SKH Chan Young Secondary School

School Development Plan

2022/23 - 2024/25

1.	School Vision & Mission

Vision

The school endeavors to provide an all-round Christian education, and nurture students' motive for seeking the truth so that they can find pleasure in life, realize their aspirations and eventually become citizens with worldwide vision.

Mission

To provide an ideal and happy learning environment through an all-round Christian education so that students can have a balanced development in seven major learning areas: spiritual, intellectual, moral, social, physical and artistic, Chinese culture and Information Technology studies. This helps them attain a positive attitude, value, knowledge and skills of lifelong learning so as to glorify God and do good for the individual, family, society, country and whole world.

2.	School Goals

I.	Spiritual development
	Nurture students spiritually by leading them to God and following the footsteps of Jesus Christ.

II.	Moral education
	Guide students to establish self-esteem and pave their way towards a positive life. They will be able to realize themselves through a balanced development in cognitive, sentimental and ideological aspects.

III.	Intellectual development
	Provide students with a diversified curriculum which will develop their critical thinking skills, build a good learning attitude and inspire their eagerness for meaning and truth.

IV.	Technology education
	Prepare students to enter the world of information technology by letting students equip themselves with IT knowledge so as to facilitate learner autonomy and life-wide learning.

V.	Physical and artistic education
	Develop students' potential in sports and audio-visual art; foster the sentiment of art appreciation.

VI.	Social awareness
	Help students understand their responsibility as well as their rights as individuals in society and learn the skills for living gregariously, be concerned about society and be able to contribute to it.

VII.	Chinese culture studies
	Manifest the contemporary function of traditional Chinese cultural values and essence. Cultivate a virtuous personality with mercy and selflessness, self-consciousness and independence.

3. Holistic Review of the School Development Plan 2018-2022

In general, the implementation of the SDP was greatly affected by the social unrest in 2019, class suspension and suspension of face-to-face lessons under the COVID-19 pandemic since April 2020.

Major concern	Extent of targets achieved	Follow-up actions	Remark(s)
Major concern 1: To Facilitate students' learning through effective and up-to-date teaching strategies	• SDL has been in practice. Students are given pre-lessons tasks and extended learning tasks after lessons. • Study skills workshops were arranged for S.1, S.2 and S.4 students in 2021-22. Students learnt to take the initiative to organize notes by themselves. • Teachers generally mastered basic e-learning skills like conducting online lessons and using Google classrooms. BYOD policy for S.1 students was implemented in 2021-22. • A series of professional support from QSIP for implementing SDL in different KLAs was arranged in 2021-22.	• Catering for learner diversity, questioning skills to facilitate knowledge scaffolding and critical thinking in classroom teaching need to be strengthened. • Opportunities for professional sharing among teachers should be created. • Academic policies such as homework guidelines and the assessment framework are to be reviewed. • With the implementation of BYOD policy, pedagogies and materials to support interactive learning and teaching are to be developed.	
Major concern 2: To promote a healthy, prosperous campus life and foster students' positive values	• As a considerable number of lessons were switched to online due to the suspension of face-to-face classes, students' attendance rates were incomparable with those in the past. • Many activities were cancelled owing to the suspension of face-to-face lessons and anti-epidemic regulations. • Various counselling talks, support and resources were arranged for students and parents, including the cross-border ones.	• Spiritual and health education are to be strengthened. • Life planning education should be provided to students at all class levels. • More parent education can be arranged to help parents understand how to handle various challenges nowadays. • Develop a holistic and structured curriculum for life-wide lessons and class teacher periods.	

4. Evaluation of the School's Overall Performance

Performance indicator area	Major Strengths	Areas for improvement
1. School Management	- A school self-evaluation mechanism and appraisal system have been in place. - A holistic evaluation was done before compiling the new SDP. - Duties have been assigned according to teacher's interests and expertise. - With the use of the school intranet, administration has been streamlined and become more efficient.	- The practice of evidence-based evaluation is to be adopted by all subject panels and committees. - Communication between the management and staff members is to be enhanced. - Implementation of plans at subject panel / committee level, and resource utilization can be better supervised.
2. Professional Leadership	- The school management has rich professional knowledge and are conversant with the latest education trends. - The school management communicates their expectations and the direction of school development to the staff. - Internal and external resources have been effectively used to support teachers and improve the betterment of students. - In general, a harmonious working environment has been created.	- Variety in professional development for teachers. - Middle managers are to be empowered to share the leadership role, so as to gradually achieve distributed leadership and nurture future leaders. - Collaboration among subject panels and committees is to be improved.
3. Curriculum and Assessment	- Curriculum review has been in place to ensure alignment with the learning objectives and help students cope with future challenges. - A mechanism for monitoring curriculum implementation has been established.	- Evaluation of learning outcomes with reference to data is to be strengthened. - Collaboration and professional exchanges within KLA and between KLAs are to be enhanced to facilitate student learning. They can be achieved by means of promoting reading, project learning, LAC, STEM, etc. - The assessment framework and homework policy are to be reviewed.

Performance indicator area	Major Strengths	Areas for improvement
4. Student Learning and Teaching	• Students are well-behaved and are willing to learn and respond to questions under teachers' guidance. • Self-directed learning has been in practice. • Improvement has been shown in homework submission. • A framework for supporting weaker students has been implemented.	• Students' initiative in learning is to be strengthened. • Students' interest in reading needs to be enhanced. • There can be more graded tasks, more types of homework as well as a wider variety of teaching modes to address students' learning needs.
5. Student Support	• A systematic and effective support framework was established.	• Emotional support and life-planning for students need to be strengthened. • More preventive measures can be taken.
6. Partnership	• The PTA serves as an effective communication channel between the school and parents. Parents have been supportive of the direction of school development and school business. • The school maintains a good relationship with the alumni. A scholarship donated by the alumni has been set up to recognize students with outstanding leadership.	• More parent education can be arranged to help parents handle various students' needs. • After the pandemic, alumni sharing on study strategies and career planning should be resumed.
7. Attitude and Behaviour	• Students are generally polite, well-disciplined and keen to learn. • They pursue simplicity in life and are respectful of teachers.	• Time management, confidence, perseverance, and skills to cope with adversity are to be further developed.
8. Participation and Achievement	• The percentages of students meeting the minimum university entrance requirement are above the territory average for day-school students. • The provision of co-curricular activities is rereviewed regularly to provide a wide spectrum of learning experiences to cater for students' interests.	• The percentage of students attaining level 4 or above in the public exam is to be enhanced. • Students should be encouraged to participate in more co-curricular activities and inter-school competitions.

5.   SWOT Analysis

Our Strengths:
- The subject panel heads and committee heads effectively promote teachers' professional exchanges and collaboration. They have an amicable working relationship with teachers.
- All-round education, positive values, and good conduct are emphasized.
- Teachers possess a conscientious attitude in teaching. They are committed, caring and have forged a trusting relationship with students.
- Students are generally modest, well-behaved and keen to learn, as well as living a simple life.
- The more extensive use of IT has streamlined administration, enhanced administrative efficiency, and reduced teachers' workload.
- The school managers and parents are supportive.

Our Weaknesses:
- Teacher's professional training to support SEN students and cater for learner diversity is to be enhanced.
- More opportunities of professional sharing and exchanges among teachers are needed.
- Students' reading habit and study skills are to be strengthened.
- Students' mental health, stress management, resilience, and confidence are to be improved.
- More space for expansion of co-curricular activities and small-group teaching is needed.
- More opportunities to widen students' horizons should be created.

Our Opportunities:
- More teachers are willing to serve as middle managers and play a leading role.
- More young but experienced teachers have joined the teaching team in recent years.
- The organization structure and share of responsibilities are reviewed to cater for the ongoing needs of school development.
- The management has a wide professional network which provides various collaboration opportunities and support.
- The management can utilize resources effectively and teachers' strengths to optimize school development.
- The ongoing curriculum reforms of some subjects enhance learning effectiveness and enrich students' learning experiences.

Our Threats:
- There is more intense competition among schools in the North district.
- There will be insufficient support and guidance for cross-border students when all of them ~~can~~ return to school.
- The declining student population in Hong Kong has affected our student intake, hence more diverse learning needs.
- Students are facing more distractions such as social media, computer games, etc.

6. School Development Plan (2022-2025)

Major Concerns	Targets	General outline of strategies	Time scale		
			22-23	23-24	24-25
Equip students with skills necessary for 21st century learning	To enhance students' competence and efficacy as self-directed learners	• Support learning in EMI by means of LAC lessons • Provide training on study skills and SDL practices • Motivate students to learn by providing positive and constructive feedback, as well as opportunities to showcase learning outcomes	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
	To promote "reading to learn"	• Enhance library services and collaboration with subject panels to promote "reading to learn" • Invite students, teachers, and guest speakers for sharing	✓	✓ ✓	✓ ✓
	To enable students to apply multi-disciplinary knowledge	• Include more STEM elements in the curriculum • Promote project learning	✓ ✓	✓ ✓	✓ ✓
	To promote e-learning	• Establish an e-learning workgroup to oversee the development of e-learning and provide support	✓	✓	✓
	To cater for learner diversity	• Enhance professional training by QSIP • Foster collaborative lesson preparation and peer observation	✓ ✓	 ✓	 ✓
	To enhance assessment literacy	• Review the assessment framework • Enhance professional training by QSIP	✓	✓ ✓	 ✓
Help students develop a growth mindset, positive values, attitude, and self-identity	To enhance students' confidence and self-image	• Implement a life education programme in class teacher periods • Invite students to share and make announcements in morning assembly	✓ ✓	✓ ✓	✓ ✓
	To foster a healthy lifestyle	• Devise a programme to help students manage stress and improve mental and physical well-being	✓	✓	✓
	To promote values and attitude education	• Implement the "My Pledge to Act" programme • Infuse values and attitude education into the teaching of different subjects	✓ ✓	✓ ✓	✓ ✓
	To widen students' horizons and unleash their potential by providing diverse learning opportunities	• Implement a holistic and structured curriculum for LW learning • Establish a 'Talent Pool' to facilitate student nomination to take part in relevant activities	✓	✓ ✓	✓ ✓
	To enable students to plan for their life	• Include life-planning education at all class levels • Invite past students, parents, and distinguished guests for sharing	✓	✓ ✓	✓ ✓