



Tsung Tsin Christian Academy  
School Development Plan  
2012/13 – 2014/15





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## **A. School Vision and Mission**

### **1. Vision Statement**

**With 'Faith, Hope, Love' as the founding motto, we believe that every student is of great value and dignity, with great potentials, each of them can be taught and developed, and can be successful. Our school will be committed to Christian conviction and will serve our students and our community with heart, wisdom and the spirit of 'to serve but not to be served'.**

### **2. School Mission**

**We are committed to the provision of a Christian education environment which is conducive to the holistic development of physical, intellectual, social and spiritual potentials of our students and preparation of a vocation to meet the challenges of the changing world.**



## **B. Aims and Objectives**

- 1. To uphold the founding core value of the academy as stipulated by the sponsoring body.**
- 2. To provide a broad and balanced curriculum and to implement effective pedagogy for every student in eight key learning areas.**
- 3. To provide a holistic student support program for every student through guidance and discipline, extracurricular activities and services as well as school social work service.**
- 4. To promote civic, moral and spiritual values through the quality of relationships, the encouragement of commitment and service with sound Christian perspectives.**
- 5. To encourage life-long and life-wide learning and to develop a portfolio of knowledge and skills according to ability, aptitude and interest.**
- 6. To attain high academic standard of the school, to prepare student for local and overseas assessments and public examinations and to enable each to succeed according to ability.**
- 7. To maintain a synergized professional team through comprehensive staff development program.**
- 8. To foster good relationship with parents and to consult them widely of their needs and concerns.**
- 9. To foster and maintain close relationship with feeder school, Tsung Tsin Primary School and Kindergarten.**
- 10. To promote international understanding and cooperation and maintain good relationship with overseas partners.**
- 11. To position in the forefront of educational practice and development, and to be engaged in partnership with other schools, educational bodies and networks.**
- 12. To understand the changes in social and educational environment and be prepared to meet the challenges of changes.**
- 13. To maintain and improve the school building and facilities that will facilitate the learning and development of students.**



## **C. Strategic Development Considerations**

- 1. The development of a synergized team of professional teachers with strong sense of belonging to TTCA and genuine commitment to Christian education so to ensure the quality of learning and teaching as well as holistic student support.**
- 2. The development of unique school programs which enhance the learning of students.**
- 3. The development of extra school facilities for students that would keep TTCA in the forefront among DSS schools.**
- 4. The development of a school ethos with Christian conviction and commitment that will build together students and teachers as a learning community.**
- 5. The development of close partnership with Tsung Tsin Primary School and Kindergarten, our through-train school, effective networking with parents, and good working relationship with other schools, professional bodies, and local and international educational network.**
- 6. The establishment of goodwill among DSS secondary schools.**

## D. Evaluation of SDP 2004-12

Major Concerns	Intended Outcomes/ Targets	Strategies	Evaluation
<b>1. Implementation of a comprehensive modular curriculum in junior levels and a diversified senior secondary curriculum.</b>	<ul style="list-style-type: none"> <li>✧ Students languages skills are enhanced</li> <li>✧ Students numeracy skills are enhanced</li> <li>✧ Students generic skills are developed</li> <li>✧ Students develop positive reading habit</li> <li>✧ Students master basic skills of project learning</li> <li>✧ Students develop independent learning practice</li> </ul>	<ul style="list-style-type: none"> <li>a. Maintain small groups (20 to 24) of Chinese and English Teaching</li> <li>b. Employ more NET and native PTH teachers</li> <li>c. Conduct extra supplementary mathematics lesson for under-achieved students</li> <li>d. Teach generic skills and thinking skills in General Education</li> <li>e. Cultivate reading culture through reading period and library period</li> <li>f. Provide guided learning in project learning during learning week</li> </ul>	<ul style="list-style-type: none"> <li>a. Over the eight years, the school turned from a medium class size (approximately 30) to a small class size (approximately 25), in which not only the Chinese and English teaching maintained in small groups but the other subjects as well. Moreover, the school has monitored the special needs of individual class and offered split-class teaching whenever needed.</li> <li>b. The school continued to employ more NET and native PTH teachers. However, the school is experimenting of hiring NET for coaching activities, e.g. Mr Sean Williams for music production in 2010/11 and Ms Rensia Marais for Drama in 2011/12.</li> <li>c. The school has developed an enhancement scheme for under-achieved students not only targeted on mathematics but also on Chinese</li> </ul>

		<p>g. Provide out of school life-wide learning experience. e.g. walk round the peak, bowling, golf and visits during learning week</p> <p>h. Organize overseas visits e.g. S.3 Singapore Study Tour</p>	<p>and English Languages. Some alumni in the universities were invited to provide tutoring to the classes.</p> <p>d. In the past years, General Education was run in the junior forms, in which thinking skills like 6 thinking hats and generic skills like project skills were covered. In 2011/12, General Education was renamed as Liberal Studies to bridge the junior forms into senior forms.</p> <p>e. Reading period was run almost every active school day. Library period was run in particular forms to facilitate the use of library as a learning centre. However, the reading culture has to be cultivating with variety of activities.</p> <p>f. The project learning skills were subsumed in the curriculum of General Education alongside with the development of senior forms Liberal Studies. The learning week was turned into Other Learning Experience (OLE) week or OLE days.</p> <p>g. The ‘walk round the peak’, ‘bowling’ and</p>
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			<p>'golf' has become traditional activities in TTCA. During the OLE week / days, there were wide range of learning activities including dancing, art work, seminar and even visits to the Mainland China.</p> <p>h. S.3 Singapore tour has become a traditional activity in TTCA. Besides, other learning tours like in the USA, Australia, UK and Mainland China were organized by the school or co-organized with other learning tour agents.</p>
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Major Concerns	Intended Outcomes/ Targets	Strategies	Evaluation
<p><b>2. Implementation of an effective student support program through</b></p> <p><b>2.1 integrated student discipline and guidance service</b></p> <p><b>2.2 a variety of sport and musical training</b></p> <p><b>2.3 a variety of extracurricular activities</b></p> <p><b>2.4 a range of social and community services</b></p> <p><b>2.5 a variety of religious activities</b></p>	<ul style="list-style-type: none"> <li>✧ Student discipline enhanced</li> <li>✧ Students feel being supported</li> <li>✧ Students enjoy staying in school</li> <li>✧ Students have high sense of belonging to school</li> <li>✧ Students have positive understanding of Christianity</li> <li>✧ Student achievements are recognized</li> <li>✧ Teachers understand the developmental needs of student</li> <li>✧ Teachers actively participate as facilitator and mentor in related student development activities</li> </ul>	<ul style="list-style-type: none"> <li>a. Encourage collaboration among discipline teacher, form teacher and guidance teacher as well as the mentor</li> <li>b. Run positive student support program with social service group</li> <li>c. Run special program, e.g. Don't laugh at me, twelve disciple mentoring program</li> <li>d. Hold regular parent meetings to promote communication between school and parents</li> <li>e. Arrange regular and systematic music and sport training</li> <li>f. Organize a range of</li> </ul>	<ul style="list-style-type: none"> <li>a. To help students' discipline, each class was allocated a Class Teacher and a Supporting Teacher who help create a disciplinary atmosphere in the class; each form was assigned guidance teacher and discipline teacher to handle more difficult students. Peer mentorship scheme was established to help junior students adopt the school life.</li> <li>b. Now we have junior service team and senior service team to coordinate social service activities. The social workers coordinated social service programs to support students' growth in a positive way.</li> <li>c. Twelve-disciple mentoring program has become a tradition of TTCA. Besides, the school had executed a program named 'Don't laugh at me' in the first few years to establish a harmonious school culture. In recent years, 'A Heart to Excel' Award Scheme has been running to encourage students in a positive</li> </ul>

		<p>extracurricular activities</p> <p>g. Arrange service opportunities for students e.g. CYC</p> <p>h. Organize four houses for student activities and competitions</p> <p>i. Organize student Christian fellowship and small group</p> <p>j. Organize student union</p> <p>k. Organize parent teacher association</p>	<p>way.</p> <p>d. Besides parent meetings at the beginning of each academic year and after first term examination, the school principal has organized breakfast meetings once a month to communicate with parents.</p> <p>e. All secondary one student has to participate in a musical instrumental class, of which many of them had continued the learning of musical instruments throughout the years. Regarding the sports training, we have developed many sport teams to participate in Inter-schools Sports Competitions.</p> <p>f. Now we have about 50 Interest Clubs and Activity Groups covered wide range of interest development.</p> <p>g. Besides the 2 social service teams, all junior forms students are the members of CYC. Through participating in the service activities of CYC, students learned to serve but not to be served.</p> <p>h. The four houses are well established in terms of committee structure and activities</p>
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			<p>arrangement. In fact it is a good platform for leadership training.</p> <ul style="list-style-type: none"> <li>i. There are 3 student fellowships in the school catering students of different levels. The committee members met frequently to discuss the arrangement of each fellowship meeting. Small group (named as Belief group) is a ministry to help the spiritual development of students according to their understanding of Christianity.</li> <li>j. This is the third year TTCA has its Student Union. The organization becomes more mature. We look forward to seeing SU having higher degree of participation in school matter.</li> <li>k. This is also the third year of TTCA PTA establishment. The PTA has already established its way to serve the parents by organizing activities and interest classes, and to contribute the school by nominating Parent Managers to the school SMC.</li> </ul>
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Major Concerns	Intended Outcomes/ Targets	Strategies	Evaluation
<p><b>3. Development of a professional teaching team with high dedication to education outcome and student support through</b></p> <p><b>3.1 School based staff development program</b></p> <p><b>3.2 Outside Hong Kong study tours</b></p> <p><b>3.3 Joining local and international school development network</b></p>	<ul style="list-style-type: none"> <li>✧ Teachers should be more convinced about school vision and mission</li> <li>✧ Teachers should be better equipped with new pedagogical techniques for student learning</li> <li>✧ Teachers should be better trained and developed for enhancement of student-support</li> <li>✧ Teachers should understand and apply the best practice of DSS-type school worldwide</li> </ul>	<ul style="list-style-type: none"> <li>a. Organize pre-school retreat in August</li> <li>b. Organize regular staff development session</li> <li>c. Organize regular staff fellowship meeting</li> <li>d. Join local and international school project, e.g. Invitational Education, IQEA, and Learning Circle</li> <li>e. Organize off-shore training or group learning program</li> <li>f. Introduce regular professional enhancement activities e.g. micro-teaching, peer observation and shadowing</li> <li>g. Develop staff appraisal</li> </ul>	<ul style="list-style-type: none"> <li>a. We start an academic year by a staff retreat camp to reiterate the common faith in Christian Education as well as a common understanding of new challenges in the year.</li> <li>b. 6-8 In-house staff development sessions were organized every year to help staff grasp necessary skills that fit our major concerns.</li> <li>c. 4-6 Staff fellowship meetings were organized every year to cultivate mutual support among staff.</li> <li>d. The school has joined projects organized by IAIE, HKSSSEN and HKLCA. The school has shared the experience to the education community through IQEA (Improving the Quality of Education fo All). We were awarded Invitational Education School Award in 2010. Mr Archie McGlynn, the Director of HKSSSEN has been visiting the school every year to conduct training and school evaluation exercise for the school. Furthermore, the school is an active member of HKLCA. We</li> </ul>

		<p>program</p>	<p>are experimenting LC in mathematics in 2011/12.</p> <p>e. Off-shore training such as to the USA, Scotland, Taiwan and Singapore were organized in the past years for professional enhancement.</p> <p>f. We believe that conducting class observation and giving after-observation feedback are effective way to help teacher develop pedagogical enhancement. We conduct peer observation and supervisory observation. We also welcome visitors all over the world entering our classroom to observe and feedback to our teachers.</p> <p>g. Developing staff appraisal system is an on-going process. We have self-evaluation checklist for every staff before renewing contract; we have executed supervisory appraisal for TFC and Directors every year. We are planning to have a more comprehensive appraisal for all staff.</p>
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Major Concerns	Intended Outcomes/ Targets	Strategies	Evaluation
<p><b>4. Development of a reflective atmosphere and self-evaluation culture for school improvement</b></p>	<ul style="list-style-type: none"> <li>✧ Teacher should be able to conduct self-evaluation activities</li> <li>✧ Teacher should be able to make use of the findings of SSE for school improvement</li> <li>✧ Teacher and student should be able to practice and to apply reflection to learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>a. Conduct SSE activities about learning and teaching</li> <li>b. Train teachers with necessary technique and skill about SSE e.g. lesson observation</li> <li>c. Join SSE network for collaborate learning and sharing</li> <li>d. Acquire updated SSE activities and program through off-shore learning visit</li> <li>e. Develop school-based self-evaluation program</li> <li>f. Encourage teacher to prepare their reflective journal of personal and professional development</li> </ul>	<ul style="list-style-type: none"> <li>a. The self-evaluation activities about learning and teaching were conducted in subject panels in their meetings.</li> <li>b. Mr Archie McGlynn, the Director of HKSSSEN, came to visit our school regularly to conduct training to our subject coordinators about SSE, including necessary techniques and skills in class observation.</li> <li>c. The school has joined HKSSSEN. Through the network, we can share the SSE practices of different schools in the network.</li> <li>d. The school principals and selected individuals were sponsored to join off-shore learning visits in the USA, Scotland, Taiwan and Singapore.</li> <li>e. We still have to work out our school-based self-evaluation program, to make it systematic and formal.</li> <li>f. Teacher has to prepare a reflective journal of personal and professional development during the summer vacation.</li> </ul>

Major Concerns	Intended Outcomes/ Targets	Strategies	Evaluation
<p><b>5. Building extra block and provision of above-standard facilities for sustainable development</b></p>	<ul style="list-style-type: none"> <li>✧ Extra teaching facilities through conversion to be completed in three years</li> <li>✧ A new wing with swimming pool, classrooms and indoor gymnasium will be completed in five years</li> </ul>	<ul style="list-style-type: none"> <li>a. Allocate a percentage of gross income for building of new facilities</li> <li>b. Raise fund for building of new wing and related facilities</li> <li>c. Furnish the enlarged Student Activities Centre</li> <li>d. Furnish MMPC cum Drama Studio</li> <li>e. Furnish a Fitness Training Centre</li> <li>f. Design and build a new wing with an indoor swimming pool, classrooms and indoor basketball court</li> </ul>	<ul style="list-style-type: none"> <li>a. The school has set aside 10% of gross income every year to school development fund for building of new facilities.</li> <li>b. The school has conducted fund raising as well as obtained interest-free loan from TTPSKg for building new annex.</li> <li>c. The enlarged Student Activities Centre has become a multi-purpose function room for activities and meetings.</li> <li>d. The MMPC cum Drama Studio is well furnished for campus TV production.</li> <li>e. The Fitness Training Centre is well furnished for athletic teams training and PE lessons. Furthermore, it is opened for all students on a regular basis.</li> <li>f. The new annex has been built. Facilities including an indoor swimming pool, an auditorium, classrooms and a new canteen. The roof-top basketball court is still under construction.</li> </ul>

## E. SWOT Analysis

### 1. Strengths

AAC
<ul style="list-style-type: none"> <li>● Our teachers are highly committed and are always ready to help. They are devoted to the teaching profession, and they care deeply about the holistic development of students.</li> <li>● English is adopted as the medium of instruction and students are constantly exposed to the English speaking and learning environment.</li> <li>● Tailored remedial classes in English, Chinese and Mathematics are provided for students of junior forms. Intensive boosting up schemes of all subjects are applied to the senior forms.</li> <li>● Teachers and students enjoy state-of-the-art learning and teaching facilities, for instance, the auditorium and the swimming pool. IT in teaching is also promoted with all classrooms and special rooms equipped with computers, projectors, visualizers and sound system.</li> </ul>
RAC
<ul style="list-style-type: none"> <li>● 100% of our teachers are Christians who are dedicated to Christian education.</li> <li>● Over 50% of our students are Christians. Among these students, high proportion is coming from Christian homes.</li> <li>● The core RAC members are quite stable.</li> <li>● The RAC set goals and tasks strategically, like more caring to S.1 students and more focus on Belief Group and 12 Disciple Mentoring Scheme.</li> <li>● The spiritual affairs are strongly supported by the school and the church.</li> <li>● There are good relationship between fellowship teachers and student participants.</li> </ul>
SSC
<ul style="list-style-type: none"> <li>● School Rules are well-established and clear.</li> <li>● Students are generally obedient, cooperative, self-disciplined and teachable.</li> <li>● Teachers are generally helpful, willing to share their experience, devoted and enthusiastic in student guidance.</li> <li>● Schemes and programmes are well established and structured for developing students' leadership.</li> </ul>





- Students enjoy the relationship with teachers.
- Parents are well educated and most of them are supportive to school.
- There is sufficient manpower in our staff team.
- The two social workers in the school are very supportive.

#### EAC

- The structure of extracurricular activities is getting mature.
- Colleagues are able to work independently and as well as in a team.
- The Activity Assistant provides efficient assistance on operation.
- There are financial supports on leadership trainings and sports activities which are provided by school.
- School facilities and venues are well-equipped.
- School activities are of a great variety. There are regular school activities such as service, mini show and lunch activities. There are a wide range of house activities which are well-developed

#### SySC

- Members in System Support Team are familiar with their working scope and hand-in the order on time; they are willing to take their responsibility of duty by paying extra effort. They have good working relationship with teachers.
- There are sufficient financial support for repair and maintenance of the school premises.
- Fast and stable IT network infrastructure has been set up at school premises.
- AV equipments have been facilitated for school activities in all classrooms and major activity centers.
- Intramail system, electronic payment system and electronic enrolling system are well-equipped for teaching and school administrative works.
- Well equipped drama studio and sound recording center have been set up for learning and teaching purpose.
- Plenty of classrooms have been established for small group learning and teaching.



## 2. Weaknesses

AAC
<ul style="list-style-type: none"><li>● A large variation in students' learning ability is observed since the banding was reduced from 5 to 3.</li><li>● Our team is professionally-trained and well-qualified, though remains young. We are facing the challenges from the changing education system.</li><li>● Majority of our students benefit from abundant resources from their families which generally have high social-economic status. Yet, further development of students' independence and self-reliance need to be nurtured.</li></ul>
RAC
<ul style="list-style-type: none"><li>● Some students are showing low interest in religion affairs.</li><li>● Some devoted Christian students find difficulties in striving the balance between spiritual and intellectual developments.</li><li>● Some non-RAC teachers are engaged in other duties that may not so ready to participate in religions affairs.</li></ul>
SSC
<ul style="list-style-type: none"><li>● Some students show typical weaknesses of middle-class kids, e.g. self-centered, lack of self control, emotionally unstable and having low sense of responsibility.</li><li>● More counseling teachers are needed.</li><li>● To shape students' attitude in daily life takes time.</li><li>● More awards are necessary to encourage students.</li><li>● Professional development should be strengthened for counseling teachers.</li><li>● Many student affairs still tend to teacher-directed.</li><li>● More parental support and guidance are needed.</li><li>● A stronger image of discipline teachers is expected.</li></ul>

EAC
<ul style="list-style-type: none"> <li>● The instability of EAC team may affect the efficiency of work.</li> <li>● Workload on some of the colleagues is too heavy.</li> <li>● There is lack of opportunities for activity promotions by students especially for Student Union</li> <li>● Leadership training for junior forms students is not enough</li> <li>● Some students are not well trained to organize activities independently, especially on Interest Clubs</li> <li>● Workload of student leaders is quite heavy as each of them usually bears two positions at the same time.</li> <li>● Practice sessions for Sports Team are not enough.</li> </ul>
SySC
<ul style="list-style-type: none"> <li>● To facilitate more training to the office staff, supporting staff and teachers on the automation of administrative work is required to enhance the efficiency and effectiveness in the area of teaching and school administration.</li> <li>● The filing system has to be refined to unify the procedures in backing up of documentary work.</li> <li>● A systematic training program is required for teacher and staff for the long term promotion of e-learning.</li> </ul>



### 3. Opportunities

AAC
<ul style="list-style-type: none"><li>● The NSS curriculum emphasizes on “Assessment for Learning”, inquiry activities and flexible curriculum planning. Teachers have greater autonomy in achieving these curriculum</li><li>● Our teachers and staff are from diverse backgrounds and keen on continuous education which may bring in new knowledge and experiences to enrich the school’s development.</li><li>● The continuous support of the Diversity Learning Grant (DLG) provides extra resources for students’ training.</li></ul>
RAC
<ul style="list-style-type: none"><li>● Cheung Sha Wan Branch Church has been established in our school, it is easier for us to recommend our students to join the church meetings.</li><li>● Co-operation and communication between RAC and Cheung Sha Wan Branch Church are strong.</li><li>● Further co-operation with some Christian organizations is possible.</li><li>● Teaching Assistant of RAC has strengthened the effectiveness of religious development at school.</li></ul>
SSC
<ul style="list-style-type: none"><li>● Most teachers have good relationship with students and they care about students.</li><li>● Student leaders can be trained to take up more duties.</li><li>● “Channel P” and Self Image Building Group should be continued to promote positive image, behavior and attitude through a variety of ways initiated by students.</li><li>● Prefect Team can be strengthened.</li><li>● More channels are being developed for students to voice out their opinions.</li><li>● We are having more active connection with parents.</li></ul>



EAC
<ul style="list-style-type: none"><li>● The EAC team is getting more and more capable and efficient.</li><li>● SU of these 3 years have established structures in all areas and have had done creative works.</li><li>● Music events are developing and becoming major events in school.</li><li>● Mini Shows are making progress and students in junior forms are willing to participate in them.</li><li>● Results in inter-school's field and track and swimming events are getting better and better.</li><li>● Swimming pool and gym room have been opened for students to use.</li><li>● There are more students assisting and leading voluntary services</li><li>● All-round extra-curricular activities are being promoted through OLE</li></ul>
SySC
<ul style="list-style-type: none"><li>● Good condition of hardware had been facilitated for future development of e-learning.</li><li>● Underutilize space is available for school future development.</li><li>● There are projects of beautifying the school premises.</li><li>● Many funding can be applied to launch energy saving projects for school renovation work and for teaching purpose.</li></ul>



#### 4. Threats

AAC
<ul style="list-style-type: none"><li>● The need to cater for students' learning capabilities has imposed burden on teachers.</li><li>● The values and trends in the society, namely the influence of the mass media and computer addiction affects the attitude and studies of students and pose great challenges to the teaching profession.</li><li>● The NSS curriculum poses new challenges to schools, particularly in curriculum, pedagogy, assessment and class structure.</li></ul>
RAC
<ul style="list-style-type: none"><li>● Both teachers and students are so burdened that their commitments to religious affairs at school are threatened.</li><li>● It is not easy to keep our students attend the Church and school fellowship meetings due to a lot of distractions.</li></ul>
SSC
<ul style="list-style-type: none"><li>● Punishments might lower the students' sense of belonging and weaken the relationship between students and the school.</li><li>● The establishment of school rules is rather school-oriented.</li><li>● It is challenging for teachers to strike a balance between managing the NSS curriculum and tackling students' behavioural problem.</li><li>● Procedure of recording students' misbehavior needs to be simplified.</li><li>● More students who are weak in emotional control need more special care and it is demanding to teachers.</li><li>● Some students having both learning and behavioural problems will give a negative impact to the learning atmosphere in classrooms.</li><li>● Some senior students are reluctant to follow teachers' instruction.</li><li>● Some parents tend to over-protect their children when the school is exercising discipline.</li></ul>



EAC
<ul style="list-style-type: none"><li>● There is a drop in enrollment of Interest Clubs and Sports Clubs.</li><li>● Students put less effort and time on activities due to the busy schedule of NSS.</li><li>● There are often clashes between after-school tutorial classes and extra-curricular activities</li></ul>
SySC
<ul style="list-style-type: none"><li>● Cost of the Repair and Maintenance work will be increased as the school premises getting dilapidated.</li><li>● Renovation work may cause disturbance to normal school activities.</li></ul>



## **F. Major Concerns for 2012 – 2015**

- 1. To promote effective learning and teaching strategies**
- 2. To maximize students' potentials in a loving and caring environment**
- 3. To strengthen staff collaboration and professional development**
- 4. To advance school's facilities to cater student learning needs**



## G. School Development Plan (2012/13 – 2014/15)

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			12/13	13/14	14/15
<b>1. To promote effective learning and teaching strategies</b>	✧ Teachers take new initiatives of curriculum planning and implementation	a. Promote EDB training as well as local and overseas professional development opportunities to individual teacher / subject panel, with financial support	✓	✓	✓
	✧ Teachers design school-based curriculum materials catering for the needs of students	b. Encourage sharing of school-based curriculum materials within the subject panel and across subject panels	✓	✓	✓
	✧ There is evidence of cross-subject coordination in curriculum planning and implementation	c. Create opportunity for cross-subject collaboration		✓	✓
	✧ Peer lesson observation and collaborative lesson preparation are in place	d. Coordinate project learning opportunities among subjects		✓	✓
	✧ Self-directed learning is facilitated among students	e. Provide training to subject coordinators for lesson observation, to teachers for peer lesson observation, and collaborative lesson preparation. Common lessons for collaborative preparation can be arranged	✓	✓	✓

	<ul style="list-style-type: none"> <li>◇ Wider use of IT to facilitate learning and teaching</li> <li>◇ Higher order thinking skills are taught in lessons</li> </ul>	<ul style="list-style-type: none"> <li>f. Develop students' self-directed learning skills both in and out of classrooms, such as through project learning, experience days, problem-based learning</li> <li>g. Promote 'teach-less-learn-more'</li> <li>h. Adopt a wider range of formative assessments to reflect students' learning progress with P-I-E cycle</li> <li>i. Pilot projects for using IT in learning and teaching will be promoted</li> <li>j. Provide opportunity for teachers to share their experience in using IT in teaching</li> <li>k. Lesson observation and professional development regarding teaching higher order thinking in lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>
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Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			12/13	13/14	14/15
<b>2. To maximize students' potentials in a loving and caring environment</b>	✧ All staff including teaching and supporting staff are providing pastoral care services to students	a. Cultivate the loving and caring atmosphere, make every staff shares the same passion	✓	✓	✓
	✧ Proper balance between reward and punishment as means of encouraging good behaviour	b. Spell out the message of cultivating loving and caring environment in recruiting new staff and in staff orientation	✓	✓	✓
	✧ The rich variety of activities provide platforms to maximize potentials of students with different talents	c. Review the reward and punishment systems	✓	✓	✓
	✧ Service-base activities are in place	d. Increase number of ECA steadily to cover different domains	✓	✓	✓
	✧ There are activities organized for gifted students	e. Increase the involvement of students in school activities	✓	✓	✓
	✧ There are activities organized for students with	f. Hire one more social worker to take in-charge of social service activities	✓	✓	✓
		g. Increase service-base activities in all forms	✓	✓	✓
		h. Connect with external program providers which provide gifted program and for students with special needs, nominate appropriate students to join external programs	✓	✓	✓
		i. Provide training to teachers regarding the needs of gifted students and students with other			



	<p>special needs</p> <p>✧ Constructive relationship is built between school and parents, alumni and the community, joining hand in hand to nurture students</p>	<p>educational needs</p> <p>j. Pilot in-class activities which cater students of different learning needs</p> <p>k. Develop communication channels for parents, alumni and the community</p> <p>l. Organize Open Day each year to develop good relationship with the community</p> <p>m. Establish Alumni Association</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>
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Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			12/13	13/14	14/15
<b>3. To strengthen staff collaboration and professional development</b>	✧ Good team spirit and collaboration among teachers	a. Strengthen teachers' retreat and staff fellowship to facilitate team spirit development	✓	✓	✓
	✧ Teachers participate in decision-making at the subject panel and functional group as well as school levels	b. Strengthen mentorship scheme for new teachers	✓	✓	✓
	✧ Open channels of communication between teachers and school management	c. Develop an hierarchy of Form Coordinator to facilitate the collaboration of CT/ST of the same form	✓	✓	✓
	✧ Staff appraisal system is in place	d. Strengthen the leadership of AC in school level decision making	✓	✓	✓
	✧ Professional development opportunities fit the major	e. Develop hierarchies of Assistant Director in committees and Assistant Subject Coordinator in core subject panels	✓	✓	✓
		f. Strengthen the function of staff meeting in terms of collecting opinions from teachers	✓	✓	✓
		g. Strengthen the role of AC members as communication bridge between teachers and	✓	✓	✓

	<p>concerns of school and needs of staff</p> <p>✧ Staff are dedicated to Christian school education</p>	<p>school management</p> <p>h. Set up staff appraisal system as performance reviewing system to provide positive reinforcement for good performance and support for under-performers</p> <p>i. Design in-house professional development according to school major concerns and the needs of staff</p> <p>j. Include Christian school education as a theme for professional development</p>		<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>
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Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			12/13	13/14	14/15
<b>4. To advance school's facilities to cater student learning needs</b>	✧ The school library becomes a learning centre that students love to go	a. Reorganize the physical setting of the library to facilitate it as a learning centre	✓	✓	✓
	✧ The IT facilities are well equipped and maintained for the need of eLearning in the 21 <sup>st</sup> century	b. Increase library collections that fit students' interest and subject requirement as well	✓	✓	✓
	✧ The canteen facilities are not only a place to enjoy eating but also a learning place	c. Upgrade the IT facilities from time to time to fit the eLearning needs	✓	✓	✓
	✧ The school premises are warm and inviting	d. Advance the IT facilities to alleviate the administrative burdens	✓	✓	✓
		e. Build the third canteen for S1 students as a learning place for table manner and self-management	✓	✓	✓
		f. Reorganize the physical setting of the school lobby to make it warm and more inviting	✓	✓	✓
		g. Display more students' work and students' smiling face to make the school premises warm	✓	✓	✓