

Caritas Charles Vath College

School Development Plan

2018/19 - 2020/21

Caritas Charles Vath College

1. School Vision & Mission

The school inherits the sponsoring body's vision and mission which is serving the student 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 (2015-2018)

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 Develop Effective Staff Team	Partly achieved	To promote empowerment of middle management To stabilize the staff team composition	
2. To Foster Students From Self-Improvement to Whole Person Development	Partly achieved	To strengthen student responsibility, accountability and self-management, To help students to identify themselves with the school and the society	
3. To Establish a Specialized School in line with the School Direction of Development	Partly achieved	To Promote a Specialized School in line with the School Direction of Development, e.g., Life planning and vocational training, etc.	

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
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.
3. Curriculum and Assessment	<ul style="list-style-type: none"> Frameworks for curriculum and assessment were established and becoming more stable. 	<ul style="list-style-type: none"> To strengthen the abilities to curriculum development of 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.
5. Student Support	<ul style="list-style-type: none"> High praises of teacher-student relationship and the school climate 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 diversifying learning needs.
6. Partnership	<ul style="list-style-type: none"> The school in helping the deprived students were appreciated by outsiders, e.g., Tung Chung schools, Lantau Development Alliance (LaDA), Caritas 'Project Hyacinth', Mother's Choice and NGOs 	<ul style="list-style-type: none"> To sustain and strengthen the partnership To explore potential partnership to develop multiply programmes to cater for diversify learner 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 is always showing the care and consideration to them. 	<ul style="list-style-type: none"> To improve the students' misbehaviors which poor habit might be cultivated when they were in junior secondary or even primary school.
8. Participation and Achievement	<ul style="list-style-type: none"> Many of the students were most care about the teacher's care and encouragement since those students were being 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.

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 flexibility to the school management, e.g., financial management and student admission, etc.
- The staff team is young and energetic. They might committee 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 experiences.
- The school location is unfavorable to the student admission.
- Most of our students were considered as ‘3L’ students, they might have a poor experience in their 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 development of Tung Chung, the community services and no. of senior secondary student might increase.
- Since most of our students might lack of care and love in their previous experience, they might deeply appreciate the school as the school and its sponsoring body has the primarily goal to help and take care the deprived students.
- Vocational training and life planning were the direction of the school development, which were concerned in the policy address.

Our Threats

- Under NAS, the position and value of senior secondary school in Hong Kong is in doubt.
- The decrease of the number of senior secondary student may affect the quality and quantity of our student intake from other schools.
- With variety of college and training provided for senior secondary school, it might discourage the students to come to the school.
- The insecure and unforeseeable 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 Improve the Effectiveness of Existing Practices with Focuses on School Administration, Teaching and Learning and Student Development**
- 2. To Strengthen Student Responsibility, Accountability and Self-management**
- 3. To Establish a Specialized School in line with the Development of District and Community**

School Development Plan (2018-2021)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. To Improve the Effectiveness of Existing Practices with Focuses on School Administration, Teaching and Learning and Student Development	• To strengthen the implementation of reflection and planning on implementation of SDP in the school at different levels	✓	✓	✓	• To refine school structure and reduce the barriers among the staff team.
	• To empower middle managers' capacity for accountability and effectiveness.	✓	✓	✓	• To review and optimize all procedures and guidelines in order to comply with the needs.
	• To stabilize the staff team composition			✓	• To promote empowerment of middle management in order to enhance their sense of belonging.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
2. To Strengthen Student Responsibility, Accountability and Self-management	<ul style="list-style-type: none"> To strengthen the core values of Catholic Education To promote students' positive spiritual health through school activities and assemblies. To enrich the school life experiences of students so as to facilitate their learning reflection 	✓	✓	✓	<ul style="list-style-type: none"> To strengthen student responsibility, accountability and self-management To help students to identify themselves with the school and the society To able student to take responsibility for self-directed learning so as to strengthen student sense of achievement and learning motivation

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
3. To Establish a Specialized School in line with the Development of District and Community	<ul style="list-style-type: none"> To prepare for providing junior forms to the district. To deploy resources from outside providers and form a mutually partnerships to support student development. To promote innovative, e-Learning and STEM in education in order to consolidate students learning with practical and learner centric learning experiences. To cater for the special needs for the students, e.g., ‘3L’s, ‘NEY’ and Young Mothers and help them to adapt to the school life. 	✓	✓		<ul style="list-style-type: none"> To form task forces investigate and prepare for providing junior forms to the district. To sustain the collaboration between the school and NGOs in order to provide a continuous support for the deprived students. To improving the school image by promoting community services, career and life planning and vocational education. To investigate different strategies, e.g., e-Learning, STEM in education and other programmes, e.g., vocational education and practical skills and experience learning to cater for diversity learner needs.