse students' learning interest and participation Promoting the use of online database in learning Involving students in the assessment process
	<ul style="list-style-type: none"> Catering for diverse learning needs 	✓	✓	✓	<ul style="list-style-type: none"> Supporting students with specific learning difficulties Promoting e-Learning among students to learn according to their ability, progress and interest Implementing the assessment for learning in classroom teaching: <ol style="list-style-type: none"> Giving timely and specific feedback to improve learning Following up with extended learning

2. Shaping personal qualities and stretching students' potential	<ul style="list-style-type: none"> Building up students with solid Christian faith and stretching students' potential through personal witness and service 	✓	✓	✓	<ul style="list-style-type: none"> Spreading the Christian belief through decoration in school Building up Christian faith through mass events, sharing and 'Morning Quiet Time' Consolidating Christian faith via services
	<ul style="list-style-type: none"> Building up students' positive characters on 'Courtesy, Discipline and Perseverance' and fostering a caring school campus 	✓	✓	✓	<ul style="list-style-type: none"> Helping students to develop positive attitudes and core values via mass education programmes, 'class time', Life Education lessons and sex education programmes Building up a caring spirit via mass events and class-based programmes
	<ul style="list-style-type: none"> Reinforcing civic responsibilities 	✓	✓	✓	<ul style="list-style-type: none"> Conducting a series of 'I Care' voluntary service programmes for students Arranging activities for students to render services to school
	<ul style="list-style-type: none"> Stretching students' leadership skills and widening their horizons 	✓	✓	✓	<ul style="list-style-type: none"> Conducting leadership training programmes for various groups of target student leaders Stretching students' potential through competitions, ambassador schemes and student performances Enriching students' exposure by trips outside Hong Kong and inter-school programmes
3. Paving Ways to Success	<ul style="list-style-type: none"> Developing students' attitudes and skills in their future careers 	✓	✓	✓	<ul style="list-style-type: none"> Equipping students with attitudes, skills and knowledge for careers planning at different secondary levels Organising school-wide careers guidance activities
	<ul style="list-style-type: none"> Enhancing students' understanding of the value of school work that relates to their future career 	✓	✓	✓	<ul style="list-style-type: none"> Assisting students to understand the relationship between current studies of NSS elective subjects and the choices of future careers Providing opportunities for students to experience authentic working environment