

YMCA OF HONG KONG CHRISTIAN COLLEGE
ANNUAL SCHOOL IMPROVEMENT PLAN
2011 – 2012

MAJOR CONCERNS

1. The relentless pursuit of higher academic standards.
2. Continued cultivation of the YHKCC model of rounded education to further develop students' skills, qualities, engagement, leadership, resilience and responsibility.
3. Further improvement of school quality through the development of clear policies and procedures and consistent implementation.

VISION, MISSION & VALUES

Vision

We envision our school as 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 and the quality education process is based on the joint partnership among teachers, parents and students.

Mission

We are determined to develop our school based on the **CARES** principles where:

C stands for **CREATIVITY & CRITICAL THINKING**

We foster an environment that encourages the development of creativity and critical thinking.

A stands for **ACHIEVEMENT**

We believe that every student has gifts from God and potential for development and we aim to draw the best from the student in order to achieve his/her full potential.

R stands for **RESILIENCE & RESPONSIBILITY**

We help each student to develop resilience and responsibility: to stand strong amidst adversities and to act as a responsible citizen.

E stands for **ENGLISH PROFICIENCY, EMPOWERMENT & EXCELLENCE**

We empower our students and staff to strive for excellence through an English-speaking environment in school.

S stands for **SERVICE & SPIRIT**

We place special emphasis on community service to reflect the Christian spirit of service to the less advantaged and the least of the least.

Our Long Term Development Goal is to build an EMI learning and caring community with international flavour which caters for international as well as local students. We aim to help students excel in education in terms of added value and critical learning.

Statement of Values

In our daily interactions with every member of the school community – students, colleagues and support staff – we will endeavour to:

Build a community that cares

Value each and every person equally and treat everyone fairly and justly.

- *Work together and recognize that every individual has something to contribute: “None of us is as good as all of us!”*
- *Encourage one another to build on previous achievements and praise positive steps in the right direction.*
- *When mistakes are made, try to discover the reasons why, empathize and take reasonable and appropriate action.*

Serve one another in love

- *Care for each other in very practical ways.*
- *Adopt an attitude which continually asks, “How can I help you?”*

Respect ourselves and others

- *Celebrate our different cultures.*
- *Respect each other’s points of view, opinions and beliefs, and tolerate our differences.*
- *Don’t hold grudges and forgive each other quickly.*

Be responsible

- *Take full responsibility for all that we say and do.*
- *Make carefully considered decisions and follow through with determination.*
- *Be reflective and committed to ongoing personal and professional improvement.*

Act with integrity

- *Strive for professional excellence at all times.*
- *Recognize and fulfill our vocational responsibility as stewards of students’ potential.*
- *Protect the children who have been placed in our care.*
- *Be a role model and ensure that our words and actions are consistent.*
- *Do not listen to or spread gossip about students or colleagues.*

These values can be summed up in the **golden rule**, first expressed more than 2,000 years ago by Jesus, who said, “*In everything, do to others what you would have them do to you.*” (Matthew 7:12, New International Version.) Or, as expressed in The Message version, “*Here is a simple, rule-of-thumb guide for behaviour: Ask yourself what you want people to do for you, then grab the initiative and do it for them. Add up God’s Law and Prophets and this is what you get.*”

Major Concern 1	<i>The relentless pursuit of higher academic standards.</i>					
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
A. Improve public examination results	Together with department heads, set expected / target grades for each subject / student at Form 6 and 7 – the baseline information (such as passing rate and credit rate of previous exam results) will be referred to and an improvement is set for this year's target. Discuss with HoDs at least once every month w.r.t. their subject teachers' or students' preparation for the exams.	Improved public exam results, and results achieving expected / target grades	HKDSE and HKALE results	Oct 2011: Targets set Sep 2011 – Apr 2012: monthly meeting with HoDs Jul 2012: Review of HKDSE & HKALE results	AC, KN, HoDs	
B. Further improve quality of Learning and Teaching	Consolidation of last year's strategies, including continuing regular CPD, Student-Centered Teaching and Learning, Collaborative Lesson Planning and Peer Observation.	Improved student participation in lessons and learning, improved classroom discipline	Lesson observations	Sep 2011 – Jun 2012: regular observations of lessons by HoDs and APs	AC, AJH, HoDs	
	External assessment of quality of learning and teaching.	Improved quality of learning and teaching observed	Lesson observations	Jan 2012 – Mar 2012	AJH	Consultant fees: David Coles, Archie McGlynn
	Introduce Mentoring Programme for newly qualified and less experienced teachers.	Improvements made in classroom management skills and teaching quality	Lesson observations	Sep 2011 – Jun 2012	BR, AJH	
	Introduce an annual Teacher Development Plan to focus on specific	Teachers set SMART targets	Teacher Development	Sep 2011 – Jun 2012	AJH, APs, HoDs	

	areas for development, provide time for regular reflection on progress made towards achieving targets and discussion / evaluation of strategies with HoDs.		Plans completed and evaluated by Staff Development Committee			
	Regularly seek students' input regarding the quality of learning and teaching.	Students surveyed	Teachers' self-reflection in appraisal documentation	By semester	AJH, Staff Development Committee	
	Introduce Cause for Concern – Academic/Pastoral slips to closely monitor students' progress and provide more timely intervention as necessary. Engage HoDs / HoYs in the process of developing strategies to address particular needs and mentoring Subject Teachers	Problems identified Appropriate and effective strategies implemented	Teacher's feedback	Oct 2011 – June 2012	AC, AJH, DSW, DL, HoD & HoY	
C. Further develop the second language curriculum	Improve the Elementary Chinese curriculum by developing school-based teaching materials and provide training for staff.	Tailor-made teaching materials and improved quality of teaching	Students' performance in exams (HKDSE, IGCSE – OL)	Per semester: Evaluation and follow up	KN	NCS Funding
	Continue to support and encourage the other languages learning in school including French, Spanish and Japanese.		Lesson observation		KN	DLG (OL) Funding
D. Further develop the GCE curriculum	Consult teachers and students regarding changes to the GCE curriculum, e.g. adding new subjects, changing to Edexcel syllabuses in certain subjects.	Appropriate subjects and syllabuses selected	Survey	Oct 2011 – Jan 2012	AJH	
E. Raise standards through	Students from higher forms act as mentors to lower form students who	Improvement in responsibility and	Report card and exam	2012–2013 report card	SSW, F.5 HoYs,	Possibly extra budget for

introduction / development of peer mentorship	<p>might struggle in a particular area.</p> <p>A further expansion of the ‘mentorship tutoring programme’, based on the model of the exam tutoring programme which has proved successful in F1 and F2.</p>	<p>leadership skills of the students from higher forms</p> <p>Higher level of engagement on the part of younger students along with an improvement in academic standards</p>	<p>results</p> <p>Feedback from the students involved as well as from their teachers</p>	<p>and examination results release day</p>	<p>F.1 and F.2 HoYs, DSW, DL</p>	<p>mentorship tutoring programme</p> <p>Rooming</p>
F. Focus on target grades, self-reflection and target setting as a means of students taking ownership of their learning	<p>Include an extra section for each semester in Student Handbook / diary / planner to include:</p> <ul style="list-style-type: none"> ▪ Target grades for each subject ▪ Space for self-assessment ▪ Area for target setting and review 	<p>Students become familiar with their grades and the skills/ knowledge to be developed to improve and achieve their target grades</p> <p>Students take greater responsibility for their learning and development</p>	<p>Feedback given in Student Handbook</p> <p>Improved standards – school reports and students achieve their targets</p>	<p>Start Term 1, evaluate at the end of Semester 2</p>	<p>HoY, DSW, DL</p>	<p>New section for handbook</p>
G. To raise students’ and parents’ academic awareness through further development and enhancement of school	<p>To enhance the communication between students, parents and teachers through the new electronic platform – VLE. Collect feedback from the users after the first two months of implementation and further improve the modules and systems.</p>	<p>VLE launched</p>	<p>Feedback from various users and administrator</p>	<p>End of first semester</p>	<p>DC, PC, IT Staff</p>	

facilities						
	To complete the ongoing construction projects in order to provide the students and teachers a specialized learning and teaching area and necessary materials.	60% completion of the scheduled construction work	Report from corresponding architects and quantitative surveyors	Aug 2012	DC, AP, RSE, BSE and other professionals	
H. To raise students' academic awareness through various exchange programmes	To arrange joint academic programmes with schools in Hong Kong and overseas. Students could benefit from the interaction with other students with various learning experiences.	At least three joint school programmes organized	Feedback from participating teachers and students	Aug 2012	DC, CCT, Academic Committee	
I. To improve the reporting system	To introduce the rationale and ideas of the new reporting system to different academic departments.	New reporting system introduced to each department	Feedback from LT, HoDs, Subject Teachers	Jul 2011	DL, MR	Proposal of new report system
	To provide a consultation period for the new reporting system.	Consultation period given and modifications are made	Feedback from LT, HoDs, teachers	By semester	DL, MR	Proposal of new report system
	To modify the implementation plan and format of reporting system with reference to teachers' feedback.	Implementation plan and format of the new reporting system are modified	Feedback from LT, HoDs, teachers	Aug 2011	DL, MR	Teachers' feedback and suggestions
	To develop the new reporting system using the VLE, Student Progress Reports and Examinations Reports.	The new reporting system is in place	Feedback from students, teachers and parents	By semester	DL, MR	VLE system, student data, reference tables
	To implement the new reporting system in stages: <ul style="list-style-type: none"> ▪ Student Progress Report ▪ Student Teacher Conference Day 	Each stage completed by the designated deadlines	Feedback from teachers, deadlines are met	Sep 2011 – Jul 2012	DL, MR	VLE system, student data, reference tables

	<ul style="list-style-type: none"> ▪ Create subject comment bank at different timeslots ▪ Produce level descriptors for every subject 					
I. To provide time for teachers to implement the new reporting system	To split the development of the new report system into different stages throughout the academic year.	Implementation is split into different stages	Feedback from teachers	By semester	DL, MR	Staff development throughout the academic year
	To provide time for teachers to work on the subject comment banks.	Time provided	Feedback from teachers	Dec 2011	DL, AJH	13 Oct 2011
	To set different deadlines for different forms to submit the subject comment banks.	Different deadlines are set	Deadlines are met	Dec 2011	DL, MR	
	To set different deadlines for different forms to submit the level descriptors.	Different deadlines are set	Deadlines are met	Dec 2011	DL, MR	
J. To ensure the new reporting system is developed smoothly	To give the timeframe of the development of the new reporting system at the beginning of the school term.	Timeframe provided to teachers	Feedback from teachers	Aug 2011	DL, MR	VLE Student, Student Data
	To provide training for all staff on the use of the VLE system.	Training provided. Teachers can input the data successfully	Feedback from teachers	By semester	DL, MR	VLE system, student data, reference tables
	To remind teachers regularly different deadlines.	Reminders given	Deadlines are met	By semester	DL, MR	
	To provide support to teachers in an efficient way.	Support given	Feedback from teachers	By semester	DL, MR, IT department	
K. To give more feedback on teaching and learning	To organize Student Teacher Conference Days in each semester.	Student Teacher Conference Days held smoothly and successfully	Feedback from students and teachers	By semester	DL, MR	Student Progress Report, Student Reflection Sheet
L. To extend the use of	To introduce MidYIS benchmark testing in F.1 – F.3, YELLIS	MiDYIS and YELLIS Tests are	Feedback from teachers	Sept, 2011	DL, MR	Online benchmark tests

benchmark testing	benchmark testing in F.4	carried out and data is generated				in computers, support from CEM in Durham University
M. To improve the understanding of benchmark data	To share the fundamental meaning of the data with staff through staff development sessions.	Staff understand the fundamental meaning of the data provided	Feedback from teachers	Oct 2011	DL, MR	
N. To further develop the use of benchmark data	To use the F.2 MidYIS data as a reference for subject selection in F.3.	Data generated for students	Feedback from students, parents and teachers	Apr 2011	DL, MR	Benchmark data
	To use the benchmark data as a reference for target grade setting.	Target grades are set for students	Feedback from students, teachers and parents	By semester	DL, MR, Academic Committee	Benchmark data
	To use the benchmark data as a reference to identify gifted and talented / SEN students and provide further support as necessary.	Talent/SEN students are identified and support is provided	Feedback from teacher in-charge	Sep 2011 – Jul 2012	KN, YY	Benchmark data
O. To continue to improve the quality intake of new students	To further refine the academic admission criteria.	Better quality intake of new students	Feedback from teachers	Sep 2011 – Jul 2012	DL, Admission Committee	Admission team
P. To raise students' academic expectations	To further develop and extend the use of Personal Best, including an exhibition of Personal Best assignments	Students complete Personal Best assignments for each subject, students' work exhibited	Evaluation by Academic Committee, feedback from teachers	By semester	AJH, DL Academic Committee	Personal Best certificates, files and boxes

Major Concern 2 <i>Continued cultivation of the YHKCC model of rounded education to further develop students' skills, qualities, engagement, leadership, resilience and responsibility.</i>						
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
A. Improve students' study and learning skills	Discussion with HoDs to determine the focused study and learning skills to be developed for different levels.	Improved learning among students	Feedback from Teachers	Sep 2011 – Jul 2012	AC, KN, HoDs	
	Cooperate with SGDS w.r.t PSE lessons, and introduce and consolidate learning / study skills in different levels.	Improved learning among students	Evaluation and follow by Academic Committee	Sep 2011 – Jul 2012	AC, KN, HoDs	PSE Lessons
B. Increase opportunities for students to present their academic work and achievements	HoDs to introduce different activities in different subjects to enable students to present good work.	Increased students' sense of ownership and achievement in learning	Evaluation and follow by Academic Committee	Sep 2011 – Jul 2012	AC, KN, HoDs	
C. Development of Student Voice / Student Council	<p>Encourage involvement from a wider group of students, e.g. more meetings open to students interested in Student Voice.</p> <p>Produce clearer structure for the Executive and the wider Student Council.</p> <p>Greater accountability expected of members of Executive.</p> <p>Timetable/schedule of meetings and vehicles of feedback to Heads of SGDS and Leadership Team.</p>	<p>Election of responsible, proactive Executive Committee</p> <p>See also 'Methods of Evaluation.'</p>	<p>Regular meetings with agendas, minutes and action points</p> <p>Proactive consultation with Heads SGDS and LT</p> <p>SC much more visible and a greater number of events held</p>	Start on 26 th . October – election day; improvements in place by Jul 2012	KH, DSW, DL	<p>A set budget for Student Council to help cover costs of promotion, etc.</p> <p>Time to attend SV conferences and for leadership training</p>

	<p>Greater visibility of SC and active promotion of the role of SV and SC in the school's development.</p> <p>In addition to casual dress days and raising money for charity, organize more events throughout the year.</p> <p>Continued involvement in SV conferences for Exec., SC and those showing interest in SV.</p>		<p>with wider student participation</p> <p>Positive feedback from Archie McGlynn on the participation of our team in conferences</p>			
D. To continuously provide additional sporting experiences for students	To provide a formal and systematic Cricket training to students who are interested in exploring cricket sports.	Cricket Team Setup	Feedback from T-I-C and students	Oct 2011	DC, MT, RM, CCT	\$65,000 for buying equipment
	To provide a formal and systematic Netball training to students who are interested in exploring cricket sports.	Netball Team Setup	Feedback from T-I-C and students	Oct 2011	DC, AO, NB, RM, CCT	\$40,000 for buying equipment
	To further enhance the student performance of the various existing sports teams through the better development of training schedule.	Improvement of students' performance and results	Results in Inter-School Competitions	Aug 2012	RM Sports Development Committee	
E. To further enhance students' sense of belonging and responsibility to the school by increasing their involvement	To restructure the composition of the House Committee and increase the number of students involve in organizing the House events.	New Structure setup	Performance and participation of students	Jun 2012	HT, Heads of House and House Captains	
	To review and revise the Inter-House Competition and House activities to ensure the events meet the students' expectation.	New Competition Events and Schedule	Students Participation Rates	Jul 2012	HT, Heads of House and House Captains	
F. To raise students' awareness and understanding	To organize cultural programmes to introduce the features of different country's festival through ECA clubs e.g. Japanese Cultural Club, Chinese	Events held	Feedback from students	Jul 2012	DC, TIC of corresponding ECA clubs	

of different cultures	Activities Club, etc.					
	To further increase the variety of activities and elements in the International Night. Students, parents and visitors will be able to meet experience cultural activities and traditional food of other countries	Events and Activities held	Feedback from participants	Dec 2011	DC, YY, KN, Marvis and Organizing Committee	
G. To consolidate various service programmes in order to develop and provide a systematic service learning opportunity to the students	To setup a Service Learning Committee to evaluate and further develop the service activities, e.g. flag selling, service outreach, in-school service.	Events held	Data comparison	Jul 2012	DC, YY, Service Learning Committee	
	To broaden opportunities for students in service learning by introducing different service activities.	Events held	Feedback from students and co-organizers	Jul 2012	YY, Service Learning Committee, Representative from co-organizers	

Major Concern 3 <i>Further improvement of school quality through the development of clear policies and procedures and consistent implementation.</i>						
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
A. Set clear language policy for newly admitted students (especially Form 1 students)	Set clear language requirements and policy for newly admitted students in consultation with the Language Department and the Admission Team.	Smoother procedure in arranging language and sets for new students	Language Policy included in Policy & Procedure Manual	Sep 2011 – Jan 2012	KN	
B. Improve examination procedures and processes	Refine examination procedures and processes and publish an Examination Handbook for staff.	Smoother procedure for internal exams, teachers have better understanding of procedures and processes of internal and external exams	Examination Policy updated in Policy & Procedure Manual, Examination Handbook produced	Sep 2011 – Jan 2012	KN, AJH, CT	
C. Introduce ‘student reflection’	Students are encouraged to write down any concerns, thoughts or areas of anxiety in a private reflection. Submit to Class Teachers / HoYs in a ‘drop box’.	Students share their thoughts with teachers in a non-threatening way	Boxes used by students	Nov 2011 – Jun 2012	DSW, DL, HoYs	A ‘drop box’
D. Improve implementation of effectiveness of homework and behavioural	Names of students receiving green / pink slips sent to Class Teachers and HoYs. Class Teachers discuss ways to improve organization, time management, behaviour, etc., with students who frequently / regularly receive slips.	Fewer slips given and a reduction in the number of students who repeatedly receive green / pink slips	Individual student records: number of slips received / sanctions given reduced	Nov 2011 – Jun 2012	DSW, DL, HoYs	Green slip and pink slip record sent to HoYs and Class Teachers

slips						
	Rewards given to students who reach target of no longer receiving green / pink slips.	Number of merits given for significant improvement on the part of individual students	Individual student records: number of slips received / sanctions given reduced	Nov 2011 – Jun 2012	DSW, DL, HoYs	
E. To continue to strengthen the HR policies in staff management	To further increase the transparency and communication in policy setting, and staff recruitment.	Policies established	Feedback from staff	Jul 2012	DC, LT	
	To further enhance the staff appraisal system by engaging inputs from various concerned parties.	System reviewed	Feedback from HoD, HoY, HoECA and LT	Dec 2011	DC, HoD, HoY, HoECA, LT	Appraisal Documents
	To review and revise the staff appraisal documents in order to provide a better and clear feedback to the staff concerned.	Forms reviewed	Feedback from staff	Jul 2012	DC, HoD, HoY, HoECA, LT	Appraisal Documents
F. To continue to strengthen operations in the Finance Division	To introduce a new electronic payment system to increase efficiency in collecting fees.	Octopus Kiosk setup	Occupancy Rate	Sep 2011	DC, Grace, Torrance, Finance Division	
G. To continue to raise the reputation of the school in the community	To fully utilize the new system to reduce the workload of staff in the Finance Division and workload of Class Teachers in collecting fees.	Octopus Kiosk setup	Occupancy Rate	Jul 2012	DC, Finance Division	
	To increase work efficiency by reorganizing the responsibilities of existing office staff.	New scheduled prepared	Work efficiency of staff concerned	Nov 2011	DC, Finance Division	50% Extra manpower
	To obtain external accreditation from	Accreditation	Accreditation	Sep 2011 –	DC, AJH, LT	

	various professional award bodies, e.g. CIS, Edexcel, ISO.	obtained	obtained	Jul 2012		
	To review existing marketing strategies in order to determine the most appropriate and cost effective marketing strategies.	Cost effective marketing strategies set	Cost Comparison	Nov 2011	DC, KN, Marvis	
H. To define the 'international' nature of the school	To set up a working party to explore the nature of international-mindedness and global citizenship, and how these concepts relate to the YHKCC and the curriculum.	Report produced and distributed for discussion	Survey	Nov 2011 – Feb 2012	AJH, MR	
I. To evaluate selected school policies	Evaluate the current admission procedures and assessment criteria.	Admission Manual refined and updated for 2012–2013	Evaluation meeting	Oct 2011	DL, Admission Committee	Admission Manual
	Evaluate new policies as selected by the QAC.	Policies evaluated, refined and updated as necessary	Survey	Sep 2011 – Jul 2012	DL, MR, QAC	Policy & Procedure Manual
J. To further refine existing policies	Create admissions policies in line with the school's vision, mission and values.	Admission policies written, Policy & Procedure Manual updated	Evaluation meeting in LT and admission team	Oct 2011	DL, admission committee	
	To centralize the admissions processes for both local and international curriculum.	All admissions procedures and policies are consistent and centralized	Evaluation of admission team meeting	Sep 2011 – Jul 2012	DL, admission committee	Admission Manual
	To further refine the Attendance Policy by introducing and implementing a Minimum Attendance Policy.	Minimum Attendance Policy implemented effectively	Evaluation meeting in SGDS and year meeting	Oct 2011	AJH, DL, DSW,	Policy & Procedure Manual
	To develop new appraisal descriptors for HoYs and update the CTs appraisal with reference to the	Appraisal descriptors for HoYs and CTs are		Oct 2011	DSW, DL	Policy & Procedure Manual, SGDS

	modified appraisal system.	prepared and ready to use				Manual
	To develop new appraisal descriptors for HoDs and update Sts appraisal with reference to the modified appraisal system.	Appraisal descriptors for HoDs and STs are prepared and ready to use		Oct 2011	AC, AJH	Policy & Procedure Manual
	To develop an Extensive Reading Scheme with appropriate forms of assessment.	Students reading more regularly	Monitoring of Reading Period, evaluation of assessment data	Oct 2011	BR, AJH, DSW, DL, HoY	
	To develop the Higher Education & Careers Policy to incorporate local and international university application procedures, including non-JUPAS applications, and further define roles and responsibilities.	Policy written, roles and responsibilities clearly defined	Policy & Procedure Manual	Oct 2011 – Dec 2011	AJH, CL, MT	
	To further refine some of the school policies as selected by the QAC.	Selected policies are further refined	Survey, feedback from teachers	Sep 2011 – Jul 2012	DL, MR, QAC	Policy & Procedure Manual

2011-2012 Plan for Capacity Enhancement Grant

As per previous years, the Capacity Enhancement Grant will be continuously used for providing extra learning experience to students, supporting the pastoral activities and increasing teaching preparation time.

- Providing Extra Learning Experience
The Grant will be used for hiring external coaches/instructors/teachers to provide various learning experience to the students. It includes Sports, Music and Visual Art Programmes.
- Supporting Pastoral Activities
The Grant will be used for hiring 2 part-time educational psychologists to support the SGDS team in providing pastoral support to the students.
- Increasing Teaching Preparation Time
The Grant will be used for hiring a teaching assistant. The teacher assistant will support teachers on preparing teaching materials, carrying out administrative duties and lesson covering.

Budget Plan

	\$
Opening Balance as at 1st September	55,645.00
Add: New funding for current year	400,792.00
Less: Supporting Pastoral Activities	254,734.20
Providing Extra Learning Experience	107,400.00
Increasing Teaching Preparation Time	205,178.40
Closing Balance as at 31st August	<u>(110,875.60) *</u>

* Deficit will be borne by the School Fund.