



**Christian Alliance
Cheng Wing Gee College**

School Annual Plan

(Year 2024 – 25)

School Vision and 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. It is hoped that our students can develop self-confidence, self-discipline and self-learning spirit in a supportive and encouraging environment. 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 2024-25**

Aim High, Reach Higher 心志更堅 砥礪向前

Major Concerns:

- 1. Love and Care for One Another 愛人愛己 體現善美**
- 2. Be a Wise Learner 志慮忠純 學思並重**
- 3. Be a Good Steward 同心同德 專業合一**

1. Major Concern 1: Love and Care for One Another 愛人愛己 體現善美

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required																										
<p>1.1 To develop healthy lifestyle that nourishes students' relationships with themselves and others via "7 Well" initiative</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">7 Well</td> <td style="width: 50%; text-align: center;">12 Value</td> </tr> <tr> <td colspan="2" style="text-align: center;">Main Target</td> </tr> <tr> <td style="text-align: center;">Mind Well</td> <td style="text-align: center;">Benevolence National Identity</td> </tr> <tr> <td colspan="2" style="text-align: center;">1st Year</td> </tr> <tr> <td style="text-align: center;">Eat Well</td> <td style="text-align: center;">Filial Piety Respect for Others</td> </tr> <tr> <td style="text-align: center;">Play Well</td> <td style="text-align: center;">Integrity Unity</td> </tr> <tr> <td style="text-align: center;">Study Well</td> <td style="text-align: center;">Diligence Responsibility</td> </tr> <tr> <td colspan="2" style="text-align: center;">2nd Year</td> </tr> <tr> <td style="text-align: center;">Sleep Well</td> <td style="text-align: center;">Filial Piety Respect for Others</td> </tr> <tr> <td style="text-align: center;">Exercise Well</td> <td style="text-align: center;">Perseverance Law-abidingness,</td> </tr> <tr> <td style="text-align: center;">Love Well</td> <td style="text-align: center;">Empathy Commitment</td> </tr> <tr> <td colspan="2" style="text-align: center;">3rd Year</td> </tr> <tr> <td style="text-align: center;">7 Well initiative</td> <td style="text-align: center;">12 Value initiative</td> </tr> </table> <ul style="list-style-type: none"> ■ LG:2 ■ LG:4 ■ LG:7 	7 Well	12 Value	Main Target		Mind Well	Benevolence National Identity	1st Year		Eat Well	Filial Piety Respect for Others	Play Well	Integrity Unity	Study Well	Diligence Responsibility	2nd Year		Sleep Well	Filial Piety Respect for Others	Exercise Well	Perseverance Law-abidingness,	Love Well	Empathy Commitment	3rd Year		7 Well initiative	12 Value initiative	<p>1.1.1. Enhance students' awareness and understanding of "7 well" to achieve physical and mental well-being through various activities.</p>	<ul style="list-style-type: none"> ■ At least one activity per year is provided to enhance students' awareness and understanding of "7 well" by all departments under student support domain. ■ 70% of teachers and students agree that the activities are effective in enhance students' awareness and understanding of "7 well". ■ Through observation, <ul style="list-style-type: none"> ✧ Students' engagement and participation in both in-school and out-school activities have increased. ✧ Students' engagement and participation in co-curricular activities have increased. 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback from teachers ■ Observation 	Sep 24 – Aug 25	SSC, All departments under student support domain, FC, All CTs	EOEBG LWLG LSG MNESG SASG One-off Grant for Mental Health of Parents and Students
7 Well	12 Value																															
Main Target																																
Mind Well	Benevolence National Identity																															
1st Year																																
Eat Well	Filial Piety Respect for Others																															
Play Well	Integrity Unity																															
Study Well	Diligence Responsibility																															
2nd Year																																
Sleep Well	Filial Piety Respect for Others																															
Exercise Well	Perseverance Law-abidingness,																															
Love Well	Empathy Commitment																															
3rd Year																																
7 Well initiative	12 Value initiative																															
	<p>1.1.2. Facilitate students' growth by incorporating the "7 Well" strategies into different subjects' work plans</p>	<ul style="list-style-type: none"> ■ Each subject incorporates at least one of the "7 Well" strategies into their work plans to facilitate students' growth. ■ 70% of teachers and students agree that strategies implemented can promote students' growth. ■ Through observation, <ul style="list-style-type: none"> ✧ Students' attentiveness in class has increased. ✧ Students' engagement and participation in learning have increased. 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Subject evaluation meetings ■ Observation 	Sep 24 – Aug 25	SSC, Various subject panels	EOEBG LWLG LSG SASG																										
	<p>1.1.3. Establish students' a healthy lifestyle through home-school collaboration.</p>	<ul style="list-style-type: none"> ■ At least two home-school collaboration activities are arranged throughout the year to help students establish a healthy lifestyle. ■ 70% of students, teachers and parents agree that home-school collaboration activities could help students establish a healthy lifestyle. ■ Through observation, 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance PTA evaluation meetings ■ Observation 	Sep 24 – Aug 25	SSC, PTA, FC, All CTs	Parent Education Grant HSG																										

		<ul style="list-style-type: none"> ◇ The participation and engagement of parents and students in home-school collaboration activities have increased. ◇ The relationship between the students and their families has improved. 				
<p>1.2 To cultivate students' well-being through Christian values of faith, hope, and love.</p> <ul style="list-style-type: none"> ■ LG1 ■ LG4 ■ LG6 ■ LG7 	<p>1.2.1 Love: Provide diverse learning opportunities and experiential activities to enhance students' understanding of themselves and others so that students can experience a satisfaction in life.</p>	<ul style="list-style-type: none"> ■ At least one learning opportunity or experiential activities is provided to enhance students' understanding of themselves and others by all subjects and departments under student support domain. ■ 70% of students and teachers agree that the learning and experiential activities could enable students to experience satisfaction in life. ■ Through observation, <ul style="list-style-type: none"> ◇ Students' engagement and participation in learning and experiential activities have increased. ◇ The students' interpersonal relationships have improved 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance ■ Subject evaluation meetings ■ Department evaluation meetings ■ Feedback of CTs in Form coordination meetings ■ Observation 	Sep 24 – Aug 25	SSC, Various subject panels, All departments under student support domain, FC, All CTs	EOEBG LWLG LSG MNESG SASG One-off Grant for Mental Health of Parents and Students
	<p>1.2.2 Hope: Promote career life planning, service learning and study tours for students from S.1 to S. 6 systematically and continuously so as to enlighten students meaning in life with personal future and the nation's prospects.</p>	<ul style="list-style-type: none"> ■ A systematic and continuously career life planning programme is established for S.1 to S.6 students. ■ At least one service learning activities for 1 S.1-6 students is arranged by LSD. ■ At least one study tour is arranged to enlighten students the nation's prospects by departments under student support domain, e.g., LSD, CMNSHE, CSD and Sister School Scheme Team. ■ 70% of students and teachers agree that the life planning programmes could enlighten students' meaning in life. ■ Through observation, <ul style="list-style-type: none"> ◇ Students' engagement and participation in learning and 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance ■ CPD evaluation meetings ■ Feedback of CTs in Form coordination meetings ■ Observation 	Sep 24 – Aug 25	CPD, ACD, LSD, CMNSHE, CSD, Sister School Scheme Team, FC, All CTs	EOEBG LWLG LSG MNESG SASG CSG SSSG

		<p>experiential activities have increased. Student's sense of personal future has increased.</p>				
1.2.3	<p>Faith: Incorporate Christian elements by subject panels, departments and external resources in arranging activities to nurture students' development of Christian values.</p>	<ul style="list-style-type: none"> ■ At least one activity incorporating Christian elements by subject panels, departments and external resources is conducted. ■ 70% of students and teachers agree that the inclusion of Christian elements in the various activities is effective in helping students understand Christian values. ■ Through observation, <ul style="list-style-type: none"> ◇ Students' engagement and participation in activities with Christian elements have increased. ◇ Students are more interested in activities with religious elements. 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance ■ Subject evaluation meetings ■ Department evaluation meetings ■ Observation 	Sep 24 – Aug 25	SSC, Various subject panels, All departments under student support domain, Church School Cooperation Committee	EOEBG LWLG LSG SASG SBG External resources
1.2.4	<p>Promote and arrange various training programmes to equip teachers with the awareness and understanding of well-being.</p>	<ul style="list-style-type: none"> ■ At least one training workshop or well-being activity is arranged throughout the year. ■ At least two well-being related training materials are promoted throughout the year. ■ 70% of participants agree that the relevant training courses are effective in enhancing their awareness and understanding of well-being. ■ Through observation, <ul style="list-style-type: none"> ◇ Teachers' engagement in training programmes have increased. ◇ Teachers' confidence in promoting well-being activities to students have increased. 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance ■ Record of teacher trainings ■ Programme evaluation ■ Teacher evaluation questionnaires ■ Observation 	Sep 24 – Aug 25	ESD, SSC, GCD, CMNSHE	EOEBG LWLG

2. Major Concern 2: Be a Wise Learner 志慮忠純 學思並重

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required																		
<p>2.1 To foster stronger academic culture to promote students' learning engagement and ownership with achievable goals</p> <ul style="list-style-type: none"> ■ LG1 ■ LG2 ■ LG3 ■ LG4 ■ LG5 	<p>2.1.1 To immerse students into a learning-rich environment</p> <p>2.1.1.1 To review and incorporate the spiral curriculum and assessment framework</p> <p>2.1.1.2 To strengthen the collaboration between English Panel and other EMI subjects under the language across the curriculum (LAC).</p> <table border="1" data-bbox="412 608 775 727"> <tr> <td>2024-25</td> <td>Geog & T&L</td> </tr> <tr> <td>2025-26</td> <td>Maths & Science</td> </tr> <tr> <td>2026-27</td> <td>Econ, PE & VA</td> </tr> </table> <p>2.1.1.3 To strategically broaden students' exposure and enhance their learning experiences.</p> <p>Extended learning activities</p> <table border="1" data-bbox="412 922 775 1262"> <tr> <td>2024-27</td> <td>ENG</td> </tr> <tr> <td>2024-27</td> <td>Maths & Sci Junior forms experiential classes</td> </tr> <tr> <td>2024-27</td> <td>1 overseas exchange programme by LSD</td> </tr> <tr> <td>2024-25</td> <td>PSHE KLA</td> </tr> <tr> <td>2025-26</td> <td>Technology Ed. KLA</td> </tr> <tr> <td>2026-27</td> <td>PE & Cultural Ed. KLA</td> </tr> </table>	2024-25	Geog & T&L	2025-26	Maths & Science	2026-27	Econ, PE & VA	2024-27	ENG	2024-27	Maths & Sci Junior forms experiential classes	2024-27	1 overseas exchange programme by LSD	2024-25	PSHE KLA	2025-26	Technology Ed. KLA	2026-27	PE & Cultural Ed. KLA	<ul style="list-style-type: none"> ■ 70% of teachers agree that the analysis of exam paper helps with revising teaching pedagogy and understanding students' learning effectiveness ■ 70% of teachers concerned in the LAC agree that the curriculum mapping between teaching of sentence patterns in English lessons and teaching of subject knowledge in content subjects facilitates learning effectiveness ■ 70% of students participate in at least 2 extended learning activities outside classrooms ■ 70% of junior form students participate in at least 2 English learning activities ■ 70% of S1 and S2 students agree that the experiential classes can expand their horizons in Mathematics and Science subjects ■ 70% of participants of the exchange programmes agree that joining the study tour can enrich their learning experience and help them develop a global mind-set 	<ul style="list-style-type: none"> ■ Subject evaluation meeting ■ UT/Exam evaluation reports ■ Lesson observation records ■ Activity records of English Panel ■ LAC evaluation meeting ■ LSD evaluation meeting 	Sep 24 – Aug 25	CHY Subject panels English Panel LSD LAC committee	Pre-S1 attainment test data; TSA results; Internal exam data
2024-25	Geog & T&L																							
2025-26	Maths & Science																							
2026-27	Econ, PE & VA																							
2024-27	ENG																							
2024-27	Maths & Sci Junior forms experiential classes																							
2024-27	1 overseas exchange programme by LSD																							
2024-25	PSHE KLA																							
2025-26	Technology Ed. KLA																							
2026-27	PE & Cultural Ed. KLA																							

<p>2.1.2 To promote reading atmosphere to enhance students' self-learning abilities</p> <p>2.1.2.1 Coordination among different subject panels in reading across the curriculum (RAC)</p>	<ul style="list-style-type: none"> ■ At least 1 in-class book sharing by each student every term ■ At least 2 thematic display of books for different subjects ■ At least 2 Coordination gatherings will be held every year ■ 70% of students agree that they are able to summarise the story more comprehensively ■ 70% of students agree that they are able to present the story more confidently ■ 70% of students agree that they have better understanding towards the reading materials via follow-up exercises ■ The overall loan rate of borrowed books is increased by 10% ■ 70% of students agree that they make notes by themselves 	<ul style="list-style-type: none"> ■ Activity records of each class ■ Library evaluation meeting ■ LAC evaluation meeting ■ Book inspection records 	<p>Sep 24 – Aug 25</p>	<p>Library Class teachers LAC committee Subject panels</p>													
<p>2.1.3 To develop students' ownership of their learning and learning goals setting</p> <table border="1" data-bbox="333 943 813 1374"> <tr> <td>Pre-lesson</td> <td>pre-lesson work</td> <td>every unit</td> </tr> <tr> <td>In-lesson</td> <td>Presentation of pre-lesson work and summarising the lesson</td> <td>At least 1 for every lesson</td> </tr> <tr> <td>In-lesson</td> <td>groupwork</td> <td>At least 1 for every unit</td> </tr> <tr> <td>Post-lesson</td> <td>homework completion</td> <td></td> </tr> </table>	Pre-lesson	pre-lesson work	every unit	In-lesson	Presentation of pre-lesson work and summarising the lesson	At least 1 for every lesson	In-lesson	groupwork	At least 1 for every unit	Post-lesson	homework completion		<ul style="list-style-type: none"> ■ 70% of teachers agree that students are able to show basic understanding at the beginning of the lessons and are more willing to participate in the lessons ■ 70% of students agree they have a clear learning goal and are more willing to participate in the lessons ■ Improving homework submission records ■ 70% of teachers agree that interaction with students and opportunities for students to showcase their learning outcomes during lessons have been increased 	<ul style="list-style-type: none"> ■ Subject evaluation meeting ■ teachers' observation ■ Homework submission records 	<p>Sep 24 – Aug 25</p>	<p>ACD Academic Pursuit Class teachers Subject teachers</p>	
Pre-lesson	pre-lesson work	every unit															
In-lesson	Presentation of pre-lesson work and summarising the lesson	At least 1 for every lesson															
In-lesson	groupwork	At least 1 for every unit															
Post-lesson	homework completion																

<p>2.2 Employing teaching pedagogies to address students' diversified learning needs</p> <ul style="list-style-type: none"> ■ LG2 ■ LG3 ■ LG4 ■ LG5 	<p>2.2.1 To organise schoolwide in-house professional development programmes about paradigm shift</p>	<ul style="list-style-type: none"> ■ 70% of teachers agree that the programme contents can improve their understanding of teaching pedagogies that address students' diversified learning needs ■ 70% of teachers agree that the programme contents are useful in the design of corresponding pedagogies 	<ul style="list-style-type: none"> ■ Programme evaluation ■ Teacher evaluation questionnaire ■ ESD evaluation meetings 	<p>Sep 24 – Aug 25</p>	<p>ESD Subject panels</p>	<p>Financial support External educational bodies</p>
	<p>2.2.2 To devise subject strategies for classroom daily teaching and assessments</p>	<ul style="list-style-type: none"> ■ At least one subject strategy based on students' learning styles, abilities and interest is devised and implemented at each level for classroom daily teaching and assessments ■ 70% of teachers agree that strategies implemented can address students' diversified learning needs 	<ul style="list-style-type: none"> ■ Teacher evaluation questionnaire ■ Subject evaluation meetings ■ Lesson observation records 	<p>Sep 24 – Aug 25</p>	<p>Subject panels</p>	
	<p>2.2.3 To unleash the potentials and enhance the exposure of gifted students in subjects</p>	<ul style="list-style-type: none"> ■ All year-round schemes are launched to unleash the potentials of gifted students in the subjects ■ 70% of the aforementioned subject teachers agree that schemes launched can unleash the potentials of gifted students in the subjects ■ 70% of the aforementioned subject teachers agree that schemes launched can enhance the exposure of gifted students in the subjects ■ Subject elite pools in junior CHI, ENG, MATH and SCI are set up ■ The percentage of participation in external competitions raised ■ Higher-level preparatory programmes in Math and Sci KLA will be conducted in junior forms 	<ul style="list-style-type: none"> ■ Teacher evaluation questionnaire ■ Participant evaluation questionnaire ■ Subject evaluation meetings 	<p>Sep 24 – Aug 25</p>	<p>Elite Nurturing and Gifted Education CHI, ENG, MATH and SCI panels</p>	

3. Major Concern 3: Be a Good Steward 同心同德 專業合一

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
3.1 Growing a “One School” Mindset <ul style="list-style-type: none"> To inspire teachers on the essence underpinning the specific set of Seven Learning Goals 	3.1.1 Foster a collegial workplace culture to enhance unity and a shared sense of collective efficacy towards school success	<ul style="list-style-type: none"> At least 1 developmental workshop for teachers is conducted to enhance their understanding of “One School” Mindset 70% of teachers indicate a strong sense of shared responsibility towards the school's common goals 70% of FTs report that the form coaching is effective in promoting cohesive practices across the school Observed advancements in staff morale, collaboration, and job satisfaction over time 	<ul style="list-style-type: none"> Stakeholder Survey School-based Questionnaires Key Performance Measure Indicators Feedback of FTs in Form Coordination Meetings 	Sep 24 – Aug 25	Principal, Vice-principals, Form Coordination	Sponsor from IMC
	3.1.2 Nurture a culture of reflective practices to uncover well-round perspectives for continuous school improvement	<ul style="list-style-type: none"> School-wide multifaceted platforms engaging teachers in individual and collective reflective practices are offered 70% of teachers report that the various platforms are effective in setting forth school’s overall strategic priorities Documented evaluation feedback on 7 learning goals and school MCs against established KPM indicators Observed heightened engagement and greater ownership in driving school improvement 	<ul style="list-style-type: none"> Stakeholder Survey School-based Questionnaires Key Performance Measure Indicators Feedback from teachers 	Sep 24 – Aug 25	Principal, Vice-principals,	-
3.2 Paving a Path towards Professionalism <ul style="list-style-type: none"> To inspire teachers on the essence underpinning the specific set of Seven Learning Goals 	3.2.1 Organise a spectrum of staff development programmes on pedagogy and promoting sharing of good practices in/across departments, assessment for/as learning, skills in interactive IT medias, small class teaching, questioning techniques, classroom management etc.	<ul style="list-style-type: none"> At least 1 learning circle discussions and activities are held per year 70% of teachers report implementing at least 1 new teaching strategies to address the 7 Learning Goals Documented group work output from team-designed themes to identify innovative insights and actionable items Observed improvements in teaching/ classroom practices demonstrating new knowledge/skills application 	<ul style="list-style-type: none"> Stakeholder Survey School-based Questionnaires Key Performance Measure Indicators Feedback from teachers 	Sep 24 – Aug 25	Principal, Vice-principals	-

	3.2.2	(i) Implement a mentorship scheme to support the professional growth of newly-jointed teachers and (ii) cultivate a pipeline of future school leaders through tailored PDP+ to enable sustainable school development	<ul style="list-style-type: none"> ■ Orientation programme is held for new teachers before the beginning of term ■ Mentors and mentees meet for at least once bi-weekly. ■ 70% of new teachers report that the scheme is effective in improving their teaching and administrative skills ■ Observed a stronger competency among new teachers in adapting to school setting over the first month ■ An array of school-specific professional development programmes (PDP+) is conducted for emerging school leaders ■ 70% of school leaders indicate attempting to implement new approaches learned from the PDP+ ■ Aspiring leaders are given opportunities to lead school-wide initiatives or committees/departments 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback from new teachers ■ Feedback from senior leadership ■ Feedback from mentors and mentees 	Sep 24 – Aug 25	Principal, Vice-principals,	-
3.3 Building a Conducive School Campus	3.3.1	Upgrade school facilities to enrich the educational experience	<ul style="list-style-type: none"> ■ 70% of teachers and students report that the school renovation works and newly installed amenities have effectively benefited T&L, as well as supported a healthier lifestyle on campus ■ Positive feedback from students and teachers 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback from students and teachers 	Sep 24 – Aug 25	Principal, Vice-principals, GAD, ICT, PE Department	EOEBG, EDB Major Repairs, QEF, Sponsor from EMSD
		<ul style="list-style-type: none"> ■ LG1 ■ LG2 ■ LG3 ■ LG4 ■ LG5 ■ LG6 ■ LG7 					

Remarks for Seven Learning Goals (LGs)

The seven learning goals	(1) national & global identity	(2) breadth of knowledge	(3) language proficiency
(4) generic skills	(5) information literacy	(6) life planning	(7) healthy lifestyle