



**The Church of Christ in China
Kwei Wah Shan College**

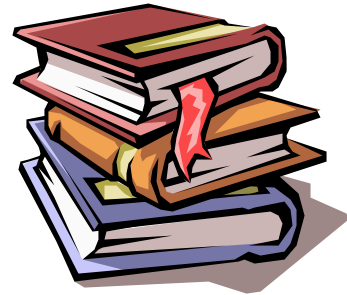
**School Development Plan
2004/05 – 2006/07**

The Church of Christ in China

Kwei Wah Shan College

School Vision & Mission

The Church of Christ in China has the following vision, mission and core values:



Vision Statement

Together we nurture the lives of our students

Hand in hand we witness the love of God

Mission Statement

Motivated by the Love of Christ and convinced of the value of man, we strive to provide quality education to our students, to elicit their potential and to share with them the holistic views of the gospel. We also pledge to educate our students to be good citizens so that they can make contribution to our society and our country.

Core Competence

Evangelism and Service, Loving and Caring

Whole-person education for all

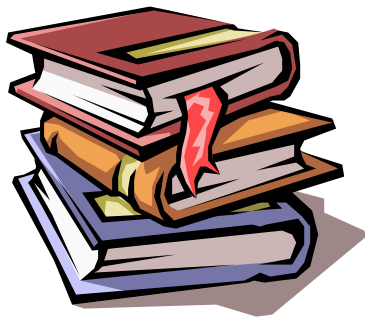
Positive, Progressive and Commitment

The Church of Christ in China Kwei Wah Shan College has the mission to provide quality education based on sound Christian principles with emphasis on 'whole person development' to nurture talents and abilities. It aims to provide opportunities for all students to develop them to the full, to strive for excellence in all their endeavours, to commit to common good in their service to school, family, Hong Kong community, China and the whole world.

The Church of Christ in China

Kwei Wah Shan College

Principal's Pledge – Vision and Mission



Our society is constantly changing. A school into the 21st century must face changes in political, economic, social, demographic and cultural aspects of the society, information technology development, globalization, knowledge-based society and post-modernity. Schools need to have good management to face these changes and to ensure the adaptation of the students to such environment.

My visions are:

(1) School should have quality management and a team of highly professional staff working with all stakeholders to provide a quality environment for student development.

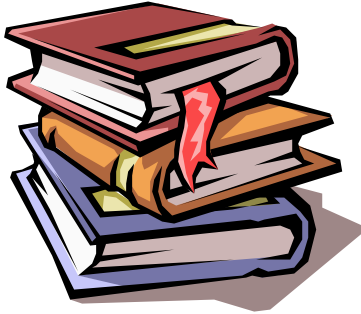
(2) All students should:

- Enjoy learning, be effective in communication (bi-literate & tri-lingual), be creative, and have sense of commitment [樂善勇敢];*
- Have all-round development (excellence in all areas covering ethics, intellect, physique, social skills, aesthetics and spirituality) [全人發展];*
- Be capable of life-long learning [終身學習];*
- Make contributions to the society, our country and the World. [sense of responsibility for our country and sense of responsibility for the World — 面向中國，懷抱天下];*
- Be developed as leaders.*

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Principal's Pledge – Vision and Mission



In summary, my vision is to attain good quality in 10 aspects under two domains of school management and student development. My mission is to accomplish these visions:

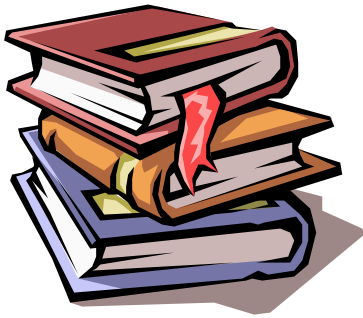
<i>School Management</i>	<i>Student Development</i>
<i>1. Quality management</i>	<i>5. Quality all-round education</i>
<i>2. Quality staff</i>	<i>6. Quality life-long learners</i>
<i>3. Quality partnership with stakeholders</i>	<i>7. Quality citizens</i>
<i>4. Quality environment</i>	<i>8. Quality national citizens</i>
	<i>9. Quality international citizens</i>
	<i>10. Quality leaders</i>

The English Slogan of the Vision is : Aiming at 10 Q's

The Church of Christ in China

Kwei Wah Shan College

Principal's Pledge – Vision and Mission



Core Directions (核心方向)

Be thankful to God

仰望主恩

Building up Good Foundation

穩根基

Leadership Building

培育精英

Excellence in academic studies and conduct

品學齊升

Developing students' potential to the full

發展潛能

Commitment to the society

回饋社群

Keep striving for excellence

追求卓越

Whole person development

邁向完人

Commitment to the nation

心繫祖國

International Exposure

面向世界

Commitment to the world

懷抱天下

Loyalty to God and serving God

終身侍主

Where We are Now

Our Strengths

- The school has a **long history** of nearly 30 years and has been nurturing many students through **quality all-round education based on Christian principles**.
- The school has a well-established **organization and administrative structure with clear directions for school development**.
- The school is **willing to listen to students' opinions** and always encourages students to give suggestions to the school administration for school improvement. This helps to build up students' sense of belonging and self-confidence. This also trains students to have **strong sense of commitment to the society** they belong to.
- **Professional team of teachers**: Teachers are devoted to their teaching and non-teaching areas. 19.6 % (11) of the teaching staff have higher degrees. 94.6 % (53) possess degree level. 100% (56) of teachers are formally trained in teaching and 42 out of 56 teachers have more than 10 years' teaching experience. Teachers' continuous professional development hours in 2004-05 and 2005-06 are 86.8 hours and 151.3 hours respectively. Principal's continuous professional development hours 2005-06 is 320.5 hours.
- The school is **one of the first group of schools offering Liberal Studies education** for senior form students. Our school also has years of experience in teaching **Integrated Humanities for Junior form students**. Our school's successful experiences have been shared among many other schools. We have a strong base of professionalism to prepare for the New Senior Secondary Curriculum implemented in 2009.
- Many subjects have **project learning** for students to enhance students' communication skills, critical thinking skills and creativity.
- Our school has a **strong team of reading committee** in promoting reading culture in school. Students have **regular reading sessions** weekly. Regarding the average number of borrowed materials from library per student, our school **belongs to the top 25% of Hong Kong schools** according to the percentile reference data of the Education and Manpower Bureau.
- The school has been providing a **loving and caring school environment** for student development.

- The school has adopted a **whole-school approach to discipline and counselling**, maintaining students' good discipline and providing 'parental' care and guidance for our students.
- We have **form-teacher period** every day to take good care of students' life. Regular class activities are organized to promote class spirit. Form-teachers' role in values education and character formation has been very significant.
- The school has **regular and effective mass assemblies** focusing on discipline, academic studies, religious education, liberal studies, reading, and moral education and current issues. Both English and Chinese medium will be used during mass assemblies.
- Students are of **good quality**. They are well-behaved and have **positive life attitudes**. They have **good communication skills**. The students have a strong sense of belonging and concern for the school.
- The school has the direction of **building up students' self-confidence through encouraging students' participation in extra-curricular activities**. The school has provided a great variety of extra-curricular activities for students' all-round development. **Professionals and expertise in many areas** like basketball, football, volleyball, drama, harmonica, dancing and Chinese Orchestra are invited to help students develop their potential to the full. The **number of students awarded in 2005-06 is 989** which is **9 times the average number in 2003/04 and 2004/05**. This proves to be a success in the past years.
- The results of the public examination **have shown great progress in 2006**. **12 out of 15** HKCEE subjects showed great improvement in their performance. The percentages of students with **5E or above and 6E or above** increase by **over 100%** in 2006.
- Our school has strong support from the Hong Kong Council of the Church of Christ in China through **close links with Shing Kwong Church (Causeway Bay) and Hop Yat Church (North Point)**. They have great support for the school in terms of spiritual support, religious education, financial and human resources.
- Our school has a **supportive Parent-teacher Association (PTA)** established in 1996. According to the Key Performance Measures of the Education and Manpower Bureau, the rating by parents shows that the home-school co-operation quality of our school is of the top 25 % of Hong Kong secondary schools.
- Our school has a **loyal Alumni Association** which organizes yearly gathering and keep in good contact with alumni of the school.

Our Weaknesses

- There is still room for improvement regarding the following major areas:
 - ✓ school **self-evaluation culture**
 - ✓ measures to cater for **diverse needs of individuals**
 - ✓ **civic education** (esp. building up stronger sense of national identity)
 - ✓ students' **character formation** (esp. maintaining high standard of self-discipline, responsibility, perseverance and sense of sportsmanship)
 - ✓ **academic performance** (esp. upkeeping a high expectation for students' breakthrough in internal and public assessments)

Our Opportunities

- In recent years, Hong Kong has **increasing number of students arriving from China**. This also means that we should take a **more proactive role in helping them** to adapt well to the Hong Kong environment and education and providing quality education for them.
- The Education and Manpower Bureau has been encouraging all schools in Hong Kong to set up a better school self-evaluation system which is a weak area for most schools in Hong Kong. Our school can make use of this opportunity to **enhance its self-evaluation process** for better school development and accountability.
- The economy of Hong Kong has recovered from the recession period. This makes our school **easier to get resources** to enhance its development.
- The Education and Manpower Bureau has been very supportive to education reforms and curriculum reforms. A lot of support measures were initiated. All these lead to **more resources for school development**.
- Hong Kong having been a gateway of the world to People's Republic of China (PRC) is also an important gateway of PRC to the world. Our school can focus more on **enhancing bi-literacy and tri-lingualism**.
- The Curriculum Development Council has made out the curriculum reform for all schools in Hong Kong. The school is keen on making this opportunity to **enhance the four recommended key tasks**: project learning, moral and civic education, IT for interactive learning and reading to learn.
- In facing the **changes arising from the new 334 academic structure**, the curriculum for senior forms can be re-designed to cater for individuals' diverse learning needs.

Our Threats

- **Decline in the birth rates of the Hong Kong population** in the past few years leads to keen competition among secondary schools.
- A number of traditional schools in Hong Kong have adopted Direct Subsidy Scheme (DSS) in the past few years and there are **increasing number of DSS schools**. These schools will have more resources to enhance their development in both facilities and quality of education. The school is facing more keen competition from these schools. **The school should work more for outstanding quality education for our students.**

Major Concern for 2004/05 – 2006/07

1. Enhancing the Effectiveness of Remedial and Enhancement Programmes

School Development Plan (2004/05 – 2006/07)*

Slogan: Building up better foundation & Striving for Excellence

Major Concern	Intended Outcomes / Targets	Strategies	Time Scale		
			04/05	05/06	06/07
1. Enhancing the Effectiveness of Remedial and Enhancement Program – whole school approach	<ul style="list-style-type: none"> ● Students' academic results will greatly improve in terms of <ul style="list-style-type: none"> ✓ Internal examination results ✓ CE public examination results ✓ AL public examination results ✓ Value-addedness results at CE & AL ● Students are more satisfied with (a) curriculum planning and organization, (b) teaching strategies and skills, and (c) assessment for learning ● Students, parents and teachers are more satisfied with the student learning 	<ul style="list-style-type: none"> ● Setting up benchmark requirements for Chinese, English and Maths at all levels so as to help identify the diverse needs of students. 			✓
		<ul style="list-style-type: none"> ● To cater for the diverse learning needs of students : strengthening the remedial and enhancement programme for F.1-3 regarding Chinese, English and Maths to make sure a strong foundation will be built for all junior form students 			✓
		<ul style="list-style-type: none"> ● Providing extra enhancement lessons for F.4-7 students for all subjects <u>after school, on Saturdays and during long holidays.</u> 		✓	✓

Other Concerns

Domain 1: Management and Organization	<ul style="list-style-type: none">■ School-based Management Issues■ WebSAMS■ School Facilities■ Resource Allocation■ Staff Development■ Self-evaluation
Domain 2: Learning and Teaching	<ul style="list-style-type: none">■ 4 key tasks of curriculum reforms■ Assessment for learning■ Life-wide learning■ New Senior Secondary Curriculum
Domain 3: School Ethos and Student Support Measures	<ul style="list-style-type: none">■ A Loving and Caring school■ School uniform■ 30th Anniversary Celebration

Domain 1: Management and Organization

Area	Concern
1.1 School-Based Management Issues	<ul style="list-style-type: none"> ● Formulation of New Policies & Programme Plans
1.2 School Administration and Management System (SAMS)	<ul style="list-style-type: none"> ● Implementation of Web-SAMS
1.3 School Facilities	<ul style="list-style-type: none"> ● Implementation of the QE Fund Project to enhance the IT infrastructure of the school environment ● Implementation of the Major Repairs Project in 2006/07 ● Setting up computer workstations for each floor level ● Renovating the School Hall – Additional Name for the Hall (The Beatitudes Hall) ● Renovating the washrooms under the school hall ● Upgrading the facilities of (a) the Design and Technology Room, (b) the Visual Arts Room and (c) the School Library
1.4 Resource Allocation	<ul style="list-style-type: none"> ● Using the Capacity Enhancement Grant to the following areas with the hope of releasing teachers' workload and turning the vision of the education reform into reality: <ul style="list-style-type: none"> ✓ Clerks for IT & Administration ✓ Additional teachers for English, Chinese and Maths ✓ Professionals for drama and speech activities. ✓ Professionals for training sports activities like basketball, volleyball and football

Domain 1: Management

Area	Concern
1.5 Staff Development	<ul style="list-style-type: none"> ● It is hoped that teachers will upgrade their teaching qualities and focus more on 4 key tasks of curriculum reforms and other aspects of student development (learning effectiveness, language ability, affective domain and character formation) ● Partnership with tertiary education institutions or the Education and Manpower Bureau in enhancing the quality of teaching and learning <ul style="list-style-type: none"> ✓ in Chinese and Integrated Science through the use of metacognition in teaching and learning (CUHK – QEFund project) ✓ through committing to the 6-year 3-million English project for supporting teaching and learning of English in Chinese Medium School ✓ in using Putonghua for teaching Chinese through a collaboration project with educators from Mainland China (Professional Collaboration project with EMB) ✓ through enhancing the quality of common lesson preparation for F.1-2 Mathematics Curriculum (School-based Curriculum Development Support Services for Secondary Schools – collaboration project with EMB) ✓ in Maths (CUHK – Professional Collaboration Project) ✓ through a Liaison project with Dr. Chiu Chi Shing from CUHK to enhance the research work capability of (a) the department of Integrated Humanities in improving the effectiveness of project learning and (b) the Board of Academic affairs in understanding the strategies for learning second language ✓ through establishing a framework of essential learning experience and student learning profile to enhance students’ life-wide learning experience (Seed project with EMB)

Domain 1: Management

Area	Concern
1.5 Staff Development (Cont'd)	<ul style="list-style-type: none">✓ through enhancing students' leadership training for students' all-round development (CUHK)● Joining the Pilot Scheme of the Induction Programme for Beginning Teachers organized by the Education and Manpower Bureau
1.6 School Self-evaluation	<ul style="list-style-type: none">● Developing a substantial self-evaluation culture for School Development● Strengthening the communication channels between school and stakeholders

Domain 2: Learning and Teaching

Area	Concern
2.1 4 Key tasks of curriculum reforms	<ul style="list-style-type: none"> ● Implementation of enhancement measures for the Four Key tasks of curriculum reforms (Project learning, Reading to learn, Moral and Civic Education, and IT for Interactive Learning) like providing project learning in all subjects, adding 20-minute reading session to every school day, arranging two weekly morning assemblies to promote moral and civic education, and setting up e-class and e-profile for student self-learning
2.2 Assessment for Learning	<ul style="list-style-type: none"> ● Arranging (a) regular tests for students, (b) One uniform assessment test for F.1-3 in the 2nd term, (c) two Examinations for each form (one for each term) ● Using E-student learning profile to keep a record of student all-round development ● Encouraging F.1-4 & 6 students to participate in the English Examination of the International Assessments for Schools (organized by the Education Test Centre for the University of New South Wales) to help assess their English Standard and to give them experience of public examination
2.3 Life-wide learning	<ul style="list-style-type: none"> ● Providing a Broad and Meaningful Life-wide learning experiences – local and global <ul style="list-style-type: none"> ● Ensuring that students will be active and involved outside the classroom through arranging a great variety of extra-curricular activities ● Arranging a great variety of learning activities like project learning related to 26 Museums in Hong Kong and top business companies ● To develop students' music talents and to provide continuous year-long training for sporting activities ● Learning to lead: Establishing a series of ongoing co-curricular activities, volunteer service scheme and leadership program to develop students' leadership qualities ● Educational trips will be organized to give students learning experiences outside Hong Kong
2.4 New Senior Secondary Curriculum	<ul style="list-style-type: none"> ● Implementation of the 5-year transition plan 2005-09 for the new Senior Secondary Academic Structure and Curriculum (Please refer to the Appendix for Details about the transition plan)

Domain 3: School Ethos & Student Support

Area	Concern
3.1 Pastoral Care	<ul style="list-style-type: none">● Cultivating a Loving and Caring School --- A Whole school approach to Pastoral Care System
3.2 School Ethos	<ul style="list-style-type: none">● New Uniform: (a) School Jacket and School Fleece Jacket for F.1-7; and (b) Evaluation of the school uniform● Celebrating the school's 30th Anniversary

Long Term Planning

Domain	Concern
Management	<ul style="list-style-type: none">• Improving facilities for all staff rooms, classrooms and function rooms• Setting up of Kwei Wah Shan College Foundation Fund for school development and school improvement projects
Learning and Teaching	<ul style="list-style-type: none">• Developing students' learning skills and higher-order thinking skills
School Ethos & Student Support	<ul style="list-style-type: none">• Developing stronger link with alumni• Developing stronger link with parents of graduates

Following is a summary of the key school-level actions needed to implement the 334 reforms

School:	CCC Kwei Wah Shan College				Version No 1
School Level Keys Actions	2005	2006	2007	2008	2009
1. Curriculum	<ul style="list-style-type: none"> - Propose the curriculum design for 1st consultation (both Junior Secondary and Senior Secondary Curriculum esp. COC) - Start implementing COC on trial basis 	<ul style="list-style-type: none"> - Confirm the 1st draft curriculum design - Confirm the curriculum design for Junior Secondary level (esp. Hist, Geog, EPA, D & T, H.E, C.L.) and NSS levels - Start working out details for core subjects, elective subjects, learning experiences for different form levels - Conduct second round consultation with reference to the university admission requirement announced in mid-2006 - Review COC implementation 	<ul style="list-style-type: none"> ● Implement fully the junior secondary curriculum for future NSS curriculum ● Plan the curriculum for ensuring smooth transition from Junior 3 to Senior Sec. 1. ● Continue to review the feasibility and recognition of the curriculum design for junior and senior levels ● Review COC implementation 	<ul style="list-style-type: none"> ● Finally confirm (a) NSS curriculum, (b) COC provided, (c) smooth transition plan from junior level to senior level 	<ul style="list-style-type: none"> ● Actual implementation of NSS and smooth transition plan
2. Pedagogy	<ul style="list-style-type: none"> - Conduct more lesson studies, more peer lesson observations, more project learning; 	<ul style="list-style-type: none"> - Whole school approach to enhancing students' motivation and Teacher-student interaction in class and in co-curricular activities - More Student-centred approach - Conduct project learning in more / all subjects - Carry out more life-wide learning / co-curricular activities - Focusing more on developing students' generic skills and core values 	<p>To be done on yearly basis</p> <ul style="list-style-type: none"> - Regular review and evaluation on (a) project learning, (b) student-centred approach to classroom learning, (c) co-curricular activities, (d) development of other essential learning experiences - Open Day for showing the strengths of our pedagogy - Prepare teaching resources for NSS curriculum 		<ul style="list-style-type: none"> ● Actual implementation of (a) projects, (b) essential learning experiences, (c) teaching resources for the NSS curriculum
3. Assessment	<ul style="list-style-type: none"> - Start planning the implementation of Student portfolio record (e-record) --- esp. assessing development of multiple intelligence and generic skills & keeping record of essential learning experience 	<ul style="list-style-type: none"> - Focusing more on recognition of student achievement through exhibition, prize giving, performance opportunities and scholarship - Start to implement Student portfolio record for certain form levels 	<p>To be done on yearly basis</p> <ul style="list-style-type: none"> ● Regular evaluation on implementation of Student portfolio record ● Regular evaluation on SBA for Chinese and English ● Try and Regular review on possible means for SBA for other subjects 		<ul style="list-style-type: none"> ● Actual implementation of (a) SBA and student portfolio for the NSS curriculum

School:	CCC Kwei Wah Shan College				Version No 1
School Level Keys Actions	2005	2006	2007	2008	2009
4. School organisation	<ul style="list-style-type: none"> - Set up New Senior Secondary Curriculum Development Committee - Set up task force for Student Portfolio record 	<ul style="list-style-type: none"> - Set up 8 KLA committees to work with NSS committee - Revise the work and task force for the 4 key tasks of curriculum reform - Revise the work and task force for the essential learning experiences of students 	<ul style="list-style-type: none"> ● Detailed 2007-2013 action plans made by (a) NSS development committee, (b) 8 KLA committees, (c) 4 key tasks committees, (d) essential learning experience committees 	Supervising and implementing the 2007-13 action plans, followed by evaluation	
5. Communication Plan	<ul style="list-style-type: none"> - Keep informing teachers of more recent development regarding 334 	<ul style="list-style-type: none"> - Consult & confirm with teachers regarding (1) Curriculum design, (2) human resources plan and (3) Staff Development Plan - Inform SMC, students, parents, PTA and teachers of the recent development and planning for 334 - Communicate with possible voluntary organizations as partners for essential learning experiences - Liaise with service providers of COC 	<ul style="list-style-type: none"> - Discuss more on feasibility of the confirmed Curriculum design - Keep informing SMC, students, parents, PTA and teachers of the recent 334 development & planning - Confirm with voluntary organizations for essential learning experiences - Liaise with service providers of COC 	<ul style="list-style-type: none"> ● Confirm with service providers of COC ● Informing stakeholders esp. parents and the students of the confirmed NSS curriculum 	
6. Human Resources Plan	<ul style="list-style-type: none"> - Roughly estimate the staff establishment and human resources requirements in the next 10 years; - Work with the Staff Development Team to roughly plan the schedule for arranging teachers to attend professional training for NSS Curriculum 	<ul style="list-style-type: none"> - Confirm the human resources plan - Confirm the teachers taking up certain subjects in the NSS esp. Liberal Studies <p>P.19 Continuously sending teachers to attend seminars and courses related to 334 NSS curriculum</p>	<p>To be done on yearly basis</p> <ul style="list-style-type: none"> ● Keep reviewing the capacity of the teachers taking up certain subjects in the NSS esp. Liberal Studies ● Continue to proactively send teachers to attend seminars and courses related to 334 NSS curriculum ● Arranging sufficient human resources (Teaching assistants and / or IT technicians) to help NSS development 		