



基督教宣道會宣基中學

Christian & Missionary Alliance Sun Kei Secondary School

School Development Plan 2015-2018

School Mission

Our school is a government subsidized secondary grammar school founded by Christian & Missionary Alliance Church Union of Hong Kong and was officially opened in September, 1999. We exalt biblical truth, and act on Christian benevolent spirit. With the responsibility to proclaim Christian truth, and a macro view of international perspective, we gaze at the broad education universe and practice high quality whole person education. We are dedicated to groom students to have a balanced development in ‘Spiritual, Moral, Intellectual, Social, Physical and Aesthetic’ Education, so that they can utilize their potential and be equipped with ability and high moral to pursue excellence and make contribution to society.

School Motto

‘Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge Him, and He will make your paths straight.’ (Proverbs 3:5-6)

School Vision

- An Arena for Proclaiming Christ
- An Institution to Develop Human Potentials
- A Cradle of Leaders

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To cater for learner diversity and to further enhance the use of English in teaching and learning	Mostly achieved	Incorporated as routine work	
2. To nurture students with humanistic quality and to inspire them to reach their multifarious potentials	Mostly achieved	Incorporated as routine work	
3. To develop our school as a professional learning community and to further enhance teacher capacity	Mostly achieved	Incorporated as routine work	

Evaluation of the School's Overall Performance

PI Domains /Areas	Major Strengths	Areas for Improvement
<p>1. Management & Organisation (School Management, Professional Leadership)</p>	<ul style="list-style-type: none"> • The School Board members have a wealth of experience and professional knowledge of various fields. They are able to give informed advice to the school. They have a clear vision for the development of the school and render strong support. They trust the Principal and appreciate the remarkable achievements made in various facets of the school under her very good leadership. • The Principal is visionary, dynamic, insightful and committed; she is able to provide strong professional and resourceful support for teachers, and motivate them to perform their duties with passion. • There is transparency in the formulation of school policies and identification of major concerns, teachers can reflect their views through various channels and there is great consensus among teachers with regard to the direction of the school's development. • Views of different stakeholders are collected every year through various channels and professional dialogue. A self-evaluation and collaboration culture has been fostered for school development and teaching enhancement. Teachers' professionalism is continually enhanced through structured training, collaborative teaching, class visitation and exchange programs. 	<ul style="list-style-type: none"> • Continue to strengthen middle managers to take up leadership roles.

<p>2. Learning & Teaching (Curriculum and Assessment, Student Learning and Teaching)</p>	<ul style="list-style-type: none"> • A broad and balanced curriculum is provided to suit students' interests, needs and abilities. • Curriculum leadership and management are in order and panel chairpersons demonstrate a high level of professionalism. Subject departments make good use of various sharing platforms to regularly engage in purposeful professional exchange. • Most students are interested and attentive in class; they are engaged in lesson activities and have sustained motivation. • Promotion of reading to learn has been highly effective and the library master collaborates closely with subject panels in promoting reading across curriculum, supporting students' learning and offering a host of popular reading activities. 	<ul style="list-style-type: none"> • Continue to nurture students as confident and self-directed learners. • The use of e-Learning to facilitate teaching and learning has to be bolstered. • Continue to review the senior secondary curriculum so as to meet the changing admission requirement of the tertiary education. • The English department should continue to support language across curriculum and assist students to master the academic language for other content subjects.
<p>3. Student Support & School Ethos (Student Support, Partnership)</p>	<ul style="list-style-type: none"> • A systematic policy on student development is formulated to foster students' balanced development and cultivate a caring and supportive learning environment. • The school actively nurtures students' positive values, including mutual respect, tenderness, humility, acceptance and appreciation through structured whole-school program, leadership training and religious functions. 	<ul style="list-style-type: none"> • Continue to strengthen teachers to support Career and Life Planning of students. • Continue to help senior form students build self-confidence in face of examinations pressure. • Continue to develop the alumni network.

	<ul style="list-style-type: none"> • A harmonious and family-like relationship is well established between teachers and students. Students enjoy their school life. They take pride in, and have a strong sense of belonging towards the school. • The school aptly promotes the involvement of parents in their children's growth and in the development of the school through parents' gathering in different forms, interviews with form teachers and newsletters. There is effective communication between school and parents. 	
<p>4. Student Performance (Attitude and Behaviour, Participation and Achievement)</p>	<ul style="list-style-type: none"> • Students are self-disciplined, amiable, cooperative and caring. They are enthusiastic about learning and receptive to teachers' guidance and advice. Student leaders are responsible and confident in performing their duties, demonstrating good leadership and care for their fellow schoolmates. • In comparison with schools with similar S1 intake, the school performed very well in the HKDSE examination in the past few years. • Students participate actively in wide range of academic, aesthetic, sports and service activities, performing especially well in speech and music competitions. 	<ul style="list-style-type: none"> • Continue to enhance students' performance in the public examinations. • In view of students' high potential, they could be further groomed to attain more outstanding achievements in competitions.

SWOT Analysis

Our Strengths

- The School Board members have a wealth of experience and professional knowledge of various fields. They are able to give informed advice to the school. They have a clear vision for the development of the school and render strong support. They trust the Principal and appreciate the remarkable achievements made in various facets of the school under her very good leadership.
- The Principal is visionary, dynamic, insightful and committed; she is able to provide strong professional and resourceful support for teachers, and motivate them to perform their duties with passion.
- The school places emphasis on the careful nurturing of students' character and morality, it is dedicated to fostering the students' development with love and care. The students are generally well-behaved, courteous, and cooperative, with no explicit discipline problem. They are moulded with the correct values and world view anchored on the Christian culture.
- With the concerted efforts of the dedicated teachers and under the strong leadership of the Principal, the school has become a very popular school in the district in a few years and the students have attained good academic results and achievements in extra-curricular activities.

Our Weaknesses

- The use of e-Learning to facilitate teaching and learning has to be bolstered.
- Teaching time is insufficient in NSS and it is a rush to cover the full curriculum and the school-based assessments.

Our Opportunities

- The school gains its reputation over the years and has become popular among the community. It has an extensive local and overseas sibling school network and the students can broaden their cultural horizons and global perspective.
- Under the fine-tuning in the Medium of Instructions (MOI) in junior forms, English is adopted as the major MOI in our school. It strengthens students' English ability across different subjects which facilitate better transition to senior forms.

Our Threats

- To counteract contemporary culture and social impact, the school needs to strengthen the core values and Christian beliefs of students.
- Parents who have high expectations on their children exert certain pressure to the students.

2015-2018 Major Concerns

1. To nurture students as confident and self-directed learners
培養學生自信與自主學習能力
2. To strengthen students' life planning capabilities and to expose them to a feast of multifaceted experiences
提昇學生規劃人生能力，拓寬視野及多元經歷

School Development Plan (2015-18)

First Major Concern: To nurture students as confident and self-directed learners

Targets	Time Scale			Outline of Strategies
	15/16	16/17	17/18	
<ul style="list-style-type: none"> Developing self-management learning habit 	✓	✓	✓	<ul style="list-style-type: none"> To develop students' habit of self-management at school level through talks and workshops To provide guidelines for the lesson plan template to develop students' lesson preparation habit To organise student-lead activities in academic days, lunchtimes, assemblies and academic weeks
<ul style="list-style-type: none"> Nurturing students as confident learners 	✓	✓	✓	<ul style="list-style-type: none"> To provide goal-setting and goal-adjusting programs for students To develop students' questioning / problem solving skills and build up students' confidence in tackling problems To develop a wide variety of award opportunities for students To demonstrate students' good performance at different levels
<ul style="list-style-type: none"> Developing mechanisms for students' self-monitoring habit 	✓	✓	✓	<ul style="list-style-type: none"> To provide a wide variety of assessment methods and records for students' self-evaluation and self-reflection
<ul style="list-style-type: none"> Promoting self-extension of learning 	✓	✓	✓	<ul style="list-style-type: none"> To participate in experiential learning activities organised by external bodies To explore the feasibility of setting up a Science and Innovation Center to cultivate students' interest in popular science To share successful experience of competitions and extra-curricular activities with other students
<ul style="list-style-type: none"> Fostering collective learning and application of learning 	✓	✓	✓	<ul style="list-style-type: none"> To arrange workshops and programs organised by SDC, TLC, SQNC, to enhance teachers' knowledge on various educational issues To maintain and enrich the resource bank for educational journals and readings To apply Formative Instructional Practice in teaching

<ul style="list-style-type: none"> Strengthening the use of e-Learning in teaching and learning 	✓	✓	✓	<ul style="list-style-type: none"> To build a campus wide Wi-Fi infrastructure To acquire mobile computing devices (iPad) for e-Learning in lessons To provide e-Learning training through talks and workshops To apply e-learning strategies in pilot subjects
		✓	✓	<ul style="list-style-type: none"> To share experiences of pilot subjects through staff development events To apply e-learning strategies in various subjects To explore the use of different IT platforms (Android, Windows) for e-Learning

Second Major Concern: To strengthen students' life planning capabilities and to expose them to a feast of multifaceted experiences

Targets	Time Scale			Outline of Strategies
	15/16	16/17	17/18	
<ul style="list-style-type: none"> Facilitating students' understanding of their abilities, interests as well as career aspirations 	✓	✓	✓	<ul style="list-style-type: none"> To conduct individual student planning (ISP) activities, mock streaming, official streaming for S3 students To conduct S1, S2, S4 and S5 careers education activity series in class teacher periods To arrange all S6 students to conduct "Career Interest Inventory"
<ul style="list-style-type: none"> Creating career-related experiences for students 	✓	✓	✓	<ul style="list-style-type: none"> To organise sharing session by alumni To organise S5 workplace visit / university visits in Life Wide Learning Day To promote career-related activities, such as talks and workshops, "workplace visit", "job shadowing" and "job experience program"
	✓	✓		<ul style="list-style-type: none"> To become an affiliated school of the Career and Life Adventure Planning Program (CLAP for Youth @ JC)
			✓	<ul style="list-style-type: none"> To become a network school of the Career and Life Adventure Planning Program (CLAP for Youth @ JC)

<ul style="list-style-type: none"> Encouraging students to formulate their individual plans by implementing the “Student Holistic Development and Life Planning Scheme” 	✓	✓	✓	<ul style="list-style-type: none"> To conduct appropriate career assessments (according to students’ developmental needs) in class teacher period To provide trainings and guidelines to all teachers on counselling skills To coordinate the works in “Student Support Day” to provided individual counselling to all students
<ul style="list-style-type: none"> Exploring life value to facilitate students in life planning 	✓			<ul style="list-style-type: none"> To organise Life Education activities to encourage students to explore life value
<ul style="list-style-type: none"> Enhancing students’ understanding of the relation between values and behavior, which affects the achievement of sustainable futures 		✓		<ul style="list-style-type: none"> To enhance students’ awareness and understanding of personal, family and cultural values through class teacher periods To enhance students’ abilities to articulate their values in order to make clear, rational, responsible and consistent decisions
<ul style="list-style-type: none"> Strengthening students’ capabilities in making wise decision 			✓	<ul style="list-style-type: none"> To organise activities to equip students with the skills to make decisions in various ways and to examine their outcomes
<ul style="list-style-type: none"> Boosting students’ potentials and skills for life long planning 	✓	✓	✓	<ul style="list-style-type: none"> To organise Dream - crafter program To organise activities related to life planning To establish leadership mentor scheme To launch an outstanding students network
<ul style="list-style-type: none"> Coordinating other learning experiences to expose students to a feast of multifaceted experiences 	✓	✓	✓	<ul style="list-style-type: none"> To organise off campus voluntary service To inherit “One Sport One Art for life” scheme To coordinate Arts appreciation activities To show students’ talents by providing various activities, including “Lunchtime activity--Lohas” To organise offshore exchanges / study tours (academic, cultural and services)
<ul style="list-style-type: none"> Organising leadership training programmes and enhancing leaders’ self-confidence 	✓	✓	✓	<ul style="list-style-type: none"> To organise leadership training workshops for All-round leaders To arrange a mandatory leadership training Camp To set up self-organised clubs and societies, which provide opportunities for students to manage