



# CCC Heep Woh College School Development Plan 2018-2021

**The Church of Christ in China  
Heep Woh College  
School Development Plan 2018 - 2021**

<b>Content</b>	<b>Page</b>
<b>Part I : Information about the School</b>	<b>3-4</b>
· School Sponsoring Body Vision, Mission and Core Values	
· School Profile, School Mission	
<b>Part II : Holistic Review and Situation Analysis</b>	<b>5-23</b>
<b>Part III : Major Concerns 2018/19 – 2020/21</b>	<b>23</b>
<b>Part IV : School Theme</b>	<b>24</b>
<b>Part V : School Development Plan 2018-2021</b>	<b>25-27</b>

## **Part I : Information about the School**

### **1.1 The Hong Kong Council of the Church of Christ in China: Vision, Mission Statement and Core Values on Education**

#### **Vision**

Together we nurture fullness of life; Hand in hand we witness the love of Christ

#### **Mission Statement**

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

#### **Core Value**

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

## 1.2 C.C.C. Heep Woh College : Belief Statement, School Goal, Core Value and School Motto

### 1.2.1 School Profile

Heep Woh College is a co-educational aided school. The origin of Heep Woh College can be traced back to 1911 when Mrs. Lear Bigelow set up Heep Woh Kindergarten and Heep Woh Primary School in 1911 and 1921 respectively in Guangzhou. Later Ms. Liu Fung Ling founded the private Heep Woh Girls' Secondary School in 1932. In 1947, Ms. Liu Fung Ling and Mrs. Schaefer established the primary school in Hong Kong. The present school premises commenced operation in 1970 with a view to providing secondary school education to teenagers.

### 1.2.2 School Belief

#### **Belief Statement** 信念宣言

With pastoral care and a balanced curriculum, our school aims to promote a holistic education, addressing the moral, intellectual, physical, social, aesthetic and spiritual needs of our students, enabling them to achieve their personal best to glorify God and to serve mankind.

本校秉持關愛文化，重視均衡課程，實踐全人教育，著重學生德、智、體、群、美、靈六育的均衡發展，讓學生發揮所長，進德修業，榮神益人。

#### **School Goal** 學校目標

With LOVE and PASSION, we enhance students' whole-person development and nurture their virtues.

With ENDEAVOUR and COMMITMENT, we equip students to strive for excellence and become future leaders.

以愛啟迪良能，以誠培育棟樑。

#### **School Core Values** 核心價值

Excellence 卓越, Respect 尊重, Love 關愛, Faith 信心 and Justice 公義

#### **School Motto** 校訓

When you know the Truth, the Truth will set you free. 爾識真理，真理釋爾

**Part II : Holistic Review and Situation Analysis**  
**Effectiveness of the previous School Development Plan**

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p><b>1. Enhancing Learning and Teaching Effectiveness</b></p>	<p>Partly achieved.</p> <p><b>1.1 To review the whole-school curriculum</b></p> <p><b>(a) To integrate the MRE at the whole-school, cross-curricular, KLA and subject levels</b></p> <p><b><i>Strengthening value education &amp; reinforcing the learning of Chinese History and Chinese culture: Self-auditing (PSHE)</i></b></p> <ul style="list-style-type: none"> <li>• Cross-curricular collaborations on enhancing generic skills continued this year. Skills like cartoon decoding, constructing information used in various subject were taught in LS lessons.</li> <li>• One CDI visit and one self-auditing on the school curriculum were done during this school year. The recent revised junior form Chinese History curriculum will be included in the ongoing auditing. The findings in the audit will help form the implementations in 2018-19.</li> <li>• In self-auditing, it was found that out of the six strands of PSHE, the component of ‘Resources and Economic Activities’ was lacking in junior form curriculum. Basic Law elements should also be added.</li> <li>• Basic Law and/or Civic Law and other missing elements will be integrated mainly in junior form Liberal Studies curriculum based on the outcome of self-audit.</li> </ul> <p><b><i>Extending ‘Reading to Learn’ to ‘Learning across the curriculum’</i></b></p> <ul style="list-style-type: none"> <li>• The focus of this year’s F.2 Guided Reading Lesson (GRL) curriculum is English presentation. Two competitions were organised. In the first stage, students were required to deliver a 1.5 mins book recommendation presentation to subject teachers and classmates. The Finals competition was held on 24th May,</li> </ul>	<p>Continue to be major concerns in the next SDP.</p> <p>Curriculum adjustment based on the self-audit in 1718.</p> <p>Use of the One-off Grant for the Promotion of Chinese History and Culture.</p> <p>Revise S1 GRL curriculum to incorporate LAC elements and thinking skills.</p> <p>Organize STEM Day in 1819.</p>	<p>With LAC support provided by the University of Hong Kong</p>

	<p>2018.</p> <ul style="list-style-type: none"> <li>• The current GRL curriculum has multiple elements, hence, a review is necessary.</li> <li>• The S1 GRL curriculum will be modified in 1819 to adopt LAC elements which help students analyze academic texts in non-language subjects.</li> </ul> <p><b>Promoting STEM education and ITE</b></p> <ul style="list-style-type: none"> <li>• STEM Day was co-organised by Science, Maths and ICT departments on the 27<sup>th</sup> April, 2018. Positive feedbacks from students and teachers were received.</li> </ul> <p><b>Stepping up gifted Education</b></p> <ul style="list-style-type: none"> <li>• The self-auditing is on-going. Various gifted courses were promoted throughout 1718 academic year. An estimation of 80% of the DLG grant was used and not more than 10% will be retained for 1819.</li> <li>• A talk on Gifted Education will be organised for the Staff Development Day in August 2018 to raise colleagues' awareness.</li> <li>• Different means, such as video recognition and awarding certificates, were developed to recognize students' achievements on gifted programmes, courses or competitions.</li> </ul> <p><b>(b) To incorporate the curriculum updates in different KLAs</b></p> <p><b>Science education KLA curriculum mapping (content)</b></p> <ul style="list-style-type: none"> <li>• Due to MRE, Science KLA was under a school-based curriculum mapping this academic year. Decision was made to base the junior Science curriculum on textbooks by publishers.</li> <li>• The syllabus in the textbook maps the curriculum. Hence, Science Panel Heads in senior forms can get together in September to</li> </ul>	<p>Self-audit of existing gifted education development in school.</p> <p>Explore possible areas for development.</p> <p>Continue mapping within IS department.</p>	
--	---	--	--

	<p>review the junior form syllabus and decide the depth of knowledge in their respective senior curriculums.</p> <p><b>Mapping of Numeracy skills required in Science education KLA</b></p> <ul style="list-style-type: none"> <li>Modification in junior Mathematics curriculum were done to respond to the mapping of numeracy skills.</li> </ul> <p><b>1.2 To enhance teaching effectiveness by promoting e-learning</b></p> <p>It was observed that staff are using iPad more frequently in their lessons. Various CoPs were organised to equip staff with eLearning skills, e.g. CoPs of Flipped Classroom and Google Doc. The e-Booking system was set up in Heep Woh Net and iPad rules were set. Trainings were also given to students in their IT lessons.</p> <p>In June, 2018, an eLearning teacher survey was conducted. The aim of the survey was to collect data about teachers' experience on eLearning. Thirty four teachers completed the questionnaire; 82.3% of them has tried eLearning in the academic year while 8.8% of them always adopt e-learning in teaching; The more commonly used eLearning apps are google apps (around 40-45%) and Kahoot (45%); 43.7% of respondents use iPads in classroom teaching more than 10 times a year; 52.9% (35.9% in June 2017) of them agree that eLearning can enhance teaching and learning effectiveness; 66.7% (48.72 % in June 2017) of them will adopt eLearning in teaching in the next academic year while 33.3% (43.59% in June 2017) claimed that they may try using eLearning next year. This indicates that teachers have increasing acceptance and willingness towards eLearning. Teachers generally believe that small group size is more effective in using iPads. Most of them adopt 1:1 or 1:2 in iPad: student ratio. Most teachers think the e-booking system is user-friendly (over 70%) and believe that the arrangement of iPad delivery should be maintained (71.4%). The feedback was considered to formulate an eLearning strategy for the next academic year. More professional training and technical support will be provided.</p>	<p>Continue promote and improve infrastructure of eLearning and flipped classroom pedagogies</p> <p>Self-audit of existing gifted education development in school.</p> <p>Explore possible areas for development.</p>	
--	---	---	--

	<p><b>1.3 To develop the learning support measures for low achievers</b></p> <p>The self-auditing is on-going. Various gifted courses were promoted throughout 1718 academic year. An estimation of 80% of the DLG grant was used and not more than 10% will be retained for 1819.</p> <p>A talk on Gifted Education was organised for the Staff Development Day in August 2018 to raise colleagues' awareness.</p> <p>Different means, such as video recognition and awarding certificates, were developed to recognize students' achievements on gifted programmes, courses or competitions.</p> <p>It was reported that nominations were mainly from Mathematics and Science departments. It was observed that colleagues lack awareness or autonomy in recommending students to join the courses. Cultivating the culture in joining gifted education programmes is necessary.</p>		
--	--	--	--



Major Concerns	Extent of targets achieved	Follow-up action
<p><b>2. Strengthening culture of teacher sharing and collaboration</b></p>	<p>Partly achieved.</p> <p>2.1 The School has implemented Knowledge Management for several years to facilitate knowledge sharing among teachers by setting up infrastructures, such as Digital Archive, Heep Woh Net and Google Drive, and forming various Communities of Practice (CoP) to encourage teachers to share their experience, knowledge and skills. In these three years, we organized a number of CoPs to share our experience in e-learning. From the results of the Stakeholder Survey, most teachers agreed that a sharing culture had been established. Various CoPs have been established in these years.</p> <p>2.2 “To encourage teachers to share their experience, knowledge and skills in teaching and learning so as to enhance teachers’ professional development” is one of the major concerns. Besides lesson study, departmental professional sharing, collaborative lesson preparation as well as lesson observation at subject level have been organized. Teachers have been invited to share their experience, knowledge and skills to further enhance the quality of teaching and learning in various Communities of Practice (CoP) at school level. We organized a CoP day at the end of May for these three years to provide opportunities for teachers to share their experience and learn from others.</p> <p>2.3 Moreover, more collaboration across committees and departments have been organized to strengthen culture of teaching sharing and collaboration, such as Language across Curriculum, Curriculum Mapping, Guided Reading Lessons (GRL), Moral and Civic Education activities and activities under Life Education Committee.</p>	<p>Continue to be major concerns in the next SDP.</p>

Major Concerns	Extent of targets achieved	Follow-up action
<p><b>3. Enhancing Student Whole-Person Development</b></p>	<p><b>3.1 To provide a continuous and coherent career and life education (formal and informal) curriculum according to the developmental needs of students</b>  A continuous and coherent Career and Life Planning (CLP) curriculum from S1 to S6 had been established. The curriculum was delivered in formal curriculum with the collaboration of different subjects or a timeslot in senior forms timetable. A set of booklets was compiled for colleagues for easy reference. What might be further developed is the emphasis on values education in junior forms. This needs to have further collaboration with other subjects and committees. To facilitate the understanding and involvement of class teachers in careers education, it is advisable to continuously update the class teachers about amendments and refinements of the CLP curriculum.</p> <p><b>3.2 To strengthen the inviting and caring environment so as to cultivate positive values (Respect, Care and Justice) and attitudes among students with a view to boosting their resilience against adversities and their concern for oneself, others and the community</b>  A caring and harmonious school climate has been established with the close collaboration between committees and the foundation and tradition of Christian values. Both student-teacher relationships and student peer relationships are good. Students show cohesion in school. Students are willing to lend their helping hands to peers. They value social services and are willing to help those who are in need. Students, in general, uphold the core values (respect, care and justice). However, mental health cases are on the increase which deserve the school to scrutinize the stress of students in learning and the method to strengthen their protective factors.</p>	<p>Mostly achieved with emphasis being shifted to services and leadership development.</p> <p>Mostly achieved with emphasis being shifted to pastoral care of class teachers.</p>

## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
<b>1. School Management</b>	<ul style="list-style-type: none"> <li>• School vision, mission and core values are shared and discussed by conducting series of meetings to reach a systematic and comprehensive review of our strengths and weaknesses, taking into account changes in societal expectations and education policies and students' attributes in order to formulate this school development plan.</li> <li>• The overall planning by the school is comprehensive. The decision-making process is transparent with extensive teacher participation. Major decisions always involve teachers' comments and suggestions.</li> <li>• The school management co-ordinates the implementation of priority tasks and monitors the progress of implementation at subject panel/committee level.</li> <li>• The daily routine operation of school is systematic and smooth, and there is flexibility in handling ad hoc and urgent issues.</li> <li>• The school management encourages a self-evaluation culture. The SSE mechanism has begun to develop. The school has tried to make use of the School Based SSE tools and as well as EDB developed SSE tools for PIE cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• The shared vision, mission and core values should be balanced in the school policies of academic and non-academic areas, not just focusing on the students' academic performance.</li> <li>• Our school should formulate a specific long term development orientation.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
<p><b>2. Professional Leadership</b></p>	<ul style="list-style-type: none"> <li>• The Principal shows inspirational leadership with a clear strategy for moving the school forward in line with today's evolving educational landscape and inculcates a culture of collegiality and cohesiveness to build team spirit.</li> <li>• The Cabinet (comprising of the Principal, the two VPs, the two APs) is capable, taking advantage of a deep understanding of school culture and traditions, collecting teachers' views through various channels, and considering societal and educational changes. It renders very good assistance to the Principal.</li> <li>• The middle managers, who are hardworking and responsible, demonstrate a high level of knowledge of, and competence in performing, their coordinating and advisory roles. They have initiated some collaboration projects across committees and departments in these years.</li> <li>• The Staff Development Committee has further enhanced its role in sustaining and further developing our teachers' capabilities by organizing a good range of programmes strategically aligned with school and teachers' needs, implementing the mentoring programme by recruiting experienced teachers to facilitate the newly appointed teachers to adapt to our school culture, and launching Lesson Study and Communities of Practice to nurture a sharing culture.</li> <li>• The Knowledge Management (KM) Task group was set up to promote knowledge sharing among colleagues so as to gain a much better sharing atmosphere by building up a knowledge sharing platform on the intranet and launching Communities of Practice across committees and departments.</li> </ul>	<ul style="list-style-type: none"> <li>• The school leadership should consider more views from colleagues.</li> <li>• The middle managers could work to enhance their monitoring roles for further capacity building.</li> <li>• Sharing of good practices across committees and departments in school should be encouraged.</li> <li>• Collaboration across committees and departments can be fostered to further uplift the school performance.</li> <li>• More topics, other than those related to teaching, can be included in CoP to further nurture the sharing culture and foster harmonious relationships among staff.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
<b>3. Curriculum and Assessment</b>	<ul style="list-style-type: none"> <li>• With the school’s mission to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development, the curriculum is planned in a way to provide students with all-round development.</li> <li>• The school-based curriculum is broad and balanced, with a rich variety of co-curricular activities organized at school and subject panel levels to supplement the formal curriculum.</li> <li>• To ensure a smooth and successful implementation of the NSS curriculum, conscientious efforts are being made. Junior form school-based curricula for various subjects were restructured to equip students with the necessary knowledge and skills in studying the senior form curriculum.</li> <li>• A good range of subject choices and flexible subject combinations at senior secondary levels are available to meet students’ needs and interests as well as broaden their scope of study.</li> <li>• Opportunities for Applied Learning are offered to S5 and S6 students to cater for different learning needs.</li> <li>• A variety of learning support measures is adopted. For instance, elite senior formers are appointed as Academic Prefects to act as peer mentors in the homework class and take a role in promoting the learning atmosphere in the school.</li> <li>• Flexible timetabling for supplementary lessons in the ‘Study Fortnight’, coordinated summer supplementary lessons and uniform revision test for S6 are strategies adopted to prepare S6 students to excel in HKDSE.</li> <li>• Coordinated summer supplementary lessons and pre-S6 uniform test are strategies adopted to prepare S6 students to excel in HKDSE.</li> <li>• To cater for learner diversity, our school has devoted many resources to split-class teaching and small classes for core subjects in senior forms. The small class sizes provide a supportive environment for enhanced class interaction.</li> <li>• Moreover, the Flying High Empowerment Scheme has been implemented to provide learning support to the less able students.</li> <li>• The most able students are encouraged to attend programmes for the gifted.</li> <li>• Clear assignment and assessment policies supported by well-elaborated guidelines are set. Efforts are made to implement assessment for learning. Teachers in some subjects act as key leaders to drive the implementation within the school by trying out new teaching techniques in their own subjects.</li> <li>• The monitoring of curriculum implementation takes place through regular panel meetings, lesson observation in appraisal, exercise book inspection and frequent reference to internal and public examination results.</li> <li>• In addition, there is frequent use of school data, including assessment and questionnaire survey data for streaming students so as to provide learning support measures to the lower achievers and enrichment programs for the elite students as well as for giving feedback to teachers to improve their teaching efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>• The culture of cross-curricular and cross-subject collaboration is developing. More efforts should be made to nurture this practice.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
<p><b>4. Student Learning and Teaching</b></p>	<ul style="list-style-type: none"> <li>• Students have strong motivation and interest in learning. They are attentive, spontaneous in answering questions, take an active part in learning activities, and show good readiness and a serious learning attitude. In most lessons, students can grasp the lesson content well.</li> <li>• Some students make good use of independent learning strategies, such as note-taking and pre-lesson preparation, to support their learning. The best performing students not only show the ability to apply knowledge and skills, but also take the initiative to express their own views and raise questions, with a view to developing a deeper understanding of the topic being studied.</li> <li>• When opportunities for discussion and presentation are provided, they demonstrate a high level of participation and enthusiasm. Most of them are capable of organizing their ideas logically and presenting them confidently in front of class, showing good communication and critical thinking skills.</li> <li>• They are also able to make good progress with reference to teachers’ feedback.</li> <li>• Students are keen to share their views, conduct self- and peer-assessments and receive feedback from their peers.</li> <li>• Most lessons are well organized, with clear objectives and appropriate focuses. Classroom management is effective.</li> <li>• Teaching resources, such as newspaper articles, PowerPoint slide and video clips, are often used to facilitate students’ acquisition of subject knowledge and development of generic skills.</li> <li>• In general, IT and a good range of subject resources are appropriately used to stimulate students’ interest and to facilitate their understanding.</li> <li>• In a number of lessons, the blackboard is skillfully used to facilitate teacher presentations and student understanding.</li> <li>• Teachers, in general, are capable of using English as the medium of instruction. Their instructions and explanations are clear and systematic.</li> <li>• Teachers serve well as facilitators and scaffold student learning by providing the necessary support and language input.</li> <li>• A range of questions is adopted to stimulate critical thinking or to nurture students’ creativity.</li> <li>• A good rapport has been established between teachers and students in lessons, and a positive and supportive learning atmosphere has been created. Learning objectives are, mostly, shared with students. Teachers are committed, friendly and approachable while maintaining an orderly classroom with well-established routines.</li> <li>• In general, teachers have good subject knowledge and prepare lessons well, with a variety of learning tasks. In the majority of lessons, opportunities are provided for students with different abilities to participate in learning activities and appropriate support is given to individual students when they are taking part in class activities and completing tasks.</li> </ul>	<p style="text-align: center;">P.14</p>

PI Areas	Major Strengths	Areas for Improvement
<b>4. Student Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• Some teachers have adopted strategies for putting assessment for learning into practice. They pay close attention to student progress, observe closely students’ performance and give appropriate support.</li> <li>• Through effective questioning, teachers provide timely and good quality feedback to facilitate learning and help students make improvement.</li> <li>• Both extended and consolidated learning tasks are assigned to students as part of the learning process.</li> <li>• Some teachers have adopted strategies for putting assessment for learning into practice. They pay close attention to student progress, observe closely students’ performance and give appropriate support.</li> <li>• Through effective questioning, teachers provide timely and good quality feedback to facilitate learning and help students make improvement.</li> <li>• Both extended and consolidated learning tasks are assigned to students as part of the learning process.</li> </ul>	

PI Areas	Major Strengths	Area for Improvement
<p><b>5. Student Support</b></p>	<ul style="list-style-type: none"> <li>• The school systematically identifies students' varied needs for development support via formal platforms and informal channels. A good coordination mechanism is in place. A whole-school policy and plan in support of student development, which ties in with the identified needs, has been formulated. The effectiveness of the school-based support service programme is appropriately evaluated through a monitoring mechanism with timely adjustment and follow-up actions.</li> <li>• The school provides a variety of support services and programmes to students according to the needs of their developmental stages. The school makes use of life events and social issues in a timely manner to enhance students' resilience to adversities and instill a caring heart to serve others. Systematic training is offered to foster students' leadership skills via various teams. The school provides various kinds of developmental, preventive and remedial guidance services in the light of students' developmental difficulties and needs. A great variety and number of posts are provided no matter whether on committee, departmental, interest group or class levels to cultivate generic skills for future studies or careers. The school assists students at different developmental stages to overcome difficulties they encounter. The school progressively helps students understand their strengths, interests, personality and personal goals in pursuit of further studies and career pathways.</li> <li>• The school has fostered a caring and supportive campus with close collaboration and coordination of committees. Formal and hidden curriculum for values education is in place to cultivate positive values and attitudes (Caring, Responsibility, Respect, Perseverance and Contribution). A close-knit student support network has been established to develop students' potential and enhance their interpersonal and leadership skills. Besides this, students can broaden their horizon and enrich their life experience through life-wide learning activities, community services, service learning tours, exchange tours and a great variety of ECA (learning activities) delivered by the school.</li> <li>• The Student Support Committee was established to mastermind, coordinate and implement programmes in support of SEN students. Different school-based policies are formulated to ensure equal education opportunities for all students to successfully create a caring culture. Teachers are trained purposely to address the needs of SEN students. Early identification mechanism and referral systems are well-defined and clear cut. Internal assessment adjustment mechanism is in satisfactory operation. Groups and workshops are delivered to cater for students' personal, social and learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Student forums are employed to collect students' needs and opinions regarding the measures and policies of the school.</li> </ul>



PI Areas	Major Strengths	Area for Improvement
	<ul style="list-style-type: none"> <li>• The school has adopted a Whole School Approach to create and promote a caring learning environment. Different committees or teams collaborate well and coordinate closely in support of SEN students no matter whether it is their learning, personal or social development. The school has also tapped outside resources to enhance its capacities in support to the students. Besides this, to arouse students’ awareness of the groups with special needs, the school has arranged students to pay visits and render services to them.</li> <li>• The school employs different tools and platforms to evaluate the effectiveness of student support services. Good student-teacher relationships facilitate effective communication and so help solicit feedback from students.</li> <li>• The teaching staff collaboratively promote and create a positive and proactive school climate. They have appropriate expectations of the students to strive for excellence and achievement. They endeavor to foster a caring environment conducive to learning as well as the holistic development of students. Harmonious and complementary working relationships are established among staff.</li> <li>• Life Education curriculum are provided for S1 and S2 to cultivate students’ interpersonal and intrapersonal skills. Christianity and Life curriculum are tailored for senior students on values or issues that they will come across in their life. Career and Life Planning curriculum is incorporated in different subjects across various levels. It aims to help students understand their strengths and interests, explore their aspiration and multiply pathways in studies and careers.</li> <li>• Teacher-student rapport is good. The students are self-disciplined, courteous, amicable, considerate and helpful. Students maintain harmonious and cooperative interpersonal relationships. They are supportive and willing to lend a helping hand to others. Senior students are willing to take care of the juniors. Student leaders are willing to serve their fellow schoolmates and are able to act as a role model to others.</li> <li>• Students have a strong sense of belonging to the school. They advocate for the school and participate in its activities. Students actively participate in school activities and services so they can enrich their learning and life experiences to benefit the school and to deliver better services to fellow schoolmates or the community.</li> <li>• The school follows Christian values and the notion of whole-person development to formulate its vision, mission and goals. Staff members endeavor to establish a caring environment conducive to the learning and development of students.</li> <li>• Our school has handled a number of never-before-seen mental health cases. With the introduction of NSS and its related change in assessment and our school support system, enormous stress has been imposed on students. This phenomenon also matched with the results of APASO II and surveys administered by school social workers.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need to explore the roles of class teachers in the values formation stage of students.</li> <li>• There is an emerging need to address the issue of health education and the support system of school with emphasis on the collaboration between Academic and Student Support.</li> </ul>

PI Areas	Major Strengths	Area for Improvement
6. Partnership	<ul style="list-style-type: none"> <li>• The school regards parents as significant partners in school development. Representatives of the PTA are elected in a democratic and transparent manner. They actively give comments about school policies and mobilize parent volunteers to participate in different kinds of school events. To provide support to students and parents, the PTA offers scholarships, operates 'Heart To Heart Fund', raises funds for the school, etc. The PTA serves as a good communication platform between parents and the school. To maintain intact linkage and facilitate communication with parents, the PTA regularly publishes magazines and newsletters and updates its website. The Parental Affairs Committee (PAC) closely collaborates with PTA to hold a variety of activities to foster communication between parents and teachers. It also holds a number of workshops for parents to enhance their parental skills in nurturing and educating their children.</li> <li>• The school endeavors to build up and extend links with the community and external organizations to address students' diversified learning needs. It includes curricular development, professional exchange and various learning support for students. Learning activities are also held to widen students' horizons, to cultivate personal and social development and nurture their morality and personality.</li> <li>• We established partnership with schools in different parts of the world, such as Singapore Kent Ridge Secondary School, Malaysia Penang Union School, Thailand Suratpittaya School, Guangzhou Xiehe School and Nanjing Jinling High School. The principals, teachers and students from the above-mentioned schools visited our schools. Through these partnership, we hope that we can broaden our students' sense of globalization and enhanced students' awareness of the challenges facing Hong Kong today.</li> <li>• The Alumni Affairs Committee has been established to maintain the close links and strong relationship with the alumni and the school. The alumni render continuous support to the development of their Alma Mater. The Alumni Association and alumni set up scholarships to students who have outstanding academic achievements, outstanding performance in leadership, services and contribution to the school or the community.</li> </ul>	

PI Areas	Major Strengths	Area for Improvement
<b>7. Attitude and Behaviour</b>	<ul style="list-style-type: none"> <li>• Our students are well behaved and polite. Relationships among teachers and students are close.</li> <li>• Students' independent learning capacity is generally satisfactory. Junior students find themselves well adapted to the new secondary learning experience. Senior students find themselves interested in the curriculum and there are enough resources for them to learn the subjects effectively. They are satisfied with their learning outcomes. Students have high expectations of teachers and themselves. Most students have a positive attitude to learning. They care about their learning and strive for excellence.</li> <li>• Students' ethical conduct is high. Most students have established positive values and attitudes, with special emphasis on perseverance, respect for others, responsibility, national identity and commitment. Their social concern is satisfactory. They have actively involved in social services.</li> <li>• Most students are able to master self-management skills and are generally able to handle stress under keen competition and heavy workloads.</li> <li>• Students enjoy a close relationship with their teachers and peers. The senior students support the junior students in most circumstances. They act as role models and always show their responsibility. Juniors learn from them and we have a good tradition of this practice.</li> <li>• Senior students act as organizers, leaders or committee members while junior students act as members. They learn from the seniors and will perform leaders' role when they become seniors. Juniors also have opportunities to learn and be leaders at their levels. So leadership training is organized for both junior and senior students.</li> <li>• Students' interpersonal skills are also enhanced. It is shown in the APASO that their interpersonal relations are at a generally high level. Both students and parents find that the school is putting a lot of effort in developing discipline, inter-personal skills and good conduct.</li> <li>• Students generally find that the activities organized in our school provide a lot of opportunities for them to develop their leadership skills and to show their concern for society through social services. Students are well self-disciplined with an attendance rate of 98.7%-99.0%, lateness 0.82-1.16 times/student in a year. They are generally well disciplined. Both students and parents feel that the school has trained them well in the area of ethics.</li> </ul>	

PI Areas	Major Strengths	Area for Improvement
<b>8. Participation and Achievement</b>	<ul style="list-style-type: none"> <li>• Our students performed well in the public exams. Considering the average results from 2016 to 2018, the passing (level 2 or above) percentages of all subjects were very high in HKDSE almost to 100%. The overall percentage of “level 5 or above” of all subjects in our school is 21.2% while 71.8 % of S6 students got university degree offers in JUPAS.</li> <li>• Our students were encouraged to join various activities, enrichment courses, competitions or seminars organized by external bodies. They had outstanding achievements in inter-school competitions. They have received awards in Hong Kong Schools Speech Festivals, Science Olympiads, Music Festivals, Hong Kong Schools Sports Federation Competitions, Hong Kong Odysseys of Mind, Short Film Competitions, Logo Design Competitions, Dance Festivals, Drama Festivals and others.</li> <li>• Numerous ECAs inside and outside school are organized and participated in by students. The average number of activities for each student is 3.2. Students’ participation rate in service has remained on a satisfactory level.</li> <li>• Activities of different types including art, sports, academic related, interest, service, uniform units and cultural events are organized and enjoyed by students.</li> <li>• Organizations like the Students’ Association or the four Houses need members to vote for their confident cabinets. Organizations like the clubs need students’ initiation to plan and organize. Students have various opportunities in ECAs.</li> <li>• Interest classes in sports or music provide chances for students to attend lessons to acquire skills systematically.</li> <li>• School teams provide chances for students with higher abilities to be trained regularly and to gain experience in inter-school competitions. Seniors lead the juniors. Leadership, team work and co-operation are developed.</li> <li>• Tremendous efforts have been put into students’ arts development---a rich art learning atmosphere has been created to facilitate learning. A broad and diversified arts curriculum is implemented in both formal and informal settings.</li> </ul>	

PI Areas	Major Strengths	Area for Improvement
<b>8. Participation and Achievement</b>	<ul style="list-style-type: none"> <li>• A lot of students take part in different of inter-school competitions. They participate in the Speech Festivals, Music Festivals, Music Inter-flows, Dance Festivals and Inter-school Sports Competitions. The participation rates are high (741 participants in 15-16, 858 in 16-17 and 857 in 17-18) and a lot of awards are won in all areas. Talented students are chosen to join inter-cities competitions in athletics.</li> <li>• Exchange trips are organized. Students have grasped the opportunities to serve and explore the culture and study of the outside world.</li> </ul>	

## **SWOT Analysis**

### **Our Strengths**

- The school has a clear mission and goal based on Christian values to provide a positive environment which enables students to develop their potentials and become caring individuals.
- The school has created a loving, caring and supportive school environment which is conducive to both learning and teaching.
- The school prides itself on the harmonious relationship between teachers and students and the provision of a variety of student support services which aim at the holistic development of students.
- The school is supportive to professional development of teachers in the preparation for the new academic structure.
- The staff is caring, dedicated and hardworking, always doing their best in both academic work and extra-curricular activities in order to provide students with an all-round development.
- Teachers are experienced and qualified and willing to participate in seminars, workshops and training programs to keep themselves abreast of the latest development of their fields.
- Students basically have potentials in various domains. They have equal opportunities to develop their multiple abilities and to achieve all- round development according to their own attributes.

### **Our Weaknesses**

- Most teachers are busy who are heavily-loaded with administrative works. This may reduce the working manpower for caring our students.
- Some students have been found to have problems in handling stress. They may have problems in mental health and emotion.

### **Our Threats**

- There is currently keen competition among schools in our school's district.
- The change from elite class to mixed ability class arrangement in junior forms requires supplementary learning support measures which consume extra resources.

### **Our Opportunities**

- The current education and curriculum reform provides more opportunities for students to enrich their learning experiences and develop their generic skills.
- The sharing culture developed fosters inter-departmental and intra-departmental collaboration promoted by the committee such as Language across the Curriculum (LAC), Lesson Study, curriculum mapping, etc. This helps changing pedagogies and enhance curriculum to boost teaching and learning effectiveness.
- Teachers seem to be open to introduce more interactive activities, such as STEM and e-learning to engage students' participation in the learning process.
- The school has established partnership networks outside school provide exchange opportunities for students and insights for school development.

### **Part III : Major Concerns 2018/19 – 2020/21**

#### **Major Concerns for a period of 3 school years**

- 1. Enhancing Learning and Teaching Effectiveness: arousing students' learning motivation and catering for learners' diversity**
- 2. Enriching Culture of Teacher Sharing And Collaboration**
- 3. Enhancing Student Whole-Person Development**

## Part IV: School Theme 2018 - 2021

**Transform our mindset, Stretch our potential** (思維蛻變，潛能盡展)

**Romans 12: 2 (New International Version)**

<sup>2</sup>*Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is--his good, pleasing and perfect will.*

✦ **Provide opportunities for students to think positive of themselves:**

- To understand themselves; to help them know and develop their strengths; and learn to identify their weaknesses and accept them as well
- To help our students learn more about the “*Fixed Mindset*” and the “*Growth Mindset*”\*
- To transform our students with the positive words and the sentences and adopt the “*Growth Mindset*”\* as mental models to make a breakthrough of their comfort zones to improve themselves.
- To shoulder responsibilities (e.g. posts in Class Club, Interest Clubs, Subject Societies, House, Prefects, Student Association, )
- To experience different activities, presentations and competitions (other form based activities) and leadership training
- To serve others, including family members, schoolmates, friends, neighbor and society

✦ **Enhance students' learning effectiveness and cater for different learners' needs, enhance students' confidence in learning**

✦ **Recognize students' academic as well as non-academic achievement; and build up an appreciation culture (to appreciate oneself and others) and enrich students' sense of achievement**



## Part V: School Development Plan (18-21)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
<b>1. Enhancing Learning and Teaching Effectiveness arousing students' learning motivation and catering for learners' diversity</b>	<ul style="list-style-type: none"> <li>To review JS curriculum and assessment modes to explore ways of stimulating learning motivation and enhancing students' confidence in learning</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Revise GRL Curriculum for S.1 &amp; S.2 students by incorporating elements of Thinking Skills and Language Across the Curriculum (LAC).</li> <li>Provide extension classes on academic subject to let students explore more on interested subjects.</li> </ul>
	<ul style="list-style-type: none"> <li>To explore effective measures to cater for learner diversity</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Maximize learning opportunities for higher achievers.</li> <li>Strengthen learning support for students with learning needs.</li> </ul>
	<ul style="list-style-type: none"> <li>To integrate the <b>MRE</b> at the whole-school, cross-curricular, KLA and subject levels</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Strengthen value education (including moral and civic education (and Basic Law education).</li> <li>Reinforce the learning of Chinese history and Chinese culture.</li> <li>Extend "Reading to Learn" to "Language across the Curriculum".</li> <li>Promote STEM education and ITE.</li> <li>Foster an entrepreneurial spirit.</li> <li>Step up gifted education.</li> </ul>

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
<b>2. Enriching culture of teacher sharing and collaboration</b>	<ul style="list-style-type: none"> <li>To encourage teachers to share their experience, knowledge and skills in teaching and learning so as to help teachers' professional development</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Form various Communities of Practice (CoP) as a platform for teacher sharing and collaboration across the school.</li> <li>Enhance functionalities of the knowledge sharing platform and the school knowledge repository.</li> <li>Encourage teachers to store and share resources in our school knowledge repository.</li> </ul>

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
<b>3. Fostering a positive and supportive environment that facilitates learning and rapport building in class or at school so as to enhance the protective factors for students towards adversities</b>	<ul style="list-style-type: none"> <li>To enhance the roles of class teachers in pastoral care so as to strengthen class cohesion by enhancing the student-teacher relationship and social integration among students</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To formulate a guideline for class teachers to cultivate positive class spirit and supportive ethos.</li> <li>To enhance the roles of Form masters in support of class teachers and to provide better coordination of school resources to students.</li> <li>To hold staff development for teachers to boost the knowledge and skills in pastoral care and class management.</li> <li>To devise or re-construct class teacher period curriculum according to the developmental needs of students.</li> <li>To empower peer support by student functional groups.</li> </ul>
	<ul style="list-style-type: none"> <li>To conduct preventive and developmental programmes that facilitate the mental health of students</li> </ul>	✓	✓	✓	