

# YMCA of Hong Kong Christian College



## Annual School Plan

**2024 – 2025**

# School Vision, Mission & Values

## Vision

The school is a learning community where quality education, based on Christian beliefs and values, is offered in a joyful and stimulating setting. We believe that the foundation of this learning community is the partnership among teachers, parents and students.

## Values



## Mission

### Curiosity<sub>1</sub>

We stimulate lifelong learners who are curious and investigative.



1. Curiosity
2. Ambition

### Aspiration

We inspire learners to humbly strive for excellence in all that they do, be intellectually ambitious<sub>2</sub>, determined and focused<sub>3</sub>.



3. Focus
4. Resilience
5. Risk taking

### Resilience<sub>4</sub>

We encourage learners to take risks<sub>5</sub>, persist<sub>6</sub> when situations are challenging and reflect<sub>7</sub> on both successes and failures.



6. Persistence
7. Reflectiveness
8. Originality
9. Flexibility of mind

### Enterprise

We foster the development of creativity<sub>8</sub>, flexibility of mind<sub>9</sub> and the ability to use initiative<sub>10</sub>, think critically and make good judgements<sub>11</sub>.



10. Initiative
11. Good judgement

### Service

We develop empathic<sub>12</sub>, self-assured<sub>13</sub>, empowered leaders who contribute positively to their community both as individuals and as part of an effective team<sub>14</sub>.



12. Empathy
13. Self assurance
14. Collaboration

In our daily interactions with every member of the school community – students, colleagues and support staff – we will endeavour to:

**Build a community that cares**

- *Value each and every person equally and treat everyone fairly and justly.*
- *Work together and recognize that every individual has something to contribute: “None of us is as good as all of us!”*
- *Encourage one another to build on previous achievements and praise positive steps in the right direction.*
- *When mistakes are made, try to discover the reasons why, empathize and take reasonable and appropriate action.*
- *To choose to be positive in the way that we view our community and actively express praise and gratitude.*

**Serve one another in love**

- *Care for each other in very practical ways.*
- *Adopt an attitude which continually asks, “How can I help you?”*

**Respect ourselves and others**

- *Celebrate our different cultures.*
- *Respect each other’s points of view, opinions and beliefs, and tolerate our differences.*
- *Don’t hold grudges and forgive each other quickly.*

**Be responsible**

- *Take full responsibility for all that we say and do.*
- *Make carefully considered decisions and follow through with determination.*
- *Be reflective and committed to ongoing personal and professional improvement.*
- *“No complaining without a positive solution!” Be 100% committed to being ‘part of the solution’ rather than choosing to complain about difficulties we encounter.*

**Act with integrity**

- *Strive for professional excellence at all times.*
- *Recognize and fulfill our vocational responsibility as stewards of students’ potential.*
- *Protect the children who have been placed in our care.*
- *Be a role model and ensure that our words and actions are consistent.*
- *Do not listen to or spread gossip about students or colleagues.*

These values can be summed up in the **golden rule**, first expressed more than 2,000 years ago by Jesus, who said, “*In everything, do to others what you would have them do to you.*” (Matthew 7:12.) Or, as expressed in The Message version, “*Here is a simple, rule-of-thumb guide for behaviour: Ask yourself what you want people to do for you, then grab the initiative and do it for them. Add up God’s Law and Prophets and this is what you get.*”

## **ANNUAL SCHOOL PLAN 2024 – 2025**

This document describes specific areas for improvement within the current academic year, i.e. from August 2024 to July 2025.

Following a review and evaluation of the Annual School Plan at the end of each academic year, the Leadership Team of the school identifies specific areas (major concerns) for future improvement and development. Teaching staff are consulted and the proposed major concerns are modified as necessary and published. The Leadership Team then devises a range of specific targets in collaboration with the middle leaders (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame. The final draft is shared with all staff for comments and additional suggestions before being published.

**The major concerns for the Annual School Plan for the 2024 – 2025 school year are as follows:**

- 1. To strengthen the consolidation of learning.**
- 2. To further develop a culture of respect and positive relationships.**
- 3. To further cultivate reading habits.**

The Annual School Plan is based on the current School Development Plan 2023 – 2026.

### **School Development Plan VI (2023 – 2026)**

1. To enhance the academic performance of students and nurture independent learners.
2. To nurture responsible citizens in accordance with the CARES principles.
3. To enhance the wellbeing of members of the YHKCC community consistent with the PERMA model.

For reference, the major concerns for the Annual School Plan for the 2023 – 2024 school year were as follows:

1. To strengthen the consolidation of students' learning.
2. To further develop students' resilience and integrity.
3. To develop students' positive values towards learning and personal development.



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| <b>Major Concern 1</b> | <b><i>To strengthen the consolidation of learning.</i></b> |
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**Feedback and follow-up action from the previous school year:**

- There is room for improvement in terms of consolidation of learning.
- A more holistic and consistent understanding of consolidation of learning and the whole school strategies is required to further enable students to develop the required skills.
- With a stronger consolidation of learning, it is expected that student learning outcomes will improve further.

| Targets  | Strategies   | Success Criteria  | Methods of Evaluation  | Time Scale          | People in Charge | Resources Required |
|--|--|---|--|---------------------|------------------|--------------------|
| A. To enhance students' ability to consolidate the skills they have learned. | 1. Strengthen the effectiveness of guided practice (Rosenshine's Principle #5) during instruction.   | At least 50% of students have an increase in the average level of attainment between the two semesters. | Semester Report assessment data.                             | Sep 2024 – Jun 2025 | AJH, JeC, HoDs   |                    |
|  | 2. Design learning activities to aid the consolidation of skills while ensuring a high success rate (Rosenshine's Principle #7) during the process of instruction.   |   | Learning walks.  |                     |                  |                    |
|  | 3. Facilitate the development of independent practice by ensuring that at least 10 minutes of each lesson is allocated to the specific purpose of consolidation of learning so that teachers can actively check for understanding and provide formative feedback. (Rosenshine's Principle #9). |   | Student & Teacher feedback.                                  |                     |                  |                    |
|  | 4. Ensure that the departmental consolidation strategies are used on a regular basis in lessons.   |   | Stakeholder's Survey (Students:10, 14, 15; Teachers: 58, 61) |                     |                  |                    |

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|  | 5. Facilitate the development of independent practice outside of lesson time.  | An increase in 20% of students completing homework independently.  | C2 & C3 detention records.<br><br>Observation of supervised study periods.<br><br>Stakeholder's Survey (Students:10; Teachers: 58) |                     |  | Departmental consolidation strategies |
|  | 6. To ensure that time is provided in class and for homework (i.e. once per week for Forms 4 – 6), specifically for the development of examination skills.   | Students acquire a range of subject-specific strategies and skills for tackling exam questions which is reflected in their exam performance. At least 35% of F.6 students improve on their performance in the mock examinations by at least one grade/level. | Learning walks.<br><br>Analysis of public exam results.  | Sep 2024 – Jun 2025 | AJH, JeC, HoDs + Academic Data Analysis Team |                                       |
|  | 7. To ensure that students taking public examinations this year are provided with more frequent opportunities (i.e. at least three opportunities) to complete whole past papers and receive feedback on their performance, including specific areas for further improvement. |  | Pre-planned practice sessions are recorded in minutes of meetings.   |                     |  |                                       |
| B. To enhance students' ability to reflect on their learning, identify strengths and weaknesses, and develop strategies for improvement. | 1. Embed the use of subject-specific metacognition strategies to teach students how to reflect on their learning.  | At least 50% of students agree that they are able to use subject specific-strategies to reflect on their learning, identify strengths and weaknesses for further improvement.  | Student & Teacher feedback.  | Sep 2024 – Jun 2025 | AJH, JeC, HoDs                               |                                       |
|  | 2. Embed subject-specific metacognition strategies into pre-and post-assessment reflections throughout the year.   |  | Review of departmental resources.  |                     |  |                                       |

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|   | 3. Create “target work” for students to complete after each summative assessment, i.e. individual, targeted assignments for students to complete independently.  | At least 30% of students take steps to independently improve on areas requiring further development.   | Students’ self-assessments in the Reflection Booklet from the second Student-Teacher Conference.    |                     |                | Sample worksheet |
|   | 4. Students use self-assessment trackers/sheets to assess their understanding on a regular basis.  | At least 20% of students agree that these strategies have helped them to become more independent learners.   | Stakeholder’s Survey (Students:8-15; Teachers: 55-61)   |                     |                |                  |
|   | 5. Develop a rubric for students to systematically measure and track the development of the skills needed to become more independent learners.   |  |   |                     |                | Completed rubric |
| C. To enhance students’ ability to retain information in the long-term. | 1. Embed the use of subject-specific effective learning strategies (e.g. dual coding, retrieval practice, concrete examples and elaboration); all teachers to actively show students how to use effective learning strategies. | At least 40% of students agree that they are able to articulate their understanding of the effective learning strategies.<br><br>At least 30% of students agree that they are able to use effective learning strategies in their own learning.<br><br>At least 20% of students agree that their use of these strategies enables them to retain more information for a longer period of time. | Student survey.<br><br>Analysis of internal and public exam results.<br><br>Feedback from teachers. | Sep 2024 – Jun 2025 | AJH, JeC, HoDs |                  |

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| <b>Major Concern 2</b> | <b><i>To further develop a culture of respect and positive relationships.</i></b> |
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**Feedback and follow-up action from the previous school year:**

- The majority of students are more independent and demonstrate a higher degree of resilience in their learning and other activities.
- There is room for further improvement in terms of student self-discipline, especially respectful manners and behaviour.
- Consistent expectations of students' behaviour can be further reinforced.

| Targets   | Strategies   | Success Criteria  | Methods of Evaluation   | Time Scale          | People in Charge                 | Resources Required                             |
|---|--|---|---|---------------------|----------------------------------|--|
| A. To develop students' ability to demonstrate proper manners and etiquette in school events and functions. | 1. Cultivate manners and etiquette (i.e. line-up, quiet environment, etc.) in whole school assemblies and briefings by monitoring, stricter enforcement and clearer signage. | At least 85% of students show proper manners and etiquette in regular formal assemblies and briefings.          | Observation.<br><br>Feedback from staff involved.                               | Sep 2024 – Jun 2025 | IC, AY, HoYs                     | Presentation materials, visible signages, etc. |
|   | 2. Educate students about manners and etiquette by reinforcing the core values through the F.1 Induction Programme and PSHE curriculum.                                      |   | F.1 student survey.<br><br>Learning walks.                                      |                     |                                  |  |
|   | 3. Reinforce the code of conduct to nurture sense of respect through participation in outbound experiential and study trips.   | At least 85% of students participating in outbound, experiential and study trips adhere to the code of conduct. | Feedback from staff involved.<br><br>APASO Survey.<br><br>Stakeholder's Survey. |                     | Staff involved in overseas trips |  |

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|   | 4. Enhance the elements of respect, good manners and etiquette in the updated PSHE curriculum map.   | Students develop proper manners and etiquette both in school and outside school, as evidenced by an increase of 10% in the number of positive reports received about students from outside the YHKCC community. | Feedback from staff, students and people outside the YHKCC community.<br><br>Stakeholder's Survey.      | Sep 2024 – July 2025 | AY, VC, HoYs   | PSHE lesson materials   |
|   | 5. Integrate additional elements about respect into Year Assemblies and Year activities, such as the Retreat Programme.  |   |   |                      |                |   |
| B. To enhance students' ability to respect themselves and others. | 1. Enhance students' ability to reflect on respect by incorporating guided prompts in the Student-Teacher Conference Reflection Booklets.  | An improvement in the Stakeholder's Survey on students' views on school climate.  | Stakeholder's Survey (Students: 23-28)<br><br>Review of Student-Teacher Conference Reflection Booklets. | Sep 2024 – Jul 2025  | AY, VC, BC, NC | Student-Teacher Conference Reflection booklets<br><br>Rubric on respect |
|   | 2. Positively recognize and celebrate exemplary behaviour within the Form 1 Year group by nominating two students from each class for a monthly award that aligns with the core value of respect ourselves and others. |   | Feedback from Teachers.   |                      |                | Prizes and presentation materials<br><br>Rubric on respect              |

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| C. To enable students to develop positive relationships. | 1. Nurture positive relationships through participation in student activities such as ECAs, inter-class, inter-house and inter-school competitions.   | At least 60% of students agree that participation in activities enabled them to develop positive relationships.  | Student Development survey of students.  | Sep 2024 – Jun 2025 | IC, ChL, staff involved in ECAs |   |
|  | 2. Promote additional opportunities for students to develop friendships by involving more student leaders in serving the YHKCC community, e.g. ECA programmes, mentoring by Academic Scholars, etc.                                 | At least 50% of junior form students are able to develop friendships with students in other forms through participation in activities and mentorship programmes. | Student leadership groups established.<br><br>Mentorship Programme evaluation. |                     |                                 |   |
|  | 3. Facilitate gratitude activities that encourage students to express appreciation and build positive relationships with other Form 6 students as they prepare for their upcoming public examinations.                              | At least 80% of F.6 students agree that they feel appreciated by their peers.  | Feedback survey from students.<br><br>Stakeholder's Survey (Students: 26-28).  | Sep 2024 – Apr 2025 | AY, VC, HoYs                    |   |
|  | 4. Guide Form 6 students to create appreciation posters that acknowledge and celebrate the support provided by each of their subject teachers.  | At least 80% of F.6 students agree that they feel appreciated by their teachers.   | APASO survey.  |                     |                                 |   |
| D. To improve students' wellbeing status.                | 1. Collaborate with external organizations, such as MindHK and HKU, to implement additional counselling programmes and services that enhance students' skills and competencies in building positive relationships with their peers. | More than 20 students participate in the additional counseling programmes.   | End of programme evaluation.<br><br>Survey data from participants.             | Sep 2024 – Apr 2025 | AY, VC, Rickie, HoYs            | iACT programme resources, simple furniture and decoration |

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|   | 2. Enhance the Form 1 Mentorship Programme by conducting regular structured training sessions for mentors, equipping them with essential counselling knowledge and skills.          | At least 50% of students agree that they were positively supported through the Form 1 Mentorship Programme.  | Feedback from students.   | Sep 2024 – Jan 2025 | AY, VC, Shirralee, Naomi, Rovenia and Angela | F.1 Mentorship Programme training resources |
|   | 3. Conduct a friendship survey for Form 2 students to explore their peer relationships and interpersonal dynamics, with a view to organizing a weekly Social Development Programme. | At least 50% of students agree that the Social Development Programme enhance their feeling of wellbeing.   | Social Development Programme evaluation.  | Sep 2024 – Apr 2025 | AY, VC, PaW, YK, Rovenia and Angela          | Social Development programme materials      |
| E. To develop a deeper respect of and appreciation for Chinese culture. | 1. Enrich students' knowledge and understanding of Hong Kong and China.   | An increase of 50% in the participation rate in Chinese knowledge competitions.<br><br>At least 10 students receive awards in Chinese knowledge competitions | Participation rate.<br><br>KPM data 8<br><br>APASO survey: National identity. Students' achievements. | Sep 2024 – Jun 2025 | KN, NSEC                                     |   |
|   | 2. Improve the implementation of the 'Basic Law' curriculum.  | At least 20% of students demonstrate a better understanding of the Basic Law, as evidenced by achieving grade A or better in CES assignments.                | Lesson observations.<br><br>Assessment data.  |                     |  |   |
|   | 3. Enrich the content of the NSE display board.   | At least 20% of students demonstrate an enhanced understanding of the importance of NSE.   | Feedback from students.<br><br>APASO survey: National identity.                                       |                     |  |   |



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|  | 4. To enrich the content of the weekly teacher talks by adding more staff added to the pool and providing more guidelines. | At least 20% of students demonstrate a better understanding, knowledge and appreciation of Chinese culture. | Feedback from students.<br><br>APASO survey:<br>National identity. |  |  |  |
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**Major Concern 3*****To further cultivate students' reading habits.*****Feedback and follow-up action from the previous school year:**

- In general, students' reading habits are not very strong.
- Students need to be equipped with the skills to cultivate effective reading habits.

| Targets  | Strategies  | Success Criteria  | Methods of Evaluation                                | Time Scale          | People in Charge        | Resources Required                        |
|--|---|---|--|---------------------|-------------------------|---|
| A. To raise students' engagement level in reading. | 1. Incorporate D.E.A.R. time into Class Teacher Period (CTP) every Wednesday (and Thursday after Shared-Shelf) to dedicate time to for students to get into the “flow” (Positive Engagement). | At least 30 minutes a week is set aside for leisure reading.<br><br>A P score of at least 50 in the APASO survey. | APASO Survey 17.11 & 17.12 results.                  | Aug 2024 – Jul 2025 | Reading Committee & CTs | CTP Activities Schedule & PPTs            |
|  | 2. Offer regular timeslots for reading recommendations by members of the YHKCC community during devotions and CTPs.   | 50% or more of stakeholders agree with the following items:<br>Teachers: 59; Students: 12; Parents: 5.            | Stakeholder Survey results.                          |                     |                         | Classroom Library Design Competition      |
|  | 3. Promote reading through different student leadership activities such as Library Ambassadors, Class Reading Ambassadors and the Reading Club.   | All students participate in at least one reading activity & event.  | Attendance data for across different reading events. |                     |                         | Classroom Library Chops & Borrowers' List |

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|   | 4. Further promote participation in whole-school reading activities, e.g. Classroom Library Decoration Competition, IFF Reading, Book Character Dress Up Day, Books2Eat Competition, etc.   |   | Students' reflection & Teachers' Feedback.                                    |                     |                         |  |
| B. To cultivate students' reading habits.               | 1. Dedicate the first 7 – 8 weeks of morning CTPs to building classroom library and positive reading environment and D.E.A.R. time.   | A P score of at least 50 in the APASO survey.<br><br>50% or more of stakeholders agree on the following items:<br>Teachers: 59; Students: 12; Parents: 5. | APASO Survey 17.11 & 17.12 results.   | Aug 2024 – Jul 2025 | Reading Committee & CTs | Student Handbook Reading Habit Tracker       |
|   | 2. Incorporate D.E.A.R. time during CTP every Wednesday and Thursday to dedicate time to for students to get into a routine of reading during morning CTPs.   |   | Stakeholder Survey results.   |                     |                         | CTP Reading & Wellbeing Activities resources |
|   | 3. Allow students to read books of their own choice and interest and foster a sense of ownership in forming their own class library.  |   | Individual Student Handbook tracker & Classroom Reading tracker.              |                     |                         |  |
| C. To broaden the range of text types read by students. | 1. Create at least two subject-based recommended reading lists from each department (one junior & one senior) to promote reading of a wide variety of text types and topics in each department, including fiction and non-fiction across different subject areas. | At least 50% of students agree that the range of text types read has broadened.   | Book recommendation lists from each department.                               | Oct 2024 – Jul 2025 | JeC, Miranda & HoDs     | Department Based Reading List                |
|   | 2. Create at least two thematic exhibitions and reading lists including fiction & non-fiction across different subject areas that promote reading across different subject areas.   |   | Library lending record.<br><br>Thematic Reading Exhibitions & Lists produced. |                     |                         | Thematic Reading Lists                       |

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|  | 3. Promote reading through author talks, themed exhibitions, etc.  |  | Teacher feedback. |  |  | YRF / ILF Author Talk Schedule |
|  | 4. Encourage wider reading through student sharing of reading experiences and recommendations during Thursdays Book Shares; Reading Club and other reading activities. |  | Reading Tracker.  |  |  | Devotion Sharing Schedule      |

## Use of Grants

The following government grants have been given to strengthen the services provided to students in the corresponding areas:

- **Student Activities Support Grant** – This grant will be deployed for supporting students in joining various activities, including but not limited to Forms 1 – 3 Life-wide Learning Camps, participation in sports training and competitions and joining the ECA activities.
- **School-based After-School Learning Support Grant** – This grant will be deployed for supporting students in joining various after-school activities especially for the needy families.
- **Diversity Learning Grant (Other Languages)** – This grant will be used for hiring teachers for offering the third language.
- **Diversity Learning Grant (Other Programmes)** – This grant will be deployed for various gifted programmes in music, sports and languages.
- **Stepping Up the Education Support for Non-Chinese Speaking (NCS) Students** – This grant will be deployed for hiring additional Chinese teaching staff for teaching and supporting NCS students in learning Chinese and Chinese Culture.
- **Sister School Grant** – This grant will be used for organizing various exchange activities with sister schools in the Mainland, enhancing teachers' professionalism and broadening students' horizons.
- **Capacity Enhancement Grant** – This grant will be deployed for hiring a part-time on-site Educational Psychologist for providing assessment and consultation services to students.
- **Learning Support Grant** – This grant will be deployed for hiring additional teaching assistants and/or staff for providing support for students with special learning needs.
- **Supporting Non-Chinese Speaking Students with Special Education Needs** – This grant will be deployed for additional hiring teaching assistants and/or staff for providing support for non-Chinese Speaking students with special learning needs.
- **One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development** – This grant will be deployed for developing or procuring relevant learning and teaching resources; subsidizing the fees incurred by teachers' participation in Mainland interflow activities relating to the Citizenship and Social Development curriculum and subsidizing students' participation in the mainland study tours.

- **Parent Education Grant (Secondary)** – This one-off grant will be used for organizing different programmes over the next three years to give parents of secondary students an understanding of adolescent development, promote adolescents’ healthy, happy and balanced development, foster parents’ physical and psychological well-being, and foster home-school co-operation and communication.
- **One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools** – This one-off grant will be used to organize activities which will expose students to a wide variety of physical activities and help them develop sports skills, enhance their physical fitness, gain knowledge of relevant physical activities, foster positive values and attitudes, and develop a habit of active participation in physical activities.
- **One-off Grant for Mental Health at School** – This one-off grant will be used to create a caring and positive culture, set up a learning environment where students feel safe, relaxed and accepted, and promote students’ mental health more effectively and flexibly, to enhance the mental health of students and teachers. The school will use this grant to organize different wellbeing activities for students and teachers.
- **One-off Grant for Mental Health of Parents and Students** – This one-off grant will be used to support parents in taking care of their children’s mental health, to support the PTA of the school to organize activities and training programmes related to the mental health of students and parents, so as to equip parents with the relevant knowledge and skills on mental health, thus helping them play the important role in identifying early signs of children’s mental health problems, to understand more about stress management and the promotion of physical and mental health, as well as promoting a positive mindset in children.
- **One-off Grant for Promotion of Chinese Culture Immersion Activities** – This one-off grant will be used to organize a variety of activities and programmes related to Chinese culture, including organizing a Chinese Culture Week/Day, arranging various learning programmes on topics such as calligraphy, Chinese painting, tea art, speech arts, Cantonese opera, Chinese music and Chinese dance, organizing lectures and reading activities themes related to Chinese culture). The grant will also be used to organize joint-school activities or competitions, or study tours related to Chinese culture in Hong Kong or the Mainland, to subsidize students to participate in such activities and to enhance students’ learning of Chinese culture.
- **Home-School Cooperation Grant** – This grant will be used to support the Parent-Teacher Association to facilitate home-school cooperation and relevant activities.