



# School Development Plan 2023/24 – 2025/26

# SCHOOL DEVELOPMENT PLAN 2023/24 – 2025/26

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# YMCA of Hong Kong Christian College

## A. VISION, MISSION, VALUES, SCHOOL 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.

## Five Core Values



## School Motto & Scripture

**Fides et virtus**  
(Faith and Strength)

School Motto 校訓

篤信 剛毅

YMCA of Hong Kong Christian College  
Fides et Virtus

**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 OF SCHOOL PERFORMANCE

The effectiveness of the School Development Plan in the cycle of 2020/21 – 2022/23 is described in the table below.

Major Concerns & Targets	Extent of the Target Achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up Action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p><b><u>Major Concern 1: To continue to enhance teaching and learning effectiveness</u></b></p> <p><u>Targets:</u> Strengthen student’s ownership of their learning as well as learning skills.</p> <hr/> <p>Continue to refine and strengthen professional development to cater for the needs of staff.</p> <hr/> <p>Explore new pathways and curricula to support students who are struggling in both HKDSE and GCE A-level.</p>	<p>Partly achieved</p> <hr/> <p>Fully achieved</p> <hr/> <p>Fully achieved</p>	<p>Effort matter is incorporated as part of the school culture.</p> <hr/> <p>Academic year theme is incorporated as yearly routine work.</p> <hr/> <p>Incorporated as routine work.</p>	<p>More students have been working hard and taking greater ownership of their learning.</p> <hr/> <p>More promotion of EDB, CPD across subjects can be done, e.g. SEN training.</p> <hr/> <p>Career planning and lessons have been developed, more comprehensive careers programmes developed.</p>
<p><b><u>Major Concern 2: To refine and improve the 21<sup>st</sup> century relevant curriculum</u></b></p> <p><u>Targets:</u> Embed the intellectual character dispositions in the YHKCC Learner Profile into the pastoral curriculum.</p>	<p>Partly Achieved</p>	<p>Need to further enrich it so it can be applied in daily lessons. Reward systems can be developed further.</p>	<p>PSHE curriculum, Student Reflection Booklets are reviewed and restructured based on the five core values and intellectual character dispositions.</p>

Embed the intellectual character dispositions in the YHKCC Learner Profile into extra-curricular activities and service education.	Partly Achieved	Incorporated for student leadership training, Forms 3 & 4 service trip. Other character dispositions need to be further developed in coming years.	
<p><b><u>Major Concern 3:</u> To incorporate the key elements of character education and wellbeing into the YHKCC curriculum.</b></p> <p><u>Targets:</u> Further introduce and embed the concept of Positive Education.</p>	Partly achieved	Positive Education was introduced but not embedded. Further training and development to embed the elements in subject lessons and school events for the whole school approach.	ECA & devotions programmes are reviewed and refined. Evaluations of wellbeing activities with students.
Review and refine student activities to include student wellbeing elements.	Fully achieved	Incorporated as routine work.	
Raise the awareness of students, staff and parents.	Partly achieved	More training sessions for support staff and more explicit PERMA links from class teacher activities and everyday lessons (e.g. affirmations for improvement, achievements, building relationships and positive emotions).	Awareness is increased for teaching staff and only for some students and parents.

## C. SWOT ANALYSIS

### Strengths

- A rich international and multicultural environment
- Strong Christian ethos and five core values for nurturing and educating students
- Highly diversified student body and teaching staff
- Strong English-speaking learning environment cultivates high English standard
- Dual curriculum in Forms 5 & 6 – Hong Kong Stream (HKDSE) & International Stream (GCE A-level)
- Small class sizes with low teacher to student ratio
- Extensive and comprehensive pastoral system and student support team
- Caring, dedicated and passionate teaching staff with a growth mindset
- A wide range of extracurricular activities and sports teams to unleash students' potential
- International style education at an affordable cost
- One-to-one MacBook programme facilitates teaching and learning and exposure among teachers and students
- Many opportunities for students to learn outside of the classroom, e.g. field trips, Life-wide Learning camps, retreats, wellbeing workshops, etc.
- Comprehensive staff development programme, supporting staff at all stages in their career development
- The teaching team is a strong learning community
- Teachers are willing to learn and exchange different ideas of teaching and learning
- Teachers are pretty well equipped in IT
- Strong relationships and connections with both the local and international schools and organizations in Hong Kong and globally
- Students are generally energetic, positive and eager to learn
- Students, teachers and parents are open minded
- A well-resourced campus environment equipped with excellent facilities, e.g. multi-purpose pitch, Trinity Hall, STEAM lab, subject rooms, etc.
- Wide range of school functions and student activities along the calendar year, e.g. International Fun Fair, Life-wide Learning Camps, Service Outreach Trips, Work Experience, Sports Night, Musical, etc.
- Promotion of student well-being and positive education
- Students and staff enjoy learning and working in the school environment
- Excellent performance in areas such as sports, e.g. football and cheerleading, which enhances the reputation and the uniqueness of the YHKCC
- Dedicated staff in the Student Support Team provide individual support to students with specific learning needs

### Opportunities

- Multicultural environment provides a platform for students to gain additional learning and life experiences



- Flexibility of DSS system offers the school autonomy in terms of student admission, staff recruitment and curriculum design
- Dual curriculum (HKDSE & GCE A-level) caters for the study needs of different students
- Increasing demand from parents and students for a happy, multicultural and caring school
- New developments in Tung Chung and ‘Lantau Tomorrow’ will improve transportation systems, bring in more potential students and enhance quality intake of student admissions
- New community projects in Lantau bring in new learning resources and connections for learning outside the classroom
- International travel is opening, so we can reconnect with overseas service providers and provide overseas learning opportunities
- A growing alumni network to support school development through sharing work experience and work experience placements
- Rapid development of online communication and collaboration brings more online resources and channels of communication to the school; students, teachers and parents have more ways to learn, collaborate and communicate
- Resumption of school offers the platform and opportunities for the school to showcase its uniqueness and characteristics to the wider community
- Collaboration with the primary schools in terms of curriculum development and well-being
- Establish closer ties with EDB curriculum development sectors by joining more professional development
- A dedicated Educational Psychologist works for the primary and secondary school facilitating better support for students with specific needs

### **Weaknesses**

- A great deal of time and effort trying to keep up with ever-changing curriculum and policies
- Limited indoor areas may affect learning during adverse weather conditions
- Very limited training opportunities for non-Chinese speaking staff
- Challenging to employ suitable teaching staff with relevant experience

### **Threats**

- New guidelines/limitations placed on DSS schools reduces operational flexibility and adversely impacts the unique characteristics of the school
- Decrease in the birth rate in Hong Kong and relocation of families outside Hong Kong results in the decrease in the number of students eligible for secondary education; lower admission applications may affect the quality of student intake; turnover of students in senior forms due to relocation plans or studying overseas
- Lower number of students decreases the financial resources available to be deployed for school operations

## **D. SCHOOL SELF-EVALUATION**

Based on reflection against the seven learning goals, a self-evaluation was conducted to review how good the school is in fostering whole-person development and lifelong learning of students.



## **1. Students' performance in achieving the seven learning goals**

Students are enthusiastic and motivated learners who actively participate in classroom activities and display confidence in their learning. They have a serious attitude towards learning and are committed to self-directed learning, often volunteering opinions and responding enthusiastically. Students demonstrate their ability to utilize various learning strategies and resources, including information technology, to enrich and support their learning. They have also developed some reading habits and reading strategies. Additionally, students possess essential academic skills such as comprehension, analytical thinking, and the ability to connect ideas across different subjects. They are capable of grasping key learning points and effectively applying their knowledge and skills in various contexts. Communication skills are a strength, with students being able to express themselves clearly and collaborate with their peers in problem-solving. They take their assignments seriously, ask questions when clarification is needed, and actively seek feedback to identify areas for improvement. The HKDSE examination results were comparable to the previous year, with a slight increase in the percentage of students achieving higher levels. The GCE A-level and IGCSE results exceeded expectations, with a significant proportion of students achieving top grades. Students actively participate in a wide range of academic-related pursuits and perform well in them.

Students' moral character, including love, respect, integrity, and honesty, is well-developed. They understand the importance of social harmony, civic obligations, and national identity. Students demonstrate ethical use of information and information technology. They have developed self-management skills related to maintaining a healthy lifestyle, emotional stability, and stress management. The majority of students are very well-behaved and self-disciplined. The school offers a diverse range of extra-curricular activities, including clubs, teams and societies, providing opportunities for holistic development. Leadership bodies such as the Student Council, Student Ambassadors and Prefects, play an essential role in developing student voice, welfare and discipline. Inter-house activities, annual sports events and cultural showcases contribute to a vibrant school community. Students participate in experiential learning activities, such as Life-wide Learning Week and Enrichment Week, as well as retreats, service outreach and work experience. The International Fun Fair enables students to showcase their talents and cultural diversity. Inter-school competitions in academics and sports provide further opportunities for students to excel. Students have achieved excellent results in sports competitions. Most students are within the acceptable weight range, indicating a focus on promoting physical wellbeing. Students regularly participate in National Security Education activities, including flag raising ceremonies and visits to cultural sites. They show an awareness of the importance of national and global identity. The school's emphasis on holistic development, including leadership opportunities, experiential learning, and inter-school competitions, contributes to a well-rounded educational experience for students.

## **2. Enrichment of students' learning experiences for whole-person development and lifelong learning**

The school has distinct characteristics aligned with its vision, mission, and goals. The five core values – build a community that cares, act with integrity, serve one another in love, be responsible, respect ourselves and others – are incorporated into the very fabric and culture of the school, and serve as the foundation of all school rules. Whenever students demonstrate one of these core values, a “values postcard” is sent home. The

school consistently references these values in PSHE lessons and assembly talks. The school also promotes the development of 14 intellectual character dispositions, including empathy, resilience and collaboration, which are beneficial for students throughout their lives.

The school actively supports students' development by providing student support services to cater for specific needs, including School Social Workers, Educational Psychologist, SEN Team, and EAL Coordinator. Additionally, the school offers multiple opportunities for students to enhance their leadership skills by participating in groups such as Prefects, Student Ambassadors, Student Council, House Committees and Academic Scholars. The school places importance on fostering inter-personal skills and attitudes among students, including respect for others and empathy. The school has a positive school climate with harmonious relationships among staff members who cooperate happily. Both staff and students perceive teacher-student relationships to be very good, and students view their relationships with peers positively. Overall, students generally like the school and consider it a caring place. Parents' views of the school climate are even more positive, although there is room for improvement in terms of parent education to support students' holistic development. The school actively facilitates the work of the Parent-Teacher Association (PTA). Efforts can be made to further engage parents in supporting the school's development. Various channels are provided for parents to express their opinions, including Parent-Teacher Conferences, Coffee Mornings, SEQTA Direct Messages and phone calls. The school aims to respond to parents' inquiries within 24 hours and takes concerns seriously, thoroughly investigating them as necessary. Parents are encouraged to reach out to Class Teachers as the primary point of contact, but concerns are escalated when appropriate.

Students have participated and received awards in various national security education competitions at different levels, including inter-school, tertiary and national competitions, including Champion in the first Inter-school Chinese History Competition, a merit award in JPC's Flag Raising Competition, excelling in the Online General Knowledge Quiz of Chinese National Day, and being honored with a merit award in the 13th National Chinese Teenager Dubbing Competition (Hong Kong Division). The school has established strong connections with sister schools in China, maintaining these relationships even during the pandemic. Students have engaged in a pen friend programme with one of the sister schools, and plans for exchange programmes in the upcoming academic year are underway. With the support of alumni, the school has successfully guided students in exploring future studies and career planning through events like alumni fairs, career talks, and information evenings.

### **3. Continuous improvement and development for students' whole-person development and lifelong learning**

The school has implemented the P.I.E. cycle (Plan, Implement, Evaluate) in its operations, aligning with Hong Kong's educational aims and learning goals. They have fostered a culture of evaluation after major school events/programmes, collecting suggestions and views for review. Evaluation findings are incorporated into relevant plans to enhance transparency. Senior staff members provide input and suggestions during the planning phase, creating a collaborative decision-making process. The school aims to improve transparency and collaboration among subject panels and committees for effective implementation of school plans. Clear targets focused on students' learning outcomes will be set in the next School Development Plan (SDP) and Annual School Plan (ASP). Empowering senior staff and enhancing accountability will ensure development goals

are on track. Additional training for senior teachers is required to understand the enhanced accountability framework, improving planning, coordination, and monitoring functions. The school promotes professional exchanges and supports teachers' professional development, particularly in teaching and learning. The need for a more detailed evaluation of teaching is emphasized, so as to identify areas for improvement in academic performance, specifically students' learning outcomes in public examinations.

The school places great importance on whole-person development and encourages students to participate in extracurricular activities, sports, music, drama and arts to develop and showcase their talents. Parents have a positive view of the school climate and acknowledge the support provided for student development. The school plans to review programmes related to students' growth, including physical and mental development, making friends and life skills.

In terms of lifelong learning, some students struggle with applying learning strategies, such as pre-learning or utilizing online resources and lack self-discipline. The school recognizes the need for guidelines and further support to help students develop the necessary skills for independent learning. Additionally, the school acknowledges that the reading atmosphere could be strengthened and intends to review reading programmes and the effectiveness of reading lessons.

The main areas for further development are as follows:

### **1. Students' needs**

With reference to the review, the school is strengthening the promotion of national and global identity. In addition to promoting Chinese culture, the school aims to further nurture informed and responsible citizens with a sense of national identity as well as respecting students with different cultural backgrounds. We also aim to further nurture our students to be independent and resilient learners. The school will continue to develop the 14 intellectual character dispositions (generic skills) to equip and prepare students for the ever-changing workplace. The STEAM curriculum will be reviewed for junior forms to strengthen their knowledge and foundation for future development. There have been very limited opportunities for students to get overseas exposure over the past few years due to the pandemic. With the resumption of school, the YHKCC aims to provide a wider variety of academic and non-academic learning experiences in Hong Kong, China and overseas, including more cultural exchanges, study trips, excursions and visits to enrich students' learning. To further promote a healthy lifestyle, the school will continue to explore different sports and promote participation in physical activities. Further efforts will be made to reduce screen time and cultivate stronger reading habits, as well as help students develop the skills needed to cope with exam-related stress and learn how to effectively manage their time. Students also need to strengthen their study skills in terms of regular consolidation of learning and acquire the required skill sets for success in public examinations.

### **2. School's capacity for continuous improvement and development**

The comprehensive staff development programme builds and expands teachers' pedagogical expertise and enriches learning experiences in the classroom. Teachers have spent the past two years exploring how to further develop Rosenshine's Principles of Instruction and they regularly share good practice in department meetings and weekly whole staff "hotspots". A strong growth mindset culture has been established and teachers are keen to improve. As a result, teachers often try out new teaching strategies and methodologies in their classrooms. The school has also worked hard to create a supportive culture in which teachers can receive positive and encouraging feedback on areas for further development. Teachers embrace the idea that they can always improve and set themselves annual targets in the Teacher Development Plan so they can learn and grow. Recognizing the value and importance of investing in staff development, the school sets aside resources for participation in staff development programmes related to teaching and learning, special educational needs, positive education and other leadership courses to further promote professional development. Time is allocated in the timetable for various staff development programmes including a mentorship programme for new teachers and cross-curricular groups which work collaboratively to further develop a range of areas related to school priorities. The staff development programmes will advance the skills of teachers and thus enhance effectiveness of teaching and learning. In addition, the diverse, multicultural nature of the teaching staff provides unique opportunities for the sharing of good teaching practices from different countries. There is a healthy mix of quality, experienced staff and new, enthusiastic teachers, which serves to promote and stimulate continuous improvement.

### **3. Development priorities of school for enhancing the whole-person development and lifelong learning**

The school has three priorities for enhancing whole-person development and lifelong learning. The first priority is to improve the academic performance of students by further consolidating learning. The school will help students develop the required study skills to consolidate what they have learned and apply their knowledge and skills in formal assessments. In addition, the school aims to help students to acquire the skill sets needed to become independent and resilient learners, and thus become lifelong learners. The second priority is to reinforce the CARES principles and nurture global responsible citizens, as well as equipping learners with important generic skills (i.e. 14 intellectual character dispositions or learning dispositions) that will enable them to be successful in the world of work of tomorrow. The core values of the school are demonstrated through students' behaviour and interactions with other people, including members of the public, and the school will continue to prioritize character education. Having developed an understanding of wellbeing based on the PERMA model, the third priority is to further embed elements of positive education in daily school life. i.e. in lessons, in extra-curricular activities and school activities/events, as this will also help shape positive character traits.

## E. MAJOR CONCERNS OF THE 2023/24 – 2025/26 SCHOOL DEVELOPMENT CYCLE

Based on the above holistic review of school performance, the major concerns in order of priority are:

1. To enhance the academic performance of students and nurture independent learners.
2. To nurture responsible citizens in accordance with the CARES principles.
3. To enhance the wellbeing of members of the YHKCC community consistent with the PERMA model.

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To enhance the academic performance of students and nurture independent learners.	<ul style="list-style-type: none"> <li>▪ To strengthen the consolidation of students' learning.</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>▪ Actively teach effective learning strategies, including retrieval practice and spaced practice</li> <li>▪ Develop metacognition strategies, and embed into reflective practices</li> <li>▪ Develop rubric for self-assessing reflectiveness</li> <li>▪ Systematic and targeted development of exam skills</li> <li>▪ Provide sufficient opportunities for completing whole past papers with feedback</li> <li>▪ Allocate time for deliberate practice in every lesson</li> </ul>	B, I, L
	<ul style="list-style-type: none"> <li>▪ Ongoing improvement in Students academic results in public examinations</li> </ul>	✓	✓	✓		
2. To nurture responsible citizens in accordance with the CARES principles.	<ul style="list-style-type: none"> <li>▪ To further develop students' resilience and integrity.</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>▪ Further incorporate National Security Education into the curriculum to raise awareness, and instill a sense of civic responsibility and patriotism.</li> <li>▪ Further develop resilience and integrity through reflection.</li> <li>▪ Further reinforce integrity and reflectiveness among Student Leaders through training sessions and Code of Conduct.</li> <li>▪ Further develop resilience, integrity and sportsmanship of sports</li> </ul>	G, H, N
	<ul style="list-style-type: none"> <li>▪ To further develop students' persistence, ambition and focus</li> </ul>		✓	✓		

	<ul style="list-style-type: none"> <li>To further develop empathy, reflectiveness and initiative</li> </ul>			✓	<ul style="list-style-type: none"> <li>athletes.</li> <li>Embed mental health elements in the curriculum.</li> <li>Strengthen the support given by the Student Support Team.</li> </ul>	
3. To enhance the wellbeing of members of the YHKCC community consistent with the PERMA model.	<ul style="list-style-type: none"> <li>To develop students' positive values towards learning and personal development.</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Strengthen collaboration between Student Wellbeing and Student Support Teams.</li> <li>Implement a more personalized version of the Know My Students mental health programme.</li> <li>Enhance more collaborative wellbeing activities.</li> <li>Embed positive values and build team spirit.</li> <li>Celebrate students' achievements through weekly briefings, school events and the student learning portfolio.</li> </ul>	G, H, L

### **Key for Seven Learning Goals**

N: National & Global Identity

B: Breadth of Knowledge

L: Language Proficiency

G: Generic Skills

I: Information Literacy

L: Life Planning

H: Healthy Lifestyle