

Caritas Charles Vath College

Annual School Plan

2021/2022

School Vision & Mission

1. School Vision & Mission

The school inherits the sponsoring body's vision and mission which is serving the students of Hong Kong, in particular the disadvantaged and vulnerable through a caring, quality education grounded in the principle of "education for all" and integral human development.

We endeavour to make lifelong learning a reality and to enable the continued development of education to be truly inclusive to students who are currently diminished or excluded in opportunity.

2. School Goals

CCVC is a unique senior secondary school established in 2003 to help young school leavers returning to the education system; and to provide senior secondary students a caring and career simulated learning environment so that they can swap from mainstream studies to the one that better suits their aptitudes and learning paces. Through various school-based programmes such as Drama in education, students are guided to rethinking and rebuilding their career prospects and learning capacities, and prepared to pursue further studies via mainstream pathways or the Caritas Through-train Scheme.

3. School Motto

Be Faithful, Diligent and Stay Simple; Love God and One Another

4. Core Values of Education

- To help the underprivileged and the vulnerable
- To encourage students to actualize their potential
- To promote mutual understanding and reconciliation
- To nurture a spirit of offering back to the community from which the student have benefited

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(1st Year of 2021-2024 School Development Plan)

Major Concerns

- 1.** To promote the whole-person development of students through drama in education
- 2.** To foster students' positive values and enhance the sense of commitment to their learning
- 3.** To strengthen middle-managers' leadership skills and expand the professional learning community

1. Major Concern: To promote the whole-person development of students through drama in education

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To establish a learning environment which facilitate drama in education To provide opportunities to perform in the campus' black-box theatre To provide opportunities to perform in some professional theatre companies 	<ul style="list-style-type: none"> To construct a professional black-box theatre and rehearsal rooms in the campus 	<ul style="list-style-type: none"> Students and teachers occupy the theatre for lessons and practice more than 12 hours per week. Around 10 students participate in the black-box theatre performance. Around 10 students participate in professional theatre companies. 	<ul style="list-style-type: none"> Schemes of works Daily usage of the theatre No. of students participate in the activities 	<ul style="list-style-type: none"> 1st Term 	Assistant Principal	School Sponsoring Body's Fund
	<ul style="list-style-type: none"> To organize mini-performance in the campus' black-box theatre 			<ul style="list-style-type: none"> 2nd Term 	Assistant Principal	Team Grant
	<ul style="list-style-type: none"> To collaborate with professional theatre companies which provides learning experiences to students 			<ul style="list-style-type: none"> 2nd Term 	Assistant Principal	Team Grant
	<ul style="list-style-type: none"> To display student's performing arts achievements in the campus 			<ul style="list-style-type: none"> Whole-year 	<ul style="list-style-type: none"> Assistant Principal Team Leaders 	Team Grant
	<ul style="list-style-type: none"> To develop a school-based drama curriculum which provides learning experience with both theory and practice 			<ul style="list-style-type: none"> Whole-year 	Assistant Principal	NIL

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Cont.	Cont.	<ul style="list-style-type: none"> A school-based drama curriculum is implemented from S4 to S6 levels. 	Cont.	Cont.	Cont.	Cont.

2. Major Concern: To foster students' positive values and enhance the sense of commitment to their learning

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To cultivate a learning environment which promotes students' positive spiritual health To create a caring school environment and provide more supports to maintain students' well-being 	<ul style="list-style-type: none"> To promote students' positive spiritual health into curriculum and other learning experiences, e.g, meditation, prayer, physical exercise, and experience sharing 	<ul style="list-style-type: none"> Over 60% of teachers agree that students take the initiative to learn. 	<ul style="list-style-type: none"> Stakeholder surveys School-based questionnaire Parents communications Daily observations 	<ul style="list-style-type: none"> Whole-year 	<ul style="list-style-type: none"> Principal Team Leaders 	Team Grants
	<ul style="list-style-type: none"> To improve the classroom facilities which provide a comfortable learning environment for students to inspire aspiration and stimulate learning 	<ul style="list-style-type: none"> Over 60% of teachers agree that the school provides enough opportunity to foster students' leadership. 		<ul style="list-style-type: none"> Whole-year 	<ul style="list-style-type: none"> Principal Team Leaders 	Team Grant
	<ul style="list-style-type: none"> To provide teacher professional development programmes which support teachers to integrate the core values of Catholic Education and Values Education from EDB into the curriculum 			<ul style="list-style-type: none"> Whole-year 	Principal	Team Grant

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To prepare teachers for integrating the core values of Catholic Education and Values Education (Moral, Civil and National Education) into the school curriculum framework and subject panels 	<ul style="list-style-type: none"> To collaborate with joint-school and EDB to establish a learning circle so as to share about the strategies of implementing the values education in schools 	<ul style="list-style-type: none"> Over 60% of teachers agree that the school actively helps students develop correct values. 	Cont.	<ul style="list-style-type: none"> Whole-year 	Principal	Team Grant
	<ul style="list-style-type: none"> To provide opportunity to foster students' leadership, e.g., activities and art performance. 	<ul style="list-style-type: none"> Over 60% of students agree that they often review their learning based on their test/exam results and teachers' comments on their performance. 		<ul style="list-style-type: none"> Whole-year 	Team Leaders	Team Grant
	<ul style="list-style-type: none"> To strengthen student responsibility, accountability and self-management with supporting various measurements 			<ul style="list-style-type: none"> Whole-year 	Team Leaders	Team Grant

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Cont.	<ul style="list-style-type: none"> To establish an inclusive culture to promote peer acceptance of and support for students with SEN and NCS thru providing various supports and activities on sports, music and arts, etc. 	<ul style="list-style-type: none"> Over 60% of students agree that the school actively fosters their virtues. Over 60% of students agree that they respect the teachers. 	Cont.	<ul style="list-style-type: none"> Whole-year 	Team Leaders	<ul style="list-style-type: none"> Life-wide Learning Grant Student Activities Support Grant Diversity Learning Grant – Other Programme: Gifted School-based Grant of School-based After-school Learning and Support Programmes

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Cont.	<ul style="list-style-type: none"> To strengthen career and life planning education in order to foster students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways. 	Cont.	Cont.	<ul style="list-style-type: none"> Whole-year 	Team Leaders	Team Grant
	<ul style="list-style-type: none"> To promote positive attitudes towards home-school co-operation and parent education through workshops, seminars, gatherings and daily communications 			<ul style="list-style-type: none"> Whole-year 	<ul style="list-style-type: none"> Team Leaders Class Teachers 	Home-School Co-operation Grants

3. Major Concern: To strengthening middle-managers' leadership skills and expand the professional learning community

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> • To empower middle managers' capacity for accountability and effectiveness. • To reinforce professional interaction • To promote knowledge management and data-driven culture 	<ul style="list-style-type: none"> • To refine the school organization structure and strengthen the role and responsibility of middle managers, e.g., Assistant Principal, Panel Coordinators and Team Leaders so as to enhance their sense of belonging 	<ul style="list-style-type: none"> • Over 60% of teachers agree that the principal provides effective guidance to the continuous development of the school. 	<ul style="list-style-type: none"> • Stakeholder surveys • School-based questionnaire • Staff Appraisal • Daily observations 	<ul style="list-style-type: none"> • Sep 2021 	Principal	<ul style="list-style-type: none"> • NIL

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Cont.	<ul style="list-style-type: none"> To encourage and promote the teacher professional development so as to equip staff team to accumulate more experiences in the school development in different domains including “Cater for Learning Diversity Needs” 	<ul style="list-style-type: none"> Over 60% of teachers agree that the principal effectively deploys teaching staff so that they can optimize their potential. Over 60% of teachers agree that the staff are in harmonious terms. 	Cont.	<ul style="list-style-type: none"> Whole-year 	Principal	Team Grant
	<ul style="list-style-type: none"> To provide mentorship for new teachers in terms of integrated guidance, collaboration and reflection among teachers 			<ul style="list-style-type: none"> Whole-year 	Team Leaders	NIL

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Cont.	<ul style="list-style-type: none"> To cultivate staff team to make use of the school's inherent information and knowledge to improve performance, management and operation so as to facilitate the collaboration and sustain the development of school with establishing the knowledge management system. 	<ul style="list-style-type: none"> Over 60% of teachers agree that they find satisfaction in working in the school. 	Cont.	<ul style="list-style-type: none"> Whole-year 	Team Leaders	NIL
	<ul style="list-style-type: none"> To sustain the collaboration between the school and professional organization and/or NGOs in order to provide a continuous support for teachers and students 			<ul style="list-style-type: none"> Whole-year 	Team Leaders	<ul style="list-style-type: none"> Team Grant Quality Education Fund Thematic Network on Science in Action

Appendixes

- (1) Plan on Use of Capacity Enhancement Grant in 2021/22 School Year
- (2) Plan on the Use of the Life-wide Learning Grant
- (3) School Plan of the additional funding for enhancing support for learning and teaching Chinese for NCS Students in the 2021/22 school year
- (4) Annual Programme Proposal for DLG – Other Programmes: Gifted Education for the 2021/22 school year
- (5) School-based Grant - Programme Plan on School-based After-school Learning and Support Programmes 2021/22 school year