United Christian College (Kowloon East) School Development Plan

3-school-year period (2016-2019)

United Christian College (Kowloon East)

School Vision & Mission

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

School Goals

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

School Motto

Understanding Truth • Pursuing God •
Developing Diligence • Cultivating Virtue

Core Values of Education

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

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
1. Enhance teaching effectiveness through quality assurance practices & appraisal	**Enhance comprehensiveness of the staff appraisal system**		
	• Refinement of existing staff appraisal system to enhance teachers' professional growth	Fully Achieved	- A comprehensive appraisal system characterized by various criteria tool assessing teaching effectiveness and guiding for professional growth is refined through extensive consultation of staff at different levels. - The different components of the appraisal system seek to enhance teachers' professional growth in facilitating learning and teaching, in pastoral care, as well as in cultivating moral character. It facilitates also the holistic professional growth of teachers as individuals. Its effectiveness has been indicated by positive points of 3.83 and 3.64 on its purpose and quality respectively in the KPM survey of the concluding year.
	• Continuous evaluation of the refined appraisal system to achieve teaching effectiveness	Fully Achieved	- The refined appraisal system has been evaluated through feedback from EC meeting, panel heads' meeting, as well as observations of implementation at different levels. The refined evaluation tools including the Lesson Observation Criteria, Students' Work Inspection Criteria, Teachers' Evaluation Criteria on subject performance, class management and function group performance are regarded user-friendly in initial trials. - The present practice is that teachers would do self-evaluation using the set criteria, and then functional/subject heads would give comments for further improvement.

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
			- It is recommended that subject/functional heads should provide feedback sessions to their team teachers on demand so as to facilitate professional dialogues and enhance more effectively the latter's professional growth.
	Effective feedback of staff appraisal to professional development		
	• Formative feedback to individual staff during appraisal towards realistic goal setting for professional growth	Fully Achieved	- Each teacher is interviewed by the Principal once within the academic year to report on self-evaluation and to discuss on strengths and weaknesses for improvement. Its effectiveness has been indicated by the positive 3.86 points in the KPM survey of the concluding year. - Aided by the refined Teacher Performance Inventory which aligns with the new sets of lesson observation guidelines and appraisal criteria of different levels and functions, the principal is able to focus on goals of professional growth of teachers during the individual appraisal meetings.
	• Annual strategic meeting held by the professional development committee to analyse PD needs of the staff team according to appraisal feedbacks	Fully Achieved	- Discussion on PD needs during EC meetings took the place of the annual strategic meeting. It becomes even more effective due to frequent meetings, being able to address upcoming PD needs on top of programs aligning with the SDP and annual plan. The PD committee serves to initiate PD functions for EC discussion and implementation throughout the year.
	• Professional development programs to be launched according to appraisal feedback and school development needs	Fully Achieved	- Professional development programs are launched including PD days, retreat camp, school visits, open lessons, talks, workshops and sharing sessions towards developmental needs derived from appraisal feedback, general observation, as well as the progression of SDP.

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
			Its effectiveness has been indicated by the positive 3.60 points in the KPM survey of the concluding year. - At present, most PD functions are centrally arranged at EC levels. In the future, subjects and functions are encouraged to launch small group PD which targets more specifically to diverse professional needs.
	Improve quality assurance practices in subjects and functional groups to enhance effectiveness of students' learning		
	• Subject panels set concrete goals for enhancement evaluable by measurable learning and teaching performances	Partly Achieved	- Towards the end of the 3-year developmental cycle, most subjects have gradually developed the habits and culture of a. Aligning developmental goals with the SDP and Annual Plan b. Setting concrete and measurable goals c. Managing development with a Planning-Implementation-Evaluation-Planning cycle (P-I-E-P) - Our impending target is to achieve full practice in every subject in the next developmental cycle.
	• Functional groups set concrete goals for activities and measure the effectiveness via KPM	Partly Achieved	- Towards the end of the 3-year developmental cycle, most functional groups have gradually developed the habits and culture of a. Aligning developmental goals with the SDP and Annual Plan b. Setting concrete and measurable goals c. Managing development with a Planning-Implementation-Evaluation-Planning cycle (P-I-E-P) - Our impending target is to achieve full practice in every

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
			functional group in the next developmental cycle.
	• Use of 'Student development blueprint' to facilitate communication among FC & Functional heads to address the needs of different forms.	Fully Achieved	- Both the form coordinators and the functional group heads thought that the blueprint could facilitate better mutual understanding. - Through collecting ideas from the frontline teachers, the work flow of the blueprint could help identify the virtuous characters that the Student Development Committee should concern. The concerns also matched with the real needs of students. - The general effectiveness of Student Development support has been indicated by the positive 3.93 points in the KPM survey of the concluding year. - The blueprint also helped evaluate the learning effectiveness of the measures through collecting opinions from different stake holders. The committee helped students to live with thanksgiving attitude during the year 1314 and help students to learn to be respectful during the year 1516. The practice will move on in the coming years to identify the major concerns on character building.
2. Enhance learning motivation and skills towards higher academic attainment	**Curriculum enhancement catering for school-based needs and learners diversity**		
	• School-based, cross-curricular and aspiration-driven curriculum development addressing school-based needs	Fully Achieved	- Along with school growth, more and more subjects try to develop their school-based curricula such as Life and Study Skills, Moral and Civics, certain Chinese modules, S3 Business Foundation, S3 LS, S1-3 Music etc. - Cross-curricular practices are encouraged with examples such as Analysing Physical Exercises (Physics & PE), Martin Luther King, Watchman Nee, King David and

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
			Samuel musicals (VA, Music & Bible), Life and Death education – cemetery visits (Chinese, ERS & Chinese Literature) etc. - Aspiration-driven Curriculum adds its S1-2 modules in Life and Study Skills lessons on top of the very sophisticated S3-6 series.
	• Catering for diversified learning needs through curriculum tailoring, gifted / enhancement learning, remedial teaching and flexible homework policy	Partly Achieved	- Curriculum tailoring, gifted/enhancement learning, remedial teaching and flexible homework policy are continuously encouraged though with diversity of practices by different subjects. - Remedial teaching in core subjects is intensely practiced by core subjects with S5-6 students taking 2Xs. - It is recommended that greater effort to take care of needs, from diversity caring to individualized learning should be a key emphasis of the next developmental cycle.
	• Faculty supervision of subject clubs for enhancement of co-curricular development	Fully Achieved	- Faculties such as Chinese, English and Foreign Languages, Math, Science, Business and Cultural subjects have become more involved in planning and supervising subject clubs/teams for enhancement of co-curricular development. - Related clubs/teams include Chinese Speech, PTH Speech, Chinese Debate, Chinese Club, Fun with NCS, English Speech, English Debate, English Society, International Film Appreciation, English Drama, Math Club, Math Olympiad, Science Club (with Astronomy) Biology Research Team, Chemistry Research Team, Choir, Instruments, Company Program, Creative Art Team, Drawing Class, Lego Team (ICT) and

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
			Environmental & Horticultural Club (Geography) – 22 out a total of 53 clubs are faculty-supervised.
	Pedagogical enhancement towards higher order thinking and skills development		
	• Refinement of lesson planning skills with emphasis on proactive, collaborative and higher order learning	Fully Achieved	- A new lesson observation guideline is drafted to guide lesson planning towards proactive, collaborative and higher order learning. It is continuously refined to become effective peer communication tool for betterment of teaching. - Self-regulated elements including pre-lesson, during-lesson and post-lesson strategies are emphasized. Towards the end of the SDP cycle, all academic subjects have conducted peer lesson observation (which lessons are often collaboratively planned) on the implementation of self-regulated skills. All faculties have had one or more subjects contributing to open lessons for other subject teachers (and very often outside teachers of other schools) to observe. The school is currently consolidating its fast developing open lesson culture. - Subjects report vigorous attempts of input of self-regulated learning (SRL) elements in lesson planning to promote self-monitoring habits of students. Most subjects apply some forms of cooperative or interactive learning, taking care of learner diversity. A few subjects pioneer the use of 'Share Start', a flipped classroom (FC) strategy, to facilitate self-regulated learning. - In the coming days, while SRL and FC elements should

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
			be consolidated to become self-monitoring habits of students, peer learning should be continued and better organized to take care of learner diversity. In view of the trend of more diverse S1 intake, as well as the new way of junior forms class streaming according to subject strengths, more individualized style of L&T should be facilitated.
	• Foster study habits and learning strategies that empower students to be effective learners	Fully Achieved	- Most academic subjects have been vigorously working on two clearly identified skills for SRL – lesson preparation (LP) and note-taking (NT). - Towards the end of the developmental cycle, it is reported that ¾ of the subjects assign LP tasks for students to attempt before lessons. More than ½ of the subjects apply LP guided questions. About a third includes LP questions along learning guides. - Almost all subjects apply NT as required practice and in lessons. About ½ give guidance on skills of NT. Some make use Apps e.g. Evernotes. Almost all subjects assign NT as on-going tasks with some using daily marks as encouragement. In view of the students' feedback which is not positive enough (KPM 1.97 points in the related item), future development should gear towards daily coordination of subject tasks given to the same class.
	• Continual advancement in eLearning	Fully Achieved	- Based on solid development of eLearning, the BYOD program is introduced to S1 in the 2nd year and S2 in the 3rd year of the developmental cycle to enrich learning resources and promote self-regulated learning skills and habits. Teachers' KPM survey finds a positive support (3.21 points) towards the policy implementation.

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
			- About 2/3 of the subjects apply BYOD in lessons, among which 6 subjects make use of BYOD at least once every one or two weeks; a few subjects several times a term; a few apply occasionally in a term and others still in developing stage. - Usage of BYOD is of wide variety: Power Lesson, Apps e.g. QR Code, Data Logger, e-textbooks, e-book reading, research tool, dictionary/Bible references, tool for HW/reports/presentations etc. - BYOD should move on to S3 in the coming developmental cycle.
	Effective feedback for learning		
	• Continual improvement of quality of assessment for higher academic performance and diversified needs	Fully Achieved	- All subjects have worked on assessment enhancement in terms of quality, intensity and feedback to learning. The exam time of S1-3 subjects is lengthened from 5 to 15 minutes progressively. The positive 3.71 KPM points feedback on teachers' readiness making use of continuous assessment has been encouraging.
	• Continual improvement of assessment in terms of frequency, marking and commenting	Fully Achieved	- Analyses of students' assessment results are exercised at all levels, from quizzes, tests, exams, public exams and value-addedness. It becomes a regular practice for subjects to discuss and evaluate assessment effectiveness in every term, reflecting on the adequacy of quality, intensity and the effectiveness of feedback on learning. The very positive 4.26 KPM points indicates teachers' confidence in putting into practice the principle of assessment for learning.

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
	• Make good use of assessment data for enhancement of learning	Fully Achieved	- Active use of assessment data (summative & formative), such as internal exams', public exams', value-addedness etc. to feedback on learning have become habitual practices. - More than ½ of the subjects apply formative assessment in lessons. Various means are used in different subjects, e.g. peer/self-evaluation checklists, peer assessment forms, informal critique groups, the 'check your progress' section in textbooks, teachers' immediate oral /written feedback in scaffolding tasks before assessments, using past paper questions, MC, short conventional questions, Power Lesson's immediate feedback, regular mini-dictations, weekly mini-quizzes. Formative assessment is most frequently applied in SBA writing tasks and scientific experiments. About ½ of the subjects apply peer assessment in lessons, either formal or informal. Chinese and English Languages use it in all forms especially in writing tasks, while other subjects have tried it in certain forms. About two third of the subjects apply self-evaluation assessment in lessons, either formally or informally. Some subjects involve using self-evaluation checklists, while some ask students to check answers by themselves and evaluate their own performance before teachers' feedback. More than ½ of the subjects give bonus marks, either in daily or exam marks, or both, some in certain forms, some on all forms. - Recommendation: More formative assessment strategies should be shared among subjects. Self- and peer-evaluation should be

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
			more vigorously applied. While the main stream learning is well-catered by the maturing feedback practice, we feel the need to advance better towards the catering for learner diversity through more varied design of formative assessment.
3. Develop a holistic character building programs enhancing whole person development	**Let God be the center of students' life**		
	• Integrate pastoral care strategies with 4 accountable goals: faith conversion, virtuous, aspiration and mission mind	Fully Achieved	- All the activities organized by the Spiritual Affairs Committee (SAC) were closely related to the four purposes. Through the existing channels, (e.g., class fellowship, form chapel, Tuesday café, Gospel week, etc.) teachers offered caring to students in the 4 dimensions effectively. - Both teachers and students have positive perspective on the practices. For teachers, KPM teacher questionnaire provides the following data: Building students' interpersonal skill (3.64 points); Building positive values (3.83 points); providing sufficient pastoral care (3.79 points); sharing on service and mission mind (4.24 points) and building students' aspiration (4.17 points). For students, APASO questionnaire has also indicated that students perception on all relevant practice are above 3 points on 4-point scale. - For the sake of communication, the Student Development Committee had started to conceptualize the school's pastoral care strategies as the '4 pillars' of student development since 2013. The committee had well-used the assembly time to help students grasp the school's expectation on their character building through different metaphors. The committee had also used

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
			teachers' prayer meeting to help teachers focus their resources on the 4 goals. The practice will move on in the coming years
	Develop students' virtuous characters		
	• Develop a whole school character building award scheme to address the 5 qualities to be achieved in the School Mission: Faith, Moral Character, Culture, Knowledge and Dreams	Partly achieved	- The purpose of this strategy was to encourage students to grow in these 5 dimensions. Yet, after an in-depth communication among the teaching team, it was agreed that most of the qualities were not suitable to be quantified and to be encouraged through awards. - Eventually, the student development committee collected all information (e.g. records on engagement, awards or others relevant students' achievement) on existing practices of different functional groups. The committee presented the information to every form teacher in every term as the 'Student Engagement Profile.' The Profile not just facilitated form teachers a better understanding on the practice of various functional groups, but also a better understanding on the development of individual students. It helped teachers a lot on nurturing students' growth in the 5 dimensions. - As the practice on data collection had been matured, the next step is to utilise the date to analyse students' school life and to develop relevant strategies based on the findings. It is especially desired to be used on leadership development and stress management in senior forms.

Major Concerns	**Extent of targets achieved** (Fully, Partly or Not Achieved)		**Evaluation and Follow-up action**
	• Develop a standard flow of social service program to inspire students' mission mind in service	Fully Achieved	- A standard practice of social service program has been developed. Briefing and Debriefing sessions have been well implemented in junior forms L&S lessons. APASO questionnaires indicated that students have developed a proper mind-set on providing social service. The proper thoughts on social service scored 2.85 points on average from a 4-point scale. - In the coming years, there will be cooperation with different subjects and different functional groups. In which, one of the purpose of the service program is to provide occasion to exercise the virtuous character that is concerned in the year. - It is worth to integrate social service program in the dormitory training curriculum.
	• Develop various character building curricula / programs: Life & death / Chastity / National moral characters / Environment protection	Fully Achieved	- The existing curriculum of the L&S lesson has been reconceptualised successfully into 6 sub-curricula. - The curriculum will be managed by the L&S panel but the Student Development Committee will keep update relevant functional groups to ensure an alignment of the measures of functional groups and the teaching in the L&S lesson.
	Help students to live with aspiration		
	• Develop an aspiration driven curriculum from S1 to S6 with M&C, M&S, L&S, SAGE and Career Guidance	Fully Achieved	- The curriculum has been developed successfully. KPM questionnaires indicated that both student and teacher have recognized the effectiveness of the curriculum. - Most of the programs in the curriculum will be managed by the Life Planning Committee in the coming years. The utilization of student goal setting statements should be concerned. In order to further enhance the

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
			effectiveness, the involvement of form teachers, even the form coordination system, should be stressed.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	• Our second school principal, being a key member of the original school-founding team is both experienced and dedicated. He is able to succeed fully the vision and mission of the founding principal and bring the school onto a very energetic developmental path. • The school is recognizably led by servant instead of hierarchical leadership, with the principal and the EC committee members setting examples themselves. • The school management adheres to guidelines while allowing flexibility for creative developments. • The school leaders facilitate extensive communication through formal meetings (e.g. weekly EC meetings and teachers' prayer meetings) and frequent informal communications. • The Planning-Implementation-Evaluation-Planning (P-I-E-P) mechanism of development is in place; subjects and functional groups gradually adopt the developmental model to guide their work. • The Staff Appraisal System has been vigorously refined, implemented, evaluated and is gradually accepted by staff for facilitation of professional development.	• More systematic management guidelines should be set up for better guidance of school running. • Documentation at all levels, particularly subjects and functional groups should be improved to enhance knowledge management. • The Planning-Implementation-Evaluation-Planning (P-I-E-P) mechanism of development should be further enhanced to become Planning-Implementation-Monitoring-Evaluation-Planning (P-I- M-E-P) one; the element of 'Monitoring' (including both self-monitoring and supervision) can be strengthened for better quality assurance. • Financial management which has been improving should also be continually enhanced.

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	• The school is being led by competent professional top and middle managers with strong commitment to Christian School Education. • The weekly Executive Committee meeting is able to facilitate thorough discussion of school affairs; messages to all staff are communicated in weekly (Wednesday) prayer (staff) meetings. • A warm, collaborative 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, retreat camps, school visits, open lessons, talks, workshops and sharing sessions are launched every year according to the school's developmental needs. • A strong culture of in-house professional sharing has been built which is distinctively displayed at the annual Curriculum Celebration Day and others.	• The refined Appraisal System needs to be more sophisticatedly implemented, particularly for the facilitation of professional dialogues between supervisors and supervisees at all levels. • More intensive and systematic use of staff appraisal information as reference for teachers' professional development is still needed.
3. Curriculum and Assessment	• Students continue to enjoy a very broad curriculum providing wide exposure in junior forms and abundant choices of electives in senior forms. The mapping and bridging between junior and senior forms has been achieved in most subjects. • Streaming according to diversified needs is widely practiced in the curricula of English, Chinese, Math, Bible, third languages etc. • The assessment system is maturely embraced in the school's 3-term system. The modular course structure of science and humanities curriculum enables students to focus well in their learning and revision in each term and thus ensures reasonable academic performances. The last developmental cycle has enhanced the balance of formative and summative assessment. It has also paid attention to the catering for learner diversity.	• School-based and cross-curricular development is to be further strengthened. • Diverse needs of minority students like that of the NCS should be addressed with more attention paid in curriculum development. • More integration of curricular and co-curricular activities should be promoted. • Further progress of assessment development from 'assessment FOR learning' to 'assessment AS learning' is anticipated. • The quality of assessment in terms of effective feedback to learning is to be further strengthened to guide attainment of academic excellence.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	• The school has developed a supportive learning environment with excellent teacher-student relationship and harmonious classroom atmosphere. • The school has a good English language environment which is essential for EMI students to attain academic excellence. • The academic curriculum is buttressed by well-developed school-wide reading programs and library lessons equipping students with extensive reading and essential research skills. • The last developmental cycle is able to put substantial emphasis on study habits and skills development (such as note-taking and lesson preparation) for self-regulated learning. • 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. • eLearning is maturing; the BYOD program of junior forms is on the track of progressive development. • Sharing culture among teachers has been developed. Pedagogical exchange, sharing of teaching resources, peer observations and open lessons are common practice among the teachers' community. Organized exchange like the 'Curriculum Celebration Day' is embraced as annual program.	• Lesson planning is to be further enhanced through more extensive pedagogical changes towards interactive and self-regulated learning. • Learning activities (pre-lesson, during-lesson and post-lesson) should put more emphasis in catering for learner diversity. • The developmental path, from caring for learner diversity to facilitation of individualized learning should be adopted. • BYOD as a means of interactive learning should be promoted upward towards more senior forms.
5. Student Support	• The school has been recognized by different stakeholders as a caring school. • The 4-pillars, the skeleton of student support that is in line with the school's core values, has been recognized and implemented in the practices of various functional groups and frontline teachers. • The specific concerns in different forms have been identified. S1 and S2 mainly concern about peer harmonious relationship. S3 to S4 mainly concern about leadership exposure and time management, while S5 to S6 mainly concern about aspiration and stress management. • A comprehensive coordination on student support that takes care of discipline and counseling, Moral and Civic Education, Mission and Service Education, Life and Study Skills Cultivation, Student Achievement and Gifted Education, Co-curricular Activities, Life-wide Learning and the Dormitory Training Program is set up. • A Form Coordination System is established on top for effective implementation of policies of academic and students' whole person development from lower to upper forms.	• Students in general have good characters but there is room to build up manners. Character building programs should focus on students' interpersonal skills. • There should be measures to enhance students' habit on goal management. Teachers' involvement is essential. • There should be a more comprehensive training on leadership, time management and stress management.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	• The school continues to enjoy thriving relationship with parents who participate in a great number of school events, and work as volunteers in various school functions. The PTA, made of a team of enthusiastic parent members has continued to be a great support of the school. • The school maintains strong bonding with alumni who enjoy visiting and supporting the school. This is evident by their frequent coming back as well as participation in many school events each year. • The school continues to maintain close links with many outside bodies, churches, voluntary agencies, NGOs, Universities… The school embraces the culture of being an 'open campus' of sharing to education and non-education fields, local and international communities. • The school enjoys good ties with a number of primary schools through science camps, attachment days, experiential days etc. • The school is expanding her relationship with education institutions worldwide; with well-established ties with high schools in Australia, Korea, Germany, Indonesia, and is setting up ties with high schools in Japan and Mainland. The school also builds linkages and partnerships with universities in Hong Kong, Taiwan and USA. • The school has accumulated 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.	• In the coming day, we anticipate further development of Alumni Association. • Internationalization is our perceived path ahead. We expect to consolidate the existing sibling relationship with sister schools worldwide and, build up extensive network with Christian secondary schools and universities all over the world. • With internationalization in view, the school needs to increase the support of non-Chinese students, as well as arranging more learning activities which facilitate cultural exchange and cross-cultural appreciation in the school.
7. Attitude and Behavior	• Students enjoy school and have a strong sense of belonging; appreciating and trusting their teachers. Most students can get along well with peers. • Most students are conscientious, exhibiting confidence, eagerness and good discipline for learning. • Students are eager to participate in a wide-range of co-curricular activities. Student leaders such as SC members and school prefects are becoming mature in their service and leadership. • Many students are aspiration-driven. As there are about 60% of students being Christians, most of them can be service-minded and relate their aspiration with Christian calling.	• Students have good character but there should be teaching on the exercise of proper manner in proper occasion. • Some students find it difficult to be good leaders. The school has offered students sufficient leading opportunities, but more training in leadership should be provided. • In order to enhance students' motivation for learning, frontline teachers should be more involved on aspiration development.

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	• In DSE 2015, 73.7% attained 3322 (HK average, hereinafter, 35.3%), 58.2% attained Level 4 or above (19.1%) and 16.2% attained Level 5 or above (4.4%). 62.4% obtained JUPAS offer and of which 32.8% from HKU, CUHK and HKUST. • In DSE 2016, 73.1% attained 3322 (HK average, hereinafter, 36.6%), 59.5% attained Level 4 or above (20.2%) and 20.6% attained Level 5 or above (4.7%). 70% obtained JUPAS offer and of which 36% from HKU, CUHK and HKUST. • Students' non-academic performance is also very good which is reflected in the participation rates in various activities and competitions. The prizes and awards won by students in external competitions have been steadily growing in numbers and in levels of achievement. Awards of international levels are not lacking. • Students are encouraged to initiate their learning activities through the establishment of the Dream Project. There has been a wide range of activities including book publishing, song composition, business running, website design, self-initiated social service program, science exploration, etc. • The school's gifted education in both academic and non-academic areas is vigorously developing. The number of partnership programs with institutions of gifted education as well as universities is on the rise. • In terms of physical fitness, the overweight rate is 9.8% (19.5%).	• Being a university-bound high school has always been our aim. Thus to strive for further academic excellence through enhancement of learning and teaching is our unceasing goal. • The school seeks to further equip students to find their life goal and aspiration and fulfill their dreams through the Life Planning Program and Aspiration Driven Curriculum which will continually be key developments in the next developmental cycle. • There should be a more aggressive development on the nurturing of student leaders as well.

SWOT Analysis

Our Strengths (Internal Review)	Evidence Support
Management and Organization	
• Competent and professional leadership of top and middle management	KPM
• Supportive SMC	
• Strong commitment to Christian School Education	
• Effective communications (Frequent EC meetings and Teachers' prayer meetings, FC system…)	KPM
• Culture of staff team: warm, collaborative, supportive, creative, and open to innovations	KPM
Teaching and Learning	

• Broad-based curriculum	Curriculum Handbook
• Good English environment	Curriculum Handbook
• Good in-take	S1 intake statistics, HKAT & TSA results
• Pedagogical changes towards self-regulated, interactive and technology-aided learning	Previous SDP and evaluation
• Vigorous professional development in the midst of a sharing culture	KPM
Student support and School Ethos	
• The reputation of being a caring school	KPM, ESR, APASO
• The well-established 4-pillars of core values and	KPM
• The comprehensive coordination of Student Development	KPM, ESR
• The maturing Form-Coordination System as effective support to academic and whole person development	ESR
• Good rapport with parent	KPM, ESR
• Mission & service as the main feature and concern of learning trips	KPM, ESR
• Good partnership with various external agents (PTA, universities, EDB(CDI),…)	School Reports, ESR
Student Performance	
• Good results in public examinations; positive value-addedness	HKDSE results, Value-addedness statistics
• Increasing participation in external competitions	School Reports
• Motivations enhanced by Life Planning programs, Dream Projects and Gifted Education	School Reports
• Student are strong in English and presentation	S1 interview doc
• Mission and Service opportunities are widely implemented	S1 interview doc

Our Weaknesses (Internal Review)

Management and Organization	
• More management guidelines needed to avoid being too flexible	EC evaluation
• Documentation needs improvement	EC evaluation
• The P-I-E-M-P mechanism should be further enhanced	EC evaluation
Teaching and Learning	
• School-based curriculum for individualized learning needs strengthening	Self-evaluation
• Pedagogical enhancement is needed for caring of diversity	S1-2 new class streaming system

	according to core subject strength
• ‘Assessment For Learning’ and ‘Assessment As Learning’ needs strengthening	AAC evaluation
• Learning motivation of students needs further impetus	AAC evaluation
Student support and School Ethos	
• Students need to build up better manners	KPM, ESR
• Students need to strengthen inter-personal skills and leadership	KPM, ESR, APASO
• More teachers’ involvement is needed in students’ goal management	ESR
Student Attainment	
• Students’ confidence to strive for excellence needs strengthening	APASO
• Students’ confidence in taking leaders’ responsibility	APASO

Our Opportunities

• The school’s style of ‘open campus’ - readiness to share, has attracted a lot of opportunities for exchange with other schools	Evidenced by increasing exchange activities with local schools
• The 2015 ESR’s positive feedback has raised the staff team’s morale for progressive development in learning and teaching	ESR
• The increasing opportunity of connections with Christian high schools and universities is helping the internationalization of the school	Evidenced by increasing exchange activities with overseas schools
• Certain government funding provides necessary resources for the school-based curriculum as well as Life Planning programs	Government funding
• Teachers’ initiatives in pedagogical innovations and experimentations is ever growing	AAC meetings
• The school has good reputation in Christian Community	Observation
• Parents’ resourceful background supports school development	School data

Our Threats

• Inharmonious atmosphere of the society and identity crisis of young people pose challenge to students’ character building	News
• The increasingly diverse intake with different special needs poses challenge to learning and	Intake information

teaching facilitation, as well as pastoral care	
• Maintaining the Different Sky of Learning requires continuous innovative developments in the fast changing world	Observation

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

1. **To cater for learner diversity needs in learning**
2. **To advance leadership nurturing through character building and life planning**
3. **To widen horizons through facilitation of cultural exchange and overseas exposure**

School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		1617	1718	1819	
1. To cater for learner diversity needs in learning	• To enhance curriculum for diverse learning needs and interests	✓	✓	✓	• To refine the curriculum for NCS students for holistic learning and development
		✓	✓	✓	• To develop STEM curriculum to strengthen scientific and technological competence of students
	• To enhance learning and teaching strategies to cater for learner diversity	✓	✓	✓	• To strengthen core subjects through making good use of the 'streaming according to core subject strength' mechanism in junior forms
		✓	✓	✓	• To develop strategies conducive to flipped learning and peer learning
	• To enhance caring of SEN students	✓	✓	✓	• To strengthen SEN coordination
		✓	✓	✓	• To expand teacher training to cater for SEN students

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		1617	1718	1819	
2. To advance leadership nurturing through character building and life planning	• To develop a leadership enhancing character building program	✓	✓	✓	• To consolidate a holistic character building program on developing people with positive impact to the community
		✓	✓		• To enrich the dormitory training curriculum that facilitates students' sense of collaboration
			✓	✓	• To enrich gifted training programs on leadership
			✓	✓	• To broaden student's horizon in leadership through organizing interschool exchange programs
	• To nurture future society leaders through life planning	✓	✓	✓	• To refine and enrich the Life Planning Curriculum
		✓	✓	✓	• To enhance training of teachers, student leaders and parents on the major concepts and implementation of life planning education
		✓	✓	✓	• To enhance individual support of students through individual counseling, information dissemination and resources management

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		1617	1718	1819	
3. To widen horizons through facilitation of cultural exchange and overseas exposure	• To embrace cultural diversity	✓	✓	✓	• To promote appreciation of cultural diversity through school activities
		✓	✓	✓	• To promote more opportunities for students of multi-cultural exposure to share their experience
	• To promote cultural exchange and overseas exposure	✓	✓	✓	• To expand overseas exchange activities in both academic and non-academic areas