

Caritas Charles Vath College

School Development Plan

2021/22 - 2023/24

Caritas Charles Vath College

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 was established as a senior secondary school in 2003 to recruit post-S3 students and help them to upgrade their academic performances and professional competences, and through envisaged personal career planning, students are encouraged to proceed to higher levels of studies via the mainstream system or the Caritas through-train pathways. Young people's talents are unleashed to strive for their personal success and living in harmony through bringing knowledge, professionalism, kindheartedness and righteousness to their growing and learning experiences.

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

5. Holistic Review

Effectiveness of the previous School Development Plan (2018/19-2020/21)

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
1. To Improve the Effectiveness of Existing Practices with Focuses on School Administration, Teaching and Learning and Student Development	Partly achieved	To promote empowerment of middle management To stabilize the staff team composition and maintain their good moral To cultivate a harmonious working environment	
2. To Strengthen Student Responsibility, Accountability and Self-management	Partly achieved	To help students to identify themselves with the school and the society To promote students' positive spiritual health, core values of Catholic Education and Values Education	
3. To Establish a Specialized School in line with the Direction of School Development	Partly achieved	To establish a specialized school with drama in education To prepare for providing junior secondary level to the community.	

6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> The school management has a firm belief in persisting in its efforts to help people strive for self-development and self-reliance. 	<ul style="list-style-type: none"> To accumulate experiences in operating a DSS senior secondary school To determine a clear direction of future school development
2. Professional Leadership	<ul style="list-style-type: none"> Most procedures and guidelines were established in order to comply with the school needs. 	<ul style="list-style-type: none"> To enhance the effectiveness throughout the daily operations To create opportunity for empowering middle management
3. Curriculum and Assessment	<ul style="list-style-type: none"> Frameworks for curriculum and assessment were established and becoming more stable. Most frameworks and refinements were followed EDB. 	<ul style="list-style-type: none"> To provide guidance for those panel coordinators who had less working experiences. To strengthen the collaborations among subject panels
4. Student Learning and Teaching	<ul style="list-style-type: none"> Students might be motivated in learning if they find their lessons are interesting and practical in their daily life. Teachers are adaptable to different pedagogies. 	<ul style="list-style-type: none"> To raise both teachers and students of higher expectation to their learning and teaching. To improve the teaching and learning facilities in the classrooms
5. Student Support	<ul style="list-style-type: none"> High praises of teacher-student relationship and the school atmosphere were able to facilitate collaboration and trust among the stakeholders of the school. 	<ul style="list-style-type: none"> To provide meaningful learning opportunities, a wider range of exposures and cater for diverse learning needs. To strengthen students responsibility for their learning
6. Partnership	<ul style="list-style-type: none"> The school in helping the deprived students were appreciated by outsiders, e.g., Tung Chung schools, various organizations in the community. 	<ul style="list-style-type: none"> To sustain and strengthen the partnership To explore potential partnership to develop multiple programmes to cater for diverse learners needs
7. Attitude and Behaviour	<ul style="list-style-type: none"> Although most of our students were being ignored or expelled by their former school, they regard the school as the school where always shows care and consideration to them. 	<ul style="list-style-type: none"> To improve the students' misbehaviors about those poor habits developed when they were in junior secondary or even primary school.
8. Participation and Achievement	<ul style="list-style-type: none"> Many of the students care about the encouragement from teachers since those students have been ignored when they were in the previous school life. 	<ul style="list-style-type: none"> To provide more chances for the students to accumulate their sense of belonging and sense of achievement. To help students to identify themselves with the school and the society.

7. SWOT Analysis

Our Strengths

- School sponsoring body is fully supporting the development of the school while it has persisted in its efforts to help people strive for self-development and self-reliance.
- As a DSS school, it provides a relatively flexible school management, e.g., financial management and student admission, etc.
- The staff team is young and energetic. They would commit to the school and help the students.

Our Weaknesses

- There is lack of practical administration experiences of developing a DSS senior secondary school in Hong Kong.
- Since our teaching staff is generally young, they were relatively inexperienced in curriculum planning, teaching and student management.
- The school location is unfavorable to the student admission from other districts.
- Most of our students are considered as ‘3L’ students. They might have a poor experience in their former school life and poor family support.

Our Opportunities

- As the school sponsoring body is a multi-service organization, the students might be able to enjoy its wide-ranging services, e.g., learning experience in hospitality and further education (Caritas through-train pathways),
- With the development of Tung Chung, the demand of the community services and no. of junior secondary student might increase.
- Vocational training and life planning is the direction of the school development, which has been in the policy address.
- The school is developing a specialized school with Drama in Education which might unleash students potentials in performing arts.

Our Threats

- Under NAS, the position and value of senior secondary school in Hong Kong is in doubt.
- The decrease of the no. of senior secondary student causes the impact on financial status and school development.
- With variety of colleges and training provided for senior secondary schools, it might discourage the students to come to the school.
- The social and political incident and the insecure school context might place unnecessary anxiety on teachers and bring about a high

turnover rate.

8. Major Concerns for a period of 3 school years (in order of priority)

- 1. To promote the whole-person development of students through drama in education**
(透過演藝教育以促進學生全人發展)
- 2. To foster students' positive values and enhance the sense of commitment to their learning**
(培育學生正面的價值觀，提升學生對學習的承擔)
- 3. To strengthen middle-managers' leadership skills and expand the professional learning community**
(強化中層領導能力，拓展專業學習社群)

School Development Plan (2021/22-2023/24)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. To promote the whole-person development of students through drama in education	<ul style="list-style-type: none"> • To establish a learning environment which facilitates drama in education • To integrate drama in education into the school-based curriculum framework • To nurture and broaden students' learning experiences in drama in education 	✓	✓		<ul style="list-style-type: none"> • To construct a “Black Box Theatre” which provides a professional space for students to perform and practice • To develop a school-based drama curriculum which provides learning experience with both theory and practice • To provide students' learning experience being a stage performer and/or stagehand

<p>2. To foster students' positive values and enhance the sense of commitment to their learning</p>	<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 • To integrate the core values of Catholic Education and Values Education (Moral, Civial and National Education) into the school curriculum framework and subject panels 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> • To promote students' positive spiritual health thru school functions, activities and assemblies • To create a learning environment which inspires aspiration and stimulate learning for students • To revise curriculum development of subject panels which integrate the core values of Catholic Education and Values Education by EDB
<p>3. To strengthening middle-managers' leadership skills and expand the professional learning community</p>	<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 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> • To refine school structure and expand the middle management • To develop a mentorship programme for newly deployed teachers • To encourage teachers to form and participate in the professional learning community. • To refine the school-based teacher development programmes