

United Christian College (Kowloon East) School Development Plan

3-school-year period (2022-2025)

School Vision & Mission

Our vision is to provide students with quality holistic education grounded in the Love of God and Biblical principles.

We believe that every student is endowed with God-given potential and will succeed under proper guidance and training. Our mission is to help students identify and develop their God-given abilities and talents to their fullest so that they will become a person with faith, moral character, knowledge, culture and dreams in a caring environment. We trust that through the Christian dedication and professionalism of our teachers and the involvement of parents, students will confidently experience a balanced development, formulate life direction and goals, build a positive life view, strengthen lifelong learning, lay a solid foundation for further education, acquire a sense of social responsibility, and live a life according to God's will.

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

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

I. Holistic Review

A. Effectiveness of the previous School Development Plan (2019-2022)

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
1. To enhance intrinsic learning motivation through facilitation of Assessment as Learning (AaL)	To facilitate more formative assessment and lesser summative assessment		
	To change the academic structure from 3 academic terms to 1 academic year	Fully Achieved	After extensive consultation and year-long preparation, the academic structure was reformed in 2019-2020, with an aim to facilitate more formative assessment and lesser summative assessment. Drastic changes were witnessed in the following areas: ➤ Academic calendar ➤ Learning and teaching, curriculum planning ➤ Assessments & grading ➤ Reporting & awards Instead of having an exam at the end of each term, the new structure places much emphasis on students' continuous, cumulative performance throughout the whole year, aiming to shift students' focus to continuous and sustained efforts throughout the year. The reformed academic structure has been refined in the past two years after its launch based on feedback collected from teachers and students. Its effectiveness has been indicated by positive points of 3.74 (teacher) and 3.13 (student) in the KMP survey in the concluding year. Finetuning/ new initiatives regarding the 4 domains above would be made in future based on feedback collected and the changing needs of students.
	To promote different modes of formative assessment strategies	Fully Achieved	Rich and diversified professional development programs were organized in the current cycle. In the first two years, most PDP were conducted at school level and then moving towards subject-based professional exchanges in the concluding year, either in the form of experience sharing in subject meetings or exchanges during post-lesson observation conferencing. Varied formative assessment modes and practices were extensively used in both face-to-face and online lessons. Pre-lesson or end-of-lessons checks, short quizzes, poll or exercises with instant feedback/ auto-marking functions were witnessed in most subjects to provide feedback that facilitates learning and teaching.

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
			Both the KPM students and teachers' feedback in the concluding year show a positive indication of 4.0 in teachers' adoption of formative assessment, and a score of 4.22 in their adjustment of teaching based on data obtained from assessment, while students triangulate a score of 3.80 in their perception of teachers' frequent use of formative assessment to inform them of their learning progress. Students were also found to be making good use of the feedback from teachers to improve their learning and performance.
	To promote Assessment as Learning		
	To foster professional training of teachers on Assessment as Learning	Achieved	A series of professional training and sharing on Assessment as Learning have been organized in the past three years, with the following topics addressed: ➤ Overview of AfL and AaL ➤ Assessment as Learning – what and how ➤ Our changing perspectives and practices on Assessment ➤ On giving feedback ➤ Growing through assessment ➤ On developing assessment-capable learners Subject display and experience sharing on AaL was also witnessed in the Curriculum Celebration, subject meetings and post lesson observation conferencing. Teachers' KPM survey in the concluding year finds a very positive feedback (3.93) on their practice of AaL to help students assess their learning progress. In view of the large number of newly joined teachers, revisiting selected concepts of AaL is needed at both school and subject levels in the coming SDC, facilitating its use as a means to develop self-directed learners.
	To facilitate planning of subjects on Assessment as Learning	Achieved	Towards the end of the 3-year developmental cycle, most subjects were found to have incorporated elements of AaL into their curriculum, teaching and learning. Students were found to get accustomed to the following in lesson observation or scrutiny of their work. ➤ Use of unit checklist, learning guides and rubrics for goal setting, monitoring and reflection

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
			➤ Use of various self/ peer assessment tools ➤ Use of instant feedback available in exercises/ online platforms ➤ Reflection questions for evaluation and action planning ➤ Checkpoints for projects/ extended tasks In the next SDC, efforts to incorporate AaL into our daily learning and teaching practices will be sustained, as being ‘assessment capable’ is one of the attributes of a self-directed learner.
2. To enhance personal accountability as a global citizen	To promote the possession of positive characters		
	To foster professional training of teachers on positive education	Achieved	One professional sharing session was organized at the beginning of the school year 2019-2020 to help teachers identify the emotional needs of students under the unstable social situation. KPM teacher questionnaire indicated that the professional sharing session could enhance teacher’s professional knowledge (3.49 on a 5-point scale). Due to the COVID-19 pandemic, only one PD session was organized in 2020-2021. The newly formed 5-member PosEd Team completed a training in Positive Education and shared their experience in the Curriculum Celebration in June 2021. The feedback of teachers after the PD session was generally positive. In 2021-2022, the PosEd Team expanded to 8 members. They completed the positive education training held by Geelong Grammar School and Bei Shan Tang Foundation. In 2021 summer, the team organized two PD sessions for teachers to get prepared for the new school year. Team members shared their vision and learning throughout the sessions. Positive feedback received. A mindfulness program in September 2021 was conducted for teachers with 15 participants in total and positive feedback received.

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)	Evaluation and Follow-up action
		An S3 teacher training workshop was held by Bei Shan Tang Foundation. It also helped the team to collect feedback from S3 Form Teachers and provided an analysis report for the school. However, feedback from other teachers is mostly in the form of individual exchanges. In general, the feedback was positive. In the coming years, teacher training will be strengthened to the extent that teachers will absorb and internalize the concepts of positive education.
	To promote the possession of positive characters through form-based learning activities	Achieved In Sep 2020, a newly designed “My Journal” with PosEd elements was used in all Forms to facilitate class sharing. There was positive feedback from FTs as it was a good communication channel with students. Some classes have used it during school suspension. In 2020-2021, two lessons of introduction to PosEd were taught by the L&S teachers in S.2. The feedback from the teachers and students was generally positive. In 2021-2022, several programs were held for the whole school. Students of all Forms completed the character strength inventory and posted the results on the character strength board in each classroom. At Form and Class level, a set of game cards (Mind-roaming cards) was designed for class-based sharing. Besides, several chapels about character strengths and failure education were held in different Forms. The “WeZone Competition”, which aims at creating a positive atmosphere in classroom, started but it was cancelled due to lesson suspension. In 2021-2022 APASO, students’ score was 3.77 (out of 4) for Question 30 ‘The school builds my character.’ Teachers’ score in KPM was 4.25 (out of 5) for Question 67 ‘The school establishes students’ value system.’ As for parents, the score was 4.11 (out of 5) in

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
			Question 19 ‘School helps my child build good character.’ All stakeholders held a very positive view on school’s role in students’ character building. In the next 3-year development cycle, the team will focus on embedding character strengths in students’ lives on different levels and keep on promoting diversified topics of positive psychology.
	To enhance the accountability in interpersonal relations		
	To launch a whole school sex education curriculum that emphasizes the importance of building healthy family	Partly Achieved	In 2019-2020, due to school suspension, the program was only held for S1, S2 and S6 students. Students were invited to give feedback online after each activity. Participating students in general had good comments on the program. They felt that the teaching in the program was relevant to their needs. Positive comments from S6 students were the most significant as the program was co-planned and co-organized with S6 student representatives. Due to the COVID-19 pandemic, some sex-education activities were cancelled in 2020-2021. There were two activities organized for S.1 students. Only one activity was organized for S.2 to S.4 students. The feedback from teachers and students was generally positive on the activities implemented. Structural whole-school sex education curriculum was successfully implemented in 2021-2022. Both class-based and form-based activities were organized in each form and encouraging feedback received. Positive feedback especially received from S.5 FTs and AFTs when students engaged in the relationship card game.
	To strengthen the teaching of mutual respect in interpersonal relations	Partly Achieved	In 2019-2020, due to school suspension, many planned activities including the life-wide learning day and the Easter camp could not be implemented. Boarding activities were also forced to be postponed, and only one wall-climbing activity could be organized. Fortunately, APASO indicated that there was not much change on the quality of interpersonal relationship among students. In 19-20 survey, the averages were 2.72 (out of

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		4) in “Q32: Schoolmates like me”, and 2.94 (out of 4) in “Q33: I can get along with my classmates”, which were similar to 17-18 survey. In 2020-2021, S.1 dorm program and all Easter Camps were cancelled. In 2021-2022, though S1 students stayed shorter in dorm this year due to school suspension previously, dorm programs with the aim of promoting mutual respect were carried out successfully. In 2021-2022, S1 & 2 Easter Camp was postponed to July 21-22 (day camp) due to the pandemic and tightened government policy. Yet, team-building activities were organized and successfully implemented with the aim of promoting mutual respect. Students enjoyed and participated actively in such activities. In 2020-2021, due to the COVID-19 pandemic, Project Gabriel was carried out online. In 2021-2022, Project Gabriel was postponed to Spring session due to the pandemic. Students enjoyed the game time and chatting with their big brothers and sisters. D&C teachers shared mutual respect with prefects who designed games and activities for S1 students whenever possible. They also shared the topic of mutual respect with them in small group chatting. Mutual respect was promoted to transfer students as well. In 2021-2022, D&C Team offered a form-based program for them. Student counselors held some games to build their relationships and bonding. Students were also assigned to small groups to meet the student counselors. Mutual respect was achieved through chatting. Student counselors continued to meet with these groups in Spring session to support those who were in need. This kind of support and bonding is essential for transfer students’ adjustment to our school and will continue in the coming years. In terms of interpersonal relationship, in 2021-2022, parents had a very positive view (4.15 on a 5-point scale in Question 26 ‘The students have respected teachers.’) In

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		Question 18 ‘School helps my child get along well with others.’, the score was 4.00 from parents. Teachers also viewed their relationship with students as good (4.29 on a 5-point scale in Question 82 ‘Teacher-relationship is good.’). Students also felt that they got along well with schoolmates (Question 42, 3.99 on a 5-point scale). In return, students loved the school (3.84 in Question 41, 4.33 as reported from parents, on a 5-point scale). Generally speaking, students felt good about student support at school (3.44 in 2021 and 3.46 in 2022, on a 5-point scale). Parents’ (3.7 in 2020, 3.89 in 2021, 3.99 in 2022, on a 5-point scale) and teachers’ (3.87 in 2020, 3.91 in 2021, 4.15 in 2022, on a 5-point scale) views were even more positive.
	To facilitate the involvement in global issues	
	To launch a whole school environmental protection learning package	Partly Achieved The management of the student ambassadors was enhanced in 2019-2020. There was one lunch orientation program, two in-campus training programs in October 2019 and June 2020 respectively, and one field visit in January 2020 to Lai Chi Wo. Participating students were invited to give feedback after every program and the feedback was in general positive. Yet, due to school suspension, not all planned training programs could be implemented. Neither the whole school energy saving competition nor the reducing food waste competition could be held. Fortunately, an education program and the whole day cleaning day were organized. Yet, there was no proper survey to measure the learning effectiveness. The program was more organized compared with that of the previous year. Yet, there was no sufficient evidence to prove the effectiveness of the program due to school suspension. In 2020-2021, due to the COVID-19 pandemic, all relevant activities were cancelled. In 2021-2022, there were cancellation of whole-school energy saving campaign and recycling activity due to school suspension. It is suggested that the above programs should be implemented in the coming years to sustain students’ exposure to this area.

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
	To enhance students' exposure to local and global concerns	Partly achieved	In 2020-2021, due to the COVID-19 pandemic, all relevant activities were cancelled. In 2021-2022, to broaden students' global perspective in mission and services, a group of students have joined an online gathering organized by Global Christian Schools Network. It provided a chance for our students to share our service trip experiences and learning with other students over the world. Due to COVID-19, only local activities could be arranged for students in GLocal Week and it was postponed to late July. Eighteen activities were held during the post-exam period. After suspending for two years, almost all S3-S5 students joined. They were obviously excited and nurtured. For class service in 2021-2022, we served 3 elderly centers, 1 special school and 1 children and youth center. All service users' feedback was positive. For the M&S team members, some services for 2 special schools and 1 ethnic minority center have been arranged. Students showed their understanding and empathy for others. To raise students' awareness of the needs of the local community in HK, a big Peacebox campaign has been arranged with Hong Kong Church Network for The Poor. Altogether 80 boxes have been collected and sent to the neighbor churches for distribution. With the foreseeable relaxation of COVID-19 travel restrictions in Hong Kong and overseas, it is hoped that overseas trips can be arranged for students in the coming years.
3. To enhance learning effectiveness through action research	To equip teachers with the skills of launching action research		
	To foster professional training of teachers on the rationale and skills of launching action research	Partly achieved	The rationales and goals for conducting action research are clearly explained to all teachers, through general staff meetings, subject heads meeting as well as the working group composed of teachers from different departments. Action research is put in place to let teachers reflect and revise our own teaching practice through examination of the subject policies, curriculum design, lesson planning, pedagogies, administration of assessment, etc. It is expected that the findings would help us revise and optimize the

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
			current learning and teaching practice so as to enhance its effectiveness, and help the students better realize their potentials in their academic development. However, given the large group of new teachers and the loss of experienced teachers, there is an imperative need to further our effort in training the teachers on the rationale and skills of launching action research in the next 3-year school development cycle.
	To facilitate subjects to make proposals for action research	Achieved	To help subject teachers formulate the proposals for action research, a working group, consisting of members from different subject panels, was set up to study the nature of action research, its purposes and some examples. The teachers were shown the basic steps in action research, which encompass problem identification, gathering of background information, design of the study, data collection, analysis and identification, as well as implementation of findings. Regular meetings in each session were held to guide them to design the research paradigm and procedures. The teachers also conducted study trials and took the opportunities to share with each other what they planned to do, and exchange opinions. This gave them some hands-on experience on action research. They also shared about their research projects in the subject meetings, which gave some more concrete ideas to the members of the subject panels about action research. The teachers also gave us some feedback concerning the difficulties and limitations that they experienced in the trials, which helped us adjust our support to the teachers when conducting the action research.
	To identify subject-based learning strategies to be enhanced through action research		
	To identify learning problems/needs of students in scopes/ topics of different levels of each subject	Partly Achieved	In the first two years of implementation, we aimed at identifying learning problems and needs of students in each subject, and equipping the teachers with different action research skills and techniques. Basic procedures were introduced to the teachers in order to help them spot out the issues of interest in their own subjects.

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
	To build consensus of focus on particular scopes/topics for the launching of action research that bring optimum benefits to students	Partly Achieved	Due to the disruption to school caused by the pandemic, the progress in identifying and building consensus on the subject-based learning strategies to be enhanced through action research has been slowed down. In the third year of implementation, subject heads worked along with their panel members to identify the subject needs and set the focuses for the action research that is to be conducted in the following school year (2022-2023). Small groups (3-4 teachers), with their own research focuses, were set up within each subject panel.
	To launch action research enhancing learning strategies by teachers		
	To devise concrete plans for action research by subjects	Partly Achieved	At the end of the third year of implementation, each research group submitted an inquiry brief. Whereas a few subjects detailed the purpose, research questions/sub-questions, literature review and research background, methodologies and schedule of work, most of the other subjects are having trials or remain in the planning stage only.
	To launch action research with extensive subjects and teachers' participation	Not achieved	As said above, most of the subjects are still planning the action research and have not yet launched it. The full implementation will be moved to the next school development cycle. Based the inquiry briefs as well as the feedback from the Academic Affairs Committee (AAC), all subject teachers will conduct the action research in year 2022-2023. Individual support and guidance will be given to them by AAC, particularly to those new teachers who may not have clear understanding of the action research.

B. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	- The school is characterized by servant instead of hierarchical leadership, with the principal and the EC committee members setting examples themselves. - A self-evaluation culture is in place. Regular reviews at both the school, subject and committee levels are suitably conducted. Evaluation data is made proper reference to in the decision-making process. - Subjects and functional groups have adopted the “Planning-Implementation-Evaluation-Monitoring-Planning (P-I-E-M-P)” developmental mechanism to guide the works. - Decision-making process is transparent, with clear communication of rationale, sufficient teacher participation and consideration of the views of different stakeholders. - The core management team understand the school culture well. The mutual trust and supportive culture established with teachers facilitates the building of consensus over the major concerns among different subjects and committees. - The school management is willing to invest financial and human resources to initiate innovative educational measures.	- The quality of supervision and monitoring of priority tasks can be further strengthened. - Evaluation focusing on students’ learning outcomes could be enhanced - Around 40% of the middle or senior managers take up their current posts in recent years. Professional development for these leaders should be stepped up. - Succession plans and initiatives should be in place to view of the loss of experienced teachers or school leaders in recent years.
2. Professional Leadership	- The school management, being committed to quality Christian School Education, leads the teaching staff in building a clear vision and direction for development and formulates development plans in a strategic and transparent manner. - The weekly EC meeting allows thorough and professional discussion on school affairs. The school also facilitates effective communication through formal meetings (e.g. EC meetings and teachers’ prayer meetings) and form-based communication platform. - A collegial, collaborative, cohesive and supportive culture is firmly established embracing old and new, experienced and less-experienced teachers. - Rich professional development programs in the form of PD days, school visits, mentoring program, open lessons and sharing sessions are strategically organized to equip teachers for working towards the school’s development focuses. - A strong culture of in-house professional sharing has been built, gradually developing the school into a professional learning community. - The teaching team is encouraged to explore new professional knowledge and is eager to participate in various kinds of professional development or exchange both inside and outside school	- The school has a team of new and young teachers, including some subject heads and middle managers. Professional capacity of the new subject heads or middle managers needs to be enhanced in order to strengthen their curriculum leadership and promote sharing of good practices on panel/ department management to facilitate succession in view of staff changes in recent years. - Professional development and mentoring support for new teachers have to be strengthened in the coming years, in order to help new teachers get adjusted to the learning & teaching culture as well as UCCKE culture. - Action research is still under a trial/ planning stage in the current SDP and needs to be implemented to assess the effectiveness of various educational measures in the coming years.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	- Students continue to enjoy a very broad and balanced curriculum providing wide exposure in junior forms and abundant choices of electives in senior forms. - Curriculum development objects and implementation strategies are formulated in alignment with the trends in education development, school mission and vision as well as students' abilities and needs. - The reformed academic structure has offered more flexibility for curriculum planning and implementation as well as assessment. - Non-local curriculum (GCE A Level) has been launched to cater for learner diversity. New subjects are also on offer starting from 2022-2023. - Curriculum implementation has been monitored through means such as lesson observation and student work inspection. Learning content and L&T strategies are revised constantly to cater for students' needs, particularly under the new normal. - STEM education is well-promoted in regular lesson time for all junior secondary students through the school-based STEM education program. Innovation, design thinking and problem-solving are promoted through this school-based curriculum. - The academic curriculum is buttressed by well-developed school-wide reading programs and library lessons equipping students with extensive reading and essential research skills. - Subject panel heads meet constantly to ensure professional and experience exchange among subjects. The implementation of creative school-based elements and cross-curricular development is strong. - Human and financial resources are effectively deployed to create room for teachers to carry out curriculum strategies and formulated plans.	- Role of Faculty Head can be strengthened in reviewing the Junior Secondary curriculum, with the aim of perfecting students' learning experiences at JS level. - Some essential learning elements of some KLAs, for example, the strand of the "Resources and economic activities" and "Social systems and citizenship" in the PSHE KLA are still not adequately covered at the junior secondary level. - Teaching time for certain junior form subjects is not enough. Lesson time for Chinese History in junior forms should be increased. - Better use of the "Chinese Language Curriculum Second Language Learning Framework" and assessment data to design, adapt and perfect the school-based Elementary Chinese curriculum is needed. - Cross-curricular learning and collaboration can be stepped up, with more systematic coordination by Faculty Head or AAC. - Learning capacity of the more able students should be stretched further through enrichment of curriculum.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	• The school provides a broad and diversified curriculum that aligns with the school mission, education trends and students' needs. • Facilitation of assessment as learning to enhance students' intrinsic motivation is appropriately formulated as one of the MCs in this school development cycle. • Teachers have a good grasp of Assessment for Learning, effectively adopting multifarious modes of assessments. • The advancement of pedagogical changes towards interactive and self-regulated learning has been vigorous with strategies of peer work, collaboration learning and flipped learning being experimented. • Being self-initiated, students display a serious learning attitude in lessons and demonstrate high motivation and engagement in learning and teaching activities. • Students take initiative to provide support to their peers for making improvement which create a lively and engaging learning atmosphere in class. • Students demonstrate good IT skills in learning with good learning habits exhibited in class. • A very good rapport between teachers and students is established and the interaction among them in class is strong. • Positive and timely feedback is effectively provided to consolidate and extend students' learning. • To cater for learner diversity, close monitoring and individual support to students with learning difficulties are duly rendered. • Strenuous efforts are made in guiding students to connect their career aptitudes with subject selection to facilitate students' making informed choices to senior secondary studies. • A wide variety of professional development programs is strategically organized to equip and stimulate teachers for working towards the school's development focuses.	• Subject planning is to be further enhanced, through more extensive pedagogical changes and use of various assessment modes, so as to consolidate the implementation of assessment as learning. • Some more evaluation work can be conducted (e.g. through action research) to examine the impact of assessment as learning on students' learning and academic development. • Self-regulated or self-directed learning may be difficult for those students with low motivation. Support measures need to be put in place to help them. • There should be more concrete guidance at the curriculum level to help students self-regulate their learning. • Students can be given more leeway to do self-regulated learning. • Solid and systematic measures should be adopted to address learner diversity and facilitate individualized learning, especially for the more able students. • Some features of responsive classrooms are not fully utilized. More training and demonstrations can be arranged to get the colleagues familiar with the functions.

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	- Students express that they enjoy their school life. - The school has developed excellent teacher-student relationship so that teachers can easily identify students' difficulties and make necessary referrals. - S1 students adapt to the new school environment readily with the induction programme coupled with the big brothers and sisters scheme (i.e. Project Gabriel) - The dormitory programme provides ample opportunities for students to develop their self-management skills and communication skills, to facilitate students to cultivate mutual respect in regular evening learning activities with peers. - The school has a supportive form coordination system to ensure prompt actions for supporting students with their behavioral or emotional needs. - The school has sufficient personnel (social workers, counsellors and educational psychologist) to cater to students' varying needs.	- Need of further nurturing students how to harness their character strengths in difficult situations. - Lack of coordination of Form Period
6. Partnership	- The school enjoys a thriving and trusting relationship with parents and PTA and establishes convenient and varied channels to maintain close liaison with parents. Parents are enthusiastic and proactive in offering help and resources in different school activities. - Sufficient and diversified parent education is offered to parents, ranging from S.1 Parent Talk, Meeting with the Principal, Parent Class, to Life Planning and Positive Education workshops for parents in different forms. - The school maintains strong bonding with alumni, who offered help in several academic and student support programs. The newly established Alumni Association would serve as a cohesive force for driving school development. - The school maintains close links with many outside bodies, churches, voluntary agencies, NGOs and universities. - Teachers are experienced in bringing in external expertise for enhancing professional exchange, widening students' horizons and enriching their learning experiences. - Good connection with local and overseas universities (UK, Australia) has facilitated students' exploration and understanding of future pathways. - The school has good experience in arranging short-term foreign exchange with high schools overseas as well as taking long term (usually one year) foreign exchange students into our own community.	- Due to Covid-19, all exchange programs and lots of interflow with external organizations have come to a halt in the past two and a half years. There is a need to reconnect with the following parties in the coming development cycle, especially when the pandemic situation is gradually improving, to facilitate the running of Life Wide Learning and exchange activities that widen students' horizon: ➤ sister schools worldwide (Australia, German, Indonesia, etc) ➤ sister school in the mainland ➤ local primary schools (Science Day, S.1 Experience Day, etc) - Expansion of sister school network in mainland would be another initiative to enhance students' national identity. - Building up a cohesive and proactive Alumni Association that offers the school staunch support would be another priority task in the coming years.

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behavior	- Students enjoy a harmonious relationship with their teachers and peers in school. They have developed a strong sense of belonging to the school. - Students are well-behaved, presentable and caring, and are committed to serving their peers and the community. - Students are eager to participate in a wide range of co-curricular activities. Student leaders such as Student Council members, House committee, school fellowship and school prefects are becoming mature in their service and leadership. - Many students are aspiration-driven. As there are more than 70% of students being Christians, most of them can be mission-minded and relate their aspiration with Christian calling.	- More promotion of the use of positive phrases in daily classroom L&T activities to enhance the positive atmosphere. - Some students find it challenging in balancing their leadership roles and studies. More training and guidance should be given in this area. - The bonding between students in different forms can be further enhanced to ensure culture and leadership succession.
8. Participation and Achievement	- Students display interest and good motivation in learning. Steady progress in public examination performance has been witnessed. - In DSE 2020, 82.6% attained 3322 (HK average, hereinafter, 37.4%), 58.5% attained Level 4 or above (35.1%) and 16.6% attained Level 5 or above (12.3%). 92.6% of our graduates have received JUPAS offers, out of which 88.8% obtained JUPAS degree offer and of which 31.5% from HKU, CUHK and HKUST. - In DSE 2021, 85.4% attained 3322 (HK average, hereinafter, 42.3%), 61.2% attained Level 4 or above (41.9%) and 17.4% attained Level 5 or above (17%). 91.8% of our graduates have received JUPAS offers, out of which 88% obtained JUPAS degree offer and of which 37.2% from HKU, CUHK and HKUST. For NLC stream, 1 student attained 3A*, 2 students got 2A*1A and 2 students got 1A*2A in 2021 Edexcel IAL exam. - In DSE 2022, 84.4% attained 3322 (HK average, hereinafter, 42.1%), 62% attained Level 4 or above (41.3%) and 21.6% attained Level 5 or above (17%). 88% of our graduates have received JUPAS offers, out of which 96.8% obtained JUPAS degree offer and of which 41.3% from HKU, CUHK and HKUST. For NLC stream, 3 students attained 4A*, 2 students got 3A*1A and 1 student got 3A* in 2022 Edexcel IAL exam. - Students participate actively in a wide range of academic and non-academic Life Wide Learning activities and competitions. Students have gained numerous awards in territory-wide competitions in robotics, science, sports, language, music, drama and STEM education; students have gained various awards in international competitions in some of the above fields.	- Being a university-bound high school has always been our aim. With a rising intake of students, more vigorous efforts are needed to stretch the learning capacity of the more able students, and to provide them with more flexibility and opportunities for enrichment, both inside and outside class. Individualized support for students targeting at top-notch universities would be strengthened to help students achieve their aspiration. - More efforts are needed to help students strike a balance between their academic and non-academic development. - With students having higher expectations on them, more emphasis should be placed on well being and development of resilience and positive values. - Continuous efforts will be made in both subject and school level to facilitate students' participation in territory-wide or international competitions.

SWOT Analysis

Our Strengths (Internal Review)

Evidence Support

Management and Organization

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| <ul style="list-style-type: none"> • The school is characterized by servant instead of hierarchical leadership. • The school management leads the teaching staff in building a clear vision and direction for development and formulate development plans in a strategic manner. • The management has adopted the “P-I-M-E-P” developmental mechanism to guide the works. • The management allows flexibility and creativity to initiate innovative educational measures. • Effective deployment of resources for priority tasks • Rich and diverse PDP are in place to meet the schools’ developmental needs and to facilitate the school into a learning community • Effective communications (Frequent EC meetings and Teachers’ prayer meetings, FC system...) • Culture of staff team: warm, collaborative, collegial, supportive, cohesive, and open to innovative education practices | <ul style="list-style-type: none"> • KPM • KPM • Meeting minutes • School reports • KPM • KPM, ESR report • KPM, ESR report • KPM, ESR report |
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Teaching and Learning

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| <ul style="list-style-type: none"> • Broad and balanced curricula including the Non-Local Curriculum • School-based curriculum are effectively implemented through communication and collaboration • Teaching staff are professional and eager to explore new teaching methodologies. • Through open lessons and peer observation, sharing culture among teachers has been developed. • The school has developed a supportive learning environment with excellent teacher-student relationship. • The school adjusts its learning content and formulate its learning and teaching strategies to cater for students’ learning needs, particularly under the pandemic. • Teachers have a good grasp of Assessment for Learning • Good S.1 student intake | <ul style="list-style-type: none"> • AAC documents • KPM teacher, ESR report • KPM teacher • KPM teacher • KPM student & parent • AAC documents • KPM teacher • EDB ranking |
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Student support and School Ethos

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|---|--------------------------------|
| • Excellent teacher-student relationship allows teachers to identify students' difficulties. | • KPM student, teacher, parent |
| • School's good student support work has been sustained with a sharper focus on identifying students' developmental needs. | • ESR report |
| • Appropriate individualized support is offered to students in various aspects for enhancing their whole-person development. | • ESR report |
| • Suitable training and activities to equip teachers and handling student cases with mental illness are arranged strategically. | • ESR report |
| • S1 students adapt to the new school environment readily with the induction programme coupled with the big brothers and sisters scheme. | • ESR report |
| • The dormitory programme provides ample opportunities for students to develop their self-management skills and communication skills, to facilitate students to cultivate mutual respect in regular evening learning activities with peers. | • ESR report |
| • Conscientious efforts are put on further enhancing the Life Planning Education program in offering students more individualized support in both further studies and career pursuits. | • ESR report |
| • Much attention and resources are devoted to cultivate students to have a humble attitude with strong serving mind. | • ESR report |
| • Strong bonding with parents and alumni. | • School report |
| • Good partnership with external agents including local and overseas schools, churches, NGOs. | • School report |

Student Performance

- | | |
|--|--|
| • Students enjoy school life and have a strong sense of belonging. | • KPM student |
| • Students display interest and a serious attitude towards learning. | • KPM teacher, student, parent, ESR report |
| • Student leaders demonstrate a stronger sense of responsibility and confidence in their service and leadership. | • KPM student, ESR report |
| • Most students are mission-minded and relate their aspiration with Christian calling. | • APASO |
| • Good results in public examinations and universities admissions | • School report |
| • Students are proficient in English and presentation | • S.1 interview doc, DSE |
| • Active participation in a wide range of activities and competitions, gaining awards in both territory-wide and international competitions. | • CCA reports |

Our Weaknesses (Internal Review)

Management and Organization

- The quality of supervision and monitoring of priority tasks can be further strengthened
 - Evaluation focusing on students' learning outcomes could be enhanced
 - The need to devise PDP that cater for diversity among colleagues
 - The need to strengthen support for newly appointed middle managers
- ESR report
 - ESR report
 - Self-evaluation
 - ESR report, self-evaluation

Teaching and Learning

- Teaching time for certain junior form subjects is not enough.
 - Scaffolding and challenging tasks can be more extensively employed in lessons.
 - Strategies to engage students in a more active role in learning are not widely adopted.
 - Nurturing and development of newly joined teachers
- ESR report, AAC document
 - ESR report
 - ESR Report
 - ESR Report

Student support and School Ethos

- The connection among subjects, moral education curriculum and life-wide learning activities in promoting values education inside and outside classroom is not explicit. A holistic plan and more coordinated efforts among subjects and committees in promoting values education could be considered.
- ESR report

Student Performance

- Should help students to find their balance on academic and non-academic development.
 - Stress management and emotional well being can be better taken care of.
 - Support for more able students can be stepped up.
- Self-evaluation
 - Self-evaluation
 - ESR Report

Our Opportunities

- The school's style of 'open campus' has attracted a lot of opportunities for exchange with other schools.
 - The new academic structure is conducive to the development of new educational measures.
 - The Non-Local Curriculum attracts territory-wide students with different needs.
 - Rising S.1 intake in recent years
 - The school has good reputation in Christian community
 - Formation of Alumni Association in 2022
 - Positive feedback from 2022 ESR Report
- School reports
 - School reports
 - School reports and documents
 - EDB ranking
 - KPM parent
 - School documents
 - ESR report

Our Threats

- Adverse impact posed by lack of f2f contact during prolonged class suspension period
 - Students' withdrawal problems
 - Increasing number of transfer students brings about adjustment and adaptation issues
 - Loss of experienced teachers in recent years
- Teacher special meeting minutes
 - News and school documents
 - School documents
 - School report

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

1. To nurture self-directed learners
2. To foster positive values education
3. To enhance professional growth of teachers

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2223	2324	2425	
1. To nurture self-directed learners	To strengthen the use of blended learning strategies to promote self-directed learning	✓	✓	✓	To further strengthen the effective use of e-learning platforms, online learning materials and flipped learning strategies
		✓	✓	✓	To enhance the use of interactive, collaborative and learner-driven pedagogies in our 'Responsive Classroom'
	To enhance Reading across the Curriculum (RaC) and extensive reading to extend learning beyond lesson time	✓			To set up a mechanism of collaboration among KLAs on the direction for RaC and mode of cross-curricular collaboration
			✓	✓	To connect and extend the knowledge and skills acquired across disciplines through cross-curricular reading activities
		✓	✓		To develop infrastructure conducive to the promotion of extensive reading
	To expand the learning capacity of the more able students through differentiation and gifted programs	✓	✓	✓	To strengthen the use of differentiated instruction strategies and materials to stretch their academic potentials
			✓	✓	To offer more able students subject-based or interdisciplinary pull-out enrichment opportunities
		✓	✓	✓	To foster professional exchange on supporting more able students

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2223	2324	2425	
2. To foster positive values education	To engage all stakeholders in the positive education development	✓	✓		To provide professional development programs for teachers to enhance the positive campus environment
		✓	✓	✓	To strengthen students' positive values by facilitating the implementation of character strengths
		✓	✓	✓	To cultivate positive family values by supporting our parents to build healthy families conducive for the students' whole-person growth
	To evaluate and implement structured values education	✓			To overview school's values education based on the 10 values suggested by the EDB
		✓	✓	✓	To develop whole-school structured values education ensuring stronger coordination of values education in the holistic development of the students
	To strengthen the national and civic education in the school	✓	✓	✓	To enhance national identity of students through national education and national security education
		✓	✓	✓	To develop and deepen the relationship with comrades through exchange and visits to mainland
		✓	✓	✓	To foster students' sense of responsibility to be a global citizen through civic education

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2223	2324	2425	
3. To enhance professional growth of teachers	To help teachers reflect on their learning & teaching and student development through conducting action research	✓			To identify scopes/topics of action research, and devise a concrete proposal
		✓	✓		To launch the action research
		✓	✓	✓	To facilitate professional sharing and optimize the teaching practice based on the research results
	To mentor the newly joined teachers and to equip the middle managers	✓	✓		To review the needs of newly joined teachers and newly appointed middle managers
		✓	✓	✓	To revise the mentoring program and to devise a support scheme for middle managers to be competent curriculum leaders and servant leaders
	To develop the differentiated appraisal system	✓			To study the theory and practices of differentiated appraisal system
			✓	✓	To develop the differentiated appraisal system based on the study
				✓	To pilot the differentiated appraisal system

Abbreviation	Full term
A&A	Academic (Assessment and Administration) Committee
AAC	Academic Affairs Committee
AaL	Assessment as Learning
AfL	Assessment for Learning
APASO	Assessment Program for Affective and Social Outcomes
C&S Fund	Citizenship and Social Development Fund
CCA	Co-curricular Activities
D&C	Discipline and Counselling Committee
EC	Executive Committee
ESR	External School Review
KLAs	Key Learning Areas
KPM	Key Performance Measures
L&T	Learning and Teaching
M&C	Moral and Civics
M&S	Mission and Service
MNE Fund	Moral and National Education Fund
NCS	Non-Chinese Student
NLC	Non Local Curriculum
NSE	National and Security Education
OLE	Other Learning Experience
OLE (LE)	Other Learning Experience (Life Education)
PD	Professional Development
PosEd	Positive Education
PTA	Parents and Teachers Association
QEF	Quality Education Fund
SAC	Spiritual Affairs Committee
SD	Student Development

SDC	School Development Cycle
SENCO	Special Education Needs Coordinator
SDP	School Development Plan
PSHE KLA	Personal, Social and Humanities Education Key Learning Area
MCs	Major Concerns