



YMCA of Hong Kong Christian College



School Development Plan 2020/2021 – 2022/2023



A. SCHOOL VISION, MISSION, VALUES, MOTTO & SCRIPTURE

Vision

The school is a learning community where quality education, based on Christian beliefs and values, is offered in a joyful and stimulating setting. We believe that the foundation of this learning community is the partnership among teachers, parents and students.

Mission

We are determined to develop our school based on CARES principles.



We are committed to educating and nurturing each and every student, helping them to excel in their learning and develop the 14 intellectual character dispositions in the YHKCC Learner Profile.



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Five Core Values



School Motto and Scripture

Fides et virtus
(Faith and Strength)

School Motto 校訓

篤信 剛毅



I have come that they may have life, and have it to the full.
[John 10:10]

School Scripture 經訓

我來了，是叫人得生命，並且得的更豐盛。
(約翰福音十章十節)



B. Holistic Review

I. Effectiveness of Previous School Development Plan

Major Concerns	Status of Targets	Follow-up Action
1. To raise academic achievement by enhancing learning effectiveness		
Enhance students' learning skills and strengthen their learning effectiveness	Ongoing	<ul style="list-style-type: none"> ▪ The YHKCC Learner Profile was fully developed and is becoming embedded in the school's daily activities, including learning and teaching, pastoral care and ECAs. ▪ This will be continued as the daily routine for students and teachers.
Improve public examination results	Achieved and ongoing	<ul style="list-style-type: none"> ▪ A significant improvement has been observed in the public examinations in both the HKDSE and GCE A-level curricular. The percentage of students meeting the minimum requirement for university entrance in the HKDSE increased by 13.4%. And the percentage of obtaining GCE A-level grades A* – A increased by 15.5%. ▪ The matriculation rate (degree programme) increased by 13%. ▪ The school will continue to support to students with average performance and offer additional support to high achievers.



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<p>Further strengthen the professional development programme and support for teachers</p>	<p>Completed and ongoing</p>	<ul style="list-style-type: none">▪ Various new staff development activities were launched including Hotspots, Learning Communities and Learning Trios, Learning Walks, Pineapple Chart, revised Teacher Development Plan, Departmental CPD Sharing, etc.▪ Teachers were invited to join various external physical and online training courses.▪ The staff development initiatives covered learning and teaching, staff wellbeing, student wellbeing, enhancing ICT skills, team building and celebrating success.▪ The Staff Development Programme will continue to be revised to cater for the needs of this ever-changing world. A greater focus will be placed on staff and student wellbeing, as well as learning and teaching.
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Major Concerns	Status of Targets	Follow-up Action
2. To foster the development of intellectual character, values and attitudes		
Further integrate the five core values into students' daily school lives	Ongoing	<ul style="list-style-type: none"> ▪ The five core values are fully incorporated into the PSHE programme and the school's daily routines. ▪ The school will continue to promote the core values through the academic programme, ECAs, Sports, PSHE and parent's education.
Enhance students' responsibilities in planning for their future	Ongoing	<ul style="list-style-type: none"> ▪ The school will continue to support students in developing more effective time management and organizational skills. ▪ The school will promote the message that "Effort Matters".
Strengthen students' awareness of both local and global affairs	In progress	<ul style="list-style-type: none"> ▪ The school will continue to strengthen the corresponding programmes. ▪ The school will continue to raise awareness through assemblies, talks and curriculum.



Major Concerns	Status of Targets	Follow-up Action
3. To systematically review, refine and align school policies and procedures.		
Simplify and streamline current administrative systems	Achieved	<ul style="list-style-type: none"> ▪ The amount of non-teaching related work has been reduced for teachers. ▪ Electronic systems for handling paperwork and data analysis have been adopted. ▪ The school has introduced various online platforms to facilitate document sharing and communication.
Strengthen the online communication and learning platform	Achieved	<ul style="list-style-type: none"> ▪ The school introduced SEQTA to enhance communication between students, parents and teachers. ▪ Various e-platforms have been introduced for learning and teaching purposes. ▪ Infrastructure has been upgraded to support the massive use of the Internet and wifi.



II. Evaluation of School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ▪ Distributed leadership ▪ Open, transparent and caring ▪ Willing to listen ▪ Energetic and willing to change 	<ul style="list-style-type: none"> ▪ Strengthen the leadership and management skills of middle leaders ▪ Organize a training programme for Middle/Aspiring Leaders
2. Professional Leadership	<ul style="list-style-type: none"> ▪ Clear direction and expectations ▪ Dedicated and committed ▪ Mutual respect and trust ▪ Lead by example 	<ul style="list-style-type: none"> ▪ Further support and communicate with teachers about their needs
3. Curriculum and Assessment	<ul style="list-style-type: none"> ▪ Unique design ▪ Able to cater for the needs of students ▪ Curriculum design based on background and diversity of the student body ▪ Formative assessment strategies used effectively across key learning areas 	<ul style="list-style-type: none"> ▪ Further develop the Chinese Curriculum to accommodate students with diverse Chinese Language learning foundations ▪ Explore new curriculum and pathways for students with average academic performance
4. Learning and Teaching	<ul style="list-style-type: none"> ▪ Student-centered learning approaches and Assessment for Learning techniques adopted ▪ Teachers willing to try different new teaching strategies ▪ Intellectual character dispositions 	<ul style="list-style-type: none"> ▪ Promote “Effort Matters”



	becoming embedded in curriculum and daily operations	
5. Student Support	<ul style="list-style-type: none"> ▪ Unique and effective pastoral care system ▪ Dedicated Student Support Team to work with students with special learning needs ▪ School’s mission and core values well integrated into daily experiences of students 	<ul style="list-style-type: none"> ▪ Continue to strengthen values education ▪ Strengthen organizational skills of junior form students ▪ Further encourage students to seek help when facing challenges
6. Partnership	<ul style="list-style-type: none"> ▪ Strong networks with the local community ▪ Students actively support local and global community events 	<ul style="list-style-type: none"> ▪ Continue to strengthen collaboration between parents, teachers, students and alumni
7. Attitude and Behaviour	<ul style="list-style-type: none"> ▪ Students enjoy being members of the YHKCC ▪ Students are energetic, pleasant and friendly ▪ Students are generally caring and willing to offer help, and possess positive values and attitudes 	<ul style="list-style-type: none"> ▪ Continue to nurture students to be well-mannered, internationally minded, “glo-cal” citizens with strong cultural identities
8. Participation and Achievement	<ul style="list-style-type: none"> ▪ High participation rates in sports, music, performing arts, visual arts and other ECA activities 	<ul style="list-style-type: none"> ▪ Further discover and develop students’ potential in various areas ▪ To continue to develop student’s



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	<ul style="list-style-type: none">▪ Significant improvement in academic performance▪ Students always willing to serve▪ Students are caring and supportive	interests and potential
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III. SWOT Analysis

Strengths

- An international and multi-cultural environment provides students with plenty of opportunities to understand and appreciate different cultures
- The Christian ethos and values provided by the school and teachers provide a clear direction for educating and nurturing students
- The school's five core values are well integrated into the daily lives of students
- The School Sponsoring Body and the School Management Committee is very supportive of the school leadership and management
- A dedicated teaching team, which is devoted to educating and nurturing students to learn and grow in an international environment
- Small class sizes and a low teacher-student ratio
- A wide range of subjects offered under both Hong Kong (HKDSE) and British Curricula (IGCSE and GCE A-level) catering for different further study paths and career needs of students
- An extensive pastoral care system with two class teachers per class in Forms 1 to 4 and two Heads of Year per year group, led by two Leadership Team members, and supported by two Social Workers, an Educational Psychologist, a SEN Coordinator and a EAL Coordinator, providing in-depth and all-round support for students' growth
- An open-minded and transparent management culture encourages teachers and students to further participate in school management and operations
- Students enjoy studying in the school, participating in different extra-curricular activities and are always proud to be part of the YHKCC community
- A well-resourced green school campus facilitates different kinds of learning activities



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Weaknesses

- Academic departments and teachers spend a lot of effort reviewing and updating teaching materials and learning activities due to the ever-changing curricula and syllabi
- The physical location of school could hinder further support for students who desire a YHKCC education, but live a long distance away
- Limited indoor areas may affect some learning programmes, especially during adverse weather conditions
- Some government rules and regulations hinder the school from further developing the appropriate curriculum to cater for the needs of our students

Opportunities

- The multi-cultural environment creates a platform for students to gain additional learning and life experiences from peers, staff and involvement in school programmes
- The strong English standard of students, the multi-cultural setting and the variety of curricula offered make the YHKCC unique in the Tung Chung area and even in Hong Kong
- An increasing number of parents and families are interested in a truly international style learning environment
- The flexibility of the DSS system provides the school with the opportunity to formulate various creative strategies to educate students
- The DSS system offers the school autonomy in terms of student admissions, staff recruitment and curriculum design
- The unique nature of the YHKCC attracts an increasing number of visitors, including students and teachers from overseas, mainland China and the local community
- New developments in Tung Chung and Lantau will certainly improve the transportation system around the school and



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bring in additional potential students

Threats

- New EDB guidelines for DSS schools are gradually tightening the autonomy and flexibility of operations in DSS schools
- The decrease in the birth rate in Hong Kong and the current EDB policy has restricted the school from expanding further; the school could admit more students who desire an international style education
- The turnover of students due to family relocation as the result of pandemic and the social movement in Hong Kong



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C. MAJOR CONCERNS FOR 2020/2021 – 2022/2023

1. To continue to enhance teaching and learning effectiveness
2. To refine and improve the 21st century relevant curriculum
3. To incorporate the key elements of character education and wellbeing into the YHKCC curriculum



D. School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale			General Outline of Strategies
		20/21	21/22	22/23	
1. To continue to enhance teaching and learning effectiveness	<ul style="list-style-type: none"> Strengthen student’s ownership of their learning as well as learning skills 	✓	✓	✓	<ul style="list-style-type: none"> Embed the YHKCC Learner Profile into the curriculum and daily life Promote a new concept—“Effort Matters” Focus on students’ responsibilities in learning Further promote a Growth Mindset
	<ul style="list-style-type: none"> Continue to refine and strengthen professional development to cater for the needs of staff 	✓	✓	✓	<ul style="list-style-type: none"> Refine the current staff development programme Design a programme to support newly qualified teachers Introduce training for middle/senior leaders Further promote external and worldwide online training <p>Arranged inter-school professional exchanges</p>



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	<ul style="list-style-type: none"> ▪ Explore new pathways and curricula to support students who are struggling in both HKDSE and GCE A-level 	✓	✓	<ul style="list-style-type: none"> ▪ Introduce vocational focused courses/programmes ▪ Support the students concerned to make better plans for their future career or further study ▪ Review and refine the current careers counselling service
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Major Concerns	Targets	Time Scale			General Outline of Strategies
		20/21	21/22	22/23	
2. To refine and improve the 21st century relevant curriculum	<ul style="list-style-type: none"> Embed the intellectual character dispositions in the YHKCC Learner Profile into the pastoral curriculum 	✓	✓	✓	<ul style="list-style-type: none"> Incorporate intellectual character dispositions into the curriculum and daily lessons Review and restructure the PSHE Curriculum Reward students who well demonstrated the learning dispositions
	<ul style="list-style-type: none"> Embed the intellectual character dispositions in the YHKCC Learner Profile into extra-curricular activities and service education 	✓	✓	✓	<ul style="list-style-type: none"> Set clear direction and expectations for ECA clubs Incorporate intellectual character dispositions in training sessions and meetings. Integrate intellectual character dispositions into leadership training and service education



Major Concerns	Targets	Time Scale			General Outline of Strategies
		20/21	21/22	22/23	
3. To incorporate the key elements of character education and wellbeing into the YHKCC curriculum	<ul style="list-style-type: none"> Further introduce and embed the concept of Positive Education 	✓	✓	✓	<ul style="list-style-type: none"> Strengthen the promotion and education Review and refine the PSHE curriculum
	<ul style="list-style-type: none"> Review and refine student activities to include student wellbeing elements 	✓	✓	✓	<ul style="list-style-type: none"> Promote wellbeing through spiritual activities Set-up corresponding ECA clubs and activities to support this direction Encourage students to share their views and thoughts on wellbeing matters
	<ul style="list-style-type: none"> Raise the awareness of students, staff and parents 	✓	✓	✓	<ul style="list-style-type: none"> Offer professional development opportunities, including inter-school professional exchanges and sharing Communicate the rationale with students and parents through displays, assemblies and emails