



CNEC Christian College

School Development Plan

(2019-2020 to 2021-2022)

CNEC Christian College

School Vision & Mission

Our school mission is to:

- provide a holistic education;
- nurture people of excellence; and
- promulgate the Truth and lead students to an abundant life.

Where We Are Now

Our Strengths

- Our teachers show great concern for our students and have a strong mission to do the best for them.
- Our teachers have a strong sense of belonging to the school.
- Our teachers are willing to offer help to new colleagues in every aspect.
- Some teachers, especially form teachers, show genuine concern for students' emotional and developmental growth.
- Most teachers are energetic and enthusiastic. They are willing to share their experience with students through extra-curricular activities.
- Our students are generally smart with good academic performance.
- Our students are good-natured with good potentials and are receptive to teachers' instructions.
- Most students are willing to talk and ready to share their feelings with teachers.
- Reading is promoted as a whole-school responsibility with a specific reading time being set in the timetable to facilitate the promotion of reading.
- There is a close liaison between parents and the school.
- Through years of development, the school is now providing students with a variety of extra-curricular activities.

Our Weaknesses

- A reading culture has to be developed among teachers.
- The existing school library books borrowing rate is not high, especially for that of the upper-form students.
- Most students do not get used to communicating in English.
- Most students do not concern about the current issues.

Our Opportunities

- Apart from having a vision in education, our teachers are also enthusiastic in teaching, ready to give and willing to accept changes and development.
- More and more teachers are aware of developing quality school-based curriculum.
- We have teachers, who are seconded to Quality Assurance Division, Curriculum Development Institute and Examinations & Assessments Authority, and that they can bring back more external practices and experience to school.
- Most of our Chinese Language teachers have good command of Putonghua, and they are eager to use Putonghua as the medium of instruction in lessons.

Our Threats

- Most teachers are preoccupied with their demanding teaching duties and staff development trainings. They find it very difficult to spend time on exchanging ideas and sharing.
- Teachers have different beliefs in quality curriculum design and effective teaching methodology. Sometimes their ideas cannot be reconciled.
- The spectrum of learning abilities and attitudes of students has been increased and that requires our teachers to further polish their teaching strategies in order to cater for students' learner differences.
- Most students are quite dependent and lacking of self-awareness or self-management.
- Students feel stressed and find hard to get a balance between attending intensive academic activities and participating in various co-curricular activities carried in school.

Major Concerns for 2019-2020 to 2021-2022

1.	Equipping Students to become Active and Self-directed Learners
2.	Nurturing students with positive values and education through the development of character strengths

School Development Plan (2019-2020 to 2020-2022)

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			19/20	20/21	21/22
1. Equipping Students to become Active and Self-directed Learners	<ul style="list-style-type: none"> • Area 1: Creating an active and self-directed learning environment in reading <ul style="list-style-type: none"> - Cultivating/ Strengthening reading culture - Developing students' interest in reading - Equipping students with 'reading to learn' skills • Area 2: Promoting active and self-directed learning through teaching <ul style="list-style-type: none"> - Helping teachers better equipped for promoting active and self-directed learning and ensuring the effectiveness of teaching - Promoting active and self-directed learning among students and improving their academic performance 	<ul style="list-style-type: none"> • Strengthening the learning environment by establishing the school library as a learning commons with enriched resources 	✓	✓	✓
		<ul style="list-style-type: none"> • Promoting reading across the curriculum with collaboration of the school library and different KLAS 	✓	✓	✓
		<ul style="list-style-type: none"> • Conducting a survey among students to collect information about their reading habits and to recommend books for library 	✓	✓	✓
		<ul style="list-style-type: none"> • Setting up a Reading Promotion Group to organize and monitor reading activities and schemes to cater for the interest and needs of students 	✓	✓	✓
		<ul style="list-style-type: none"> • Integrating current and coming works of reading and steering them to focus on self-directed learning, e.g. setting reading goals with the help of class teachers through reading scheme 	✓	✓	✓
		<ul style="list-style-type: none"> • Equipping class and subject teachers to become facilitators 	✓	✓	✓
		<ul style="list-style-type: none"> • Enhancing teaching skills of active and self-directed learning through professional collaboration, staff development programs and professional sharing among teachers 	✓	✓	✓
		<ul style="list-style-type: none"> • Co-planning for active and self-directed learning, e.g. teachers work out strategies to engage students at work through co-planning activities 	✓	✓	✓
		<ul style="list-style-type: none"> • Setting clear performance goals for both teaching and learning (teaching progress and curriculum) and devise concrete measures to attain them (assessments) 	✓	✓	✓
		<ul style="list-style-type: none"> • Subject departments conduct focused lesson observations, e.g. peer lesson observation focusing on the pedagogy of conducting active and self-directed learning. 	✓	✓	✓
		<ul style="list-style-type: none"> • Inviting more teachers to launch the strategy of active and self-directed learning 	✓	✓	✓
		<ul style="list-style-type: none"> • Enriching students' learning experiences and skills through active and self-directed learning activities such as goal-setting, note-taking, and self and peer assessment 	✓	✓	✓
		<ul style="list-style-type: none"> • Optimizing support of low achievers through peer sharing, group learning and revision class 	✓	✓	✓

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			19/20	20/21	21/22
2. Nurturing students with positive values and education through the development of character strengths	<ul style="list-style-type: none"> Students can identify their character strengths through activities conducted by various subject panels, Action Groups and Task Groups. Students are more confident in facing challenges. Uplift the emotional stability and strengthen the interpersonal relationship of students Stakeholders of the school like teachers, parents and students understand the importance of positive education and can lift up resilience through the development of character strengths. 	<ul style="list-style-type: none"> Students can identify their own character strengths through the completion of VIA survey in Religious Education lessons. F.1 and F.2 students can develop growth mindset through stamp collection programme. Action Groups, Task Groups, Uniform Teams, etc. instill the concept of specific character strengths in their activities. Some subject panels instill the concept of some character strengths in their teaching. Specific character strengths are selected by the school and the importance of them is instilled through messages in morning assemblies and class teacher's period. Talks or workshops on positive education and development of character strengths are organized for teachers, parents and students. 	✓	✓	✓
			✓	✓	✓
			✓	✓	✓
			✓	✓	✓
			✓	✓	✓
			✓	✓	✓

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