

**The Church of Christ in China
Chuen Yuen College**

**School Development Plan
2024/25 - 2026/27**

(Version:24/6/2024)

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School Development Plan
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1. School Vision and Mission

The Church of Christ in China has the following vision, mission and core values:

Vision Statement

- *Together we nurture the lives of our students*
- *Hand in hand we witness the love of God*

Mission Statement

- *Motivated by the Love of Christ and convinced of the value of man, we strive to provide quality education to our students, to elicit their potential and to share with them the holistic views of the gospel. We also pledge to educate our students to be good citizens so that they can make contribution to our society and our country.*

Core Competence

- *Evangelism and Service, Loving and Caring*
- *Whole-person education for all*
- *Positive, Progressive and Commitment*

The Church of Christ in China Chuen Yuen College has the mission to provide quality education based on sound Christian principles with emphasis on 'whole person development' to nurture talents and abilities. It aims to provide opportunities for all students to develop them to the full, to strive for excellence in all their endeavours, to commit to common good in their service to school, family, Hong Kong community, China and the whole world.

2. School Goals

- Enable students to build a strong academic foundation, especially that of literacy and numeracy, so that they can master the ever-changing world of knowledge and enhance personal calibre.
- Help students develop the ability to think independently, rationally and creatively, enabling them to cope effectively with stress and the ever-changing world.
- Help students develop a zeal for in learning and a realization that learning is a life-long activity.
- Educate students to meet the needs of social development.
- Help students understand their roles and responsibilities as good citizens who work for the betterment of our society, our nation and the world. Being assiduous in studies, respectful to teachers and filial to parents, they are also ready to care and share.
- Help students become self-confident, self-disciplined and self-loving with a desire to pursue the truth.
- Help students develop a proper sense of morality and value judgement.
- Help students develop physical fitness and an appreciation of sportsmanship.
- Stimulate students' interest and develop their potential in cultural and aesthetic aspects.
- Provide an appropriate environment in which students learn to live and work with mutual love and respect.
- Help students understand biblical truths, lead an abundant life and follow the love of Jesus Christ, and the Christian Spirit 'to serve and not to be served'.

3. School Motto

Learn to discern and be perfect like God

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2019/20 - 2023/24¹

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern A:	Quality Learning		
Sub-concern A.1 Quality classroom learning Target(s): Students' learning capacity are strengthened to meet the challenges in daily life.	Fully achieved	The developed eLearning lessons and the enhanced assessment policies, such as P-I-E will be sustained as routine practice.	Nil
Sub-concern A.2 Quality learning experiences Target(s): Students' horizons are broadened and their innovative potentials are unleashed	Fully achieved	The life-wide learning days will be sustained as routine practice. The LAC strategies and reading across the curriculum will be further developed in next cycle.	Nil

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern B:	Achieving goals with perseverance		
Sub-concern B.1 Quality Value education Target(s): Students are cultivated with positive values and attitudes to enhance their capabilities to face the ever-changing society and challenges	Fully achieved	Continue to be a major concern for the next development cycle with adjusted target(s) : Applying positive psychology to further strengthen students' positive values and attitudes(including the twelve priority values and attitudes) through various programmes and experiences.	<ul style="list-style-type: none"> ➤ Healthy lifestyle ➤ National and global identity
Sub-concern B.2 Quality Goal-setting, planning and evaluation Target(s): Students are able to master and manage their Career and Life Planning	Fully achieved	Incorporated as routine work	<ul style="list-style-type: none"> ➤ Life planning

b. Based on the reflection against the seven learning goalsⁱⁱ, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

How good is my students' performance in achieving the seven learning goals?

To foster national and global identity, the national education and national security education of our school is well developed. Through collaboration among subjects and committees, students' understanding of the country, the Constitution and Basic Law has been enhanced. Basic Law Ambassadors have been recruited and all uniform groups participate in the flag raising activities. Students actively participate in various activities such as exchange tours to Mainland China, competitions, visits, etc. that are related to national education and national security education, both inside and outside our school. National identity among students has been fostered successfully.

Our school has strived to help students construct a broad and solid knowledge base. Balanced and broad curriculum frameworks have been formulated for both junior and senior students. To cope with needs of individual students, S4 students may choose to study Applied Learning subjects. Co-curricular activities, such as Life-Wide Learning Days, Exchange tours, STEAM Week, field trips, visits, etc. are organized to let students learn in various ways outside the classrooms and arouse their interests. Collaboration across committees and departments can be further enhanced to help students build up a broad-based knowledge foundation. However, to acquire knowledge, it is more ideal help our students learn through reading and better strategies could be implemented to develop reading habits among our students in future.

Ample opportunities are provided to enhance our students' language proficiency. A comprehensive Language Across Curriculum is set up and led by the English Departments. Various departments adopting English as a Medium of Instruction work closely to help students use English confidently. Both English Department and Chinese Department have cooperated with outside organisations to enhance the teaching effectiveness. Besides, various co-curricular activities related to languages, such as S.1 Bridging courses, English Week, Weekly Morning Five Star Broadcast, Putonghua Week, etc. are held. It is worth mentioning that our English Debate Team have won various prizes in competitions in the past few years. Our students have a good command of both Chinese and English as reflected from their academic performances in language subjects.

The development of generic skills among our students is promising. Through interactive lesson activities, generic skills like collaboration, communication, critical thinking, creativity, etc are promoted among our students. In addition to formal curriculum, extra-curricular activities play a

ⁱⁱ The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

vital role in developing students generic skills. Adventure-based training and leadership training are extensively provided to junior form students and senior form students. Many students have taken leading roles in various school organisations. Various school teams have been set up and opportunities have been provided to students to learn through ranges of competitions. Tailored training is provided to our students so that they could learn the generic skills more effectively.

Our school have tried to nurture our students' information literacy strategically. Through formal curriculum of Creative Technology, it is hoped that our students could make use of information technology wisely and effectively. Also the ethics on use of information technology is taught through Moral and Civic Education Lessons, Assembly Talks and other activities. The establishment of STEAM Room also play an important role to help students expose their experience on more updated information technology. The involvement of more subjects to promote information literacy would be a direction of our school in future.

Life planning education of our school is well set up to meet our students' needs in recent years. A curriculum on life planning from S1 to S6 is implemented through Moral and Civic Education Lessons. Senior form students visit Career Expo every year and many other visits are arranged. Alumni are invited to share their experience on career development. Collaboration with academic subjects to provide students with more information of different career pathways could be strengthened.

To promote a healthy lifestyle, in addition to formal lessons, the school has organized a wide variety of activities for the physical and aesthetic development of students. School teams are set up to help elite players excel in their performance while inter-house competitions are held to promote whole school participation. A newly emerged sports, archery, has been introduced. Psychological and social well-being support is provided to our students by various committees and class teachers. Strategic planning would be made to train students in specific aspects of healthy lifestyles, such as time management, self-management, and social well-being.

How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

To facilitate students' whole-person development, our school has planned the curriculum based on regular review of students' needs and latest educational development. English is adopted as the medium of instruction and ample opportunities to learn Chinese and Putunghua are provided to our students so as to enhance the language abilities. LAC programme is adopted to help student develop the ability to apply English under different contexts. Applied Learning courses on English are arranged to let students learn to use English more confidently. New subjects, including Creative Technology and Basic Business Administration have been introduced to the junior curriculum. Elements related to National Security are incorporated into various subjects. STEAM Team is set up to promote STEAM Education, both formal and informal. Fostering self-regulated learning skills and information technology skills was the school's concern in the last few years. Curriculum on life planning from S1 to S6 and framework for Other Learning Experience (OLE) have been established. Value Education and Moral and Civil Education lessons, assembly talks and Religious Education lessons are held to help student development, particularly the twelve core values advocated by EDB.

Students are provided with ample opportunities to learn beyond the classroom. Lifewide Learning Days are arranged to facilitate the whole school participation in activities covering study tours, STEAM Education, national education, etc. Adventure-based training days are provided to all S1, S2 and S3 students respectively. For senior form students, most of them attend leadership training, outward bound training, or prefect training days. To let put what have learnt into practice, Geography and Biology field trips and Water Quality Survey are arranged. There are also CSD local trips and exchange tours for students of different forms. Other activities like visits, competitions covering national education, STEAM, sports, music, arts and languages, etc. Many of our students are leaders of various school organisations such as Student Union, Prefect Team, Houses, Clubs and Societies and School Teams. Such learning activities outside class time play an important role in fostering their positive values and attitudes and enhancing their interpersonal relationships and sense of social responsibility.

Our school have tried to cater the diversified learning needs of students. Subjects are required to concern about the learning needs of different students. SEN Team led by SENCO, coordinate the works of different parties to help SEN students in a whole-school approach. In addition to formal training for SEN training, informal training which engages other students is adopted to implement our inclusive education throughout the school. For students with gifted abilities, another team has been set up to coordinate the development of gifted education. Both SEN and Gifted education in a three-tier manner is implemented and teachers are encouraged to equip themselves through completion of relevant training. S1 bridging programmes are run to ensure that S1 students are prepared for secondary education at our school.

How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

The school has formulated its development goals and implementation strategies in line with Hong Kong's aims of education, the seven learning goals and latest trends of education development, taking into consideration of its vision and mission. Major concerns to promote students' whole person development and life-long learning are identified, with reference to both qualitative data such as observation from teachers and parents as well as quantitative data such as SHS, APASO and assessment data, inspection reports, etc. Appropriate manpower and resources have been deployed for the implementation of the programme plan. More external resources have been sought to enhance students' development. When formulating policies, stakeholders' opinions are collected through different channels, such as PTA, Teachers' Association and Student Union. Different stakeholders are also informed of work effectiveness of the school through those channels to enhance accountability and transparency. The daily operations of the school are smooth and Crisis Management Committee has been set up to respond to different urgent needs and issues faced by the school. In addition to the evaluation tools provided by EDB, the school has adopted the Appraisal System of HKCCCC to evaluate the performance of teaching staff. Subject panels and committees also employs various tools to evaluate work effectiveness of different tasks. The "P-I-E" cycle for SSE is conducted at the school, departmental and individual levels.

The school management are conversant with the latest trends of education development and have rich professional knowledge. They work closely with middle managers to set development strategies and regularly conduct review on work progress and resource deployment. The middle managers are responsible and hard working. They play an effective role in planning and coordination of subject panels and committees. At appropriate intervals, the middle managers monitor the progress and effectiveness of work and provide support to teachers in need. The working relationship between school management and the middle managers is good. Teachers have shown positive views on the professional leadership of the Principals and Vice-Principals. Staff development is conducted at the school, departmental and individual levels. Programmes are conducted in line with the major concerns and professional development needs of the school. Professional sharing and collaboration has been strengthened. Learning culture has developed through regular peer observations and sharing among teachers both within and outside school. Professional development of staff would be strengthened to cope with the latest educational needs of students, for example, national education and national security education.

c. How Can My School Be Better

◆ What are my students' needs?

Learning and Teaching

- Students self-efficacy and learning performance need to be enhanced
- Learning diversity needs to be better catered
- Students' study strategies need to be consolidated
- Language proficiency needs to be enhanced
- Reading habits needs to be fostered and reading skills need to be enhanced

Student development

- Ability to regulate emotions effectively need to be enhanced
- Social skills need to be enhanced
- Habits to do physical exercises need to be fostered
- Self-awareness of own strengths and needs to be enhanced
- Ability to encounter stress needs to be enhanced
- Sense of belonging and devotion needs to be fostered

◆ What is my school's capacity for continuous improvement and development?

School Evaluation and Development Committee has been set up in our school to conduct a systematic and comprehensive review of our strengths and weaknesses. School-based self-evaluation tools and SSE tools from EDB are used. P-I-E cycle has been implemented at school level, committee level and department level. Considering the latest education policies and students' needs, the school management has formulated development plans to help students achieve the Seven Learning Goals.

The principal and vice-principals are well experienced and dedicated to lead the school according to the school's vision and mission. With the support of all middle managers who are also professional educators, the school have a clear and concrete direction to develop. Through

professional dialogue among colleagues, consensus is usually reached about major decisions. Relationship among colleagues is harmonious. Despite the relative high turnover of experienced teachers in recent years, green teachers help provide new inputs in different aspects of school affairs.

Although many parents of our school come from lower economic class, they are willing to cooperate with the school. More strategies could be employed to mobilize the parents to support the school. In addition, teachers actively make use of human and financial resources such as universities, NGOs, and public fundings to promote the effectiveness of learning and teaching.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Our school have consolidated the reflections on the students' needs and the school's capacity for continuous improvement and development, and have deliberated how to optimize the school's capacity to foster the whole-person development of students as well as have formulated the key focuses of work in the next school development cycle.

Student Needs:

- Have the curiosity and interest to learn
- Able to apply study strategies to overcome their learning difficulties
- Able to lead a healthy lifestyle physically, socially and psychologically
- Can better encounter their stress and challenges in daily life, and ultimately have a flourishing life

Our school used the student needs identified above to formulate the major concerns for the next school development cycle.

5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

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

Major Concern A: Enhancing Academic Success among students

Targets:

- 1. Students learn how to get smart and stay smart in handling the secondary school curriculum.*
- 2. Junior form students have a solid foundation in academic aspect.*

Major Concern B: To nurture students to be future leaders of society

Targets:

- 1. Students will be able to lead a healthy lifestyle physically, socially and psychologically.*
- 2. Applying positive psychology to help individuals to flourish in education setting. Students can better encounter their stress and challenges in daily life, and ultimately to have a flourishing life.*
- 3. Students will actively engage in both school and community activities with a strong sense of belonging and devotion.*

School Development Plan (2024/25 - 2026/27)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
A. Enhancing Academic Success among students	1. Students learn how to get smart and stay smart in handling the secondary school curriculum.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Enhancing Students' Self-Efficacy and Learning Performance ➤ Catering learner diversity inside and outside the classroom 	<ul style="list-style-type: none"> ➤ Generic Skills ➤ Knowledge of Key Learning areas
	2. Junior form students have a solid foundation in academic aspect.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Consolidating students' study strategy ➤ Developing Language across the Curriculum approach in related subjects ➤ Promoting Reading across the Curriculum in junior level 	<ul style="list-style-type: none"> ➤ Generic Skills ➤ Language Skills ➤ Knowledge of Key Learning areas ➤ Reading and information Literacy

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
B. To nurture students to be future leaders of society	1. Students will be able to lead a healthy lifestyle physically, socially and psychologically.	✓	✓	✓	<ul style="list-style-type: none"> ➤ To refine and expand the school' student support programme to promote students' holistic wellbeing. ➤ Organize rewards programmes and workshops to promote students' healthy lifestyle. 	<ul style="list-style-type: none"> ➤ Healthy Lifestyle
	2. Applying positive psychology to help individuals to flourish in education setting. Students can better encounter their stress and challenges in daily life, and ultimately to have a flourishing life.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Organize positive education for students, teachers and parents. ➤ To further strengthen students' positive values and attitudes (including the twelve priority values and attitudes) through various programmes and experiences. 	<ul style="list-style-type: none"> ➤ Healthy Lifestyle ➤ Life planning ➤ National and global identity

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
	3. Students will actively engage in both school and community activities with a strong sense of belonging and devotion.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Select and arrange a diverse range of OLE activities, including service learning, leadership training and other authentic experiences, to accommodate students with varying interests and abilities. ➤ To further develop students to be community contributors. ➤ To increase students' exposure to the outside world. 	<ul style="list-style-type: none"> ➤ Healthy Lifestyle ➤ Life planning ➤ National and global identity