



CNEC Christian College

School Development Plan

(2022-2023 to 2024-2025)

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 students admitted are in general of higher ability. They have great potentials and are willing to learn.
- Teachers are professionally trained. They care about the growth of the students. Good rapport between students and teachers has been established.
- There is steady support from our long-term partners. The School Church, the Parent Association, and the Alumni Association enhance the effectiveness of parenting, holistic development of the students and school development.
- The Incorporated Management Committee provides the school with great support.
- The school places emphasis on the nurturing of students' all-round abilities, morality and spiritual growth.

Our Weaknesses

- There is diversity in terms of students' learning ability.
- Some students seem rather passive and are not self-motivated enough to learn independently.
- Some senior teachers will reach their retirement age in a few years. There is a critical need for the school management to initiate succession planning and provide more training opportunities for potential middle managers.

Our Opportunities

- The school has a very close partnership with the CNEC Chapel. Gospel work and character building can be facilitated effectively.
- The CNECCC Education Foundation is launched. With the additional resources, the education quality and environment will be enhanced.
- Covid-19 urges a paradigm shift to blended learning (face-to-face and online learning). This also urged the importance of self-directed learning.

Our Threats

- Social impact from the internet and contemporary culture affect the learning attitude, studies and time management of students. Positive education and Christian values need to be strengthened.
- Covid-19 poses a threat to learning and teaching. Interacting with students become more restricted and monitoring them through online platform is not easy.

Major Concerns for 2022-2023 to 2024-2025

1.	Nurturing students to be self-directed learners and catering for their diverse learning needs
2.	Promoting positive values education and good mental health to help students live a purposeful life

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Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale (Please insert ✓)		
			22/23	23/24	24/25
1. Nurturing students to be self-directed learners and catering for their diverse learning needs	<ul style="list-style-type: none"> • Area 1: Motivate students to self-direct their learning <ul style="list-style-type: none"> - Develop students' ability to become self-directed learners - Provide tools and materials to empower students to learn on their own effectively - Developing students' interest in reading and strengthening reading culture in the school campus as well as encouraging home reading • Area 2: Cater for the diverse learning needs of students <ul style="list-style-type: none"> - Improve students' academic performance through effective pedagogies - Design different tasks and assessment tools to cater for the diversified learning style - Provide extra care to special educational needs students (Gifted/ Low achievers) 	Curriculum <ul style="list-style-type: none"> • Revise the school time-table from 5 days plan to 6-day cycle calendar • Refine the curriculum of all subjects by introducing National Security education (NSE) and Values Education • Review the existing curriculum by equipping students with skills to engage in learning inside and outside class 	✓		
		Learning and Teaching Strategies <ul style="list-style-type: none"> • Encourage students to design their personalized learning method and take their responsibility for own learning • Provide tools and various materials for students to be self-directed learners and learn at their own pace • Cultivate students to enjoy reading through DEAR periods, abundant school library resources, teachers and peer book-sharing e-books, and home reading • Promote reading across the curriculums with collaboration of the school library and different KLAS • Depends on subjects, establish heterogeneous peer learning group or homogeneous learning group among students 	✓	✓	✓
		Curriculum <ul style="list-style-type: none"> • Tailor the existing curriculum to keep track of the HKDSE assessment frameworks and marking schemes to cater for students' diverse learning abilities. 		✓	✓
		Learning and Teaching Strategies <ul style="list-style-type: none"> • Encourage students to find out their abilities, talents and study skills that work best for them • Review the sequence of the content in the curriculum to suit students' learning needs • Optimize the pedagogies and resources to cater for learner diversity • Set teaching objectives to develop students' positive learning attitudes and achievable success in lessons • Establish peer learning groups to cater the diverse learning needs among students 	✓	✓	✓
		Assessment <ul style="list-style-type: none"> • Discuss the assessment criteria with colleagues to make the assessments as learning as well as for learning • Adopt various means of assessment tasks to cater for diverse students' learning needs 	✓	✓	✓
		Professional Development for Teachers <ul style="list-style-type: none"> • Share effective pedagogies or good practices at departmental level • Arrange formal lesson observations and peer observations in the focus of catering for the diversified learning • Improve mentorship for new-coming teachers 	✓	✓	✓

