

Christian Alliance S.C. Chan Memorial College



School Development Plan 2024/25 to 2026/27

- 1. School Motto** The fear of the LORD is the beginning of wisdom, and knowledge of the Holy One is understanding. (Proverbs 9:10)
- 2. School Mission** The school, basing its teaching on the Bible, provides quality Christian education with emphasis on whole-person development including the moral, intellectual, physical, social, aesthetic and spiritual growth of students.

It aims to instill in students a correct attitude to life, to help them cultivate a positive mind, and to master life skills.

It also endeavors to enhance their critical and analytical thinking skills and academic knowledge, and foster students to become good citizens and outstanding members of the community, the nation and the world.

3. School Educational goals

| | Our students should learn to... |
|------------------------|--|
| Moral Education | <ol style="list-style-type: none"> 1. exercise self-respect and self-discipline, obey law and be polite; 2. be generous and forgiving; 3. develop a sense of responsibility and a conscientious attitude to work; 4. love and be eager to help other people; 5. be righteous, unbiased and incorruptible; 6. treasure natural resources and conserve the environment. |
| Intellectual Education | <ol style="list-style-type: none"> 1. think independently and distinguish right from wrong; 2. develop their potential and creativity; 3. express their thoughts and communicate in bi-literate and tri-lingual (in written Chinese and English, and spoken English, Cantonese and Putonghua); 4. calculate with numbers and apply information technology; 5. master the skills to collect, analyses, synthesize, and evaluate data and infer logically; 6. be hard-working and aggressive, objective and open-minded, and actively learn new knowledge and skills. |
| Physical Education | <ol style="list-style-type: none"> 1. develop good physical fitness and a healthy lifestyle; 2. master the basic skills of common sports; 3. challenge oneself and cultivate a firm mind and the perseverance to achieve; 4. cultivate team spirit and an attitude of fairness in competition. |
| Social Education | <ol style="list-style-type: none"> 1. build up a healthy, harmonious relationship with others in social life, be filial to elders in the family and relatives, love siblings, be friendly to schoolmates, respect the elderly and be amiable to neighbours; 2. care about the community and the world, and develop a sense of belonging to one's own group, country and race; 3. be competent, and to develop the spirit of serving others; 4. respect and care for others, and help the needy; 5. be public-spirited, and make contribution to the community and the country; 6. understand the concepts of democracy, liberty, equality, human rights and the rule of law. |
| Aesthetic Education | <ol style="list-style-type: none"> 1. appreciate music, art, literature, dance, drama and visual art; 2. communicate thoughts and feelings through different kinds of artistic expressions; 3. explore and develop creativity and imagination; 4. cultivate sensibility, and enrich the quality of life. |
| Spiritual Education | <ol style="list-style-type: none"> 1. know about and build up a Christian view of ethics and values; 2. cultivate purity in thoughts and a healthy mind and spirit; 3. express feelings appropriately and control one's emotions; 4. handle in a positive way stress and difficulties in life. |

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

| Major Concern and target | Extent of the target achieved | Follow-up action(s) and Remarks |
|---|---|---|
| <p>Major Concern 1: To nurture students to become more confident and reflective learners</p> <p>Target(s):</p> <p>1.1 to enhance students' self-learning capabilities</p> <p>1.2 to cater for learner diversity</p> <p>1.3 to foster ongoing professional development for teachers</p> | <p>Partly achieved with further streamlining and enhancement for continuous development</p> <p>Most strategies have been incorporated as routine work</p> | <ul style="list-style-type: none"> ● With the influence of COVID, teachers are now well-versed in different apps and technological devices. They have streamlined their teaching resources, refined their pedagogy, made use of flipped classroom and blended learning as well as various e-Learning platforms so that students can extend their learning beyond the classroom. ● More self-regulated learning tasks were set for students to prompt students to set learning goals, provide corrective feedback on learning strategies and promote students' self-assessment. ● Strategies such as goal setting, developing learning habits, promoting reading will be incorporated as routine work. ● More differentiation strategies have been introduced, shared and tried out in this development cycle. The Lesson Study Task Group for teachers was set up to foster ongoing professional development on catering for learning diversity and engaging students in the lessons to enhance their learning capabilities. ● To conclude, this major concern is to be continued in the next development cycle with adjusted target(s) on developing students' confidence and engagement in learning. |
| <p>Major Concern 2: To promote a positive school climate</p> <p>Target(s):</p> <p>2.1 to enable students to recognize their own strengths and uniqueness</p> <p>2.2 to promote students well-being</p> <p>2.3 to better equip teachers and school staff to be positive facilitators</p> | <p>Mostly achieved with further extension of scope in response to the needs of students</p> <p>Most strategies have been incorporated as routine work</p> | <ul style="list-style-type: none"> ● A lot of strategies and programmes have been arranged to enable students to recognize their own strengths and uniqueness, which in turn can promote their well-being. Most of these will be incorporated as routine work. ● Students' responses in the APASO showed that their Q score for "Psychological Health" was 96.8, which was higher than that of last year (91.8). ● Therefore, while targets are mostly achieved for psychological well-being and will be incorporated as routine work, other aspects like personal growth, interpersonal skills, healthy lifestyle and social well-being need further enhancement to achieve students' holistic well-being. |

- b. Based on the reflection against the seven learning goals, 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?

National and Global Identity

Students have established a sense of recognition towards their identity through a wide range of national education events, such as flag-raising ceremonies, mainland exchange tours, visits, etc. Activities that promote Chinese culture were also arranged. With continued education and engagement, students will further develop a sense of pride and responsibility towards their national identity. As for global identity, students may need more exposure and education on the important pluralism in society.

Breadth of knowledge

Our school offers a variety of learning activities to provide opportunities for students to engage in different learning experiences, which allow them to practise the transfer of knowledge and skills as they can apply what they have learnt in the classroom in real-life contexts. Reading atmosphere is fostered in school through Library Sharing Sessions, Reading Periods, Morning Assemblies, Book Fair and Book Fair. Reading across the Curriculum is promoted by assigning students to read books from the self-directed learning book lists that are updated from time to time and the two e-reading platforms on Chinese and English books. The Student Reading Award Scheme encourages students to read more, so that their scope of knowledge can be broadened. In addition, in order to fully explore and develop students' potentials and talents, pull-out programmes are offered for students who are talented or interested in different aspects and would like to explore more, such as enhancement classes, booster classes, workshops, etc. For the exceptionally gifted students, learning opportunities are provided by joining external activities, programmes or competitions. By engaging in different activities, students not only broaden their horizons, but also develop a sense of career and life goal planning. Cross-curricular collaboration and exposure to local and international issues and knowledge are introduced and can be further developed.

Language proficiency

Our school emphasizes the development of students' language proficiency in biliterate and trilingual communication. English is the medium of instruction for most subjects. Native-speaking English teacher and teaching assistants are employed to enrich the English-speaking environment by organizing diverse activities including English Speaking Days and various activities held in the English Room. Students are provided with a lot of opportunities to use different languages in a variety of school events, such as morning assembly presentations, announcements to fellow schoolmates, Lunchtime Forum, etc. They also take part in language-related activities, such as the Hong Kong School Speech Festival, public speaking competitions, writing competitions, etc. Further work needs to be done to develop their confidence in public speaking.

Generic skills

Students' basic generic skills (communication, mathematical and IT skills) have been well-developed through the curriculum of various subjects, co-curricular activities and extra-curricular activities. As for thinking skills (critical thinking, creativity and problem-solving skills) and personal and social skills (self-

management, self-learning and collaboration), students are given opportunities to develop and practise in discussions, projects, group work and other learning experiences and settings, both inside and outside classrooms. More opportunities should be provided for them to further develop and apply these generic skills in an integrative manner so that students can become even more independent and self-directed learners.

Information literacy

Knowledge, skills and attitudes on information literacy have been provided in the Computer Literacy and STEM lessons, assemblies and talks in order to help students use information and information technology ethically, flexibly and effectively. Concerns on information literacy, digital citizenship, internet security, usages of artificial intelligence, online interactions and cyberbullying have been raised and discussed. Further education and emphasis on these issues should be provided.

Life planning

Aligning with the career developmental needs of students at different stages of growth, quality life planning education and career guidance service are provided (1) to help students understand their interests, abilities and orientations; (2) to develop their positive attitudes towards work and learning; (3) to prepare them for actualizing individuals' potential through pursuit of personal/career goals; and (4) to empower them to make informed and responsible choices on their learning, career goals and other aspects leading to a meaningful life. Students' concepts of character strengths, individuality and self-understanding are developed in the life-planning education lessons. The concept of VASK (Values, Attitudes, Skills and Knowledge) is incorporated in the career guidance curriculum. Group activities and interaction were arranged to facilitate students' understanding of their abilities, reflecting on their value, prioritizing their life preferences and formulating their individualized plans in senior forms. In junior forms, the focus is put on self-understanding, work values and exposure to a variety of occupations. Individual Careers Counselling is provided to senior form students. Career-related and exploration activities are arranged by the Career Guidance Committee and in collaboration with subject panels or committees. The Alumni Mentoring Programme is arranged to facilitate Form Four and Five students to pair up with alumni mentors to explore their education and career goals and hence draw better career plans. Further development on the needs of junior form students such as early career exploration can be explored.

Healthy lifestyle.

The Student Guidance Team has conducted a series of activities to care for students' holistic well-being. Life Education Programmes are conducted to allow students to express their gratitude and to share their happiness. "Grateful Thursday" has been launched to cultivate the practice of expressing gratitude. On top of the various programmes, the school is dedicated to building and maintaining strong teacher-student relationship in order to foster students' well-being. Two Student Guidance Days are arranged every year for teachers and students to strengthen their bond and communication. Through individual and small-group interviews, class teachers have a better understanding of their students and can, hence, provide timely and appropriate learning and emotional support. As for physical health, the Health Education Task Group is set up to initiate various programs to promote physical fitness, such as "Active Friday", Form One long-distance running experience, Form Six graduation hiking trip and many other sports events, including the Athletics Meet, Swimming Gala, sports teams, inter-house sports competitions, etc. More collaboration with parents can be enhanced to concern about students' health status, sleeping hours, balance between study and rest, etc.

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

Our school offers a broad and balanced curriculum for junior form students and a wide range of elective options for senior form students. Apart from the learning inside the classroom, students are also arranged and encouraged to take part in a variety of academic and non-academic activities. Life-wide Learning Days are arranged to foster cross-curricular learning collaboration, enrich students' learning experiences beyond the classroom and develop values and attitude. The different subjects collaborate to arrange activities for students so that they can practise the transfer of knowledge and skills as they can apply what they have learnt in the classroom in real-life contexts, such as field trip to explore Central District, Hoi Ha Wan tour, STEAM Workshop on CoSpace and micro:bit, visit to the Hong Kong Museum of Coastal Defence and Cultural, visit to The Mills, workshops on forensic toxicology, neuroscience and data science, financial education workshop, career experience workshop, Tuen Mun River scientific measurement, workshop on engineering and virtual reality, historical and heritage tour, community visit, etc.

Students are provided with invaluable opportunities to develop their potentials and display their leadership skills. To enhance students' assertiveness and motivation in life, the school offers a wide range of co-curricular activities. Presentations of students in the morning assemblies are arranged for them to reflect on their learning and share with schoolmates. Sharing platforms like the SCC Stage and Lunchtime Forum are also provided for students of different abilities to showcase their aesthetic talents. The school is committed to strengthening students' leadership by encouraging them to shoulder leading roles within and outside school. Sufficient training for the student leaders is arranged, including sharing from past student leaders and training camps.

The Civic and National Education Committee, Student Guidance Committee, Career Guidance Committee, Extra-curricular Activities Committee, Religious Education Committee and Health Education Task Group offer a lot of opportunities to enrich students' learning experiences for their whole-personal development and lifelong learning. Such arrangements and provisions, which can broaden students' horizons and develop their lifelong learning skills, have been incorporated into the routine work of the school.

A warm and welcoming atmosphere has been cultivated for parents and alumni. The Parent-Teacher Association and the School have been working together harmoniously to foster the growth of our students. Members of the Parent-teacher Association trust the school and provide support in terms of scholarship, parent education and manpower to facilitate various school activities and to promote student welfare. The PTA has organized many activities, including S.1 Parents' Class, peer group for parents, music or art therapy workshop, interest classes, seminars for parents, parent-child outings, Fruit for Health Campaign and Parents Appreciating Teachers Drive. The school has also established a close link with the alumni, who have a strong sense of belonging and actively participate in various school functions. The alumni have developed strong and solid support to the school by serving as academic tutors and ECA coaches, and participating in the mentorship scheme. The Alumni Association trusts and continuously supports the school in various occasions and school events.

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

- There is extensive membership in the IMC to take care of the interests of all the stakeholders. School Managers give full support and professional advice for the betterment of the school. The IMC steers the missions of the school development, and at the same time grants the school leadership team a high degree of trust, support and professional autonomy.
- The school management undertakes succession planning through providing middle managers with training and opportunities to take up function duties to broaden their career perspective and shoulder duties of greater responsibility.
- Mutual trust and openness are developed at different levels of school management.
- The synergy and collaboration between the Borad of Academic Affairs and the Board of Student Affairs builds a strong collaborative culture to facilitate holistic development of students.
- The Planning-Implementation-Evaluation cycle has been embedded into daily practice in different subject panels and committees. Different kinds of data, such as APASO, Stakeholders' Survey, internal and external assessment data, are collected and used for school self-evaluation. School major concerns are formulated through extensive participation of all staff members based on their collective reflection and feedback through evaluation, observation and evidence-based data. A whole-school approach is adopted.
- An induction programme is organized for teachers joining the school for the first year. The new teachers are introduced to the vision and mission as well as the school's latest development in both academic and student development aspects, so as to identify with the school culture and work collaboratively with their colleagues. Mentors are also assigned to help them adapt to the new environment more easily. Continued attention and efforts can be placed on helping the newly-joined staff members to strengthen their shared understanding of the mission of the school.
- The school fosters ongoing professional development for teachers. Teachers have been taking an active part in building a vibrant collaborative culture through regular meetings and peer observation. Collaborative planning sessions with specific pedagogical focuses are held among subject teachers. A Lesson Study Task Group has been set up, with the goal of enhancing classroom effectiveness through differentiated strategies, such as paired and cooperative learning, prior knowledge input, hands-on learning, etc. Staff Development Days are held every year to discuss different topics related to teaching and learning, such as blended learning, student engagement, self-directed learning and learning diversity. Teachers are also given the opportunities to share their good practices. To keep up with the latest changes in the curriculum and promote professional interflow, some also serve as HKDSE markers while others serve as members of various learning circles operated by the Education Bureau and the subject committees of the Hong Kong Examinations and Assessment Authority. Further cross-subject collaboration can be strengthened for the exchange of experience and enhancement of learning and teaching strategies.
- Our school also prides ourselves on the trust and relationships among staff members. Staff prayer meetings and staff fellowship provide opportunities for staff members to remember the needs of the school, the staff and the students in their prayers. Team-building activities were also organised for staff members to maintain a strong collaborative relationship, including hiking, cooking, artistic and sports activities.

c. How Can My School Be Better

What are my students' needs?

- To exercise more autonomy in their learning
- To be given more room to explore their interest and potential
- To be given plenty of opportunities to build confidence, not just through academic performance or competitions, but by taking part in various activities
- To be given more overseas study tours to enhance their global identity
- To continue to strengthen their holistic well-being
- To develop a healthy lifestyle and balanced life
- To be given more opportunities to showcase their talents
- To further develop effective learning strategies, such as study skills, time-management skills, note-taking skills, etc
- To develop positive values and attitude for the enhancement of their personal growth
- To be accompanied by supportive family members
- To strengthen resilience, interpersonal skills and self-management skills

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

- More collaboration will be elicited among committees, subject panels and teachers to achieve synergy.
- Continuous professional development will be further enhanced to facilitate improvement and development and to keep the staff members abreast of the latest developments in education.
- With the new Vice-principal and Assistant Principal, collaboration and liaison among various committees and task groups can be enhanced.
- The school is dedicated to reinforce and embrace the tradition of a positive, caring and developmental culture in the everyday interactions between staff members and with students.
- The school will continue to elicit support from parents, alumni and Yau Oi Church, our partner church, to foster the growth of students.

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

After considering the needs of the students, the school has decided to give priorities to (1) facilitating students to embrace learning so that they can become more confident in their academic development through engagement in learning and building confidence; and (2) focusing on students' holistic well-being, with the focus on their psychological well-being, healthy lifestyle, balanced life, relationship with others and social skills. Relevant professional development will be offered to staff members, and necessary resources, both financial and manpower, will be solicited accordingly.

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:

1. Empowering students to embrace learning

擁抱學習 自主自信

2. Empowering students to embrace their holistic well-being

擁抱生命 全人健康

School development Plan (2024/25 – 2026/27)

| Major Concerns | Targets | Outline of Strategies | Time Scale | | | Seven Learning Goals |
|---|--|--|------------|-------|-------|----------------------|
| | | | 24-25 | 25-26 | 26-27 | |
| 1. Empowering students to embrace learning | 1.1 To further enhance students' inquisitiveness and engagement in academic pursuits | A. Provide diverse learning opportunities to cultivate students' inquisitiveness and initiative in learning | ✓ | ✓ | ✓ | Breadth of Knowledge |
| | | B. Employ experiential and holistic learning activities that facilitate the application of acquired knowledge to everyday life | ✓ | ✓ | ✓ | Generic Skills |
| | | C. Help students take ownership of their learning by developing their metacognitive skills | ✓ | ✓ | ✓ | |
| | | D. Provide training on active learning to help teachers transform into effective enablers and activators of learning | ✓ | ✓ | ✓ | |
| | 1.2 To enhance students' learning confidence by fostering assessment literacy | A. Sharpen students' skills in interpreting their academic results | ✓ | ✓ | ✓ | Generic Skills |
| | | B. Make special recognition to students who make improvements | ✓ | ✓ | ✓ | Life Planning |
| | | C. Review assessment design so as to foster students' learning confidence | | ✓ | ✓ | |
| | | D. Empower teachers to become effective users of assessment data | ✓ | ✓ | ✓ | |
| | 1.3 To cultivate a strong reading culture to promote lifelong learning beyond the classroom | A. Create a favorable reading environment and atmosphere | ✓ | ✓ | ✓ | Language Proficiency |
| | | B. Promote reading across the curriculum through different KLAS | ✓ | ✓ | ✓ | Information Literacy |

| Major Concerns | Targets | Outline of Strategies | Time Scale | | | Seven Learning Goals |
|--|--|---|------------|-------|-------|------------------------------|
| | | | 24-25 | 25-26 | 26-27 | |
| 2. Empowering students to embrace their holistic well-being | Embrace My Mind (Psychological Well-being) 2.1 Students should develop a strong sense of purpose and meaning in their lives. | A. Build students' self-confidence and self-awareness through class activities such as self-reflective exercises, goal-setting, etc. | ✓ | ✓ | ✓ | Healthy lifestyle |
| | | B. Strengthen students' stress management capabilities by promoting access to diverse learning opportunities and practical experiences. | ✓ | ✓ | ✓ | |
| | | C. Optimize the school environment to support students' stress management. | ✓ | ✓ | ✓ | |
| | Embrace My Growth (Personal Well-being) 2.2 Students demonstrate effective skills in managing a healthy lifestyle in terms of self-management, physical health, and aesthetic development. | A. Sharpen students' self-management skills | ✓ | ✓ | ✓ | Healthy lifestyle |
| | | B. Promote inclusive participation in physical and aesthetic activities | ✓ | ✓ | ✓ | Life planning |
| | | C. Widen horizons through external engagements. | | ✓ | ✓ | |
| | Embrace My Community (Social Well-being) 2.3 Students demonstrate strong interpersonal skills and can practice proper values and attitudes as SCCers and good members of society. | A. Foster leadership and cooperation through school-based activities | ✓ | ✓ | ✓ | Healthy lifestyle |
| | | B. Promote voluntary service and community engagement | ✓ | ✓ | ✓ | Generic Skills |
| | | C. Build a positive school culture through family and church engagement | ✓ | ✓ | ✓ | |
| | | | | | | National and global identity |