United Christian College (Kowloon East) School Development Plan

3-school-year period (2013-2016)

United Christian College (Kowloon East)

School Vision & Mission

The school aims to provide students with quality holistic education grounded in the Love of God and Biblical Truth. We believe that every student has been endowed with God-given potential. They will succeed under proper guidance and training. Thus, the school endeavours to nurture them through the Christian school dedication and professionalism of teachers and parental involvement, in hopes that students receive balanced development, directed life goals, positive life views, strengthened life-long learning ability, solid foundation for further education and well-developed social responsibility. In addition, it is the school's desire that students live according to the will of God.

School Goals

We hope for every student to become a person with faith, moral character, culture, knowledge and dreams.

School Motto

Understanding Truth • Pursuing God •
Developing Diligence • Cultivating Virtue

Core Values of Education

1. God as the Centre
2. Integrity
3. Academic Excellence
4. Caring Community

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Follow-up action
1.God as the Centre	**"God as Centre" being the rationale behind all school policies**		
	• SAC provides a biblical perspective for major concerns	Fully Achieved	Bible verses related to major concerns were printed in Student Handbook. The Scripture were explained and reiterated in various occasions including Teachers' Prayer Meeting, Assembly, Chapel, etc. Students read aloud the Scripture of the Month at the beginning of each Assembly. Students who were able to recite the Scripture were awarded with stickers under the Disciple Award Scheme.
	Unification of UCCC and UCCKE		
	• Ministers from UCCC will share their ministry and needs in Teachers' Prayer Meeting	Fully Achieved	Ministers from UCCC shared about the development of New born Christian fellow-up, UCCC Youth Fellowship at Tue Café, Alumni Cell Group on Fri evening, Youth Service, etc. at least twice a year in Teachers' Prayer Meeting.
	• More teaching to students on the importance of church life to one's spiritual growth	Fully Achieved	FCs, FTs, AFTs and Bible teachers encouraged students to attend church events in Chapel, Class Fellowship, Wed. Morning Devotion, Bible lessons. New converts were referred to Ministers from UCCC to help building their church life.
	• Ministers from UCCC provide pastoral care for teachers as well as students	Fully Achieved	Ministers from UCCC provided pastoral care and counselling for teachers, students and alumni in the areas of study, family, interpersonal relationships, etc, via individual and group meetings.
	Spiritual development: From non-believer to believer; from young believer to mature disciple		
	• Tuesday luncheon (i.e. Tuesday Café) is the sacred period to be set aside for God. Students	Fully Achieved	Non-believers took the opportunity to explore the Christian faith within cell groups as well as during Gospel Special

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	and teachers worship and study the word of God together. It is also the personal time for teachers or mature Christians to minister to non-believers and new converts.		Program with testimonies from Christian students. The study of God's word was emphasized among Christian students' groups. 'Flying High With You' Guided Reading Portion (Matthew & Exodus) was used as cell group materials to encourage participants to read God's words for spiritual growth.
	Church life development: From non-goer to goer; from attender to active member		
	• Senior form spiritual leaders support junior form Christians	Fully Achieved	United Christian Fellowship (UCF) was composed of devoted Christian leaders who eager to help promote school-wide spiritual spirit and activities. Senior-form Christians were leading junior-form students along the ministry. Former UCF committee took the initiative to assist in Gospel Week, including traditional core programs within school time and subsidiary programs after school. They led junior students along the ministry. UCCC Youth Fellowship at Tue Café aimed at getting acquainted with junior-forms students who were either non-Christians or non-churchgoers. Senior-form students who were attending UCCC Youth Service served as the leaders organising mass games, prayers, worship, etc. Christian leadership training was arranged for Class Fellowship Committee, UCF and Project Gabriel leaders. Two sessions were conducted by Minister Lai Yiu Yan（黎耀恩傳道）, the founder of Mad Servants, during Chapel

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Follow-up action
			time on 7/9/2012 and 9/11/2012.
	Development of mission spirit		
	• Forming a Mission and Service Team to coordinate mission trips and integrate service with mission trips.	Partly Achieved	7 out of 9 outbound trips were mission and service trip.
	• Mission trips, Mission Days, message at Tuesday Café	Fully Achieved	Missionary, the National Director of MMM International (HK) Ltd 國際流動建設（香港）協會, who is also our parent, had been invited to share their vision and mission in Mongolia in Assembly. Special Program at Tue Café had focused on sponsoring overseas children in need.
2.Integrity	**Character building**		
	• Teaching on the attributes of God and ministry of Jesus in Devotion time, Bible and R.S. lessons	Fully Achieved	The attributes of God served as the guiding principle; Jesus demonstrates how to show love, care and justice for others. Application of moral lessons to daily life was emphasized in Devotion Time, Bible and E.R.S. lessons. Contemporary spiritual leaders were quoted as examples. Life and Death Education helped instil a positive attitude towards life into students. 林依玲, the chronically-ill student of Red Cross Hospital Schools had been invited to speak on「脆弱中的璀璨」at Assembly.
	• Reviewing the content of Civics education in junior forms	Partly Achieved	In the past few years, some M&C teachers were also teaching Civics in junior-forms. Occasionally, informal sharing had been conducted among M&C and L&S teachers. The follow-up is to have more formal sharing and more communication among functional groups.
	• Strengthening the use of Form Period as a means	Partly	Different materials (PPT & Worksheets, Youtube Videos)

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Follow-up action
	of character building	Achieved	related to HOM/Social Issues/Topical Issues had been prepared for A/FTs for their use in FP. The follow-up is to seek feedback from A/FTs from junior & senior forms respectively towards the effectiveness of the learning materials. Mr. Chan Wai Tik (CWT) had been invited to share about homosexuality at Tue Café Special Program; Mr Cheng Hiu Sing (CHS) had been invited to speak on「反性傾向歧視法背後的法律條文」and Dr. Kwan Kai Man on「同性戀是人權嗎？」at S4 Chapel. S2 "No Apologies" Easter Camp had been held to promote sex education from the biblical perspective, esp. chastity before marriage. D&C teachers found that the FP was not a good chance to carry out character building work. We used the time slot to extract students from their class to have individual interview instead.
	• Using current issues as a means to convey positive values to students	Fully Achieved	Following current news, corresponding value teaching had been implemented in assembly (e.g. filial piety), inside class (e.g. corruption) and also whole-school activities (e.g. Mock Chief Executive Election). Besides these, there were morning news announcements to provide immediate response to current issues, e.g. policy address, Water Day. The major follow-up is to devise ways to assess students' character growth and the effectiveness of teaching.
	Habits of Mind (HOM)		

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Follow-up action
	• Integrating HOM qualities with classroom learning by including relevant HOM qualities in teaching schedule and end-of-term evaluation form	Fully Achieved	Different HOM skills for a new school year had been listed inside the HOM Diary. Also, submission dates of different awards, e.g. HOM Sticker Award had been listed on school calendar and HOM Diary.
	• Integrating HOM qualities in classroom learning by developing a new checklist for lesson observation with the emphasis of relevant HOM qualities	Partly Achieved	Most of the HOM skill teaching worksheets had included self-evaluation. Students had been given a checklist to evaluate how well they had used a particular HOM skill. They had also been encouraged to nominate themselves to be a HOM Star if they thought they had applied the skill well. As A/FTs needed to nominate their students to be a HOM star of a particular HOM skill, they had to observe. The follow-up is to give teachers clearer guidance to observe the HOM qualities so as to select the HOM stars.
	• Refining HOM qualities that are tailor-made to the development of the school	Partly Achieved	HOM skills had been taught based on the principles: compliance with the school's yearly theme and consolidation by recycling. Corresponding learning materials (PPT, Worksheets, Songs, Videos) had been planned and updated for the whole school year. The follow-up is to design different materials for different forms according to their needs.
	Discipline		
	• Organizing activities and campaigns to enhance the sense of integrity of students, e.g. tackling the problem of late arrival to school	Partly Achieved	Through "Striving for Excellence" campaign, students were rewarded for being punctual and responsible in finishing homework. However, the number of students participating in the campaign can be further increased.
	• Prefects as role model 1. Promoting the importance of integrity through the prefect team by acting as the role models to fellow students	Partly Achieved	The prefects on duty were given name lists of students so that they could record the misbehaved students. As reported from the prefect leaders, the name list improved their effectiveness in maintaining order and discipline.

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	2. Delegating higher order responsibilities to prefects, prefect leaders and head prefects		However, the role model effects of the Head Prefects and Prefect Leaders were not strong enough.
	• Appointing Ambassadors of Integrity and electing Stars of Integrity	Not Achieved	The proposed program of Ambassador of Integrity was not implemented due to time clash with other activities.
3.Academic Excellence	**Enhance the learning of Science and Mathematics**		
	• Launching Problem-Solving Campaign to reduce students' fear of Mathematics	Fully Achieved	Resources should be put on providing more opportunities for mathematic high achievers and remedial measures for senior forms. Besides from remedial measures, Mathematics club should be re-established as a CCA program to cater learner diversity in Mathematics.
	• Offering various remedial measures (e.g. topic-based tutorial and regular "base-line" assessments) for junior form students who cannot attain basic competence in Mathematics		
	• Fostering a positive learning atmosphere via the cooperation between Student Union, Budding Program (Science) and Problem-Solving Campaign (Mathematics) to organize science & math related inter-class competitions.	Fully Achieved	Students have been more interested in science and mathematics. The next step is to provide more opportunities to develop our science and mathematics elites
	• Running elite programs for high-achievers in Mathematics & Science	Fully Achieved	Different elite programs have been organized. The next step is to extend the program to cater those who are not very bright but have significant potential in science and mathematics
	• Research Units on science topics for junior classes	Partly Achieved	A group of elite/interested students have been called out for meeting to discuss topics of science with teacher regularly. However, due to active participation of many activities in the school, students are still not committed to spend lots of time on doing research/investigative science project during leisure time. Besides, teacher in-charge should also take up related courses which can enhance his/her skills and confidence in the guidance of students' research.

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Follow-up action**
	English speaking environment		
	• Promotion in the Hall	Partly Achieved	More extensive use of English for communication at School Hall was practiced for the last two years. Students sing school song and recite Bible verses in English during Monday assemblies while most academic theme-based presentations were conducted in English; most announcements were made in English, too. The very frequent Principal's talks at Hall were mostly conducted in English. The major follow-up action is to extend the said practice towards non-academic presentations.
	• An English Speaking Slogan chanted		English all the Time (held every Friday) English please to English teachers
	• Encouraging students to speak with teachers in English on academic and personal issues	Partly Achieved	Basically the English teachers discussed academic issues in English; and the students were generally ready to switch from their mother tongue to English. Also the English teachers would encourage the students of speaking in English when they talked about the personal issues, for example when making a request.
	• English Week and Inter-Class English Speaking Competition		The Inter-Class English Speaking Competition was successfully held. Both English and non-English teachers did encourage the students to speak in English.
	Formal language campaign		
	• Raising students' awareness of their writing style and structure through the running of English Writing Club		The students were asked to do creative writing and argumentative writing, covering up different genres of texts including poems, short stories and essays. In addition to doing individual work, they were given tasks dealing with collaborative writing, that is, cooperating with each other to work out a piece of text.
	Catering individual learning needs		

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Follow-up action
	• Designing different assignments for students with different learning needs and abilities	Partly Achieved	Flexible homework policy had been applied such as design of different levels of homework to cater for diversified needs by some subjects, as well as exemption of more basic homework for 'A' students to make room for their advanced studies. Trial-run of extended/gifted learning packages had been communicated via the eClass platform for a few subjects as well. To cater for further diversified needs, the flexible homework policy should be better refined to cater for more clearly identified targets and to be made more extensive to involve more subjects.
	• Mentorship program for gifted students	Partly Achieved	In order to help students to identify the meaning of their giftedness, school base "Follow-up" program should be designed for those who have participated in various gifted program.
	• Intervention program for weaker students	Fully Achieved	Remedial programs were widely used in senior forms from S4 to S6 in core subjects. Quite a few intervention programs were also attempted in junior forms including S1 English and junior form Math Gamma classes. In view of the rising standard of S1 intake, future energy is to be directed towards senior forms remedial and enhancement classes as well as gifted programs in junior forms.
	• Special arrangement for 'English Speaking Students' (from international schools or returnees from foreign countries)	Fully Achieved	'English Speaking Students' with identified needs enjoy special arrangements such as exemption from Chinese and Chinese History assessments, and being allowed to take homework and assessment of the Bible subject in English. From last year on, a 'Simplified Chinese Class' is specially arranged for them to prepare for GCE Chinese examination in Senior forms.

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			A vigilant supervision of the extension of the 'Simplified Chinese Classes' towards upper forms is certainly needed in the coming years.
	Proactive learning atmosphere		
	• Mentorship program for gifted students	Partly Achieved	In order to help students to identify the meaning of their giftedness, school base "Follow-up" program should be designed for those who have participated in various gifted program.
	• Training in argumentative essay writing and research for more capable classes	Fully Achieved	Students were guided to write on different social issues in both junior secondary and DSE syllabi. The skills in producing argumentation and rebuttal were taught. Reading newspapers helped enhance their awareness towards different social issues. Also, in the past two years, Gifted Education of EDB worked with us to produce argumentative writing and debate out of a box with six gifted students each in S.2 each year.
	Innovative teaching strategies		
	• Questioning techniques and meta-cognition will be stressed in both teaching and learning	Partly Achieved	Lesson preparation and study goal setting had been vigorously promoted to help develop meta-cognitive skills of learning among students. Teachers were aware of the need of questioning techniques to promote higher order learning. The follow up need is for more extensive use of the latter in all subjects.
	• Encouraging both inter- and intra-school lesson observation and sharing	Partly Achieved	Inter and intra-school lesson observation and sharing were made possible in the last few years via promotion of sharing culture through annual 'Curriculum Celebration' (as PD activities) and 'Teaching innovation displays', as well as our very numerous sharing of teaching innovation at local and international levels.

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			The follow up action needed is to make it more evenly developed in every subject panel.
	• Developing a new checklist for lesson observation with the emphasis on innovative teaching strategies	Partly Achieved	The emphasis of lesson observation is in the formation due to our very numerous sharing activities. The coming task is to have it finalized so that there are clearer standards for teachers to follow.
	• Extending the existing reading scheme to Science, Mathematics and other subjects	Full Achieved	The 'Growing through reading' activities of S1-3 have been vigorously refined in the last three years for a systematic inclusion of all science and humanities subjects in the reading programs. Attention has also been paid to news learning last year. The program can of course go for further refinement.
4. Caring Community	**Development of service heart**		
	• Minimum service hour as a criterion for graduation	Cancelled	Minimum service hour is no longer graduation criterion
	• Class-based service activities	Partly Achieved	Due to clashes with regular tests and annual concert, not every S5 students could be offered class social service
	• Integrating service with CCA	Full Achieved	Since there are variety of CCA activities and some might not be appropriate in the service nature. Some activities with serving nature and special in school had been invited to push one level up from leadership to service (IPSC, Sport Climbing, Archery, Scouts, Editorial Team, Campus TV and Mission Dance Team) to serve others in school or outside school. In the coming years, some more special activities would be invited to serve others by their professionalism.
	Caring teacher community		
	• Strengthening the morale of the teaching	Fully	The "Soup for the Soul" should be kept in teacher prayer

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	community	Achieved (KPM)	meeting. The capacity of the form coordination system in supporting teacher community should be clearly defined in the organization structure.
	• Promotion of Christian Education studies		
	• Developing a supportive mentorship scheme for teachers		
	• Strengthening the function of Teachers' Prayer Meeting as a means of supporting teachers		
	Caring student community		
	• Big Brother and Sister Scheme: Taking care of new S.1 students with regard their spiritual life, academic adaptation and social skills	Fully Achieved	Senior Christian students are nominated for mentors to act as good examples and instil biblical moral values into S1 students. "Project Gabriel" allowed upper form students to have weekly lunch meeting with S.1s in first and second term.
	• Support of School Social Workers and Student Counselors: Caring groups related to the theme of that school year will be formed	Fully Achieved	School social workers, student counsellor and counsellor interns from Shue Yan Universiy organized different groups to cater the needs of students from various forms.
	• Fostering atmosphere and cultivating a caring and loving culture in the school campus	Fully Achieved (APASO)	In the coming years, resources should be put to promote an atmosphere that treasures character building, aspiration driven learning and mission mind in providing services.
	• Activities will be held to promote the appreciating, caring and loving atmosphere among students and between teachers and students.		
	• Student Council will hold regular meetings to listen to the needs and views of students and reflect them to school.	Fully Achieved	Student Council had regular meetings with students and also principals and served the communication mode and bridge between students and school. And they also set up other communication channels to collect the ideas and opinions from students (i.e. through the mailbox, web and questionnaires).

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Follow-up action
	• Meetings held by the Student Council will discuss the current problems or issues faced by students and work out feasible solutions from the students' point of view.	Fully Achieved	Regular meetings had been held by SC and their advisors and discussed the captioned. Students tried to provide feasible solutions and school would consider its possibility to deal with the problems from students' point of view. Then SC would propose to school for further consideration.
	Caring parent community		
	• PTA will meet regularly and activities will be organized to promote home-school cooperation.	Fully Achieved	PTA met regularly (about 4 times a year) to discuss issues concerned by parents and school. Activities like Parent teachers happy hour, PTA picnic and Parents' Day etc. were well participated.
	• Establishing parents' network in each class to enhance parents' communication.	Not Achieved	After running the parents network for several years, it is found that the network is not effectively used in recent years since the purpose of communication is replaced by the well-developed e-class.
	• Encouraging parents to involve in school activities as volunteers to create a sense of belongings.	Fully Achieved	A 'Volunteers invitation letter' was sent to every parent at the beginning of school year, the responses were very good, many parents were registered as helpers in different school events.
	• Organizing a series of parents' talks to allow S1 parents to have a better understanding of school vision and mission.	Fully Achieved	4 parents' talks were organized between September and October. Most S1 parents had attended the talks.
	• Arranging parents-teachers meeting once a month to allow parents to have a better understanding of their children's school life.	Fully Achieved	Parents Teachers Happy Hour/ Parents days/ Parents nights were arranged so that parents met with teachers once a month
	• Organizing 'mommies group' to invite housewife parents for informal / casual gathering. This will strengthen the bond of	Fully Achieved	A group of mothers met at school on every alternate week, sharing common interest in different areas.

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	parents and sense of belongings.		
	National identity		
	• Promoting the understanding of national identity through various activities	Partly Achieved	Different activities like Assembly Talks, Talk beneath National Flag, Board Display (e.g. Basic Law & China's Celebrities), Inter-form 'Understanding of China' competition, Board Displays, study visits to China, National News Election, In-class teaching (e.g. June-fourth Incident), morning news announcements have been launched to enhance students' understanding of China and the building up of their national identity. The follow- up is to implement the various activities with a yearly-theme/ focus more systematically.
	• Organizing trips to Mainland China to know more about the development of the country	Partly Achieved	Short trips have been arranged (e.g. to Qingyuan) to enhance students' understanding of the development of the country. The follow-up is to organise such trips from a whole-school approach to select the proper place to visit and the proper time to visit it.
	• Fostering a better understanding of our motherland through the learning of Chinese history, in both formal and informal circumstances.	Partly Achieved	Learning of Chinese History has been enhanced on formal occasions like Assembly talks/ sharing, in-class teaching, study visits, inter-form competitions), and informal circumstances (board displays). The follow-up is to implement the teaching more systematically and assess the effectiveness of different activities.
	Global concerns		
	• Promoting several international days related to poverty	Partly Achieved	Information/ message related to poverty has been mentioned on different occasions, e.g. environmental protection talk, water day morning news sharing, despite

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Follow-up action
			the fact that there have not been any specific promotion of international days related to poverty. The follow-up is to adopt a whole-school approach so as to choose important international days to promote.
	● Promoting mission trips and integrating service in overseas neighborhood.	Fully Achieved	7 mission trips were organized
	● Organizing school-wide social service program	Partly Achieved	S1-S2: charity sale, S3 – S5: service camp and trips,
	● Providing a biblical perspective for global concerns	Fully Achieved	To expose students to issues about global justice, journalist 程翔 was invited to share his personal experience on 8/10 Assembly. Global issues incl. poverty, warfare, slavery, etc. are further explored in the Bible and ERS lessons.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	• Our school leader, being very experienced and dedicated, has managed well in planning for school development and in leading implementation with full support of the SMC board. • The previous planning has been progressive enough for school advancement and at the same time realistic enough for most of the major concerns to be implemented and achieved. • Through capable management, the reputation of the school is witnessed to be on the rise through the years	• The 'PIE' cycle as a self-improvement practice can be further enhanced in our school through timely and thorough evaluation after every implementation of planned activities by subjects and functional groups. The information of evaluation should be vigilantly feed back into work afterwards. • Financial management has to be continually enhanced in terms of documentation and monitoring.

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	• The top and middle leadership has been monitoring effectively all school departments and affairs through the Executive Committee Meetings as frequent as 2-4 times a month. School affairs are thoroughly discussed and decisions well communicated to all staff through staff meetings every Wednesday. • The school has established a warm, collaborative and supportive culture among community stakeholders on which successful teaching and pastoral care depends. • Appraisal system has been developed. Professional development programs are launched every year according to school's developmental needs in which enthusiastic participation and sharing among staff becomes the major characteristic.	• Enhancement of the comprehensiveness of the staff appraisal system is perceived as a need for the school to achieve greater teaching effectiveness. • Staff appraisal information and feedback should be fully utilized to enhance teachers' professional development.
3. Curriculum and Assessment	• The school has successfully established a very broad curriculum providing wide exposure for junior forms and abundant choices of electives for senior forms. • Streaming according to diversified needs is widely practiced in curricula of English, Chinese, Math, Bible, third languages etc. • The assessment system has been maturely developed and well embraced in the school's 3-term system. The modular course structure of science and humanities curriculum enables students to focus well in their learning and revision and thus ensure reasonable academic performances.	• School-based and cross-curricular development needs to be further enhanced in order to cater for the continually improving academic standard of S1 intakes and other school-based needs. • Curriculum evaluation is to be done more frequently in all subjects to cater for changing needs of the school. • Quality of assessment in terms of frequency, content and feedback need to be further enhanced to guide attainment of academic excellence. • Assessment data should feedback effectively into learning designs.
4.Student Learning and Teaching	• The school is notable for her excellent teacher-student relationship and harmonious classroom atmosphere which creates a supportive learning environment. • The school has a good English language environment with students of well above average language ability. • Learning and teaching is greatly supported by a well-stocked library which promotes actively reading and research skills. • Teachers are willing to collaborate and share teaching resources; lesson planning and organization have been enhanced through learning package design as standard PD programs for every subject in the past few years.	• Lesson planning is to be further enhanced especially for the promotion of proactive learning and collaborative learning. • Advancement of pedagogy is needed for higher order thinking and skills development. • Study habits need to be better cultivated to enable students to learn persistently for development of intrinsic motivation and attainment of academic excellence. • More collaboration within and across KLAs is needed to reinforce students' learning across subjects.

PI Areas	Major Strengths	Areas for Improvement
5.Student Support	• The school climate has been well developed and the school is loved by the stakeholders for the caring environment, positive learning atmosphere and the 'God as center' ethos. • A comprehensive coordination of support for student development has been established through the years taking good care of the aspects of discipline and counseling, Moral and Civic Education, Mission and Service Education, Life and Study Skills Cultivation, Gifted Education, Co-curricular Activities and Life-wide Learning. • A Form Coordination System is established on top for effective implementation of policies of academic and students' whole person development from lower to upper forms.	• Further refinement of the student development effort into a more holistic character building program is needed. • Concrete goals are to be set for measurable attainment in faith and character building. • Strategies of whole person development in curriculum, hidden-curriculum and awards schemes are to be further refined and better coordinated.
6.Partnership	• The school's relationship with parents is thriving through the years. Parents participate in many school events and work as volunteers in school functions. The PTA has a strong team of enthusiastic parent members supporting the school in a wide spectrum of activities. • The school maintains close links with many outside bodies, churches, voluntary agencies, NGOs, Universities. In the field of education, the school embraces the culture of being an 'open campus' teaching innovations territory-wide and internationally. • Sibling schools relationship is established with schools in mainland and overseas, such as Glovill High (Korea), PHCS (Sydney), 廣州越秀外語學校 (China) etc. • Good ties established with a number of primary schools through science camps, attachment days, experiential days etc.	• Parents as the most valuable partners of the school are to play a more resourceful role in organizing and supporting school functions. Their role in the school's development of 'Aspiration-driven Curriculum' would be indispensable.
7.Attitude and Behavior	• Students enjoy school and have a strong sense of belonging, showing great respect and trust to teachers and relate well to each other. • Most students are polite, well-mannered and conscientious, exhibiting confidence in, eagerness and good discipline for learning. • Students are eager to participate in a wide-range of co-curricular and extra-curricular activities. Student leaders such as SC members and school prefects are maturing in their service and leadership.	• Students' involvements in school activities; their responsibility and persistence need to be enhanced. • Student leaders need to be trained as more mature leaderships to assume greater responsibility and commitment in service of fellow students. • Students need to develop stronger intrinsic motivation for learning and develop greater persistence to strive for excellence.

PI Areas	Major Strengths	Areas for Improvement
8.Participation and Achievement	• Students are enthusiastic in learning. Since the establishment of the school, students' performance in public examinations has been steadily improving. In the first cohort of HKDSE exam (2011-2012), 100% of students attained 5 subjects at L2. 15 out of 21 subjects attained 100% passing rate while the average of all is 99%. 72% of students have attained 3-3-2-2-2 and above meeting local universities entrance requirements. 33% (17.6% HK territory) students got 5 L4 or above leading to a substantially high university entrance rate for the cohort. • Students' non-academic performance is also very good which is reflected in participation rates in various activities and competitions. The prizes and awards won by students in external competitions have been steadily growing in numbers and in level of achievement. Awards of international levels are not lacking. • The school's gifted education in both academic and non-academic areas is vigorously developing. The school's partnership programs with institutions of gifted education as well as universities are on the rise in numbers. The rising demand of gifted education in our school has led to the birth of the SAGE (Student Achievement and Gifted Education) division in 2012-13.	• In view of the rising academic standard of S1 intakes in recent years, there is much room for the school to strive for further academic excellence through enhancement of learning and teaching. • A more thoughtful planning of whole person development which involves enhancement of student development coordination, holistic character building programs design, appropriate organization of awards system, development of aspiration driven curriculum are in the making to cater for diversified learning needs as well as direct our maturing school for full-range students' attainment in all areas and levels.

SWOT Analysis

Our Strengths (Internal Review)	Evidence Support
Management and Organization	
• Effective communication channels (FC system, principal interview, prayer meet…)	KPM
• Dedicated teaching team shared school vision and mission with trust	KPM
• Teachers have collaborative mind and proactive in developing new ideas	KPM
Teaching and Learning	
• Students have trust to teachers' teaching professional	APASO, CR, HKU's survey on private tutoring
• AAC has identified interactive learning as our main teaching feature	AAC minutes
• Students are ready for high order learning	PISA, APASO

• Students have good reading habit	PISA, KPM
• Various school based curriculum are developed with EDB's support	KPM, AAC minutes
Student support and School Ethos	
• Well-known caring environment	KPM, CR, APASO
• Good rapport with parent	KPM, CR
• Mission & service as the main feature and concern of learning trips	EC minutes
• Various awards for positive reinforcement on students' manner and behavior	Functional groups
• Good partnership with various external agents (PTA, universities, EDB(CDI),…)	
Student Performance	
• Student are strong in English and presentation	S1 interview doc
• Mission and Service opportunities are widely implemented	M&S minutes

Our Weaknesses (Internal Review)

Management and Organization	
• The coordination of functional groups and their resources should be strengthened.	CR
• Strengthen administrative senses (documentation, deadlines, data collection...)	CR
• Staff appraisal can be utilized to enhance professional development	CR, KPM
Teaching and Learning	
• Narrow understanding on learner diversity (learn in various ways)	CR
• The effectiveness of CCA on students' learning	CR
• Exam mind of S6 students are still weak	HKU's survey on private tutoring
• Teacher and student have different perception on student's learning ability	KPM, APASO, PISA
Student support and School Ethos	
• Students lack motivation to enhance academic performance	APASO
• Students are weak in the development of public manner	Observation
• There should be a more proactive way to implement HOM qualities	APASO, KPM
• The school goals are not clearly implemented in school life	Functional groups
• Students, even Christian cannot act out Christian values	SAC minutes
Student Attainment	

• Students' sense of being success in school life are weak • Students' mission and service mind are weak	APASO M&S minutes

Our Opportunities (External Environment)

• The school has good reputation in Christian Community • Parents' background facilitates school development • The school alumni will be established in this year • The tertiary education learning prospect will be less competitive • Better S1 intake – students have better learning ability • 60%+ of students are Christian	Observation School data EC minutes EDB data on the projection of tertiary education S1 interview data Spiritual inventory

Our Threats (External Environment)

• Parents have bipolar expectations: from relax school life to academic excellence • Many of our unique features become common to DSS schools • Students' family background becomes more complicate • The community is filled with confusing values systems • Birth rate dropped – learner diversity increases	PISA, KPM Observation D&C records Observation S1 interview data

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

1. **Enhance teaching effectiveness through quality assurance practices & appraisal**
2. **Enhance learning motivation and skills towards higher academic attainment**
3. **Develop a holistic character building programs enhancing whole person development**

School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		1314	1415	1516	
1. Enhance teaching effectiveness through quality assurance practices & appraisal	• Enhance comprehensiveness of the staff appraisal system	✓	✓	✓	• Refinement of existing staff appraisal system to enhance teachers' professional growth.
			✓	✓	• Continuous evaluation of the refined appraisal system to achieve teaching effectiveness.
	• Effective feedback of staff appraisal to professional development	✓	✓	✓	• Formative feedback to individual staff during appraisal towards realistic goal setting for professional growth.
		✓	✓	✓	• Annual strategic meeting held by the professional development committee to analyze PD needs of the staff team according to appraisal feedbacks.
		✓	✓	✓	• Professional development programs to be launched according to appraisal feedback and school developmental needs.
	• Improve quality assurance practices in subjects and functional groups to enhance effectiveness of students' learning	✓	✓	✓	• Subject panels set concrete goals for enhancement evaluable by measurable learning and teaching performances.
		✓	✓	✓	• Functional groups set concrete goals for activities and measure the effectiveness via KPM.
		✓	✓	✓	• Use of 'Student development blueprint' to facilitate communication among FCs & Functional heads to address the needs of different forms.

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		1314	1415	1516	
2. Enhance learning motivation and skills towards higher academic attainment	• Curriculum enhancement catering for school-based needs and learners diversity	✓	✓	✓	• School-based, cross-curricular and aspiration-driven curriculum development addressing school-based needs
		✓	✓	✓	• Catering for diversified learning needs through curriculum tailoring, gifted / enhancement learning, remedial teaching and flexible homework policy
			✓	✓	• Faculty supervision of subject clubs for enhancement of co-curricular development
	• Pedagogical enhancement towards higher order thinking and skills development	✓	✓	✓	• Refinement of lesson planning skills with emphasis on proactive, collaborative and higher order learning
		✓	✓	✓	• Foster study habits and learning strategies that empower students to be effective learners
		✓	✓	✓	• Continual advancement in eLearning
	• Effective feedback for learning	✓	✓	✓	• Continual improvement of quality of assessment for higher academic performance and diversified needs
		✓	✓	✓	• Continual improvement of assessment in terms of frequency, marking and commenting
		✓	✓	✓	• Make good use of assessment data for enhancement of learning

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		1314	1415	1516	
3. Develop a holistic character building programs enhancing whole person development	• Let God be the centre of students' life	✓	✓	✓	• Integrate pastoral care strategies with 4 accountable goals: faith conversion, virtuous, aspiration and mission mind
	• Develop students' virtuous characters		✓	✓	• Develop a whole school character building award scheme to address the 5 qualities to be achieved in the School Mission: Faith, Moral Character, Culture, Knowledge and Dreams
			✓	✓	• Develop a standard flow of social service program to inspire students' mission mind in service
		✓	✓	✓	• Develop various character building curricula / programs: Life & death / Chastity / National moral characters / Environment protection
	• Help students to live with aspiration	✓	✓	✓	• Develop an aspiration driven curriculum from S1 to S6 with M&C, M&S, L&S, SAGE and Career Guidance