

CCC Kei Yuen College
School Development Plan
3-school-year period
(2015/16-2017/18)

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Hong Kong Council of the Church of Christ in China **Vision Statement, Mission Statement, Core Values**

Vision Statement

Together we nurture the lives of our students
Hand in Hand we witness the Love of Christ

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Values

With the aim of spreading the words of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

CCC Kei Yuen College **School Vision, Motto & Mission**

School Vision

CCC Kei Yuen College is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1982. Inheriting the spirit of "Serving & Preaching through Schooling" from HKCCCC and following God's words "Together we grow in Him", we endeavour to provide students with quality whole-person education.

We strive to establish a happy learning environment where students could have all-round development in moral, intellectual, physical, social, aesthetic and spiritual aspects. We recognize and put special attention to students' individuality and provide them with abundant opportunities to develop their individual potential so that they could grow up into teenagers who treasure themselves, cherish others and love God.

School Motto

We will in all things grow up into Him who is the Head, that is Christ.
(Ephesians 4:15)

School Mission

To establish a happy learning environment
To provide quality education
To develop individual potential
To pursue a fulfilling life together

CCC Kei Yuen College

School Goals

- 1. Develop a happy learning and teaching environment**
 - 1.1 Improve the learning and teaching environment, provide a wide range of teaching facilities.
 - 1.2 Create a campus full of care, mutual support, trust and team spirit.
 - 1.3 Develop good teacher-student relationship, enhance home-school cooperation.
 - 1.4 Reinforce the communication among different levels in the school, promote the involvement of teachers, parents and alumni in school affairs, enhance the quality of the education provided.

- 2. Provide quality holistic education which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of students**
 - 2.1 Moral
 - 2.1.1 Help students develop positive attitudes towards life and equip them with proper moral values.
 - 2.1.2 Educate students to be self-conscious about the proper value standard, develop their ability to distinguish right from wrong and help them learn to be well-disciplined and polite.
 - 2.1.3 Enhance students' sense of belonging and responsibility towards their family, school and nation.

 - 2.2 Intellectual
 - 2.2.1 Arouse students' interest in learning and cultivate in them a self-directed learning attitude so that they can develop their life-long learning skills.
 - 2.2.2 Help students develop independent thinking, critical thinking, reasoning and analytical skills.
 - 2.2.3 Boost students' creativity.
 - 2.2.4 Help students develop a solid language foundation so that they can master and employ spoken and written Chinese and English skills effectively.
 - 2.2.5 Enhance IT education so that students can possess the ability to manage information.

 - 2.3 Physical
 - 2.3.1 Arouse students' awareness of physical fitness and develop their interest in enjoying sporting activities.

2.3.2 Enhance physical training and help students attain physical fitness.

2.3.3 Help students develop an appreciation of sportsmanship and enhance their self-confidence through encouraging their active participation.

2.4 Social

2.4.1 Encourage students to participate in internal and external group activities.

2.4.2 Help students learn to get along well with and cooperate with other people, and establish a happy social life.

2.5 Aesthetic

2.5.1 Arouse students' interest in aesthetic learning and enhance their aesthetic perception.

2.5.2 Help students develop an appreciation towards the goodness of the world, love and cherish life.

2.6 Spiritual

2.6.1 Help students develop an open-minded, objective and welcoming attitude towards religions.

2.6.2 Help students understand biblical truths.

2.6.3 Help students develop faith in God and lead a Christian life which glorifies God and serves the mankind.

3. Put special attention to students' individuality, inspire individual potential.

3.1 Help students develop personal interests and healthy habits.

3.2 Offer support, care and assistance in the course of students' development.

3.3 Develop and stretch students' individual potential to the fullest.

4. Appreciate life, be willing to improve, lead a Christian life.

4.1 Help students learn to appreciate and respect others so that they can grow and improve together.

4.2 Educate students to follow Jesus Christ, pursue a beautiful and harmonious life.

Holistic Review

I Effectiveness of the previous School Development Plan (SDP) 2012/13-2014/15:

Major Concerns		Extent of targets achieved	Follow-up action
To promote self-directed learning	Students can develop the habit of doing pre-lesson preparation and skillfully apply learning strategies	<p><u>Developing the habit of doing pre-lesson preparation</u> Partly achieved. Students scored high marks in the item “I often reflect on my study” than “I often do pre-lesson preparation” in the EDB Stakeholder Questionnaire and the Academic Committee Questionnaire. Students scored very high in “I take the initiative to study”, showing that they are becoming more and more willing to initiate their learning, though not necessarily in lesson-preparation. They might search on the Internet or watch a video-clip on the net as a type of preparation.</p> <p><u>Being able to apply learning strategies skillfully</u> Partly achieved. In the EDB Stakeholder Questionnaire, students scored high marks in the item “I often read leisure books outside classrooms”, but the marks they scored in the item “I know how to apply learning strategies” were not very high. The figures did not show a significant rise over the three years.</p> <p><u>Sharing of “Self-designed assignments on pre-lesson preparation and learning strategies”</u> Achieved. All panel heads were invited to share what they had done with students in promoting lesson-preparation and learning strategies during each staff meeting in the last 3 years. This served two purposes: stimulating teachers to design creative ways in teaching and developing teachers’ awareness of what other subjects were doing.</p>	<ul style="list-style-type: none"> • Though “Pre-lesson Preparation” will not be a major concern in the next SDP, teachers are advised to insist on checking for pre-lesson preparation as it is an important element in self-directed learning. • “Applying learning strategies effectively” will continue to be a major concern in the next SDP. • The sharing of self-designed assignments will go on until all 22 panel heads have completed their presentation.

	<p>Students participate enthusiastically in all learning activities inside and outside classrooms</p>	<p><u>Introducing cooperative learning to regular classrooms</u> Achieved. Over 8 subjects adopted Cooperative Learning in regular classrooms. In subjects like Liberal Studies and Chinese History, cooperative learning has become an integral part of the learning process in the classroom. Students reflected that cooperative learning made learning more effective.</p> <p><u>Launching on-line learning programmes</u> Achieved. All subjects have made use of the on-line platform in distributing notes and worksheets, collecting assignments, displaying videos, collecting opinions, administrating tests, running subject-related chat groups, etc. The aim of extending students' learning outside the classroom was achieved.</p> <p><u>Students are assigned to be tutors to assist in the "Orientation Days"</u> Achieved. Each year, over 30 student helpers were recruited to run orientation days for P.5 and P.6 pupils from neighbouring primary schools. Different courses were run and school visits were led by the helpers.</p> <p><u>Nominating students to EDB online learning programmes and pull-out programmes</u> Achieved. Around 100 students were enrolled to the on-line elite programme by the EDB while over 50 others were admitted to courses offered by the Hong Kong Academy for Gifted Education and Chinese University.</p>	<ul style="list-style-type: none"> • Cooperative learning will be incorporated as routine in some subjects. However, in view of the varied functions of this teaching strategy, it will still be taken as one part of the major concerns in the next SDP . • The use of on-line learning programmes is incorporated as routine. • The orientation days for primary pupils is incorporated as routine. • Nominating students to varied courses for the elite students is incorporated as routine.
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Major Concerns		Extent of targets achieved	Follow-up action
To enhance English learning	To raise students' English learning ability and the ability to express themselves in English effectively	<p><u>All subjects employing English as the MOI launch “English learning enhancement programme.”</u></p> <p>Achieved. All subjects administered their own programmes in helping students get used to an English learning setting.</p> <p><u>Launching “Cross- curricular Cooperative English Learning Scheme”</u></p> <p>Achieved. The booklet “Word Power” was published by collaborating the efforts of all the subjects offered in English in the junior curriculum. It included vocabulary items, key words and sentence patterns in the subjects and was distributed to the students before the summer holiday.</p> <p><u>Creating a Rich English Language Environment</u></p> <p>Partly achieved. English Speaking Days were held every Day 5. Students invited teachers or English ambassadors to ask them prepared questions. Junior form student took part in them enthusiastically. There were also English Action Days during Christmas and Easter in which games and English activities were held. Students were awarded small prizes for both participating in both functions.</p> <p><u>Running Language Skills course in junior forms</u></p> <p>A coordinator was appointed to administer the Language Skills programmes for all S.1 to S.3 classes. One lesson was spared and two teachers were appointed to teach the courses. Co-teaching was also done in all classes.</p>	<ul style="list-style-type: none"> • Running the English learning enhancement programme is incorporated as routine. • The publication of “Word Power” is incorporated as routine. • The two speaking days will be kept on while more authentic measures in soliciting frequent and natural use of English in the campus will be devised in the coming years. • As the Language Skills programme, which was a project of QEF, drew to an end in 2014/15, the course was incorporated into the normal English curriculum for junior forms.

Major Concerns		Extent of targets achieved	Follow-up action
To foster positive attitudes	To foster students' positive values	<p><u>“Act Positive, Love and Care for our Campus” was adopted as the theme in the morning assemblies</u></p> <p>Achieved. In the morning assemblies, most of the talks and sharing were based on this theme. News, stories, sharing, dramas, and other activities were all about positive attitudes. Students were also introduced to different kinds of voluntary work and were asked to carry out action plans in helping others.</p> <p><u>Running form-based activities to equip students with a positive view towards their own future</u></p> <p>Partly achieved. A theme was set for each form while activities were run with respect to the specific theme. All planned activities were carried out within the three years with many of them being assessed as useful while some with indirect effects.</p> <p><u>Arrange talks with well-known persons who can set good models for students</u></p> <p>Achieved. Famous persons in the society were invited to give talks or officiate in ceremonies. They were welcomed by our students while informal talks were often organised for students' closer and more personal contact with the celebrities after the formal occasion.</p> <p><u>“Love and Care” was used as the theme for a series of regular school activities</u></p> <p>Achieved. The theme was adopted by the 2 major student bodies, i.e. Prefects, Big Brothers and Big Sisters, in organizing their annual activities. Students' awareness of the needs of different sectors of the society was raised. The theme was also used as an item for the Christmas Singing Contest and the End-of-term Activity week.</p>	<ul style="list-style-type: none"> • As a new 3-year plan will be run, the theme will not be the major focus for morning assemblies although positive thinking is still an important issue in school in the future. • The form-based schedule of activities is found to be useful in planning and running focused activities. It is incorporated as routine though the activities may be different in each year. • Inviting renowned persons in the society to share their views with our students is incorporated as routine. • As a new 3-year plan will be run, the theme will not be adopted for organizing activities though positive thinking is still an important issue in school in the future.

Major Concerns		Extent of targets achieved	Follow-up action
To foster positive attitudes	To enhance students' sense of belonging to class	<p><u>Conducting class poster design and classroom cleanliness and tidiness competitions</u></p> <p>Achieved. The two competitions were held and were assessed as useful in disseminating positive messages and to build up cooperativeness among students in a class.</p> <p><u>Subsidising class-based activities</u></p> <p>Partly achieved. Form teachers were encouraged to hold class-based activities during OLE periods with reference to the themes for each form. A large variety of activities ranging from birthday parties to hiking in the country park were arranged. There was a very close teacher-student relationship in many of the classes while a small number of form teachers did not succeed in establishing such a relationship with their students.</p>	<ul style="list-style-type: none"> • The competitions will be held in the coming year. A cleanliness competition of a larger scale will be considered. • The subsidy for class-based activities is incorporated as routine.
	To serve the community	<p><u>Awarding free theme park tickets to volunteers</u></p> <p>Achieved. Students who had served the community for a fixed number of hours were awarded the tickets as rewards. This showed the school's recognition on community service.</p> <p><u>Organising community services for the elderly and children</u></p> <p>Achieved. The Kei Yuen Elder Academy, the VA and HE panels organised different competitions and activities to raise students' awareness of the needs of the elderly and children in the community. Students were eager to take part in these functions and valued the experience.</p>	<ul style="list-style-type: none"> • The award of free entrance tickets is incorporated as routine. • Organizing community services in cooperation with different subject panels and the Kei Yuen Elder Academy is incorporated as routine.

II Evaluation of the School's Overall Performance:

PI Areas	Major Strengths	Areas for Improvement
1.School Management	<ul style="list-style-type: none"> • In the planning and administrative aspect, the sponsoring body has established the Board of School Managers to supervise several dozens primary and secondary schools sponsored by The Hong Kong Council of the Church of Christ in China (HKCCCC). • In 1999/2000, we established the School Management Committee. The committee was formed by different stakeholders including representatives from the sponsoring body, teacher representatives, parent representatives and alumni representatives. All representatives worked together to supervise the running of the school. In 2011/12, the Incorporated Management Committee was established as the top power body in the school structure hierarchy. • The Incorporated Management Committee is a transparent, representative and accountable body. Its members include the sponsoring body managers, principal manager, teacher managers, alumni manager, parent managers and independent manager. Different opinions from different stakeholders can be sought and the members of the committee can cooperate and provide professional advice to facilitate the school development. They can also work together to supervise the running of the school. • The school has a clear organisational structure and a comprehensive administration guide delineating the rights and responsibilities of all the committees and subject panels. They are able to work effectively and efficiently. • The school always responds to the major concerns of society, and we have established guidelines and notices related to issues on environmental protection, sex discrimination, copyright, corruption prevention, equal opportunity, etc. so that the teaching staff can follow the guidelines and act accordingly. • Through the School Self-evaluation and Development Committee, we have established a self-evaluation mechanism and provided necessary and relevant information to promote self-evaluation that is based on concrete evidence. All committees and subject panels have established a self-evaluation culture to assess 	<ul style="list-style-type: none"> • Some teachers are not ready for changes. The school needs to put effort in keeping them abreast of innovative teaching strategies and advanced information technology.

	<p>their strategies and policies timely for constant improvement of their work.</p> <ul style="list-style-type: none"> • The school has held discussions in the staff meetings and invited students to voice their opinions in focus group meetings in order to collect useful information about their needs before finalizing the major concerns for the SDP. • The Financial Committee has established a list of budgetary regulations. It is responsible for examining budgets and financial reports of all committees, subject panels, special teams and school clubs before sending them for the Incorporated Management Committee to approve. • We have established the Crisis Management Committee and set up a mechanism and guidelines listing detailed procedures for handling emergencies properly. • The school has applied information technology to the management of administration work, for instance, we save and release school administration information and teaching and learning information through the school intranet, we use the Octopus System to take roll call, collect fees, and release important messages to parents, all these help to reduce teachers' workload. • There is a fair and transparent mechanism of work division, which allocates teaching and non-teaching workload based on teaching staff's ranks, strengths and desires. • We adopt the appraisal system of the HKCCCC to assess the performance of the principal and the teaching staff. The appraisal system is clear and open. The evaluation is of multiple dimensions ranging from self-appraisal by individual teachers to mutual evaluation between the management staff and teachers of the basic rank and teachers can also comment on the performance of the principal. In response to the suggestions given by the ESR team in 2006, we have streamlined some of the evaluation items in the exercise to reduce the workload involved. • There are sufficient communication channels between management and the general staff. We have "Gathering with the Principal" (校長聚一聚), appraisal interviews, group discussions at staff meetings, regular committee and subject meetings. Important and useful information is frequently updated in the school intranet for easy reference. • In the EDB Teacher Questionnaire, the average score we got in the section "My 	
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	<p>views on school management” is 3.75, which is higher than the Hong Kong average 3.0. Most teachers had positive comments on the school management. They gave 3.9 to the item “The school has a clear direction of development”, and 3.8 to the item “The school strategically formulates its development plans in line with its direction of development”.</p>	
<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> • The Incorporated Management Committee is concerned with the school development. It establishes the direction of the school development and effectively supervises the running of the school. • The school supervisor has been involving in the administration of several schools over the years. He is willing to serve in the education sector. He knows a lot about education development and school management. • The supervisor is familiar with the school’s present situation and the direction of development. He trusts and supports the principal and maintains good communication with the principal. • The principal has his educational vision. He can keep up with the trends of recent education development and set the direction of the school development. The principal has been leading the school for many years. He is familiar with the school’s situation and has rich management experiences. He is capable of leading the school, managing school affairs and supervising the running of the school. • The principal was the chairman of the Association of Principals of Secondary Schools, the Hong Kong Council of the Church of Christ in China. He also participates in work and service in different sectors including the education sector, the religious sector and community service. He has maintained close connection with the professional education sector and the community. He also encourages teachers and students to take part in community service and make contributions to society. • In the EDB Teacher Questionnaire, the average score we got in the section “My views on school’s professional leadership” is 3.7, which is higher than the Hong Kong average 3.0. Most teachers agreed that “The principal provides effective guidance to the continuous development of the school” and “The principal has an amicable working relationship with teachers”. 	<ul style="list-style-type: none"> • Succession of subject heads should be planned to train up capable subject leaders.

- The vice-principals possess leadership quality. Both of them accomplished secondments in the CDI, QAI and SBS of the EDB. They are familiar with the recent trends in educational changes and they have rich knowledge of their responsible job duties. They endeavour to provide guidance for the teaching staff to promote teaching and learning, and students' development in the school. They formulate policies and implementation them with reference to the situation of the school.
- The vice-principals try their best to assist the principal in implementing school policies. They are conscientious and responsible, and are able to coordinate and monitor the work of the committee and subject panels.
- The vice-principals work for the EDB and HKEAA, and have been invited by tertiary institutes, the HKEAA, the CDI and other secondary schools to share their experiences in administrative work, curriculum design and teaching.
- In the section "My views on vice principals' professional leadership" of the EDB Teacher Questionnaire, the average score of the four items is 3.73, which is higher than the Hong Kong average 3.0. Most teachers agreed that "The vice-principals effectively coordinates the work of committees and subject panels" and they effectively monitors the work of committees and subject panels". The vice-principals scored 3.9 and 3.8 respectively in these two items.
- In the school year 2014/15, one of the vice principals left the school to take up principalship of another subsidized secondary school. During the transition period, the other vice principal took up most of the administrative work with close collaboration of two other senior staff.
- The middle managing staff in school have an important role to play in steering the school to the right direction. Most of them can effectively monitor the work of their committees/subject panels and provide support for their members.
- In the section "My views on school's professional leadership" of the EDB Teacher Questionnaire, the average score of the four items on middle managers is 3.93, which is higher than the Hong Kong average 3.0. Most teachers agreed that "The subject panel/committee heads provide effective guidance to the development of their panels/committees", "The subject panel/committee heads effectively evaluate

	<p>the effectiveness of the work of their panels/committees” and “The subject panel/committee heads and teachers have an amicable working relationship”. They scored 3.9, 3.9 and 4.1 respectively in these three items.</p> <ul style="list-style-type: none">• To respond to the comment of the 2013 ESR report that “teachers should try to encourage students to ask questions in the lessons and instruct students in the use of different learning strategies and techniques”, we prepared learning activities in different subjects that provided the practice of various learning strategies such as using mind maps, taking notes, asking questions and cooperative learning. The aim was to enhance peer learning and self-directed learning.• Under the professional leadership of the school supervisor, principal, vice-principals, committee and subject panel heads, our students’ public examination results have improved significantly and the admission rate to universities has also been raised.• In July 2015, we received the notice from the EDB that we were allowed to keep on using English as the medium of English in all our junior classes for the next 6-year cycle. This indicates that the direction of our school was set right and we are confident of keeping our pace in striving for excellence in our work.	
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<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> • The Academic Committee coordinates curriculum planning and management. Keeping in line with the educational development in Hong Kong, it promotes curriculum reforms, helps students master learning strategies and thinking skills, and develops their positive learning attitudes. • Through lesson observations, exercise book inspections, internal evaluations and public examination results analysis, the principal and vice-principals get to know the teaching and learning condition of different subjects. They arrange individual meetings with different subjects to discuss the development of the subjects. They effectively monitor the implementation of curriculum and facilitate subject development. • The heads of KLAs are all effective leaders and coordinators. They evaluate our junior form curriculum timely and organise co-curricular activities flexibly, ensuring the coverage of the junior form curriculum set by the EDB. Also, they are enthusiastic about promoting cross-KLA and cross-curricular cooperative work to enhance learning effectiveness and widen the diversity of activities provided. • To respond to the recommendations of the 2006 ESR report, we have enhanced the subject panel heads' leading role in helping their members improve their teaching quality. We have participated in the "School-based Support" offered by the EDB and "Quality School Improvement Project: Learner Diversity Support" offered by the Chinese University of Hong Kong to help teachers to enhance lesson observation skills, develop teaching material design and improve class teaching. We have also established subject support scheme to let subject panels apply for teaching grants according to their subject development. This effectively supports the developments of each subject panel. • To respond to the recommendations of the 2013 ESR report, we have invited the Hong Kong Co-operative Learning Society on two different occasions to train our staff to teach in this learning mode. Our formal, informal and hidden curricula were targeted to strengthening the use of various learning strategies, hoping to build up a good learning style in our students. 	<ul style="list-style-type: none"> • A small number of subjects failed to identify hindrance of their development and were not able to formulate concrete measures to solve them. • All subject panels wish to utilise after-class and holidays to offer extra classes to students. There has always been a need for better coordination and cooperation among subject panels.
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	<ul style="list-style-type: none"> • The school has allocated resources effectively, utilising the Capacity Enhancement Grant, Senior Secondary Curriculum Support Grant, Liberal Studies Curriculum Support Grant etc. to employ non-permanent teachers to provide more free periods for existing teachers. This enabled them to have more time to prepare for the New Senior Secondary curriculum and the switch from using Chinese to English as the MOI. • We put strong emphasis on teachers' professional development. We provide allowances for teachers to take up relevant courses and adjust teaching slots to encourage teachers to pursue further studies. To facilitate English teaching, we arrange teachers to attend DOLACEE, ILLIPS and LAC courses. We also introduce the mentorship scheme, arrange teachers of major subjects to have collaborative lesson planning, and carry out professional sharing activities in order to promote teachers' continuous development and enhance teaching effectiveness. • We have always been employing external resources, for instance, we have applied for the EES and REES grants to promote cross-curricular English teaching and learning, applied for various QEF projects, and become the "Quality Education Partner School" in order to promote curriculum development. • To help students have a better understanding of the S.4 curriculum, we run a trial subject-selection for S.3 students in the first term. To further enhance S.3 students' understanding of various electives, we have offered introductory courses for both Economics BAFS since the 2012/13 academic year. • Starting from the 2012/13 academic year, lessons on project learning has been offered in the timetable of S.3 classes. We aim to equip students with skills in setting research questions, formulating hypothesis, collecting information, writing reports and presenting results orally. This prepares students for the part of IES in the core subject Liberal Studies. • Starting from the 2012/13 academic year, there are two elective subjects offered for two S.4 classes and the other three classes can take three electives. This allows let students to take their electives with reference to their own interest and ability. 	
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	<ul style="list-style-type: none"> • In senior forms, all the electives are offered concurrently. This allows students to choose the elective subjects based on their strengths and interests. Students are also allowed to take the Joint-school subjects (Physical Education, Music and other languages) and courses of Applied Learning (ApL) if they so wish. With the support of the Diversity Learning Grant, different types of programmes are offered to gifted students in order to enrich their learning experiences. • Our school places emphasis on broadening students' learning experiences through Other Learning Experiences, Life-wide Learning Day and Afternoon Reading Session. • In addition to taking part in the mainland and overseas study tours organized by our Chinese History, Liberal Studies and English Language subject panels, students are also strongly encouraged to participate in the National Education Exchange programmes on the mainland, such as “同根同心”, “同行萬里”, etc, organized by the Education Bureau. • Our school has participated in the School Memories Project organized by the University of Hong Kong. Students have to research, organize and write the school history which then will be presented on the website. This can develop students' study skills and build up their sense of belonging towards the school. • Based on the characteristics of different subjects, we make special arrangements on the duration of lessons (single lesson, double lessons and triple lessons), teachers can therefore organise classroom learning activities flexibly. • To respond to the suggestions given in the ESR report, our school reviewed and adjusted the frequency of tests and examinations. Two examinations, instead of three, are now held in each school year. This can help students make good use of learning time and alleviate their exam pressure. • Our school has formulated assessment policies and guidelines and adopted diverse modes of assessment. In addition to tests and examinations, students' daily assignments, reading logbooks, learning portfolios, reflective journals and class performance are all included in the overall assessment of a subject. Every subject implements different modes of assessment that involve different parties such as self-assessment and peer assessment. These evaluation practices constitute a 	
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	<p>comprehensive picture of students' performance and facilitate student learning.</p> <ul style="list-style-type: none"> • Subject teachers and panel heads are provided with various kinds of information of an examination regularly so that they can devise action plans accordingly to improve their teaching. • In 2008, our school was awarded the certificate of the 1st Quality Assessment Management Accreditation Scheme (QAMA) by the Hong Kong Examination and Assessment Authority (HKEAA). The HKEAA appreciates our comprehensive assessment policy and the appropriate feedback given to different stakeholders. The examination and assessment management, teacher training and the environment have all met the required standards set by the HKEAA. 	
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Most of the students possess a good learning attitude. They are attentive in class and their learning attitude is positive. Students have interest in learning and respond enthusiastically to teachers' questions. They follow instructions when participating in lesson activities. When conducting group activities, they maintain good class discipline and are willing to share ideas and work cooperatively with their peers. Students generally manage to use information technology to conduct research and prepare their presentations. Most of their presentations are delivered in a well-organized way. • In the section "My views on student learning" of the EDB Teacher Questionnaire in 2012, the average score of the six questions related to student learning is 3.25. The average score of seven questions in the Student Questionnaire is 3.24. The average score of five questions in the Parent Questionnaire is 3.42. Teachers, students and parents all agreed that students always make use of different resources in their learning, such as the internet, books, magazines, etc. • To respond to the comment in the ESR report that 'The thinking ability of students in general is not fully developed, students do not have a habit of doing pre-lesson preparation, only some students take the initiative to take notes.', our school adopted "self-directed learning" and "learning to learn" as the major concerns in the past six years. Each subject has directed more attention towards encouraging students to do pre-lesson preparation. The Academic Committee has also provided intensive trainings on general learning strategies. 	<ul style="list-style-type: none"> • There have been a number of extra tuition courses after school and during long holidays to cater for both strong and weak students. It aims to improve students' performance in the public examination. Yet with the help of modern technology, self-directed learning may be more effective and long-lasting. Encouraging self-directed learning has become one of the major tasks of the school in the future. • There are students who lack confidence in using English to learn. In the

	<ul style="list-style-type: none"> • Students with excellent academic performance are invited to share their learning strategies in the morning assemblies and then compile them in a study and examination booklet for students' reference so that students can place more emphasis on learning skills. • Teachers are conscientious and responsible. They possess good subject knowledge. The delivery of the lesson content is concise with clear focuses. Their demonstrations are also clear and well-organized. Teachers are approachable and friendly. They are open-minded to students' opinions. They encourage students to study and enjoy a good rapport with students. Classroom routines are well-established and students' discipline is managed properly in lessons. Therefore, lessons are conducted smoothly in the classroom and a harmonious learning atmosphere is created. • Teachers can infuse the elements of moral and civic education into suitable topics. Some teachers adopt everyday life examples to arouse students' interest and make use of classroom resources and information technology facilities to assist their teaching. • In the section 'My views on teaching' in the EDB Student Questionnaire in 2014, the average score of the seven items is 3.4. Most students agreed that teachers always arrange learning activities in order to guide them to explore the issues. Teachers teach them learning methods and point out their learning progress and problems. • To cater for learner diversity, external support is sought to introduce the ideas of small class teaching, cooperative learning, differentiation in regular classrooms, etc. In junior forms, allocation of students to classes is based on their academic ability. The number of students in each class is adjusted and appropriate resources are allocated to split classes. At subject level, most subjects have made use of the Capacity Enhancement Grant, School-based After-school Learning and Support Programmes, The Hong Kong Jockey Club Life-wide Learning Fund and the Diversity Learning Grant to arrange different courses and activities after school and during holidays. At classroom teaching level, with reference to students' assessment data in pre-secondary one and the previous school year, teachers can 	<p>coming years, students will be encouraged to take part in English learning activities and competitions both inside and outside the school.</p> <ul style="list-style-type: none"> • The usual practice of streaming S.1 students with reference to English marks in their attainment test gradually reinforces the adverse labelling effects. Starting from the 15/16 academic year, no streaming will be done for S.1 students.
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	<p>adjust their teaching strategies by using the homogeneous or heterogeneous grouping, adapt teaching contents and assign homework appropriately. As a result, the lower achievers can be suitably catered for whereas the higher achievers can be challenged with more demanding tasks.</p> <ul style="list-style-type: none"> • A number of measures have been introduced to prepare teachers to teach in the medium of English. The school has assisted subject teachers to obtain relevant qualifications, provided resources for them to take English courses, waived their summer duties and cut some teaching load from their normal workload. All our teachers are now qualified to teach in the medium of English. 	
5. Student Support	<ul style="list-style-type: none"> • For student support, we adopt the method of Whole School Approach. All committees coordinate and cooperate with each other, and they can formulate their year plans according to the school's major concerns and review the progress of each item regularly. • To support the growth and development of students, we put great emphasis on the role of class teachers. A dual class teacher system is applied to every class in our school and the same class teachers are deliberately arranged for students in their S.1 & S.2 to enhance the growth and development of students and foster better teacher-student relationship. • Under the "One Student, One Duty" scheme, each student is assigned with a duty. Students' good performance is praised on the recognition list and rewarded in prize presentation ceremonies. • To encourage students to develop their potential and meet the challenges, different kinds of awards including "Outstanding Student", "Outstanding in Academic and Conduct" "Outstanding Chinese and English Writers", "Elite Readers" "Outstanding Chinese Speaker", "Outstanding Performance in Information Technology", "Outstanding Performance in Visual Arts", "Outstanding Performance in Music", "Outstanding Athlete" have been established in our school. To ensure students' all-round development in moral, intellectual, physical, interpersonal and aesthetic aspects, "Kei Yuen Award", "I Can Do It Scheme", "Outstanding Class Committees Scheme" have also been set up. 	<ul style="list-style-type: none"> • With the funding from the EDB, life-planning and careers development will be one of the major concerns in the new 3-year school plan. A holistic plan has been drafted for the school to follow in addressing different needs of the 6 levels of students.

- Our school puts strong emphasis on the development of Moral and Civic Education. Apart from activities organised by the Moral and Civic Education Committee and Life Education Team, a wide variety of activities is organised in morning assemblies, OLE periods and co-curricular learning time to develop students' positive values
- To promote the healthy development of students, there are close coordination and collaboration among the Discipline Committee and the Guidance Committee on handling different cases. To facilitate the school development, various preventive, developmental and remedial measures and activities (e.g. S.1 Orientation Days, Reformation Scheme “奮進計劃”, Sex & Health Education) are strategically introduced to cater for students' needs in different stages of growth.
- We have clear goals for our disciplinary work: both preventive and remedial work is our focus. Prefects help teachers to supervise junior classes during recesses and lunch breaks while Reformation Scheme is in place to rectify misbehaviour. More serious cases are referred to the Guidance Committee and the school social workers for follow-up work.
- On handling students' cases, the Guidance Committee works closely with social workers and makes good use of external resources e.g. Educational Psychologist from school sponsoring body, external guidance organisations and professional assistance from the EDB. The committee works closely with the Discipline Committee. There are regular joint meetings of the two committees and a representative from the Guidance team attends weekly Discipline Committee meetings. In order to help SEN students, a mechanism is implemented to offer them with guidance, support and referral service to facilitate their learning. Starting from the 2014/15 school year, we employ a teaching assistant to follow some SEN cases to provide them with more individual service.
- For extra-curricular activities, we actively encourage students to join different ECA clubs. All junior students are required to take part in at least one ECA club while S.1 students should join one service group so that a service culture can be developed. We offer more than 40 clubs in physical, aesthetic, academic, interest and service domains. We focus on catering different interests of students and

	<p>providing diverse activities for students. In the past two years, students started to initiate the setting up of some clubs that are of their own interests. New clubs such as Air Cadet, Dodge Ball Club, Transport Club and Handicraft Club have been set up. The school welcomes this trend and regards this as an opportunity for leadership training.</p> <ul style="list-style-type: none"> • With the completion of the new sports ground adjacent to the existing school campus, it is expected that more ECA clubs can be set up to further widen students' experiences and interests. • Students are divided into four houses; the houses connect S.1 to S.6 students together. Each year, a wide range of inter-house competitions are held. Apart from the athletic meet and cheer leaders competition, there are also booth design competition, dancing competition and singing contest. All these activities help to associate students vertically across different forms. • The Careers Committee organises different visits, talks, alumni sharing sessions, careers days, and provides careers guidance for S.5/S.6/S.7 students on public exam results release days. It also holds the S.3 parents day to help parents and students understand subject selection, programmes selection, further studies, future career development and job safety. In addition, the Careers Committee offers advice and discusses with repeaters, new students and school leavers different pathways to further studies and career to help them face their future positively. • With the provision of government funding, life planning and careers development have become one of the school's major concerns. Since the 2014/15 school year, a holistic plan catering for different developmental needs of the 6 levels of students in the school is compiled. Teachers' awareness of the importance of careers planning is also raised as related information is given during each staff meeting and special training sessions are incorporated in our Professional Development Days. • Our school encourages students to serve the school by taking up responsible posts in different student bodies and schemes such as the Prefect team, Kei Yuen Leaders (KYL), Careers Ambassadors, Big Brothers and Big Sisters (BBBS), the 	
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	<p>Student Union , House, ECA clubs, Visual Arts Ambassadors, etc.</p> <ul style="list-style-type: none"> • In the section “My views on student support” of the EDB Stakeholder Survey, the average score of seven items in the Student Questionnaire is 3.34, and the average score of 5 items in the Parent Questionnaire is 3.78. Both parents and students reckoned the effort of the school in cultivating students’ positive behavioural traits and moral values. Students can have more opportunities to acquire knowledge and life skills outside classrooms through participation in extra-curricular activities. 	
6. Partnership	<ul style="list-style-type: none"> • The Parent-Teacher Association (PTA) acts in line with the direction of the school development. They help promote school affairs actively and agree with the school’s development direction. With a funding from QEF, the Parents Resources Centre was set up for the executive members and volunteers of the PTA to meet and work. One parent manager and one alternate parent manager are elected to attend the Incorporated Management Committee meetings. • To support the school’s policy in promoting the spirit of community service, parents are enthusiastic about participating in voluntary service and they have won regional awards. There are also many volunteers to help PTA activities in school. In addition, the PTA has set up funds for scholarships and subsidies for committee, subject and ECA club activities held in school. In order to enhance students’ academic performance, the PTA organizes with the school the Saturday English, Mathematics and Science Enhancement Programme. • There is enough home-school communication. The school principal attends parents’ meetings to listen to the views of the parents and to answer the inquiry of the parents about the school administration. Parents may present their views to the school through various channels such as the PTA, parents’ days and . Also, the school web site, the PTA newsletters and the Parent’s Handbook provide up-to-date information to the parents. • In the section “My views on home-school cooperation” of the EDB Parent Questionnaire, the average mark of the seven items is 3.61. Most parents agreed that their relationship with the school is good. They know the situation and development of the school and there are enough channels to express their views to the school. 	<ul style="list-style-type: none"> • The Alumni Association can be a good source of assistance in the development of the school. Many of the alumni are willing to offer their specialities and even financial support.

- The Alumni Association has been established for many years. Meetings and activities such as barbecues are held regularly to keep old students in contact with the school. Representatives from the Alumni Association are elected to join the IMC. A previous chairman of the Association has set up a scholarship to award students with outstanding performance in the DSE examination.
- Our alumni are willing to share their experiences with their juniors. On different occasions such as Saturday courses, after-school tutorial courses, careers talks, OLE activities, singing contests, subject selection days, DSE results release day, and many others, they help the school in the roles of tutors, speakers, advisors, planners, and leaders. They are a good source of assistance to the school.
- Our school is closely related to the Yuen Long Church, the Church of Christ in China. There are representatives from Yuen Long Church in the School Management Committee. In addition, the church arranges pastors and preachers to participate in our school morning assemblies, gospel activities and fellowship. The church provides regular funding for religious activities held in school.
- The Chaplain Programme has been set up in recent years, pastors/preachers are sent by the Yuen Long Church to the school to promote religious activities.
- Starting from the 2014/15 school year, the church officially operates CCC Kei Yuen Church at school, using a room at the school hall as the office and the school hall for services. This helps the community to know the school more and tightens the school-church relationship.
- Two social workers from the Evangelical Lutheran Church of Hong Kong station at the school from Tuesday to Friday in a week to provide professional support to our students. They also help the school in running remedial programmes to students, leadership training as well as workshops for parents.
- Our school has been encouraging teachers and students to serve the community. We cooperated with the Richmond Fellowship of Hong Kong (利民會) to help ex-mentally ill persons to integrate into the community by inviting them to provide car wash service for our teachers.
- In addition to visiting Homes for the Elderly every year, our school has established the Elderly Academy (長者學苑) since the 2008/09 academic year.

	<p>Our student volunteers are trained by Mrs. Wong Tung Yuen District Elderly Community Centre, who then act as tutors to teach the elderly people. We help students to learn to care about the community, act as responsible citizens and contribute to the community.</p> <ul style="list-style-type: none"> • Our school participates in the University and School Partnership Programme organized by the Hong Kong Institute of Education and the Chinese University. Volunteer teachers are arranged to support student teachers from the two institutes during the internship period. • We have established a network of various subjects including Chinese, English, Mathematics, Liberal Studies, Visual Arts, Physical Education and Information Technology with other secondary schools of the same sponsoring body. Also, teachers of Chinese History and Chemistry are also involved in the Hong Kong Examinations and Assessment Authority SBA district co-ordination work. This helps promote the development of learning, teaching and assessment. 	
7. Attitude and Behaviour	<ul style="list-style-type: none"> • In school, teachers work very hard in order to keep the development of the school in good pace. As most of them agree with the school's missions and policies, they appreciate, co-operate and support each other. This is an important culture in school. • The relationship between teachers and students is good. Teachers care about students. They are friendly to the students and are willing to help them even after school hours to ensure their healthy personal development. Students respect teachers and they value the advice offered by teachers. • Our students are friendly, polite and self-disciplined. Most of them get along well with each other, and they love the school. They have a strong sense of belonging towards the school. • In the section "My views on school climate" in the EDB Student Questionnaire, students scored 3.9 in the item "I get along well with my schoolmates", and 3.6 in the item "I like my school". • The school provides lots of opportunities for students to plan and participate in a wide range of activities and services. Students highly involve in the activities and fully display their leadership ability. 	<ul style="list-style-type: none"> • Many students do not have clear goals in life and easily give up. In the next three years, emphasis should be put on providing them with a clear vision of their career path and skills in self-management. Building up a healthy lifestyle is also a key issue for their development.

<p>8. Participation and Achievement</p>	<ul style="list-style-type: none"> • The percentages of achieving Basic Competency in the Territory-wide System Assessment in Chinese, English and Mathematics are very much higher than the territory average. • In 2015, the percentage of the average passing rate the DSE is about 97%. The average passing percentage of the 4 core subjects (Chinese, English, Mathematics and Liberal Studies) is about 97%. 90% of the students attained the minimum entrance requirements for local degree courses. The best result of the DSE is 2 subjects 5** and 6 subjects 5*. • Students have actively participated in and have been awarded a lot of prizes in different types of scholarships, academic, sports, visual arts, music, dance activities and open competitions. • Students performed well in the Speech Festival in Chinese, English and Putonghua. Over 40 students made up to the top three places every year. • Our students love to participate in sports competitions. They have won prizes in cross-country racing, squash, swimming, judo, sumo, ball games and other inter-school and open competitions. • Our students have outstanding performance in the field of arts. They have obtained outstanding achievements in visual arts inter-school and territory-wide competitions. 	<ul style="list-style-type: none"> • Students should be encouraged to take part in competitions to build up their confidence and broaden their horizons.
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III SWOT Analysis

1. Our Strengths

- 1.1 The school has established a good reputation in the community. We have sufficient student intake in each form. We have received excessive amount of applications for the Secondary One Discretionary Places and transferred places every year.
- 1.2 The school has established an effective administrative structure, delineating clearly the responsibilities of different functional posts in school. We also have an effective filing system and efficient administrative procedures.
- 1.3 The school has a team of experienced and enthusiastic teachers and supporting staff. All committees and subject panels are able to keep in line with the education and curriculum reform. They have formulated appropriate plans to enhance teaching and learning, school ethos and students support so that students' academic and moral standard can be further developed.
- 1.4 Most of our students are willing to learn and have relatively high potential. They have attained remarkable performance in the public examinations and different interschool competitions in recent years.
- 1.5 Starting from the 2010/11 academic year, the school is eligible to use English as the medium of instruction in all Secondary One classes and the status quo can be kept for the coming 6 years.
- 1.6 Our students are humble and self-disciplined. They have a strong sense of belonging towards the school. In the section "My views on school climate" of the EDB Student Questionnaire, the average mark of the six items is 3.53.
- 1.7 Parents have a positive attitude towards the school. In the section "My views on School climate" of the EDB Parent Questionnaire, the average mark of the six items is 4.02. The Parent-Teacher Association provides great support both in finance and human resources by gathering a group of supportive parents to actively participate in school activities.
- 1.8 Our school actively applies for external resources. We have received various grants from the government to run programmes and to support both elite and needy students to excel in various areas. We are able to employ tutors and coaches to teach or lead different music, sports or uniform team courses and programmes in order to widen students' exposure.
- 1.9 A new playground will be in place in the near future, alleviating the school from restrictions of running activities that require larger areas. Both teachers and students can enjoy a more spacious campus.

2. Our Weaknesses

- 2.1 Teachers are overloaded because they have to cope with the education changes, curriculum reform and the changing of the medium of instruction in school.
- 2.2 Many students lack sufficient family support. They rarely have an English-learning environment in the family and rely heavily on the school's support and teachers' assistance when they are in need of help. They most often have difficulties learning other subjects in the medium of English.

2.3 There is greater learner diversity among senior students after the implementation of the NSS curriculum. Some students are less motivated in learning.

3. Our Opportunities

3.1 Subsequent to the reduced number of student intake in each form, the class size in our school is reduced from 42 to 30 per class. In the next few years, the class size in senior forms will also be reduced. Teachers can then place more emphasis on catering for learner diversity.

3.2 As students become more willing and able to learn, our school can help them develop their potential in their studies through various after-school programmes and activities during Other Learning Experiences (OLE). This will enhance their learning initiative and leadership ability.

3.3 The school can adopt English as the MOI in all junior classes in the coming 6-year cycle (2016/17-2021/22), allowing the school to further develop students' English ability by nurturing a rich English environment in school.

3.4 After the implementation of the NSS for some years, teachers have been used to the examination syllabus. They become more confident in delivering the course to students and the examination results of some subjects are improving.

4. Our Threats

4.1 Our school has joined the "Voluntary Optimisation of Class Structure Scheme". In the future years, we will start cutting the number of teachers. This will hamper teachers' morale and more planning on labour deployment will be needed.

4.2 In the coming years, many middle managers will reach their age of retirement. The school has to get ready a succession plan for different committees and subject panels.

4.3 Our school has been established for 30 years and it gradually has the characteristics of a middle-aged school. Teachers tend to recoil at new changes. This may cause resistance against the implementation of new school policies and the use of new technology for teaching.

4.4. As the number of classes will be reduced gradually each year, there will be a mismatch between the number of teachers available and the required number of teachers needed for different subjects. In addition, the EDB has provided more funding for the school to recruit additional teachers in recent years. As the new teaching staff are not employed with long term contracts, this may affect the quality of their work.

4.5 Our school is spending a large amount of fiscal reserves developing the neighbouring vacant lot. Therefore, the expenditure in other areas has to be reduced.

IV Major Concerns for 2015/16-2017/18

1 To enhance the effectiveness of teaching and learning

- 3.1 To reinforce learning strategies and learning skills
- 3.2 To enhance cooperative learning
- 3.3 To promote mobile learning

2 To enforce life planning education

- 3.1 To develop students' understanding of life planning
- 3.2 To help students understand their academic/career aspirations
- 3.3 To help students plan their academic/career pathways

3 To develop healthy lifestyles

- 3.1 To nurture positive thinking in students
- 3.2 To encourage students to serve the community
- 3.3 To broaden students' horizons and learning experiences

School Development Plan (2015/16-2017/18)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2015/16	2016/17	2017/18	
1. To enhance the effectiveness of teaching and learning	1.1 To reinforce learning strategies and learning skills	✓	✓	✓	<ul style="list-style-type: none"> • Organising “Learning Style” course for S.1 students • Organising studying strategy courses for junior forms • Organising studying strategy courses for senior forms
	1.2 To enhance cooperative learning	✓	✓	✓	<ul style="list-style-type: none"> • Consolidating the use of cooperative learning in some subjects • Encouraging teachers to use different forms of cooperative learning in lessons
	1.3 To promote mobile learning	✓	✓		<ul style="list-style-type: none"> • Organizing courses and sharing sessions on the use of mobile devices in teaching
			✓	✓	<ul style="list-style-type: none"> • Making use of mobile devices in lessons • Making use of mobile devices for teaching outside the school

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2015/16	2016/17	2017/18	
2. To enforce life planning education	2.1 To develop students' understanding of life planning	✓	✓	✓	<ul style="list-style-type: none"> • Publishing Life Planner for students' reference • Training students to do reflection after career talks or functions • Inviting renowned speakers from the public as well as alumni to give talks on career path planning • Providing useful information to students via electronic media
	2.2 To help students understand their academic/career aspirations	✓	✓	✓	<ul style="list-style-type: none"> • Arranging visits to destinations that are related to both study and work • Arranging career education talks and workshops for students • Nominating students to various courses in Applied Learning, other languages, and other joint courses
	2.3 To help students plan their academic/career pathways	✓	✓	✓	<ul style="list-style-type: none"> • Organising talks and workshops on interview skills • Nominating students to work experience programme offered by the government or the business sector

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2015/16	2016/17	2017/18	
3. To develop healthy lifestyles	3.1 To positive thinking in students	✓	✓	✓	<ul style="list-style-type: none"> • Organising workshops for teachers on Life Planning • Organising sharing sessions on Discipline and Guidance cases in school • Organising training camps for various student bodies • Students are invited to run programmes related to specific themes related to positive attitudes
	3.2 To encourage students to serve the community	✓	✓	✓	<ul style="list-style-type: none"> • Encouraging students to take part in community services • Setting up individual awards for community service
	3.3 To broaden students' horizons and learning experiences	✓	✓	✓	<ul style="list-style-type: none"> • Enrolling students in different courses outside school • Arranging more outdoor learning experiences for students • Enrolling students in competitions at different levels • Conducting exchange programmes to different countries