

CCC Kei Yuen College
School Development Plan
3-school-year period
(2021/22-2023/24)

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(2021/22-2023/24)

Content

Vision Statement, Mission Statement, Core Values	1
School Vision, Motto, Mission, Core Values & Culture.....	2
School Goals.....	3
Holistic Review	5
I Effectiveness of the previous School Development Plan (SDP) 2018/19- 2020/21:.....	5
II Evaluation of the School’s Overall Performance:	18
III SWOT Analysis	34
IV Major Concerns for 2021/22-2023/24.....	36
School Development Plan (2021/22-2023/24).....	37

Hong Kong Council of the Church of Christ in China **Vision Statement, Mission Statement, Core Values**

Vision Statement

Together we nurture the lives of our students
Hand in Hand we witness the Love of Christ

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Values

With the aim of spreading the words of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

CCC Kei Yuen College

School Vision, Motto, Mission, Core Values and Culture

School Vision

CCC Kei Yuen College is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1982. Inheriting the spirit of “Serving & Preaching through Schooling” from HKCCCC and following God’s words “Together we grow in Him”, we endeavour to provide students with quality whole-person education. We strive to establish a happy learning environment where students could have all-round development in moral, intellectual, physical, social, aesthetics and spiritual aspects. We recognize and put special attention to students’ individuality and provide them with abundant opportunities to develop their individual potential so that they could grow up into teenagers who treasure themselves, cherish others and love God.

School Motto

We will in all things grow up into him who is the Head, that is Christ.
(Ephesians 4:15)

School Mission



School Core Values

Excellence with a Soul
Outstanding with a Heart

School Culture

Love & Care

CCC Kei Yuen College

School Goals

1. Develop a happy learning and teaching environment

- 1.1 Improve the learning and teaching environment, provide a wide range of teaching facilities.
- 1.2 Create a campus full of care, mutual support, trust and team spirit.
- 1.3 Develop good teacher-student relationship, enhance home-school cooperation.
- 1.4 Reinforce the communication among different levels in the school, promote the involvement of teachers, parents and alumni in school affairs, enhance the quality of the education provided.

2. Provide quality holistic education which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of students

2.1 Moral

- 2.1.1 Help students develop positive attitudes towards life and equip them with proper moral values.
- 2.1.2 Educate students to be self-conscious about the proper value standard, develop their ability to distinguish right from wrong and help them learn to be well-disciplined and polite.
- 2.1.3 Enhance students' sense of belonging and responsibility towards their family, school and nation.

2.2 Intellectual

- 2.2.1 Arouse students' interest in learning and cultivate in them a self-directed learning attitude so that they can develop their life-long learning skills.
- 2.2.2 Help students develop independent thinking, critical thinking, reasoning and analytical skills.
- 2.2.3 Boost students' creativity.
- 2.2.4 Help students develop a solid language foundation so that they can master and employ spoken and written Chinese and English skills effectively.
- 2.2.5 Enhance IT education so that students can possess the ability to manage information.

2.3 Physical

- 2.3.1 Arouse students' awareness of physical fitness and develop their interest in enjoying sporting activities.
- 2.3.2 Enhance physical training and help students attain physical fitness.
- 2.3.3 Help students develop an appreciation of sportsmanship and enhance their self-confidence through encouraging their active participation.

2.4 Social

- 2.4.1 Encourage students to participate in internal and external group activities.
- 2.4.2 Help students learn to get along well with and cooperate with other people, and establish a happy social life.

2.5 Aesthetic

- 2.5.1 Arouse students' interest in aesthetic learning and enhance their aesthetic perception.
- 2.5.2 Help students develop an appreciation towards the goodness of the world, love and cherish life.

2.6 Spiritual

- 2.6.1 Help students develop an open-minded, objective and welcoming attitude towards religions.
- 2.6.2 Help students understand biblical truths.
- 2.6.3 Help students develop faith in God and lead a Christian life which glorifies God and serves the mankind.

3. Put special attention to students' individuality, inspire individual potential.

- 3.1 Help students develop personal interests and healthy habits.
- 3.2 Offer support, care and assistance in the course of students' development.
- 3.3 Develop and stretch students' individual potential to the fullest.

4. Appreciate life, be willing to improve, lead a Christian life.

- 4.1 Help students learn to appreciate and respect others so that they can grow and improve together.
- 4.2 Educate students to follow Jesus Christ, pursue a beautiful and harmonious life.

Holistic Review

I Effectiveness of the previous School Development Plan (SDP) 2018/19-2020/21:

Major Concerns		Extent of targets achieved	Follow-up action
To cater for learner diversity	To enhance curriculum planning	<p><u>Encouraging teachers to enroll courses in gifted education or seminars about differentiation</u></p> <ul style="list-style-type: none"> It was achieved. 100% of teachers enrolled to the EDB Online Foundation Course in Gifted Education, teachers had comprehensive coverage of the basic knowledge in gifted education. An average of 33% of teachers enrolled to the EDB advanced courses in Gifted Education within these 3 years. Thematic workshops, advanced courses and KLA-based enhancement courses organized by the Gifted Education Section of EDB could address some of the highly effective and well-evidenced pedagogical innovations. Subject-based sharing has been arranged regularly. Teachers could analyze, develop and deploy subject based pedagogical approaches. <p><u>Conducting peer lesson observation and post-lesson discussion for improvement on differentiated curriculum, teaching and learning materials</u></p> <ul style="list-style-type: none"> It was achieved. 93% of teachers completed cross-subject peer lesson observations and post-lesson discussions. This was a positive development in enhancing teaching through interflow between teachers. Teachers were willing to put into practice the observations and insights they had gained 	<ul style="list-style-type: none"> Since all teachers have enrolled or completed the gifted education courses, it is suggested that the school elicits more resources and assistance from related professionals so as to help equip our teachers to build a learning community and develop stronger and better professional practices together through lesson study in subject panels. Teachers are expected to put theory into practice - implanting gifted education into the curriculum and enhancing the school's pedagogy with gifted education.

		<p>and shared among each other from the exemplary teaching experiences.</p> <ul style="list-style-type: none"> In the EDB Teacher Questionnaire, the average score we got in the section “My views on teachers’ professional development” is 3.94, which is higher than the Hong Kong average 3.0. Most teachers agreed that “The teacher professional development activities organised by the school are of great help to me in performing my duties.” and “The school has developed an ambience of professional interflow.”. They scored 3.85 and 3.91 respectively in these two items. 	<ul style="list-style-type: none"> In order to further develop the pedagogy of teachers on catering for learner diversity as well as enhancing the effectiveness of classroom teaching and learning, the school curriculum will be renewed and school-based materials will be developed to equip our students as proactive learners.
To cater for learner diversity	To enhance curriculum planning	<p><u>Designing tiered assignments, assessments and curriculum</u></p> <ul style="list-style-type: none"> The scheme of work of all subjects (100 %) clearly showed differentiated curriculum which provided different learning contents for students of different capabilities. Awareness to design tiered assignments and assessments has been aroused. Challenging questions were set in examination papers, 90.4% of subjects infused challenging questions into daily assessments. 14 subjects (78%) designed at least one lesson plan in junior forms with differentiated instruction strategies. In the section “My Views on teaching” of the EDB Stakeholder Survey, score of question 37 (I often adjust the teaching contents and strategies according to students’ learning progress in lessons.) in the Teacher Questionnaire is 4.35. The score showed an increase as compare with the previous data collected. Teachers have increased their 	<ul style="list-style-type: none"> Self-regulated learning will be further promoted. Pre-lesson learning guides with clear learning goals and choices of learning materials will be incorporated as routine in all subjects. A 30-min after-school self-regulated learning session will be arranged on a daily basis to develop S1 to S4 students proactive study habits. This is to nurture students to be reflective learners and to reinforce their learning skills such as revision, evaluation, regulation,

		<p>awareness and the effort made to meet the needs of all students.</p> <p><u>Conducting Peer mentoring programme</u></p> <ul style="list-style-type: none"> • It was partly achieved. The Student Peer Mentorship Scheme was held in S.1 as a pilot scheme in 2018/19. In English and Mathematics classes, some more able students helped some less able students. 74% of mentees found the mentors helpful. The mentors acted as tutors. Some mentees gave positive feedback that the mentors helped them out of the class. In 2019/20 and 2020/21 academic year, due to COVID-19, collaboration among students were limited. 	<p>reorganising notes and learning materials.</p> <ul style="list-style-type: none"> • Students' study habit will be nurtured through helping them to master self-regulated learning techniques, such as set up learning goals, develop reading and reflection habits and enhance note-taking skills. • Blended learning will be further developed based on our fruitful experiences in mobile learning. Technology will be integrated into the curriculum to enhance the engagement of students. Online learning tools will be provided for self-regulated learners to further their studies. Retired teachers will be hired to design self-learning materials and online assessment for students. • English learning will be further enhanced. Reading Across Curriculum (RAC) will be promoted and different subject panels will be coordinated to enhance students' interests in English reading. More NETs
To cater for learner diversity	To enhance mobile learning	<p><u>Organizing courses and sharing sessions on the use of mobile devices in teaching</u></p> <ul style="list-style-type: none"> • It was achieved. All teachers have attended training courses on the use of mobile devices for interactive teaching. A series of workshop and training has been conducted to enhance teachers' IT proficiency in coping with live-streaming lessons. Trainings include: <ul style="list-style-type: none"> • Use of Screencastify • Use of Microsoft Stream • Use of Teams Meetings • Use of Microsoft OneNote • Use of Microsoft Office Lens • Use of Nearpod • Use of Explain Everything • Use of Microsoft Forms • Sharing on pedagogical changes in conducting live-streaming lessons 	

		<p><u>Making use of mobile devices in lessons</u></p> <ul style="list-style-type: none"> • It was achieved. As the school has deployed live-streaming teaching via Teams since February of 2020, all teachers have significantly increased the number of lessons using mobile devices in teaching. All teachers used apps or learning management system such as MS forms, Kahoot, Quizizz, Google classroom or Teams to develop eLearning content, create interactive activities and online assessments. 	<p>will be employed to help promote English learning and enrich the English learning atmosphere in the school.</p>
<p>To cater for learner diversity</p>	<p>To enhance mobile learning</p>	<p><u>Establishing learning circles to enhance the effectiveness of using tablet and cloud technology in lessons</u></p> <ul style="list-style-type: none"> • It was achieved. 17 subjects (74%) arranged demonstration or sharing about the use of devices by teachers of the same or different subject disciplines. Interdisciplinary sharing was arranged in staff meeting, Using eCommunication tool, like group message about highlights in live-streaming lesson of eClass, this digital platform facilitated teachers to use and share knowledge for the betterment of teaching and learning. • Learning and Teaching Committee has been renamed as Learning and Teaching Enhancement Committee in 2020/21 academic year. The responsibility of the committee was to encourage innovation and enhancement in learning and teaching. Good practices about integration of differentiated instruction strategies and eLearning were promoted to cater for learner diversity. • Lesson studies about self-regulated learning (SRL) has been conducted in S.1. Subject teachers of Chinese Language, English Language, Mathematics and History joined the studies. Students were observed to be more engaged in SRL lessons. 	

<p>To cater for learner diversity</p>	<p>To reinforce gifted education</p>	<p><u>Enrolling students in different courses outside school</u></p> <ul style="list-style-type: none"> It was achieved. 14 subjects (61%) offered pull-out programme within school setting or enroll students in specialist training outside the school setting. Teachers grasped every opportunity to strengthen potential students, for example Tier 3 off-school support (Implementation Model for Gifted Education) was offered, senior students took part in Young Mathematics Talents Summer Class (2020) held by CUHK, Web-based Learning Courses for Gifted/More Able Students (The Changing Hong Kong Economy) held by The Hong Kong Academy for Gifted Education and HKUST Dual Program(Life Science, Mathematics level 1), S.3 student completed HKUST gifted foundation course (Physics level 1). <p><u>Enrolling students in competitions at different levels</u></p> <ul style="list-style-type: none"> It was achieved. 20 subjects (87%) nominated students to take part in competitions or activities at district, regional or international levels. Students took part in various competitions. These included 52nd and 53rd Joint School Science Exhibition (JSSE). 2019 Australian National Chemistry Quiz, The 71st Schools Speech Festival, Odyssey of the Mind Pin Design Competition 2020, etc. 	<ul style="list-style-type: none"> The school will arrange more outside classroom learning activities and competitions so as to widen the horizon of our students. Collaboration with external bodies to arrange experiential learning activities like visits, field trips, exchange tours, etc. will be arranged. In order to motivate students to take part in competitions of different levels more actively, competition enrollment will be counted as daily marks.
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<p>To cater for learner diversity</p>	<p>To reinforce gifted education</p>	<p><u>Arranging more learning experiences for students</u></p> <ul style="list-style-type: none"> • It was partly achieved. Due to the COVID-19 pandemic and class suspension, the number of events available for students to participate were significantly reduced. Teachers collaborated with local and overseas institutions/organizations to develop and engage the selected students with prestigious learning experiences for their further advancement and development. S.3 students participated in summer course which was offered by Savannah College of Arts and Design (SCAD). S.5 students joined the outdoor learning called “Sustainable City @ Tai Po” in Island House Conservation Studies Centre and Tai Po New Town for understanding the careers about building a sustainable city in Hong Kong. Prefects were given the opportunity to participate in different social services and study the social problems of Hong Kong. <p><u>Conducting exchange programmes to different countries</u></p> <ul style="list-style-type: none"> • It was not achieved. Due to the COVID-19 pandemic and outbound travel alert, study tour of England, South Korea, Taiwan and Mainland China could not be held. 	
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Major Concerns		Extent of targets achieved	Follow-up action
To foster positive lifestyles	To nurture positive attitude in students	<p><u>Organising workshops for teachers on positive attitude</u></p> <ul style="list-style-type: none"> It was achieved. Workshops on life planning, positive language, positive attitude with the foci on gratitude and praise, and growth mindset were organised for teachers. Over 70% of teachers agreed that these workshops were useful. Teachers were provided the opportunities to reflect on their attitude and language towards teachers and students. Concrete methods were provided for teachers to nurture positive attitudes in students. <p><u>Organising recreational activities for both Christian and non-Christian staff</u></p> <ul style="list-style-type: none"> It was partly achieved. Our colleagues and the minister of CCC Kei Yuen Church led the singing session and sharing the message of love and care about Jesus Christ in the Staff Development Days. Recreational activities were provided for all the staff for relaxation. ‘Love-Can-Do’ card delivery actions were held. Thanksgiving cards and Christmas cards were given to the staff for encouraging their efforts and celebrating Christmas. However, class suspension affected the arrangements of some recreational activities. <p><u>Organising training camps for various student bodies</u></p> <ul style="list-style-type: none"> It was achieved. Training camps were organised for prefects and the students of the Big Brother and Big Sister Scheme. Students found the training camps helped them develop positive attitudes like respect, gratitude, self-regulation and teamwork spirit. 	<ul style="list-style-type: none"> Surveys by teachers and students showed they expected students in Kei Yuen College should possess 6 positive attitudes including respect, love, kindness, gratitude, perseverance and love of learning. And these will become the main virtues of “Keiyuenese”. In the coming years, these positive attitudes are to be nurtured in our students. Various training activities will be continued to strengthen leadership in our students. Leadership training should focus on not only skills but also characters with the focus on the 6 positive attitudes mentioned above. The Eight Habits of Highly Effective Teens will be explored and promoted to nurture students’ leadership. Growth mindset will be extended from S.1 to other forms. The role of form teachers will be strengthened so as to help students develop growth

		<p><u>Running programmes and arranging sharings in morning assembly which use positive attitude as the theme</u></p> <ul style="list-style-type: none"> • It was achieved. Prayer meetings, Gospel Week, Gospel camps, positive energy activities, designing stickers with positive attitude were organised. Students enjoyed these activities. Positive attitudes were nurtured in students. • In the morning assemblies, students shared their positive experience in their Christian life, their opinions and reflections on current issues from different angles and their experiences in being volunteers in voluntary work. Students' positive values were also strengthened in times of class suspension as live streaming morning assemblies and OLE were run via Microsoft Teams. • All classes of S.1-5 participated in the Window Decoration Competition. All classes took part in it by having their own design and class goals. Posting their design on their classrooms aligned with the school's emphasis on positive attitudes. • In the post-exam period, activities were held using "Act Positive, Love and Care for our Campus" as the theme. • Classroom teaching and subject activities organised by History, Geography, Religious Studies and Life Education teaching positive attitude and habits of highly effective teens helped students nurture positive attitudes like respect and appreciation. • In the sections "Social integration", "Respect for others" and "No indulgence lifestyle" of the EDB APASO Questionnaire, the average marks (4 the highest) are 3.02, 3.16 and 3.02 respectively. The results reflect students' positive attitude of respect, appreciation, love and care. 	<p>mindset. Whole person development will be enhanced.</p> <ul style="list-style-type: none"> • External competitions and activities such as study tours will be promoted to give more opportunities of exposure to all students so as to enhance positive lifestyles.
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To foster positive lifestyles	To enhance students' spirit of serving	<p><u>Encouraging students to take part in community services</u></p> <ul style="list-style-type: none"> • It was partly achieved. Students were provided numerous chances to serve the community. There were 7 service groups in our school. They actively participated in community service including flag days and elderly services. Class suspension affected the arrangements of the services and some activities were suspended. • All S.1 students took part in a beach cleaning day, S.2 visiting elderly home, S.3 participating hunger banquet. Students are arranged and encouraged to experience community service. • The Visual Arts panel held a colour-filling competition to raise the community's awareness towards caring for the needy every year. Pupils from primary schools in the district took part in it. The whole campaign was run by Visual Arts Ambassadors and Love and Care Ambassadors, who showed strong leadership and coordination skills in organizing the prize-giving ceremony and exhibition. <p><u>Conducting Service Learning Day for senior form students to do voluntary work</u></p> <ul style="list-style-type: none"> • It was partly achieved. Both S4 and S5 classes held Service Learning Day. S4 students served the elderly in the elderly homes. They were attentive to the elderly's needs. S5 students served kindergarten students and moderately mental handicapped persons. Students could practice "love your neighbor as yourself". S.5B students played interactive games with kindergarten students while those of S.5A and S.5D painted canvas shoes with moderately mental 	<ul style="list-style-type: none"> • The student-led approach will be continued. To better organize social services and promote the spirit of serving, service activities will be enhanced with the setting up of OLE and Social Services, and the awards for community service. • The sustainability of student leadership in ECA, OLE and various student organisations should be enhanced with succession plan, PIE documentation and the promotion of growth mindset.

		<p>handicapped students. Students were devoted during the activities. Class suspension affected the organisation of these activities in the following academic years.</p> <p><u>Setting up individual awards for community service</u></p> <ul style="list-style-type: none"> • It was achieved. An award scheme for community service was set up to encourage students to participate in community service. • A framework of social services was devised so as to enhance students' participation in social services. • In the section "Social concern" of the EDB APASO Questionnaire, the average mark (4 the highest) is 3.13, reflecting students' care about others and willingness to serve others. 	
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Major Concerns		Extent of targets achieved	Follow-up action
To enhance life planning education	To enhance students' understanding of life planning	<p><u>Providing useful career information to students via electronic media</u></p> <ul style="list-style-type: none"> It was achieved. Career information is sent through eClass Student App so that students could have easy access to tertiary education information. <p><u>Arranging morning assemblies related life planning for students</u></p> <ul style="list-style-type: none"> It was achieved. Morning assemblies related to life planning were conducted by careers prefects. In times of class suspension, morning assemblies were continued and conducted by teachers via Microsoft Teams. 	<ul style="list-style-type: none"> As life planning is an ongoing and lifelong process for personal fulfillment, we consider life planning education plays a significant role in developing students' self-understanding, goal setting, reflective habits of mind and articulation to progression pathways. Life planning education will therefore be further enhanced. Students will be further equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations and be guided to integrate their career/academic aspirations with whole-person development and life-long learning.

To enhance life planning education	To help students understand their academic /career aspirations	<p><u>Conducting career education in OLE lessons</u></p> <ul style="list-style-type: none"> It was achieved. Career education in OLE lessons were organised for all students. In times of class suspension, online career education were conducted. <p><u>Arranging career visits for students</u></p> <ul style="list-style-type: none"> It was achieved. The Careers Committee arranged different visits related to both study and work for students. Virtual reality visits were also arranged in times of class suspension. 	<ul style="list-style-type: none"> As personal goals can provide motivation and direction for students’ future development, a more systematic way of helping students set and orientate their personal goals will be adopted. The Careers and Life Planning Day and the Parents’ Days provide opportunities for students to set and reflect on their personal goals. Form teachers’ role in helping students set and orientate their personal goals will be strengthened. eClass iPortfolio can be a tool for teachers to have students’ information and for students to reflect on their personal goals. The idea of ‘growth mindset’ can be explored in order to help students to cope with changing and challenging situations and hence re-orientate their goals. Awards can be given to students with goals achieved and great improvements. Sharing of their success can be organised to promote positive attitudes. Alumni newsletter can be set up as a way of alumni sharing of
	To help students set/achieve their personal goals	<p><u>Nominating students to various courses in Applied Learning, other languages, and other joint courses</u></p> <ul style="list-style-type: none"> It was achieved. Over 90% of the students nominated to take part in the Applied Learning courses and language courses considered the courses helpful in planning their academic/career path. <p><u>Nominating students to interview skills workshops</u></p> <ul style="list-style-type: none"> It was achieved. Over 90% of the students nominated to take part in the interview skill workshops considered the workshops helpful in planning their academic/career path. <p><u>Nominating students to work experience programmes</u></p> <ul style="list-style-type: none"> It was achieved. Over 90% of the students nominated to take part in the work the experience programmes considered the programmes helpful in planning their academic/career path. <p><u>Arranging workshops or experiential activities so as to enlighten students to set their personal goals</u></p> <ul style="list-style-type: none"> In the section “Opportunity” and “Goal setting” of the EDB APASO Questionnaire, the average marks (4 the highest) are 2.97 and 2.73, reflecting students’ attempt to make use of the opportunities provided and to set their personal goals. 	

			career path and connecting with students so as to help students setting their personal goals.
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II Evaluation of the School's Overall Performance:

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The sponsoring body of the school is The Hong Kong Council of the Church of Christ in China (HKCCCC) which is a renowned organization in the education sector. It has a long history in running education in Hong Kong and establishing the Board of School Managers to supervise over 50 primary and secondary schools in Hong Kong. • The Incorporated Management Committee was established in 2011/12 and it supervised the school to operate with transparency, representativeness and accountability. Its members include the sponsoring body managers, principal manager, teacher managers, alumni manager, parent managers and independent manager. Different opinions from different stakeholders can be sought and the members of the committee can cooperate and provide professional advice to facilitate the school development. • The school has a clear and systematic organizational structure to delegate and empower staff to take up responsibilities in various committees, functional groups and subject panels. A comprehensive school administrative guide has been devised and distributed to all staff. It serves as a guideline to delineate the rights and responsibilities of all teaching and non-teaching staff. • The school uses the Planning-Implementation-Evaluation (PIE) cycle as a self-evaluation mechanism for monitoring, supervision and self-improving. In addition, the culture of using Data Analysis as a tool to keep track of and monitor the performance of students in various academic and non-academic areas has been set up and continuously enhanced. • The school management valued teamwork and assigned suitable personnel in different committees and functional groups such as Administrative Committee and Crisis Management Team to respond to different urgent needs and issues faced by the school. It is proved to be effective in handling social issues and covid-19 pandemic incidents with speedy decision making and determination in the past years. • There are sufficient communication channels between management and different stakeholders. The school has launched a smooth channel of communication via eClass which is fast and instant for stakeholders like teachers, parents and students 	<ul style="list-style-type: none"> • The self-evaluation culture should be further developed and the use of data to improve and enhance performance in committees and subject panels should be promoted and reinforced. • The PIE cycle can be further applied to the work of committees and subject panels so as to enhance monitoring, supervision and self-improving.

	<p>to receive information from school through Teacher App, Parent App and Student App. The school also opened to opinion and comments from different stakeholders through various occasions such as discussion in staff meetings, Parent-Teacher Association meetings and the collection of student voices via student union.</p> <ul style="list-style-type: none"> • The school adopted the Appraisal System of HKCCCC to evaluate the performance of teaching staff in an orderly and systemic manner so as to develop our staff. Through interviews and professional dialogs between appraiser and appraisee, communication and mutual understandings are established, and staff potentials can be further developed through discourse and advice from senior and experienced staff. • In the EDB Teacher Questionnaire, the average score we got in the section “My views on school management” is 3.93, which is higher than the Hong Kong average 3.0. Most teachers had positive comments on the school management. They gave 4.04 to the item “The school has a clear direction of development”, and 3.98 to the item “The school strategically formulates its development plans in line with its direction of development”. 	
<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> • The Incorporate Management Committee effectively supervises the school development in a professional way and it provides a lot of support and encouragement for the school to enhance the operation and paves the way for a better environment for student learning and growth. • The School Supervisor is passionate and enthusiastic in education. He is one of the board members of the School Managers in the HKCCCC. He cares about the school development and shows much support and considerations for the school management. He trusts the principal and maintains good communication with the principal. • The principal is familiar with the education of Hong Kong as he has been working at different education sectors including the Education Bureau, the Chinese University of Hong Kong and other secondary schools. He also worked and served in the current school for more than 18 years with 8 years of senior management experiences. In addition, he has a Doctoral degree in Educational Psychology which is surely an advantage to the school leadership and development. He also participates in work and service in different sectors including the education sector, the religious sector and community service such as the member of the Association of Principals of Secondary 	<ul style="list-style-type: none"> • Empowerment and distribution of duties can be further developing as a school practice and culture in order to develop staff and pave the way for better succession plan. • On one hand, staff should be developed to prepare for succession of senior and administrative posts. On the other hand, the school can open the recruitment of senior posts to capable staff from other education

	<p>Schools under the HKCCCC, the member of the CYC association of Yuen Long, the president consultant of the Langnan University and the judges of the Excellent Teacher Awards of the Hong Kong Federation of Education Workers (HKFEW). He has maintained a close connection and good relationship with the professional education sector and the community.</p> <ul style="list-style-type: none"> • In the EDB Teacher Questionnaire, the average score we got in the section “My views on school’s professional leadership” is 4.0, which is higher than the Hong Kong average 3.0. Most teachers agreed that “The principal provides effective guidance to the continuous development of the school (3.94)” and “The principal has an amicable working relationship with teachers (3.85)”. • The Vice-principals and Assistant principal are dedicated and hard working. They have rich knowledge and experiences in their responsible job duties. They lead the three domains, Learning and Teaching, Student Support and General School Affairs, of the school effectively. The vice-principals and assistant principal are familiar with the recent trends in educational changes. They strive to assist the principal in implementing school policies and formulate the development of the school. They are conscientious and responsible, and are able to coordinate and monitor the work of the committees and subject panels. • In the section “My views on vice principals’ professional leadership” of the EDB Teacher Questionnaire, the average score of the four items is 3.97, which is higher than the Hong Kong average 3.0. Most teachers agreed that “The vice-principals effectively coordinates the work of committees and subject panels” and they effectively monitor the work of committees and subject panels”. The vice-principals scored 4.00 and 3.91 respectively in these two items. • The Middle Managers comply with the direction of the school and implement policies and strategies to achieve the goals of the school. They also play the role of monitoring their committees/subject panels and provide support for their members. Besides, they build up their team to a professional learning community with sharing of good practices and professional dialogues. • In the section “My views on school’s professional leadership” of the EDB Teacher Questionnaire, the average score of the four items on middle managers is 4.17, which is higher than the Hong Kong average 3.0. Most teachers agreed that “The subject 	<p>sectors in order to capture new ideas and good practices from other schools to further enhance the school development.</p>
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	<p>panel/committee heads provide effective guidance to the development of their panels/committees”, “The subject panel/committee heads effectively evaluate the effectiveness of the work of their panels/committees” and “The subject panel/committee heads and teachers have an amicable working relationship”. They scored 4.11, 4.11 and 4.36 respectively in these three items.</p> <ul style="list-style-type: none"> • As suggested by the 2013 ESR report, students should take an active role in classes and teachers should provide more opportunities for students to reveal their learning. The school has been implementing the nurturing of study habits such as note-taking, cooperative learning, group discussion, peer tutoring and using mind maps in order to develop students as self-regulated learners. • Under the professional leadership of the supervisor, principal, vice-principals, committee and subject panel heads, our students’ public examination results have improved significantly and the admission rate to universities has also been raised. • Starting from the academic year 2010/11 and in the academic year 2015/16, our school was informed by EDB that we were qualified and allowed by the EDB to use English as the medium of instruction in all junior form classes. This indicates that the direction of our school was set right and we are confident of keeping our pace in striving for excellence in our work. 	
3. Curriculum and Assessment	<ul style="list-style-type: none"> • The Academic Administration Committee coordinates curriculum planning and management. Keeping in line with the educational development in Hong Kong, it promotes curriculum reforms, helps students master learning strategies and thinking skills, and develops their positive learning attitudes. • In addition to the core curriculum proposed by the CDC, a school-based curriculum of Life Education and Liberal Studies has been integrated into the formal curriculum of S.1 to S.3 since the 2016/17 academic year. • To foster positive and healthy lifestyles of the students, our school places emphasis on broadening students’ learning experiences through Other Learning Experiences, Life-wide Learning Day and Afternoon Reading Session. As it is vital for students to expand their world view, overseas study tours were organized. Students visited Sichuan in the 2018/19 academic year and participated in Beijing Art and Culture Tour in the 2019/20 academic year. Due to the COVID-19 pandemic and outbound travel alert, the study tour to England, South Korea, Taiwan and Mainland China 	<ul style="list-style-type: none"> • The school curriculum will be renewed and school-based materials will be developed to equip our students for the changing needs and cater for learner diversity. • To complement with a stronger emphasis in development of effective teaching and learning strategies, the information from lesson observation and

	<p>could not be held last two years.</p> <ul style="list-style-type: none"> • In senior forms, all the electives are offered concurrently. This allows students to choose the elective subjects based on their strengths and interests. Students are also allowed to take the Joint-school subjects (Physical Education, Music and other languages) and courses of Applied Learning (APL) if they wish so. With the support of the Diversity Learning Grant, different types of programmes are offered to gifted students in order to enrich their learning experiences. • Based on the characteristics of different subjects, we make special arrangements on the duration of lessons (single lesson, double lessons and triple lessons), teachers can therefore organise classroom learning activities flexibly. • English is the medium of instruction (MOI) for all subjects in all levels except for Chinese Language, Liberal Studies, Chinese History, Chinese Literature, Putonghua, Life Education and Liberal Studies and Religious studies. To enrich English Learning atmosphere, the English enrichment Team and English Panel have created good learning environment in English and a wide variety of diversified English learning activities are organized regularly, for example English Delights, radio drama, singing contest, drama, English Ambassadors, debating and video making activities, etc. • Our school has formulated assessment policies and guidelines and adopted diverse modes of assessment. In addition to tests and examinations, students' daily assignments, reading logbooks, learning portfolios, reflective journals and class performance are all included in the overall assessment of a subject. Every subject implements different modes of assessment that involve different parties such as self-assessment and peer assessment. These evaluation practices constitute a comprehensive picture of students' performance and facilitate student learning. • For assessment, teachers are strongly encouraged to adopt "Assessment as Learning", in addition to "Assessment for Learning", to foster students' independent learning capabilities. Promoting e-assessment and learning management system (LMS) also enables teachers to capitalise on the advantages brought about by technology in assessment, including the provision of immediate feedback to students and personalising assessment and instruction to meet their individual needs. • In the EDB Stakeholder Survey, teachers gave 4.09 to the item "The school 	<p>assignment inspection can be further utilized to review the learning and teaching outcomes of the priority tasks.</p>
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systematically collects data on Learning and Teaching with a view to monitoring students' performance and progress.”. The School uses appropriate assessment data to evaluate student performance and diagnose their learning needs in all subjects. eMarkers' reports, and Student Data Analysis System (SDAS) have been introduced to teachers for daily use so as to arouse their awareness of catering learner diversity within each class. Data of the TSA, HKDSE results and the value-added performance are used to analyse progress in learning and teaching at Staff, Academic and panel meetings.

- Our school adopts the "Three-Tier Implementation Model" to plan and implement gifted education. Tiered assignments, challenging questions and differentiated instruction strategies for daily use have been emphasised. Teachers arrange extended learning activities and assignments to consolidate what students have learned and arouse their interest in learning.
- All teachers have enrolled to the EDB Online Foundation Course in Gifted Education, with the support of the whole-school WiFi infrastructure and structured professional trainings, teachers are eager to empower themselves to conduct collaborative face-to-face and live-streaming lessons.
- Subject panels adopt mobile learning as major concerns in their annual plans. The school has taken the initiative to provide iPad and Apple pencil for teachers for integrating mobile learning into their daily teaching. Following the eLearning trainings held last three years, teachers were equipped with the tools and skills for eLearning,
- The school responded instantly to the impacts brought about by the pandemic and formulated a live-streaming lessons timetable which can take care of students' learning needs and teachers' teaching workload. With the leadership of the school management team and the concerted effort of the teaching and supporting staff, online teaching workshops and training were provided to equip our teachers and supporting staff with the necessary technological skills to conduct live streaming lessons with our students using the Microsoft Teams platform. According to questionnaire results, all stakeholders including parents, teachers and students all responded positively to the provision of live-streaming lessons during the school suspension periods. 91% of parents, 92.1% of teachers and 76.7% of students agreed

that live-streaming lessons during school suspension periods could help students develop regular learning habit at home. 86.3% of parents, 68.6% of teachers and 73.4% students agreed that live-streaming lessons during school suspension periods could help promote students' self-regulation of learning. 71.1% of parents, 88% of teachers and 70.1% of students agreed that live-streaming lessons during school suspension periods could help arouse students' learning interest and learning incentive.

- Through lesson observations, exercise book inspections, internal evaluations and public examination results analysis, the principal and vice-principals get to know the teaching and learning condition of different subjects. They arrange individual meetings with different subjects to discuss the development of the subjects. They effectively monitor the implementation of the curriculum and facilitate subject development.
- The heads of KLAs are all effective leaders and coordinators. They evaluate our junior form curriculum timely and organise co-curricular activities flexibly, ensuring the coverage of the junior form curriculum set by the EDB. Also, they are enthusiastic about promoting cross-KLA and cross-curricular cooperative work to enhance learning effectiveness and widen the diversity of activities provided.
- We put strong emphasis on teachers' professional development. We provide allowances for teachers to take up relevant courses and adjust teaching slots to encourage teachers to pursue further studies. We also introduce the mentorship scheme, arrange teachers of major subjects to have collaborative lesson planning, and carry out professional sharing activities in order to promote teachers' continuous development and enhance teaching effectiveness.
- Different avenues have been explored to enhance the dissemination of good teaching practice across different disciplines. Cross-subject peer lesson observations and post-lesson discussions are arranged. The focus will be placed on implementation of differentiated instruction strategies in classrooms. It is vital for the school to enhance knowledge transfer and management, we encourage teachers to conduct in-depth discussions about factors influencing the effectiveness of learning and teaching. Subject-based sharing is arranged regularly.
- We have always been employing external resources, for instance, we have conducted

	<p>lesson studies with Dr. Ho Sai Man on self-regulated learning, we have joined the School-based Support Services to enhance support for teaching Chinese to Non-Chinese speaking (NCS) students, including the effective use of the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) and related assessment tools to set progressive learning targets and expected learning outcomes for NCS students in order to support their transition to mainstream Chinese Language classes.</p> <ul style="list-style-type: none"> • In the section ‘My views on teaching’ in the EDB Teacher Questionnaire, the average score of the seven items is 4.16. Most teachers agreed that “I often help my students to review their learning, so that they have a clear idea about their learning performance and progress”, “I often ask my students questions of different levels in lessons.” and “The learning atmosphere in lessons is good.”. They scored 4.24, 4.17 and 4.15 respectively in these three items. 	
<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> • Most students possess a good learning attitude. They are attentive in class and their learning attitude is positive. Students have interest in learning and respond enthusiastically to teachers’ questions. They follow instructions when participating in lesson activities. When conducting group activities, they maintain good class discipline and are willing to share ideas and work cooperatively with their peers. Students generally manage to use information technology to conduct research and prepare their presentations. Most of their presentations are delivered in a well-organized way. • In the section “My views on student learning” of the EDB Teacher Questionnaire, the average score of the six questions related to student learning is 3.53. The average score of seven questions in the Student Questionnaire is 3.34. The average score of five questions in the Parent Questionnaire is 3.31. Teachers, students and parents all agreed that students always make use of different resources in their learning, such as the internet, books, magazines, etc. • Students with different experiential learning experiences and excellent academic performance are invited to share their experiences and learning strategies in the morning assemblies. • To keep abreast of the times, teachers have made good use of eLearning tools to optimize learning and teaching. Teachers have adopted Microsoft Teams as the 	<ul style="list-style-type: none"> • Enhance the effectiveness of classroom teaching and learning. • Build students’ self-regulated learning techniques such as setting up learning goals, developing reading habit and enhancing note-taking skills.

	<p>learning management system. The system helps teachers to publish courses and track students' learning progress. Students can obtain learning materials at their fingertips, and participate in the learning process according to their pace of learning. Using mobile apps in the classroom can also increase student participation and enhance interaction.</p> <ul style="list-style-type: none"> • Teachers are conscientious and responsible. They possess good subject knowledge. The delivery of the lesson content is concise with clear focuses. Their demonstrations are also clear and well-organized. Teachers are approachable and friendly. They are open-minded to students' opinions. They encourage students to study and enjoy a good rapport with students. Classroom routines are well-established and students' discipline is managed properly in lessons. Therefore, lessons are conducted smoothly in the classroom and a harmonious learning atmosphere is created. • Many professional, caring and dedicated teachers are willing to support needy students outside school hours. • Teachers can infuse the elements of moral and civic education into suitable topics. Some teachers adopt everyday life examples to arouse students' interest and make use of classroom resources and information technology facilities to assist their teaching. • To cater for learner diversity, external support is sought to introduce the ideas of mobile learning, self-regulated learning, differentiation in regular classrooms, etc. • At subject level, most subjects have made use of the Capacity Enhancement Grant, School-based After-school Learning and Support Programmes, the Life-wide Learning Grant and the Diversity Learning Grant to arrange different courses and activities after school and during holidays. At classroom teaching level, with reference to students' assessment data in pre-secondary one and the previous school year, teachers can adjust their teaching strategies by using the homogeneous or heterogeneous grouping, adapting teaching contents and assigning homework appropriately. As a result, the lower achievers can be suitably catered for whereas the higher achievers can be challenged with more demanding tasks. • In the section 'My views on teaching' in the EDB Student Questionnaire, the average score of the seven items is 3.7. Item 3 "The teachers often tell us about our progress and problems in learning" has the highest score of 3.92. 	
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<p>5. Student Support</p>	<ul style="list-style-type: none"> • For student support, we adopt the Whole School Approach. All committees coordinate and cooperate with each other, and they can formulate their year plans according to the school’s major concerns and review the progress of each item regularly. • To support the growth and development of students, we put great emphasis on the role of class teachers. A dual class teacher system is applied to every class in our school and the same class teachers are deliberately arranged for students in S.1, S.2 and S.3 to enhance the growth and development of students and foster a better teacher-student relationship. • Under the “One Student, One Duty” scheme, each student is assigned with a duty. Students’ good performance is praised on the recognition list and rewarded in prize presentation ceremonies. • To encourage students to develop their potential and meet the challenges, different kinds of awards including “Outstanding Student”, “Outstanding in Academic and Conduct” “Outstanding Chinese and English Writers”, “Elite Readers” “Outstanding Chinese Speaker”, “Outstanding Performance in Information Technology”, “Outstanding Performance in Visual Arts”, “Outstanding Performance in Music” and “Outstanding Athlete” have been established in our school. To ensure students’ all-round development in moral, intellectual, physical, interpersonal and aesthetic aspects, “Kei Yuen Award”, “I Can Do It Scheme”, and “Outstanding Class Committees Scheme” have also been set up. An award scheme for community service has been set up to encourage students to participate in community service. • To nurture students’ talents in sports, elite sports programmes such as Elite Basketball Programme are provided for students with talents in sports. • Our school puts strong emphasis on the development of Moral and Civic Education. Apart from activities organised by the Moral and Civic Education Committee and Life Education Team, a wide variety of activities is organised in morning assemblies, OLE periods and co-curricular learning time to develop students’ positive values. • To promote the healthy development of students, there is close coordination and collaboration among the Discipline Committee and the Guidance Committee on handling different cases. To facilitate the school development, various preventive, developmental and remedial measures and activities (e.g. S.1 Orientation Days, 	<ul style="list-style-type: none"> • Whole person development will be enhanced to support the growth and development of students.
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Enhancement Scheme “奮進計劃”, Sex & Health Education) are strategically introduced to cater for students’ needs in different stages of growth.

- We have clear goals for our disciplinary work: both preventive and remedial work are our focus. Prefects help teachers to supervise students during recesses and lunch breaks while the Enhancement Scheme is in place to rectify misbehaviour. More serious cases are referred to the Guidance Committee and the school social workers for follow-up work.
- On handling students’ cases, the Guidance Committee works closely with social workers and makes good use of external resources e.g. an Educational Psychologist from our school sponsoring body, external guidance organisations and professional assistance from the EDB. The committee works closely with the Discipline Committee. There are regular joint meetings of the two committees and a representative from the Guidance team attends weekly Discipline Committee meetings. In order to help SEN students, a mechanism is implemented to offer them guidance and support. There is a referral service to facilitate their learning. A teacher of the Guidance Committee is assigned to supervise the SEN guidance. Starting from the 2014/15 school year, we employ a teaching assistant to follow some SEN cases to provide them with more individual service.
- For extra-curricular activities, we actively encourage students to join different ECA clubs. All junior students are required to take part in at least one ECA club while S.1 students should join one service group so that a service culture can be developed. We offer more than 40 clubs in physical, aesthetic, academic, interest and service domains. We focus on catering different interests of students and providing diverse activities for students. Students are encouraged to initiate the setting up of some clubs that are of their own interests. The school welcomes this trend and regards this as an opportunity for leadership training.
- Students are divided into four Houses which brings S.1 to S.6 students closer. Each year, a wide range of inter-house competitions are held. Apart from the Athletic Meet and Cheer Leaders Competition, there is also a Booth Design Competition, a Dancing Competition and a Singing Contest. All these activities help to associate students vertically across different forms.
- The Careers Committee organises different visits, talks, alumni sharing sessions,

careers education in OLE lessons, interview skill workshops, work experience programmes and also provides careers guidance for students of different levels. Careers information is sent to students through the eClass Student App so that students can have easy access to tertiary education information. Careers and Life Planning Day is arranged to provide students with opportunities to set and reflect on their personal goals. It also holds a yearly S.3 Parents' Day to help parents and students understand subject selection, programmes selection, further studies, future career development and job safety. In addition, the Careers Committee offers advice and discusses with repeaters, new students and school leavers different pathways to further their studies and career to help them face their future positively. Eclass iPortfolio is introduced to help students reflect on their personal goals.

- With the provision of government funding, life planning and careers development have become one of the school's major concerns. A holistic plan catering for different developmental needs of the 6 levels of students in the school has been compiled. Teachers' awareness of the importance of careers planning is also raised as related information is given during each staff meeting and special training sessions are incorporated in our Professional Development Days.
- Our school encourages students to serve the school by taking up responsible posts in different student bodies and schemes such as the Student Union, the Prefect team, Kei Yuen Leaders (KYL), Careers Ambassadors, Big Brothers and Big Sisters (BBBS), Fellowship leaders, House, ECA clubs, Visual Arts Ambassadors, etc.
- Students are also provided numerous chances to serve the community. There are 7 service groups in our school. Under the "One Student, One Service" Scheme, all students need to participate in at least one volunteer service in each form. S.1 students participate in conservation service. S.2 students participate in caring service. S.3 students participate in experiential service. S.4 and S.5 students participate in community service during the Service Learning Days.
- In the section "My Views on Support for Student Development" of the EDB Stakeholder Survey, the average score (5 the highest) of seven items in the Student Questionnaire is 3.62. Scores received from the school-based APASO survey showed an increase in five out of seven questions. Students gave a very positive feedback to the questions. Students reckoned the effort of the school in cultivating students'

	positive behavioural traits and moral values.	
6. Partnership	<ul style="list-style-type: none"> • Parent-Teacher Association(PTA) is a close partner of the school to support our education goal and provide a two-way communication between the school and parents. One parent manager and one alternate parent manager are elected to attend the Incorporated Management Committee (IMC) meetings. The PTA has an active role to support our students. Members of the PTA also visit and attend school events such as the Music Contest at Christmas, the Sports Days and the Easter Celebration. In order to enhance students’ academic performance, the PTA, organizes several Saturday English, Mathematics and Science Enhancement Programmes in collaboration with the school. The PTA starts to collaborate with other school PTA in order to enrich the quality of our PTA community activities. The PTA has also set up funds to support our students in the form of scholarships. • Our home school liaison is strong. The principal and teachers attend parents’ meetings regularly to ensure their views are heard and taken into account. Parents are able to voice their views to the school and address their concerns through various channels such as the PTA and parents’ days. In addition, up-to-date information is provided to the parents by the school website, eClass Parent App, the PTA newsletters and the Parent’s Handbook. • In the section “My views on home-school cooperation” of the EDB Parent Questionnaire, the average mark of the seven items is 3.62. Most parents agreed that their relationship with the school is good. They know the situation and development of the school and there are enough channels to express their views to the school. • The Alumni Association has been established for many years. Meetings and activities such as barbecues are held regularly to keep old students in contact with the school. Representatives from the Alumni Association are elected to join the IMC. • Our alumni are willing to share their experiences with their juniors. On different occasions such as Saturday courses, after-school tutorial courses, careers talks, OLE activities, singing contests, subject selection days, DSE results release day, and many others, they help the school to support the roles of tutors, speakers, advisors, planners, and leaders. They are a good source of assistance to the school. • Our school has a close tie to the Yuen Long Church, the Church of Christ in China. The IMC have representatives from the Yuen Long Church. In addition, the church 	<ul style="list-style-type: none"> • To respond to the varied needs of the children, we should strengthen parent education in order to develop more positive and healthy relationships with their children. • We will try to build a closer connection with the alumni through alumni newsletter or other social media.

	<p>arranges ministers to participate in our school morning assemblies, gospel activities and fellowship.</p> <ul style="list-style-type: none"> • Starting from the 2014/15 academic year, the CCC Kei Yuen Church was established in the school as a branch of the Yuen Long Church, using a room in the school hall as the office and the school hall for services. This helps the community to know the school more and tightens the school-church relationship. Ministers from the Kei Yuen Church are responsible for promoting religious activities in our school. • Two social workers from the Evangelical Lutheran Church of Hong Kong station at the school from Monday to Friday to provide professional support to our students. They also help the school in running remedial programmes to student leadership training as well as workshops for parents. • The Speech and Language therapist and Educational Psychologist liaise closely with an SEN Counsellor, social workers, teachers and other professionals to ensure that students specific needs are met and they are best supported to learn. • In addition to visiting Homes for the Elderly every year, our school has established the Elderly Academy (長者學苑) since the 2008/09 academic year. Our student volunteers are trained by the Mrs. Wong Tung Yuen District Elderly Community Centre, who then act as tutors to teach the elderly people. We help students to learn to care about the community, act as responsible citizens and contribute to society. • Our school participates in the University and School Partnership Programme, organized by the Education University of Hong Kong, the University of Hong Kong, the Chinese University and the Baptist University. Volunteer teachers are arranged to support student teachers from the four institutes during the internship period. • We have established a network of various subjects including Chinese, English, Mathematics, Liberal Studies, Visual Arts, Physical Education and Information Technology with other secondary schools of the same sponsoring body. Also, teachers of Chemistry are also involved in the Hong Kong Examinations and Assessment Authority SBA district co-ordination work. This helps promote the development of learning, teaching and assessment. 	
7. Attitude and Behaviour	<ul style="list-style-type: none"> • In school, teachers work very hard in order to keep the development of the school in good pace. As most of the staff in the school agree with the school's missions and policies, they appreciate, co-operate and support each other. This is an important 	<ul style="list-style-type: none"> • Six positive attitudes including respect, love, kindness,

	<p>culture in school.</p> <ul style="list-style-type: none"> • Workshops on positive attitude are also provided for teachers to reflect on their attitude towards their colleagues and students. • The relationship between teachers and students is good. Teachers care about students. They are friendly to the students and are willing to help them, even after school hours, to ensure their healthy personal development. Students respect teachers and they value the advice offered by teachers. • Our students are friendly, polite and self-disciplined. Most of them get along well with each other, and they love the school. They have a strong sense of belonging towards the school. • The character of Keiyuenese is promoted and nurtured so as to build up a positive attitude in students throughout their six-year education in the school. • In the section “My views on school climate” in the EDB Student Questionnaire, students scored (5 the highest) 4.04 in the item “I get along well with my schoolmates”, and 3.93 in the item “I like my school”. • Leadership training programmes are provided for students to develop their leadership skills and attitudes. The student-led approach of organising activities is adopted so as to train students’ leadership. The school provides lots of opportunities for students to plan and participate in a wide range of activities and services. Students are highly engaged in the activities and fully display their leadership ability. 	<p>gratitude, perseverance and love of learning are to be promoted to build up the virtues of Keiyuenese.</p> <p>The student-led approach of organising activities and the sustainability of student leadership with succession plan and PIE documentation will be furthered promoted.</p>
<p>8. Participation and Achievement</p>	<ul style="list-style-type: none"> • The percentages of achieving Basic Competency in the Territory-wide System Assessment in Chinese, English and Mathematics are very much higher than the territory average. • Over the past three academic years, the average passing percentage of the DSE is about 95%. The average passing percentage of the 4 core subjects (Chinese, English, Mathematics and Liberal Studies) is about 95%. The best result of the DSE within these 3 year is 3 subjects 5**, 1 subject 5* and 3 subjects 5. • Students have actively participated in activities and been awarded a lot of prizes and/or scholarships such as academic excellence, sports, visual arts, music, dance activities and open competitions. • Students always perform well in the Speech Festival in Chinese, English and 	<ul style="list-style-type: none"> • More outside classroom learning activities and competitions will be arranged so as to inspire our students to be global citizens. Collaboration with external bodies to arrange experiential learning activities like visits, field trips,

	<p>Putonghua. A total of 38 students were awarded to the top three places during this development cycle.</p> <ul style="list-style-type: none"> • Our students love to participate in sports competitions. They have won prizes in swimming, canoeing, windsurfing, rope skipping, Taekwondo, cycling, ball games and other inter-school and open competitions. • Our students have outstanding performance in the field of arts. Each year, they take part in more than 50 competitions. They have obtained outstanding achievements in visual arts inter-school and territory-wide competitions. Our students were winners of the Hong Kong Outstanding Visual Art Student Award from 2014 to 2020. • Students shows care and sympathy towards various service targets. A Service Learning Day for S4 and S5 has been organized to promote the moral values of serving others. Students played interactive games with kindergarten students, painted canvas shoes with moderately mental handicapped students and visited elderly homes. The Elder Academy has been established to initiate different courses on IT, social games and handcraft for the elderly. Students are attentive to the elderly's needs. 	<p>exchange tours, etc. will be enhanced.</p>
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III SWOT Analysis

1. Our Strengths

- 1.1 Our school has established a good reputation in the community. We have sufficient student intake in each form. We have received an excessive amount of applications for the Secondary One Discretionary Places and transferred places every year. Starting from the 2010/11 academic year, the school is eligible to use English as the medium of instruction in all Secondary One classes.
- 1.2 Our school has established an effective administrative structure, delineating clearly the responsibilities of different functional posts in the school. We also have an effective filing system and efficient administrative procedures. Environmental friendly eAdministration is developed including Teacher App, Parent App, Student App, iPortfolio and eGuidance to facilitate communication, filing and students' development. Student Data Analysis System helps teachers analyze students' academic performance.
- 1.3 Our school has a team of experienced and enthusiastic teachers and supporting staff. All committees and subject panels are able to keep in line with the education and curriculum reform. They have formulated appropriate plans to enhance teaching and learning, school ethos and students support so that students' academic and moral standard can be further developed.
- 1.4 Our school culture places emphasis on love and care. Good teacher and student relationship is nurtured. In the section "My views on school climate" of the EDB Student Questionnaire, the average marks (5 the highest) of the items, "The students respect the teachers" and "The teachers care about me." are both 3.89. In the section "Teacher-student relationship" of the EDB APASO Questionnaire, the average mark (4 the highest) of the seven items is 3.19. One Student One Service, One Student One Duty and One Student One Athletic/Artistic/Cultural Skill are our school's features that enhance students' whole person development.
- 1.5 Most of our students are willing to learn and have relatively high potential. Some students have strong leadership skills. They have attained remarkable performance in the public examinations and different interschool competitions in recent years. Our students are humble and self-disciplined. They have a strong sense of belonging towards the school. In the section "My views on school climate" of the EDB Student Questionnaire, the average mark (5 the highest) of the item, "I like my school." is 3.93.
- 1.6 Parents have a positive attitude towards the school. In the section "My views on School climate" of the EDB Parent Questionnaire, the average mark (5 the highest) of the six items is 3.95. The Parent-Teacher Association provides great support both in finance and human resources by gathering a group of supportive parents to actively participate in school activities.
- 1.7 Our school actively applies for external resources. We have invited experts to help teachers develop teaching strategies so as to help students learn better; we have received various grants from the government to run programmes and to support both elite and needy students to excel in various areas; we are able to employ tutors and coaches to teach or lead different music, sports or uniform team courses and programmes in order to widen students' exposure.
- 1.8 The new playground enlarges the school area, which makes both teachers and students able to enjoy a more spacious campus. School facilities including the solar power system and the smart greenhouse enrich the learning environment for our students.

2. Our Weaknesses

- 2.1 Teachers are sometimes overloaded because they have to cope with the education changes and curriculum reform.
- 2.2 Many students lack sufficient family support in using English in learning. They rarely have an English-learning environment in the family and rely heavily on the school's support and teachers' assistance when they are in need of help. Some students have difficulties learning subjects in the medium of English.
- 2.3 The learner diversity among students is large. Some students are less motivated and proactive in learning while some students lack resilience, self-confidence and clear personal goals.

3. Our Opportunities

- 3.1 As students become more willing and able to learn, our school can help them develop their potential in their studies through various after-school programmes and activities during Other Learning Experiences (OLE). This will enhance their learning initiative and leadership ability.
- 3.2 Our school can adopt English as the MOI in all junior classes, allowing the school to develop students' English ability by nurturing a rich English environment in school. With more resources, students' English ability can be further enhanced which can also help students learn subjects in the medium of English.
- 3.3 Curriculum renewal in recent years can give more space for nurturing students' reading habits, developing learning across curriculum, civic education and gifted education.
- 3.4 Some young and energetic teachers are willing to try lesson studies that help improve teaching strategies and skills. New teachers who are more ready to accept new ideas and reforms may bring innovative ideas and resources from other institutions.
- 3.5 After the implementation of HKDSE for some years, teachers have been accumulating experiences in the examination syllabus. They become more confident in delivering the course to students and the examination results of some subjects are improving.

4. Our Threats

- 4.1 In the coming years, many middle managers will reach their age of retirement. The school has to get ready a succession plan for different committees and subject panels.
- 4.2 Our school has been established for 39 years and it gradually has the characteristics of a middle-aged school. Teachers tend to recoil at new changes. This may cause some resistance against the implementation of new ideas and the use of new technology for teaching.

IV Major Concerns for 2021/22 - 2023/24

1. To strive for Academic Excellence

- 1.1 To foster proactive and self-motivated learners
- 1.2 To unleash students' academic potentials
- 1.3 To cater for students' diversities with various talents and learning needs

2. To embrace Whole-person Development

- 2.1 To nurture positive values and attitudes in students
- 2.2 To support and assist students to achieve senses of accomplishments
- 2.3 To develop students' career aspiration

3. To establish Professional Learning Community

- 3.1 To devise a sustainable plan on professional development
- 3.2 To promote professional sharing and interflow within school
- 3.3 To invite experts and organizations to conduct professional development programs in line with the school development

4. To celebrate 40th Anniversary

- 4.1 To promote the school through various anniversary celebrations and activities
- 4.2 To achieve the 40th anniversary fund-raising goals
- 4.3 To connect alumni of all years

School Development Plan (2021/22 -2023/24)

Strive for Academic Excellence & Embrace Whole Person Development 追求學術卓越 擁抱全人發展

Major Concerns	Targets	Time Frame			Strategies
		2021/22	2022/23	2023/24	
1. To strive for Academic Excellence	1.1 To foster proactive and self-motivated learners	✓	✓	✓	<ul style="list-style-type: none"> • To promote proactive learning through pre-lesson tasks, cooperative learning and timetabled self-regulated learning periods (自主學習課) • To establish students' study habits and self-regulated learning strategies by conducting relevant workshops and training to students • To improve students' reading habits by implementing Reading Across Curriculum (RAC) practices
	1.2 To unleash students' academic potentials	✓	✓	✓	<ul style="list-style-type: none"> • To improve individual student's learning by means of performance tracking tools • To enhance students' learning effectiveness by means of examination directing strategies and data analyzing tools • To further develop self-regulated learners by e-Learning tools and online self-learning resources
	1.3 To cater for students' diversities with various talents and learning needs	✓	✓	✓	<ul style="list-style-type: none"> • To refine the school curriculum by integrating diversity catering initiatives and strategies • To put Gifted Education into practice by building a learning community among teachers • To reinforce English learning by cultivating and enhancing an English enriching environment

Major Concerns	Targets	Time Frame			Strategies
		2021/22	2022/23	2023/24	
2. To embrace whole-person development	2.1 To nurture positive values and attitudes in students	✓	✓	✓	<ul style="list-style-type: none"> To develop students' values through 6 virtues of Keiyuenese To foster students' positive attitudes by Growth Mindset programs To cultivate students' spirit of service by participating in Other Learning Experiences and Life Education
	2.2 To support and assist students to achieve senses of accomplishments	✓	✓	✓	<ul style="list-style-type: none"> To devise plans to support students' pursuits in aesthetic and sports development and achievement To develop students' self-confidence and leadership skills by the Eight Habits of highly effective teens To widen students' horizons by organizing education tour through Global Classroom for all students
	2.3 To develop students' career aspiration	✓	✓	✓	<ul style="list-style-type: none"> To devise a whole school approach of career life planning blueprint To realise the 100% university entry expectation by goal setting strategies and career planning education To systematically develop students' strength and gift by building a portfolio for every student
3. To establish Professional Learning Community	3.1 To devise a sustainable plan on professional development	✓	✓	✓	<ul style="list-style-type: none"> To arrange and organize professional development along the lines of the school development systematically To promote in-service training according to the T-standard of EDB To establish knowledge and resources management system on L&T and student development

Major Concerns	Targets	Time Frame			Strategies
		2021/22	2022/23	2023/24	
3. To establish Professional Learning Community	3.2 To promote professional sharing and interflow within school	✓	✓	✓	<ul style="list-style-type: none"> To establish open-classroom culture focusing on teachers' strategies and students' learning To enhance the effectiveness of pre-lesson meetings, lesson observation and post-lesson meetings To conduct lesson studies focusing on subject-based learning and teaching strategies
	3.3 To invite experts and organizations to conduct professional development programs in line with the school development	✓	✓	✓	<ul style="list-style-type: none"> To arrange and organize professional development programs with the support from experts and professionals To collaborate with organizations or universities to work out school-based initiatives and endeavors
4. To celebrate 40 th Anniversary	4.1 To promote the school through various anniversary celebrations and activities	✓	✓		<ul style="list-style-type: none"> To invite stakeholders and guests to the school's 40th anniversary celebration events and thanksgiving service To organize events and competitions for primary schools
	4.2 To achieve the fund-raising goals	✓	✓		<ul style="list-style-type: none"> To organize fund-raising activities To produce souvenirs for the fund-raising events To arrange channels of donation for alumni and stakeholders
	4.3 To connect alumni of all years	✓	✓		<ul style="list-style-type: none"> To organize anniversary activities to connect alumni To establish year-coordinators to reunion alumni To establish a social media channel and alumni newsletter for releasing news and information of the alumni association