

CCC Kei Yuen College
School Development Plan
3-school-year period
(2018/19-2020/21)

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(2018/19-2020/21)

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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) 2015/16-2017/18:

Major Concerns		Extent of targets achieved	Follow-up action
<p>To enhance the effectiveness of teaching and learning</p>	<p>To reinforce learning strategies and learning skills</p>	<p><u>Developing the habit of using learning strategies in studies</u></p> <ul style="list-style-type: none"> • It was achieved. According to the school-based APASO questionnaire survey results, students in all forms gave positive feedback to the question “I always apply different learning strategies like note-taking, effective memorization skills and mind-mapping skills.” Average score of six forms was 2.7 (in a scale of 1-4), which was the highest score in the third consecutive year. • According to the results of the stakeholders’ survey on “My views on the school”, students gave positive feedback to the questions “Teachers always teach us learning strategies like pre-lesson preparation, using mind maps, reference books and online resources etc.” and “I am able to apply learning strategies like pre-lesson preparation, using mind maps, reference books and online resources etc.”, the scores for these two questions were 3.6 and 3.4 respectively (in a scale of 1-5). The scores in 2017/18 were the highest. <p><u>Offering courses about learning strategies to students</u></p> <ul style="list-style-type: none"> • It was achieved. Self designed study skills courses were offered to junior form students, two service providers provide S.1 students with a learning style course, S.2 a critical thinking course and S.3 and S.4 a note-taking skills course. On average, 78% of the participants agreed that the courses were useful to their learning. 	<ul style="list-style-type: none"> • Powerful features of mobile technology will be creatively used to make learning and teaching effective. Teachers are advised to integrate mobile devices with learning strategies like mind-mapping, online discussion forum as routine activities inside and outside classroom.

Major Concerns		Extent of targets achieved	Follow-up action
To enhance the effectiveness of teaching and learning	To enhance cooperative learning	<p><u>Consolidating the use of cooperative learning in some subjects</u></p> <ul style="list-style-type: none"> It was partly achieved. Cooperative learning, such as discussion was the routine activity in classrooms. Adopting the cooperative learning approach has become a general practice in most of the lessons. 12 subjects including English, Liberal Studies, Economics, Geography, History, Chinese, BAFS, Putonghau, RE, Musics, D & T and PE had adopted the cooperative learning approach in form based scale. Most of the teachers employed heterogeneous grouping while some homogeneous grouping and expert grouping were also seen. <p><u>Encouraging teachers to use different forms of cooperative learning in lessons</u></p> <ul style="list-style-type: none"> It was achieved. According to the results of the stakeholders' survey, students agreed that "Teachers always arrange learning activities like group discussions and oral presentations etc. for us". The score received in this item was 3.8 (in a scale of 1-5) in 2017/18, which was the highest score. 	<ul style="list-style-type: none"> Cooperative learning will be incorporated as routine in all subjects.

Major Concerns		Extent of targets achieved	Follow-up action
To enhance the effectiveness of teaching and learning	To promote mobile learning	<p><u>Organizing courses and sharing sessions on the use of mobile devices in teaching</u></p> <ul style="list-style-type: none"> • It was achieved. Our school has upgraded the network infrastructure to facilitate mobile learning. • Our teachers learnt practical tips on using technologies to facilitate teaching and learning. Teachers shared their experience in using the learning management system (LMS), including Google Classroom, Schoology and Nearpod. • Experts from flippEducators@HK, Centre for Learning Sciences and Technologies of CUHK shared hands-on strategies that our teachers could employ at school settings. 	<ul style="list-style-type: none"> • Most teachers have a good understanding of the rationale and pedagogy of adopting mobile learning after the sharing sessions, and most of them have started to employ mobile devices to facilitate their teaching in the future. More subject-based sharing sessions will be held so as to encourage teachers of the same form to implement mobile learning in a more systematic way.
		<p><u>Making use of mobile devices in lessons</u></p> <ul style="list-style-type: none"> • It was partly achieved. 17 subjects like English, Chinese, Mathematics, History, Chinese History, Biology, Geography, VA, HE, Physics, IS, D&T, Liberal Studies, BAFS, Musics, PTH and Economics had made use of apps or learning management system to conduct lessons or considerable number of lessons extend learning. • According to a survey done by the Academic Committee, students agreed that “They will be more motivated to learn when mobile devices are used”. S.1to S.5 students scored 3.4, 3.1, 3.3, 3, 3 respectively (in a scale of 1-4). 	

Major Concerns		Extent of targets achieved	Follow-up action
To enhance the effectiveness of teaching and learning	To promote mobile learning	<p><u>Making use of mobile devices for teaching outside the school</u></p> <ul style="list-style-type: none"> • It was partly achieved. Students were able to complete their tasks in the lessons and out of school by using the Kahoot, Nearpod, BrainPOP and Edmodo in iOS and Android independently. • 9 subjects like English, Chemistry, Physics, Integrated Science, D & T, VA, Economics, Geography and History had joined BrainPOP – the eResources which were provided by HKedcity, teachers had bookmarked links of BrainPOP movies or GameUp games for students to watch and explore independently. 	<ul style="list-style-type: none"> • Our teachers have opportunities to adopt world-class eLearning resources and solutions (eg. BrainPOP), to join the professional learning communities outside the school, they will be able to adopt quality eResources to support their learning and teaching, and develop pedagogy and lesson plans that can enhance the quality of education in the School.

Major Concerns		Extent of targets achieved	Follow-up action
To enforce life planning education	To develop students' understanding of life planning	<p><u>Publishing Life Planner for students' reference</u></p> <ul style="list-style-type: none"> It was achieved. Students were trained to do reflection after career talks or functions by making use of the Life Planner. All students used the Life Planner to set their goals and wrote reflections in the Life Planner. <p><u>Inviting renowned public speakers as well as alumni to give talks on career path planning</u></p> <ul style="list-style-type: none"> It was partly achieved. Mr. Leung Chi Pong, an alumnus, was invited as the speaker and host of the Joint Inauguration Ceremony. Students attended the after-school panel discussion on local musician's education and career opportunities. Three alumni, working as flight attendant, scriptwriter, and social worker, were invited to share their working experience with students in the OLE periods. <p><u>Giving useful information to students via electronic media</u></p> <ul style="list-style-type: none"> It was achieved. QR codes of university homepages were included in the Life Planner so that students could have easy access to tertiary education information. Careers information was sent to related students through the eClass. 	<ul style="list-style-type: none"> Life planning education will be further enhanced and it will go beyond our OLE periods and be integrated into our day-to-day teaching. Students will be further equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations and be guided to integrate their career/academic aspirations with whole-person development and life-long learning. A Life-Planning Day will be arranged in the 2018/19 academic year for all students to meet with their class teachers to discuss their life planning. Teachers will give advice to students based on their needs and desire.

To enforce life planning education	To help students understand their academic /career aspiration	<p><u>Arranging visits to destinations that were related to both study and work</u></p> <ul style="list-style-type: none"> • It was achieved. The Careers Committee arranged different visits related to both study and work for students. <p><u>Arranging career education talks and workshops for students</u></p> <ul style="list-style-type: none"> • It was partly achieved. 5 subjects arranged to let students explore subject-related careers. ICT, Geography, History, VA, and BAFS introduced students to subject-related careers, which enhanced students' understanding on their elective-related job prospect. • Two careers education lessons were given in each form each year. 	<ul style="list-style-type: none"> • More students will be encouraged to take part in the Applied Learning Courses and the interview skill workshops so that they will gain better understanding of their academic/careers pathways.
	To help students plan their academic /career pathways	<p><u>Nominating students to various courses in Applied Learning, other languages, and other joint courses</u></p> <ul style="list-style-type: none"> • It was achieved. Over 70% of the students nominated to take part in the Applied Learning courses and language courses considered the courses helpful in planning their academic/career path. <p><u>Organising talks and workshops on interview skills</u></p> <ul style="list-style-type: none"> • It was achieved. Over 90% of the students nominated to take part in the interview skill workshops considered the workshops helpful in planning their academic/career path. <p><u>Nominating students to work experience programmes offered by the government or the business sector</u></p> <ul style="list-style-type: none"> • It was achieved. Over 90% of the students nominated to take part in the work the experience programmes considered the programmes helpful in planning their academic/career path. 	

Major Concerns		Extent of targets achieved	Follow-up action
To develop healthy lifestyles	To nurture positive thinking in students	<p><u>Organising workshops for teachers on Life Planning</u></p> <ul style="list-style-type: none"> It was achieved. A half-day sharing on life planning was run by the Professional Training Service Team from ELCHK each year. The team introduced to teachers a new approach, the character cards, as a tool to help students know more about themselves. <p><u>Organising sharing sessions on Discipline and Guidance cases in school</u></p> <ul style="list-style-type: none"> It was achieved. Teachers were introduced to the latest disciplinary and counselling issues and concerns related to students. Actual case analysis was provided to consolidate teachers, understanding. The message of appreciating students' uniqueness was clearly delivered. <p><u>Organising training camps for various student bodies</u></p> <ul style="list-style-type: none"> It was achieved. Training camps were organised for prefects and the students of the Big Brother and Big Sister Scheme. <p><u>Inviting students to run programmes related to specific themes related to positive attitudes</u></p> <ul style="list-style-type: none"> It was achieved. In the morning assemblies, students shared their positive experience in their Christian life, their opinions and reflections on current issues from different angles and their experiences in being volunteers in voluntary work. Students were cultivated with a positive attitude towards self-directed learning through a wide range of activities 	<ul style="list-style-type: none"> Our school organised different form-based activities to help students internalise their good behaviour and positive values, enhance peer encouragement and promote team spirit in class. These activities were found useful and will be continued. Also, different class-based activities will be planned during the OLE periods to reinforce a sense of belonging to the class. Our school is going to assign planning roles to students in running activities and services. This enhances students' leadership skills and confidence while students will also experience the joy of serving others and the community.

		<p>such as presenting useful tips by elite students, introducing interesting topics in a subject and sharing feedback on educational excursions.</p> <ul style="list-style-type: none"> • Students of the Big Brother and Big Sister Scheme were trained to care for lower-form students and be mentors for S.1 newcomers to help them adapt to their new school life. The team also held activities using “Fun Day” as the theme for S.1 and SEN students. • In the post-exam period, the Annual House Singing Contest was held using “Act Positive, Love and Care for our Campus” as the theme. 	
To develop healthy lifestyles	To encourage students to serve the community	<p><u>Encouraging students to take part in community services</u></p> <ul style="list-style-type: none"> • It was achieved. Students were provided numerous chances to serve the community. There were 7 service groups in our school. They actively participated in community service including Community Chest Walk for a Million, flag days and elderly services. • All S.1 students took part in a beach cleaning day, S.2 visiting elderly home, S.3 a hunger banquet and S.4 a flag day. Students are arranged and encouraged to experience participating in community service. <ul style="list-style-type: none"> • The Visual Arts panel held a colour-filling competition to raise the community’s awareness towards caring for the needy every year. Pupils from primary schools in the district took part in it. The whole campaign was run by Visual Arts Ambassadors and Love and Care Ambassadors, who showed strong leadership and coordination skills in organizing the prize-giving ceremony and exhibition. • The Kei Yuen Elder Academy and Mrs. Wong Tung Yuen 	

		<p>District Elderly Community Centre worked together to hold workshops and activities. Students attended volunteer training classes before they became tutors. They were then assigned to be tutors for dancing, handicraft, western calligraphy, variety show, dancing workshop and information technology classes. Students participated enthusiastically and they showed their care for the elderly.</p> <ul style="list-style-type: none"> • Information about voluntary works was posted on the notice board regularly for students to take part in. • Admission tickets to Disneyland were distributed to students to commend their excellent performance in voluntary work. • According to the results of a school-based APASO questionnaire survey, students agreed that “I will take part in voluntary work and serve the community”. S.1 to S.6 students scored 3.01, 2.65, 2.48, 2.66, 2.52, 2.68 respectively (in a scale of 1-4) which higher than the average score 2.50. <p><u>Setting up individual awards for community service</u></p> <ul style="list-style-type: none"> • It was partly achieved. The “I can do it” Scheme was provided for students to achieve individual scores for their community service. 	
To develop healthy lifestyles	To broaden students’ horizons and learning experiences	<p><u>Enrolling students in different courses outside school</u></p> <ul style="list-style-type: none"> • It was partly achieved. Students participated in Astronomy, Paleontology, Earth Science, and Maths web-based learning courses while other students were accepted to the Hong Kong Academy for Gifted Education courses, the knowledge enriching programme organised by the EDB and the gifted programme provided by the CUHK Education Department. 	<ul style="list-style-type: none"> • It is believed that taking part in competitions helps students develop resilience to problems when they experience failure and upkeep their sense of achievement. We will therefore enrol students to more territory-wide as well as international events in the

		<p><u>Arranging more outdoor learning experiences for students</u></p> <ul style="list-style-type: none"> • It was achieved. Different subjects and committees arranged various outdoor learning experiences for students. • According to the results of the school-based APASO questionnaire survey, students agreed that “The school always organises different activities to enrich their other learning experiences and broaden their horizons”. S1 to S6 students scored 3.24, 3.15, 2.88, 2.75, 2.83, 2.72 respectively (in a scale of 1-4). <p><u>Enrolling students in competitions at different levels</u></p> <ul style="list-style-type: none"> • It was partly achieved. Students were encouraged to take part in inter-school competitions in sports, visual arts and various categories in the Hong Kong Speech Festival and the Music Festival. • In Science and Mathematics, students took part in international competitions, Science Presentation Contest and quizzes organised by professional bodies and universities. • The school also enrolled students to cooking contests, robotics design and D&T competitions. <p><u>Conducting exchange programmes to different regions or countries</u></p> <ul style="list-style-type: none"> • It was partly achieved. Students joined the Mainland Exchange Programme, the “Maritime Silk Road in Yangjiang and Heritage Conservation in Kaiping” and “Guizhou’s ethnic, cultural, natural and astronomical study tour (High-speed Rail Link) organized by EDB. Students visited FAST, which was a unique experience. • Students joined the Japan Kansai Study Tour, arranged by the History and Geography Panels, with the aim to understand the Japanese history, culture and geography. 	<p>future.</p>
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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 of the school has established the Board of School Managers to supervise about 50 primary and secondary schools sponsored by The Hong Kong Council of the Church of Christ in China (HKCCCC). • In 1999/2000, our school 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 2011/2012, 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 their strategies and policies timely for constant improvement of their work. • The school has held discussions in the staff meetings and invited students to 	<ul style="list-style-type: none"> • The school has leaders and middle managing staff with strong operational skills, strategic leadership which encourages other teachers to challenge the status quo and improve in future should be continued.

	<p>voice their opinions in focus group meetings in order to collect useful information about their needs before finalizing the major concerns for the SDP.</p> <ul style="list-style-type: none"> • The Finance Committee of our school 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 eClass system to take roll call and release important messages to parents, we use Octopus System to collect fees, 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 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 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". 	
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2. Professional Leadership

- 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 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”.
- Vice-principals possess leadership quality. One of the vice-principals retired in 2015/2016. He accomplished secondments in QAI of the EDB. He has rich knowledge of his responsible job duties. The other vice-principal enrolled Programme for leadership enhancement for serving vice-principals in 2017 and enrolled Leadership Development Programme for middle-leaders of secondary school in 2016, she was awarded outstanding student of the course. The vice-principals are familiar with the recent trends in educational changes. A

- Push power downward, empowering teachers at all levels to make decisions. Distribution of responsibility gives potential strategic leaders the opportunity to increase the collective intelligence of the school.
- Professional training of middle managing staff to prepare them for succession and career development.

	<p>mixture of experience and enthusiasm, veteran and youth, as well as a unified goal to provide pastoral care to teachers and students alike.</p> <ul style="list-style-type: none"> • 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. • 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. • 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 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. • In respond to the suggestion 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 	
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	<p>been raised.</p> <ul style="list-style-type: none"> Starting from the academic year 2010/2011, our school was qualified and allowed by the EDB to use the medium of English in all junior classes for the first 6 years cycle. 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. 	
3. Curriculum and Assessment	<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. In respond to the recommendations of the 2006 ESR report, our school 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. In respond to the recommendations of the 2013 ESR report, our school have 	<ul style="list-style-type: none"> To cater for learners' diversity, integration of e-learning into the curriculum and extend learning outside lesson time is preferred.

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.

- Our school has allocated resources effectively, utilising the Capacity Enhancement Grant, Senior Secondary 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. 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 School-based Support Services to enhance support for teaching Chinese to Non-Chinese speaking (NCS) students, including the effective use of the "Chinese Language Curriculum Second Language Learning Framework" (Learning Framework) and related assessment tools to set progressive learning targets and expected learning outcomes for NCS students in order to support their transition to mainstream Chinese Language classes. We have applied for QEF project, 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 2012/2013 academic year.
- Starting from the 2012/2013 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 2013/14 academic year, there are three elective subjects offered

	<p>for S.4 classes. This allows let students to take their electives with reference to their own interest and ability.</p> <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. • Overseas study tours were organized by our History, Geography, Chinese History, Liberal Studies and English Language subject panels. Some of the study tours were self-designed with tailor-made learning activities, just like the Kansai study tour which was held in 2017/2018 academic year. The tour was full of insightful and informative international experiences. Students are also strongly encouraged to participate in the National Education Exchange programmes on the mainland, such as “省外行”, “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. • 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 comprehensive picture of students’ performance and facilitate student learning. 	
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	<ul style="list-style-type: none"> • In respond to the suggestions given in the 2006 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. • 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. • Students were able to complete their tasks in the lessons and out of school by using the Kahoot, Nearpod, BrainPOP and Edmodo in iOS and Andriold independently. • 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. 	
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-orangized 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. • In respond to the comment in the 2006 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 	<ul style="list-style-type: none"> • Strengthen academic support for students with Special Educational Needs, i.e. accommodation for assessment. • Boost students’ motivation in learning through e-learning.

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.

- Students with excellent academic performance are invited to share their learning strategies in the morning assemblies.
- 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.
- Many professional, caring and dedicated teachers are willing to support needy students outside of school hours.
- 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.
- To cater for learner diversity, external support is sought to introduce the ideas of mobile learning, cooperative learning, differentiation in regular classrooms, etc.
- 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 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.
- 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.

	<p>Teachers teach them learning methods and point out their learning progress and problems.</p>	
<p>5. Student Support</p>	<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 and S.3 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. • 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 	<ul style="list-style-type: none"> • 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.

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 students 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. A teacher of the Guidance Committee is assigned to supervise the SEN guidance. Starting from the 2014/2015 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 providing diverse activities for students. Students are encouraged 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.
- 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

	<p>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.</p> <ul style="list-style-type: none"> • The Careers Committee organises different visits, talks, alumni sharing sessions, careers days, and provides careers guidance for S.6 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 2014/2015 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 Student Union, House, ECA clubs, Visual Arts Ambassadors, etc. • In the section "My Views on Support for Student Development" of the EDB Stakeholder Survey, the average score of seven items in the Student Questionnaire is 3.5. Scores received from the school-based APASO survey showed an increase in all seven questions. Students gave a very positive feedback to all the questions. 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 	<ul style="list-style-type: none"> • The Alumni Association can be a good source of assistance in the development of the school. Many of

	<p>elected to attend the Incorporated Management Committee meetings.</p> <ul style="list-style-type: none"> • 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 award. There are also many volunteers to help PTA activities in school. In addition, the PTA has set up funds as scholarships for our students. In order to enhance students’ academic performance, the PTA organizes with the school the Saturday English, Mathematics and Science Enhancement Programmes. • There is enough home-school communication. The school principal attends parents’ meetings to listen to the views of the parents and to answer the inquiries of the parents. Parents may present their views to the school through various channels such as the PTA and parents’ days. 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. • 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 academic improvement. • 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 Incorporated 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. 	<p>the alumni are willing to offer their specialities and even financial support.</p>
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	<ul style="list-style-type: none"> • 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 2014/2015 academic 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. • In addition to visiting Homes for the Elderly every year, our school has established the Elderly Academy (長者學苑) since the 2008/2009 academic year. 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. • Our school participates in the University and School Partnership Programme organized by the Education University of Hong Kong, the University of Hong Kong and the Chinese University. Volunteer teachers are arranged to support student teachers from the three 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 Chemistry is 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 the staff in the school 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. 	<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

	<ul style="list-style-type: none"> • 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. 	<p>skills in self-management. Building up a healthy lifestyle is also a key issue for their development.</p>
8. Participation and Achievement	<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 2018, the percentage of the average passing rate the DSE is about 96%. The average passing percentage of the 4 core subjects (Chinese, English, Mathematics and Liberal Studies) is about 97%. The best result of the DSE is 3subjects 5**, 4 subjects 5* and 1 subject 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. On average, about 24 students made up to the top three places every year. • Our students love to participate in sports competitions. They have won prizes in swimming, canoeing, windsurfing, taekwondo, judo, sumo, gymnastics, 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.

III SWOT Analysis

1. Our Strengths

- 1.1 Our 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 Our 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 Our 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 sometimes overloaded because they have to cope with the education changes and curriculum reform.
- 2.2 Many students lack sufficient family support in using English in learning. 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 about 42 to 30 per class. The class size in senior forms has also been 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 Our 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 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.
- 4.2 Our school has been established for 36 years and it gradually has the characteristics of a middle-aged school. Teachers tend to recoil at new changes. This may cause some resistance against the implementation of new ideas and the use of new technology for teaching.

IV Major Concerns for 2018/19 - 2020/21

1. To cater for learner diversity

- 1.1 To enhance curriculum planning
- 1.2 To enhance mobile learning
- 1.3 To reinforce gifted education

2. To foster positive lifestyles

- 2.1 To nurture positive attitude in students
- 2.2 To enhance students' spirit of serving

3. To enhance life planning education

- 3.1 To enhance students' understanding of life planning
- 3.2 To help students understand their academic/career aspirations
- 3.3 To help students set/achieve their personal goals

School Development Plan (2018/19-2020/21)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2018/19	2019/20	2020/21	
1. To cater for learner diversity	1.1 To enhance curriculum planning	✓	✓	✓	<ul style="list-style-type: none"> • Encouraging teachers to enroll courses in gifted education or seminars about differentiation • Conducting peer lesson observation and post-lesson discussion for improvement on differentiated curriculum, teaching and learning materials • Designing tiered assignments, assessments and curriculum • Conducting Student Peer Mentorship Scheme
	1.2 To enhance mobile learning	✓	✓	✓	<ul style="list-style-type: none"> • Organizing courses and sharing sessions on the use of mobile devices in teaching • Making use of mobile devices in lessons • Establishing learning circles to enhance the effectiveness of using tablet and cloud technology in lessons
	1.3 To reinforce gifted education	✓	✓	✓	<ul style="list-style-type: none"> • Enrolling students in different courses outside school • Enrolling students in competitions at different levels • Arranging more learning experiences for students • Conducting exchange programmes to different countries

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2018/19	2019/20	2020/21	
2. To foster positive lifestyles	2.1 To nurture positive attitude in students	✓	✓	✓	<ul style="list-style-type: none"> Organizing workshops for teachers on positive attitude Organizing recreational activities for both Christian and non-Christian staff Organizing training camps for various student bodies Running programmes and arranging sharings in morning assembly which use positive attitude as the theme.
	2.2 To enhance students' spirit of serving	✓	✓	✓	<ul style="list-style-type: none"> Encouraging students to take part in community services Conducting Service Learning Day for senior form students to do voluntary work. Setting up individual awards for community service

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2018/19	2019/20	2020/21	
3. To enhance life planning education	3.1 To enhance students' understanding of life planning	✓	✓	✓	<ul style="list-style-type: none"> • Providing useful career information to students via electronic media • Arranging morning assemblies related life planning for students
	3.2 To help students understand their academic/career aspirations	✓	✓	✓	<ul style="list-style-type: none"> • Conducting career education in OLE lessons • Arranging career visits for students
	3.3 To help students set/achieve their personal goals	✓	✓	✓	<ul style="list-style-type: none"> • Nominating students to various courses in Applied Learning, other languages, and other joint courses • Nominating students to interview skill workshops • Nominating students to work experience programmes • Arranging workshops or experiential activities so as to enlighten students to set their personal goals