



**Christian Alliance
Cheng Wing Gee College**

**Annual School Plan
Year 2018-19**

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 2018-19

Major Concerns

- I To nurture students with the essence of being self-directed learners**
- II To empower students to shoulder responsibilities and explore their potential**
- III To empower middle management team for school future sustainable development**

Christian Alliance Cheng Wing Gee College
Annual School Plan (2018-19)
Major Concern I

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	<ul style="list-style-type: none"> ● At least 50% of parents, teachers and students agree that students take initiative in learning in the stakeholder surveys. ● At least 70% of teachers and students agree that students are more willing to devote time and energy to studies. 	<ul style="list-style-type: none"> ● Stakeholder surveys ● Evaluation questionnaire ● Evaluation meetings of subjects ● Lesson observations 	Sep 18 – May 19	Heads of subject panels	
	1.1.2 To implement subject strategies to enhance the mastery of learning for students having different abilities	<ul style="list-style-type: none"> ● At least 50% of parents, teachers and students agree that students are more confident in learning in the stakeholder surveys. ● At least 70% of teachers and students agree that students having different abilities can master their learning. ● At least 70% of teachers agree that 				

		the strategies devised can address the diversified learning needs.				
	1.1.3 To implement subject strategies to enhance collaboration among students	<ul style="list-style-type: none"> ● Opportunities of thoughts and ideas exchange among students during lessons are provided. ● At least 70% 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	<ul style="list-style-type: none"> ● S.1 and 2 STEM-related subjects work collaboratively to promote STEM education. ● STEM education is integrated into S.3 curriculum. ● A STEM club as an extra-curricular activity is set up to promote interest in STEM-related areas among students. ● At least 70% of students agree that they understand more about STEM-related applications. 	<ul style="list-style-type: none"> ● Evaluation questionnaire ● Evaluation meetings of STEM Education Unit 	Sep 18 – May 19	Head of STEM Education Unit	
	1.2.2 To implement e-learning during lessons	<ul style="list-style-type: none"> ● Electronic media such as digital resources and communication tools are used during lessons. ● At least 70% of students agree that they can use electronic media to 	<ul style="list-style-type: none"> ● Evaluation questionnaire ● Evaluation meetings of subjects 	Sep 18 – May 19	Heads of subject panels	

		<p>learn.</p> <ul style="list-style-type: none"> ● At least 70% of teachers agree that the electronic media can help students achieve the learning objectives. 	<ul style="list-style-type: none"> ● Lesson observations 			
	1.2.3 To foster a reading-rich environment	<ul style="list-style-type: none"> ● At least 50% of parents, teachers and students agree that students like reading in the stakeholder surveys. ● At least 70% of teachers agree that the reading environment is enhanced. ● At least 70% of students agree that their reading interest is boosted. ● At least 70% of students agree that their knowledge is enriched through reading. 	<ul style="list-style-type: none"> ● Stakeholder surveys ● Evaluation questionnaire ● Evaluation meetings of subjects and units 	Sep 18 – May 19	Heads of subject panels, LEU and Library Unit	
	1.2.4 To refine current practice in students' pre-lesson preparation and learning consolidation	<ul style="list-style-type: none"> ● Subject-based pre-lesson preparation work is refined for implementation. ● Subject-based pre- lesson preparation work devised can gear closely to the learning contents and help students get ready for learning in the lessons. 	<ul style="list-style-type: none"> ● Evaluation questionnaire ● Evaluation meetings of subjects ● Lesson observations 	Sep 18 – May 19	Heads of subject panels	

		<ul style="list-style-type: none"> ● At least 70% of students agree that the pre-lesson preparation is helpful to their learning during lessons. 				
1.3 Enhancing teachers' teaching professionalism	1.3.1 To organize workshops to support teachers' (i) applications in designing lessons for building up students' learning motivation (ii) implementation of e-learning pedagogies	<ul style="list-style-type: none"> ● Professional development programmes are organized to address the aforementioned foci. ● At least 70% of teachers find the knowledge and skills learnt applicable and effective in classroom teaching. ● Sharing on the application of the knowledge and skills learnt in the professional development programmes is arranged for teachers in individual subject panels. 	<ul style="list-style-type: none"> ● Evaluation questionnaire 	Sep 18 – May 19	Heads of SADC and ITC	
	1.3.2 To arrange peer observations among teachers	<ul style="list-style-type: none"> ● Teachers conduct peer observations in one of the two periods: Oct – Nov and Mar – Apr. ● Peer observations focus and offer interflow on any two of the following aspects: <ul style="list-style-type: none"> (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 			Heads of SADC	

		that peer observations can enhance professional interflow and teaching professionalism				
	1.3.3 To create time and space for collaboration and interflow among teachers	<ul style="list-style-type: none"> ● Seven mass event sessions are spared for teachers to interflow and conduct collaborative lesson preparation meetings. ● Sharing on the implementation of individual subject annual plans is arranged in each session. ● At least 70% of teachers agree that the arrangement can enhance their teaching professionalism. 			Heads of SADC	Coordination with the SDC

Major Concern II: To empower students to shoulder responsibilities and explore their potential

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 reinforce the importance of team work and responsibilities via the Super-Class Scheme, mass events, life education lessons and inter-class competitions	<ul style="list-style-type: none"> ● Students become more proactive to take up their responsibility and display more team spirit in class. ● An improvement is shown in APASO survey in the domain of 'Social Integration', 'Teacher-Student relationship' and 'Commitment' when compared with the previous year. 	<ul style="list-style-type: none"> ● Feedback from class teachers in the Class Teachers' Meetings ● APASO survey 	Sep 18- May 19	SDC, CC, MEC, SAU, RAC, EAC and class teachers	<ul style="list-style-type: none"> ● Support from the 'Health Promoting School Team' of Department of Health ● Financial subsidies for student award scheme from KTAC, Tai Wai
	2.1.2 To conduct regular conferencing with target student-leaders to ensure effective planning, implementation and evaluation of student-led activities	<ul style="list-style-type: none"> ● At least 3 meetings are held to conduct Planning, Implementation and Evaluation for the student-led events. ● Chairpersons and vice heads can demonstrate responsibility and 	<ul style="list-style-type: none"> ● Feedback from class teachers and ECA/student service group advisors ● APASO survey shows an 	Sep 17- May 18	SAU, ECA and student service group advisors; class teachers	

		cooperation in organizing the proposed programme(s).	improvement in 'leadership' when compared with the previous year.			
	2.1.3 To develop students a habit of making self-reflection in their learning experiences both inside and outside classroom so as to nurture students' personal growth and cultivate a self-perfection mindset	<ul style="list-style-type: none"> ● At least 70% of S.1 to S.3 Class Union, ECA and student-service groups committee members can self-reflect their performance in different areas including fulfilling responsibilities and cooperation in the team. ● Committee members can set goals to be achieved after self-reflection. 	<ul style="list-style-type: none"> ● Feedback from class teachers, ECA and student service group advisors 	Sep 18- May 19	CC, SDC, class teachers, EAC and advisors of ECA and student service groups	
2.2 Stretching students' potential for further development as leaders	2.2.1 To develop a school-based talent pool and mapping strategies to help students realize their full potential in the areas of music, arts, STEM, sports and leadership	<ul style="list-style-type: none"> ● S.1 and S.2 students' potential is identified via setting up a file of 'talent pool' for 3-year development. ● At least one training or meeting is arranged in each school term after the 	<ul style="list-style-type: none"> ● Students' talent record ● Students' attendance record 	Sep 18 - Jun 19	SDC, EAC, Panel Heads of IA/Music/ PE and ITC	

		target students are screened out.				
	2.2.2 To organize systematic leadership training or workshops for student-leaders so as to expand their leadership capacity	<ul style="list-style-type: none"> ● Over 75% of participants are satisfied and see the value in the training. ● At least 70% of student-leaders get training provided by external organizations. 	<ul style="list-style-type: none"> ● Evaluation and feedback from participants after the training ● Records of participating in external training are shown in committee minutes. 	Sep 18- Apr 19	EAC and advisors of student-service groups	
	2.2.3 To open up opportunities for student-leaders to shine out their potential and be role-models in school non-academic performance	<ul style="list-style-type: none"> ● An additional 10% of students have the opportunities to perform, share or serve as MC in different functions when compared with the previous year. 	<ul style="list-style-type: none"> ● Record of student performance in assemblies of 17-18 and 18-19 is compared. 	Sep 18- Jun 19	SDC and ALL	
	2.2.4 To extend students' global horizons with different foci of each year with various school parties and external organizations	<ul style="list-style-type: none"> ● At least 70% of participants show positive feedback after the excursions. 	<ul style="list-style-type: none"> ● Student feedback after the trips and excursions 	Sep 18- Jun 19	Relevant subject panels and committee heads	<ul style="list-style-type: none"> ● Support by travel agency ● Financial subsidies from school

<p>2.3 Promoting a 'Mentoring Culture' to foster a supporting spirit in school and prepare future leaders</p>	<p>2.3.1 To promote the 'mentoring scheme' in student service groups in which alumni share their expertise and experiences with the student-leaders who in turn support the committee members to take up their duties</p>	<ul style="list-style-type: none"> ● Mentoring system is set up for newly joined S.2 and S.3 committee members to help them take up the role in various student service groups. ● S.2 and S.3 student-leaders can learn leadership skills in their duties with the assistance of the senior form committee members. 	<ul style="list-style-type: none"> ● Feedback from survey for S.2 and S.3 committee members and senior form committee members 	<p>Sep 18- Jun 19</p>	<p>Advisors of student service groups</p>	
	<p>2.3.2 To provide serving and co-working opportunities for S.2 to S.3 students in various ECA clubs/societies and service groups so as to prepare and stretch their leadership potential</p>	<ul style="list-style-type: none"> ● At least 60% of S.2 and S.3 committee members are able to assist in leading one of the student-oriented programmes. ● At least 70% of participants show positive feedback in team work. 	<ul style="list-style-type: none"> ● Year-end evaluation from ECA and student service groups ● Evaluation from ECA and student service group advisors 	<p>Sep 18- Jun 19</p>	<p>ECA and Student service group advisors</p>	

	<p>2.3.3 To celebrate and recognize the many diverse achievements of students and alumni so as to develop a sense of pride in CWGC community</p>	<ul style="list-style-type: none"> ● More than 10 pieces of information relating to external competitions are uploaded and updated in school website. ● More than 20 alumni members are recorded with their achievement. 	<ul style="list-style-type: none"> ● Uploading record in SIPC minutes ● Displaying school features in school campus ● Reports from AAC minutes 	<p>Sep 18- Jun 19</p>	<p>SIPC, AAC, SAU</p>	<p>Support from IT technicians</p>
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Major Concern III: To empower middle management team for school future sustainable development

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 for middle management team	<ul style="list-style-type: none"> At least 70% of teachers reflect in the stakeholder surveys that the middle management team can make use of the PIE model or bring in new initiatives for the development of their respective subjects, committees or units. 	<ul style="list-style-type: none"> Stakeholder surveys Evaluation questionnaire Evaluation meetings held among groups of middle management team 	Sep 18 – May 19	Principal, Vice Principals, Assistant Principals and Heads of subjects, committees or units	
	3.1.2 To arrange school visits to KTAC or other schools for exposure	<ul style="list-style-type: none"> At least 70% of teachers who have joined the visits agree that good practice of teaching and non-teaching characteristics in other schools give them innovations. Relevant strategies can be considered and adapted in school for betterment. 				Head of KTAC member schools

	3.1.3 To have sharing & evaluation after the visits for the interflow of insights among management team members, and hence make a collection of reflection notes or innovations got from other schools	<ul style="list-style-type: none"> ● Meetings for sharing and evaluation among middle management team members are held, and about 70% of these members agree that there are reflections on how they lead their respective subjects, committees or units. ● About 70 % of the middle management team members have shared their insights with members of their subjects, committees or units for reflections on their work at present and enhancements in their work in future. 	<ul style="list-style-type: none"> ● Stakeholder surveys ● Evaluation questionnaire ● Evaluation meetings held among groups of middle management team ● Compilation of the notes and sharing of middle management for the design of a booklet, which shows the insights of management for colleagues' reference 	Sep 18 – May 19	Principal, Vice Principals and Assistant Principals	
3.2 Preparing sustainable development of the subjects,	3.2.1 To review the manpower resources and identify, delegate suitable or interested teachers to	<ul style="list-style-type: none"> ● Vice heads find that they have greater degree of participation in the administrative work of their respective subjects, 	Provision of tentative succession plan for individual subjects, committees and units	Sep 18 – May 19	Principal, Vice Principals, Assistant Principals	

committees or units	assume some administrative roles of all subjects, committees and units for future development	committees and units. ● At least 70% of the middle management team members find that there are more helping hands in their subjects, committees or units and these manpower resources have potential to take up more administrative duties in future.			and Heads of subjects, committees or units	
3.3 Increasing communication between teachers and school administrators by the middle management team	3.3.1 To provide opportunities for middle management team to take part in regular meetings, brain-storming meetings as well as group or individual discussion sessions for the development of school direction and formulation of school policies	At least 70% of middle management team members agree that they have more participation in different levels of discussions in the development of school direction and formulation of school policies.	<ul style="list-style-type: none"> ● Stakeholder surveys ● Evaluation questionnaire 	Sep 18 – May 19	Principal, Vice Principals and Assistant Principals	

Glossary of Abbreviations

AAC	Alumni Association Committee
APASO	Assessment Program for Affective and Social Outcomes
CC	Counselling Committee
EAC	Extra-Curricular Activities Committee
ECA	Extra-Curricular Activities
IA	Integrated Arts
IT	Information Technology
ITC	Information Technology Committee
KTAC	Kowloon Tong Church of the Chinese Christian and Missionary Alliance Hong

LEU	Learning Enhancement Unit
MEC	Moral & Civic Education Committee
PE	Physical Education
RAC	Religious Affairs Committee
SADC	Staff Appraisal and Development Committee
SAU	Student Affairs Unit
SDC	Student Development Committee
SIPC	School Image and Promotion Unit