



基督教宣道會宣基中學

Christian & Missionary Alliance Sun Kei Secondary School

School Development Plan 2018-2021

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 (2015-2018)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To nurture students as confident and self-directed learners	Fully achieved	Incorporated as routine work	
1.1. Developing self-management learning habit	Fully achieved	Incorporated as routine work	
1.2. Nurturing students as confident learners	Fully achieved	Incorporated as routine work	
1.3. Developing mechanisms for students' self-monitoring habit	Fully achieved	Incorporated as routine work	
1.4. Promoting self-extension of learning	Fully achieved	Incorporated as routine work	
1.5. Fostering collective learning and application of learning	Fully achieved	Incorporated as routine work	
1.6. Strengthening the use of e-Learning in teaching and learning	Fully achieved	Incorporated as routine work	

2. To strengthen students' life planning capabilities and to expose them to a feast of multifaceted experiences	Fully achieved	Incorporated as routine work	
2.1. Facilitating students' understanding of their abilities, interests as well as career aspirations	Fully achieved	Incorporated as routine work	
2.2. Creating career-related experiences for students	Fully achieved	Incorporated as routine work	
2.3. Encouraging students to formulate their individual plans by implementing the "Student Holistic Development and Life Planning Scheme"	Fully achieved	Incorporated as routine work	
2.4. Exploring life value to facilitate students in life planning	Fully achieved	Incorporated as routine work	
2.5. Enhancing students' understanding of the relation between values and behavior, which affects the achievement of sustainable futures	Fully achieved	Incorporated as routine work	
2.6. Strengthening students' capabilities in making wise decision	Fully achieved	Incorporated as routine work	
2.7. Boosting students' potentials and skills for life long planning	Fully achieved	Incorporated as routine work	
2.8. Coordinating other learning experiences to expose students to a feast of multifaceted experiences	Fully achieved	Incorporated as routine work	
2.9. Organising leadership training programmes and enhancing leaders' self-confidence	Fully 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 Incorporated Management Committee members have a wealth of experience and professional knowledge of various fields. They are stakeholders of the school who are familiar with how the school operates who 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 the leader of the school, as well as the chairman of Hong Kong Subsidized Secondary Schools Council. She thoroughly understands the most updated education trends in Hong Kong. The principal had also attained a doctoral degree in Education, she serves as a role model to teachers and students by her passion in continuous learning. She is able to provide strong professional 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. • The committee heads and subject heads generally exhibit a high level of professionalism that demonstrates competence in achieving the schools' missions and major concerns. • 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 VPs and middle managers to take up leadership roles. • VPs and middle managers can take up more share in overseeing the works of various committees and subjects.

<p>2. Learning & Teaching (Curriculum and Assessment, Student Learning and Teaching)</p>	<ul style="list-style-type: none"> • An updated, broad and balanced curriculum is provided to suit students' interests, needs and abilities. • Curriculum leadership and management demonstrate a high level of professionalism. Subject departments make good use of the Professional Learning Community (PLC) sharing platforms to regularly engage in purposeful professional exchange. • The school uses assessment data effectively to evaluate different aspects of teachers' teaching and students' learning. • e-Learning at different levels is strategically incorporate into the curriculum and lessons of all subjects. • Promotion of reading culture 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. • Students are interested and attentive in class. They are engaged in lesson activities and have sustained motivation. 	<ul style="list-style-type: none"> • Continue to nurture students as confident and self-directed learners with a global mindset. • The application of “BYOD” (Bring Your Own Device) strategy to facilitate teaching and learning has to be bolstered. • Continue to review the junior and senior secondary curriculum so as to meet the changing admission requirement of the tertiary education and the society.
<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 and skills, including self-confidence, perseverance, adaptability, flexibility, honesty, innovation, collaboration, leadership, integrity, benevolence, politeness, initiative, problem-solving, responsibility, appreciation through structured whole-school program, leadership training and religious functions. • The overall planning of student support and learning opportunities is guided by the school's commitment to nurture all students as future leader to serve our country and the world. 	<ul style="list-style-type: none"> • Continue to strengthen the support of Career and Life Planning for students. • Enhance students' resiliency to problems encountered in their school and future lives. • Continue to develop a larger alumni network.

	<ul style="list-style-type: none"> • The school's 76 extra-curricular activities serve well to broaden students' learning horizons. • A harmonious and family-like relationship is well established among teachers, students, parents, and alumni. Students, parents and alumni take pride in connecting to the school. They 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. • The school establishes associations with a wide range of external bodies, for instance, sister schools and tertiary institutions to further its cause of nurturing academic competence, developing national education, and promoting global mindset. 	
<p>4. Student Performance (Attitude and Behaviour, Participation and Achievement)</p>	<ul style="list-style-type: none"> • Students are motivated, 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 well in the HKDSE examination in the past few years. • Students participate actively in wide range of local and international academic, aesthetic, sports, music and service activities. • Peer relationship among students are harmonious. 	<ul style="list-style-type: none"> • Continue to enhance students' performance in HKDSE and other public examinations. • In view of students' high potential, they could be further groomed to attain more outstanding achievements in international competitions.

SWOT Analysis

Our Strengths

- The School Board members have a wealth of experience and professional knowledge of various fields. They are stakeholders of the school who are familiar with how the school operates who 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 the leader of the school, as well as the chairman of Hong Kong Subsidised Secondary Schools Council. She thoroughly understands the most updated education trends in Hong Kong. The principal had also just attained a doctoral degree in Education, she serves as a role model to students by her passion in continuous learning. She is able to provide strong professional support for teachers and motivate them to perform their duties with passion.
- The school places emphasis on the careful nurturing of students' all-round abilities, 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 positive values, national identity and global mindset anchored on the Christian culture.
- The school owns a solid STEM learning foundation. The principal steers the STEM teaching and learning direction. She develops the professionalism of the STEM teaching team. Students have excel themselves in local and international STEM activities and competitions.
- 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 Hong Kong and the students have attained good academic results and achievements in extra-curricular activities.

Our Weaknesses

- A more extensive use of e-Learning strategies, for example, BYOD (Bring Your Own Device) to facilitate teaching and learning has to be bolstered.
- Teaching time is insufficient especially 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.
- Various staff development opportunities provided by Staff Development Committee (SDC) are offered to all teachers. Our principal aims at building a strong Professional Learning Community of academic staffs who can inspire students.
- 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 from the internet, the school needs to strengthen the positive values and Christian beliefs of students.
- Parents who have high expectations on their children exert certain pressure to the students.

2018-2021 Major Concerns

1. To equip students as proactive, independent and purposeful learners who are visionary, innovative, excel in STEAM, and have broad national and global exposure.
2. To enrich students' learning experiences and nurture them with positive values and life competencies.

School Development Plan (2018-21)

First Major Concern: 1. To equip students as proactive, independent and purposeful learners who are visionary, innovative, excel in STEAM, and have broad national and global exposure.

Targets	Time Scale			Outline of Strategies
	18/19	19/20	20/21	
<ul style="list-style-type: none"> Enhancing students' proactive and self-directed learning culture 	✓	✓	✓	<ul style="list-style-type: none"> To develop students' proactive and self-management attitude To enhance self-directed learning strategies to students To develop students' questioning / problem solving skills and build up students' confidence in tackling problems To organise student-lead activities in the academic days To promote subject-based self-directed reading scheme
<ul style="list-style-type: none"> Enhancing mechanisms for students' self-monitoring habit 	✓	✓	✓	<ul style="list-style-type: none"> To apply "assessment of learning", "assessment for learning", "assessment as learning" strategies To conduct data analysis on students' learning performance To provide a wide variety of assessment methods and records for students' self-evaluation and self-reflection
<ul style="list-style-type: none"> Catering for learners diversity 	✓	✓	✓	<ul style="list-style-type: none"> To adopt ability grouping at school level To promote International Assessments to talented students To adopt flexible assessment policy for students with Special Educational Needs (SEN) To nominate elite students to attend external enrichment trainings
<ul style="list-style-type: none"> Building an efficient and effective e-Learning environment and nurture STEAM innovators 	✓	✓	✓	<ul style="list-style-type: none"> To apply and enhance e-Learning strategies in teaching To launch the BYOD (Bring Your Own Device) scheme To create STEAM friendly environment and atmosphere

	✓			<ul style="list-style-type: none"> To set up a Science and Innovation Center to cultivate students' interest in popular science
		✓	✓	<ul style="list-style-type: none"> To refine and further embed STEAM elements in the curriculum
<ul style="list-style-type: none"> Promoting self-extension of learning 	✓	✓	✓	<ul style="list-style-type: none"> To develop multi-dimensional reading experiences of students To organise workplace visit / university visits in Life Wide Learning Day To participate in local and overseas experiential learning activities organised by external bodies To share successful experience of competitions and extra-curricular activities with other students
<ul style="list-style-type: none"> Developing the existing comprehensive and systemic Career and Life Planning Education policies 	✓	✓	✓	<ul style="list-style-type: none"> To conduct individual student planning (ISP) activities, mock streaming, official streaming for students To promote career-related activities, such as “workplace visit”, “job shadowing” and “job experience program” To conduct appropriate career assessments (according to students’ developmental needs) in class teacher period
<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 e-resource bank, the “Professional Learning Hub” for educational journal To organise various pedagogical and learning activities to meet diversified needs of the major concerns
<ul style="list-style-type: none"> Strengthening the use of e-Learning in teaching and learning with a whole school approach 	✓	✓	✓	<ul style="list-style-type: none"> To enhance a campus wide Wi-Fi infrastructure To acquire more mobile computing devices for e-Learning in lessons To provide e-Learning training through talks and workshops To apply e-learning strategies in all subjects

				<ul style="list-style-type: none"> To share experiences through staff development events
	✓			<ul style="list-style-type: none"> To launch the BYOD (Bring Your Own Device) scheme
		✓	✓	<ul style="list-style-type: none"> To enhance the BYOD (Bring Your Own Device) scheme in all subjects

Second Major Concern: To enrich students' learning experiences and nurture them with positive values and life competencies.

Targets	Time Scale			Outline of Strategies
	18/19	19/20	20/21	
<ul style="list-style-type: none"> Promoting values education and broaden students' national and global exposure 	✓	✓	✓	<ul style="list-style-type: none"> To enhance values, national and global mindset education To participate in national education activities and competitions To refine junior form Chinese History curriculum and include World History elements in the junior form Liberal Studies curriculum To promote computer and information literacy To provide local, national and global exchange opportunities and tours
<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 values and apply those values in their daily lives To promote different life values in the parents' activities to enhance students' learning outside the classroom
<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 To further enhance sex education
<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 organise Student Support Day to help students understand their own needs for life planning purposes 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"> To organise sharing session on life competencies by alumni
<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 To enhance students' abilities to articulate their values in order to make clear, rational, responsible and consistent decisions
<ul style="list-style-type: none"> Providing activities and other learning experiences to enrich students local and overseas life exposures 	✓	✓	✓	<ul style="list-style-type: none"> To organise off campus voluntary service To enhance "One Sport One Art for life" scheme To show students' talents by providing various activities To organise offshore exchanges / study tours (academic, cultural and services)
	✓			<ul style="list-style-type: none"> To appreciate and display students' efforts in the 20th Anniversary open days
<ul style="list-style-type: none"> Organising leadership training programmes and enhancing leaders' self-confidence and competence 	✓	✓	✓	<ul style="list-style-type: none"> To organise leadership training workshops for student leaders To arrange a mandatory leadership training Camp To set up self-organised clubs and societies, which provide opportunities for students to manage
<ul style="list-style-type: none"> Promoting mentorship scheme and build an outstanding students network 	✓	✓	✓	<ul style="list-style-type: none"> To establish leadership mentor scheme and launch an outstanding students network To promote students' participation and care towards community To invite alumni to support students by conducting sharing sessions and workshops