

Tsung Tsin Christian Academy

School Development Plan

2018/19 – 2020/21

A. School Vision and Mission

1. Vision Statement

We believe that every student is of great value and dignity. With great potential, each of them can be taught and therefore, can flourish and be successful. Our school is committed to Christian conviction and serves our students and community with heart, wisdom and the spirit of ‘to serve but not to be served’.

2. School mission

We are committed to the provision of a Christian environment which is conducive to the holistic development of physical, intellectual, social and spiritual potential of our students and preparation for a vocation to meet the challenges of the changing world.

B. School Goals

1. To provide quality Christian education and nurture student to develop Christian characters
2. To attain a high academic standard, to equip students intellectually for the future world and prepare them for local and overseas assessments and public examinations and to enable each to succeed according to their abilities
3. To provide a holistic student support programme for every student through guidance and discipline, co-curricular activities and service as well as school social work service.

C. School Motto

Faith, Hope, Love

D. Core Values of Education

Truth Transformation Care Aspiration

E. Holistic Review

Effectiveness of the previous School Development Plan (2015-2018)

Major Concerns	Extent of targets achieved	Follow-up Actions
1. To promote interactive learning and teaching strategies	Partly achieved	<ul style="list-style-type: none"> ▪ Allow time for teachers to adopt and practise using various pedagogies ▪ Promote experience sharing among teachers to develop tailor-made resources to cater for students with different abilities ▪ Explore ways to make use of assessment data to support and extend students' learning
2. To stretch students' potential in a caring and challenging environment	Mostly achieved but needs refinement	<ul style="list-style-type: none"> ▪ Develop students' positive values as well as their life skills through education, awards, recognition, and positive feedback ▪ Explore more opportunities for students to perform in different ways and situations so as to strengthen their self-confidence
3. To strengthen staff collaboration and commitment	Mostly achieved	<ul style="list-style-type: none"> ▪ Make use of the staff appraisal system to further enhance staff professional development and motivation ▪ Provide training on staff cohesion / team building

F. Evaluation of the School's Overall Performance

PI Area	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> - The School Sponsoring Body has set clear direction for school development and has been providing resourceful inputs for the realisation of school goals and delivery of school major concerns. - Financial and human resources are well deployed. - The management framework is well-structured with a clear line of reporting among the Principal, the Vice Principal, Deans, middle managers and subject coordinators who are in possession of good knowledge of their own roles and 	<ul style="list-style-type: none"> - Better coordination and collaboration between Domains and among Domain members could be further developed. - Transparency of the policy making process could be further enhanced. - Alignment with investments and school priorities could be improved. - Non-teaching staff's skills in handling administrative work could be enhanced.

PI Area	Major Strengths	Areas for Improvement
	<p>responsibilities.</p> <ul style="list-style-type: none"> - Scope of work and working instructions for Domains are well-defined. - Good practices of both teaching and non-teaching are disseminated and shared in staff meetings, subject department meetings, and staff development programmes. - A loyal and responsible supporting team in administration and technical support area. Timely and effective support is provided for the teaching team by the non-teaching staff. 	
2. Professional Leadership	<ul style="list-style-type: none"> - To enhance effective and sufficient communication in the management team, the Principal keeps frequent dialogue with the Vice Principal, Deans and middle managers through regular meetings. - To create a sense of ownership and enhance empowerment, proper delegation is in progress from the management team to subordinates. - Well-established staff appraisal system is in use to help teachers for continuous improvement. 	<ul style="list-style-type: none"> - In-depth grasp of tasks and the positive and proactive chemistry within senior and middle management could be developed with the horizontal transfer and new appointment of Deans and middle managers. - Middle managers could be more proactive in initiating new practices and appropriate pedagogical changes. - The administrative capabilities of teachers of lower ranks could be further enhanced so as to empower them to share the ever-increasing demand on administrative duties.
3. Curriculum and Assessment	<ul style="list-style-type: none"> - The school has good preparation for the NSS. All stakeholders are well-informed of the curriculum and subject combination. Liberal Studies are introduced in the junior form curriculum in order to equip students' generic skills in an early stage while Economics and BAFS are arranged as well to enhance an early exposure to prepare students for the subject selection in senior form. - The curriculum is well-balanced and designed in line with school's mission of offering students holistic education and 	<ul style="list-style-type: none"> - More interdisciplinary collaboration can further enhance cross-curricular activities. - To equip students with effective study skills, more school-based or subject-based programmes can be offered to junior former students. - The professional development on the use of e-Learning could be conducted to cater

PI Area	Major Strengths	Areas for Improvement
	<p>facilitating life-long learning, and also with students' needs.</p> <ul style="list-style-type: none"> - There are clear and appropriate policies on the medium of instruction, assignments and assessment to ensure that they are serving the needs of learning and teaching. - Different modes of assessment are applied to assess students' knowledge, skills and attitude. - Measures like lesson observation, peer observation and assignment inspection have been taken annually to evaluate the effectiveness of the curriculum implementation. 	<p>for diverse learning needs.</p> <ul style="list-style-type: none"> - Teachers' understanding of assessment for learning could be improved. - Data collected after assessment could be used to enhance effective learning and teaching.
4. Student Learning	<ul style="list-style-type: none"> - Teachers prepare their lessons and teaching materials according to students' standards, and also cater for the diversity of learning abilities. - Teachers' peer observation and collaborative lesson preparation are practised to facilitate sharing of good practices among teachers of different subjects. - Group discussions and peer-learning activities are frequently included in lessons for students. - Learning activities, assignments, project learning and assessment are designed to foster students' acquisition and application of knowledge and general skills. 	<ul style="list-style-type: none"> - Diverse learning needs of students could be better fulfilled through further curriculum tailoring, assessment adaptation and variation. - Students' motivation to learn through e-Learning could be boosted. - In order to improve students' learning attitude, initiative and confidence need improvement, more measures to urge them to take up their self-ownership in learning could be explored.
5. Student Support	<ul style="list-style-type: none"> - Educational Psychologist and School Social Work Service are provided for early identification and intervention service for students in need. - Life planning activities are organised to help students understand their personalities, interests and talents, as well as opportunities for further studies and work. - Study tours and exchange programmes have been organised for students to widen their horizons and strengthen their self-management skill. - The school provides a variety of platforms to show 	<ul style="list-style-type: none"> - Mutual trust between parents and school could be strengthened for early identification of SEN students. - More opportunities for students to take up leading roles in school events could be offered and to foster their leadership qualities. - Potential of students could be explored and prepare them to actualise their potential through the pursuit of personal

PI Area	Major Strengths	Areas for Improvement
	students' talents and stretch their potential.	goals in further studies.
6. Partnership	<ul style="list-style-type: none"> - The school collaborated with outside bodies in enhancing students' performance, e.g. life planning programmes run by external organisations, HK Scotland school Improvement Network, Sister Schools in Mainland China etc. - A large number of parents are mobilised by PTA to support school activities. There are ample channels for parents to express opinions. - The school social workers from Tsung Tsin Mission Social Services Centre provide tremendous support to the school at all time. - The alumni actively participate in activities organised by the school and help promote the school's sustainable development. 	<ul style="list-style-type: none"> - Students could be encouraged to join the programmes organised by universities and oversea organisations. - More networks could be established with non-profit making organisations. - Networks could be developed with schools in some more other countries.
7. Attitude and Behaviour	<ul style="list-style-type: none"> - Talks, workshops, visits and programmes are held regularly during class and assembly period to cultivate students' positive attitude towards life. - Students are amiable, well-behaved and able to maintain good relationships with their teachers and peers - The school is successful to build up the "love and care" culture in which students are polite, humble and helpful. 	<ul style="list-style-type: none"> - The momentum for effective time management, environmental awareness, character building and leadership training could be further enhanced. - More opportunities for leadership training could be provided for students.
8. Participation and Achievement	<ul style="list-style-type: none"> - Satisfactory performance in internal examinations and TSA - Different sports teams are organized and students participate in different inter-school competitions and get some good results. - Students have outstanding achievements in the academic inter-school competitions such as Speech Festival, different Mathematics and Science competitions and also in aesthetic areas including music and arts competitions. 	<ul style="list-style-type: none"> - More platforms could be provided to recognise students' achievement and contributions. - Students' performance in HKDSEE and JUPAS admission could be improved. - More diversified overseas study tours could be introduced and organised - A balance between academic performance and other learning experiences could be maintained.

SWOT Analysis

Our Strengths

- The dedicated team of staff who are willing to work for the advancement of the school and to try out new measures to support student development.
- The spiritual affairs are strongly supported by the school and the church.
- School-based professional development programmes that are designed in line with the school theme provide teachers with the necessary skills and knowledge to support the school development.
- The comprehensive facilities and ambience of the school create an excellent environment for both teaching and learning.
- School activities are of a great variety. There are regular school activities such as service, mini show, lunch activities and inter-House, inter-class activities.
- Parents are well-educated and most of them are supportive to school.
- Most students behave well and are willing to serve.
- Most students are presentable and participate actively in activities.
- A comprehensive whole-school approach for the student development has been developed.
- The school has received the Excellent Award in the 2nd Outstanding Teaching Award for Moral Education organised by EDB in recognition of the effort on nurturing on students' positive values and attitudes.

Our Weaknesses

- The majority of our students benefit from abundant resources from their families which are usually in high social-economic status. Yet, further development of students' independence and self-reliance is needed.
- Students' learning motivation and attitude, self-management skills, self-confidence and self-expectation need to be enhanced.
- Most students have the potential to learn. However, their performance in HKDSEE has not met the expectation. The overall performance is merely acceptable.
- More parental support and guidance are needed.
- Further improvement in learning and teaching can be made to cater for the increasingly diverse needs of students and the shift in focus in recent and forthcoming curriculum changes.
- More training for the office staff, supporting staff and teachers on the automation of administrative work is required so as to enhance the efficiency

and effectiveness in school administration and teaching.

Our Opportunity

- The new Principal can lead the school to open a new path and to face the challenges ahead.
- The change of the administrative structure strengthens the synergy and collaboration, facilitating greater involvement of managerial staff in both school and subject levels.
- The ascending birth rate in coming years will benefit the S.1 admission.
- With our track record of providing students equality education, we are more than capable of maintaining our popularity among parents of Tsung Tsin Primary School and other primary schools in Hong Kong.
- The strengthening School Administration Management Grants helps to reduce some staff members' workload of administration duties, both in teaching and non-teaching aspects, so that they can spend more time on enhancing students' learning and providing an effective learning environment.
- A WIFI school campus encourages the use of mobile learning, which stretches learning beyond classrooms. Teachers will make better use of e-Learning applications in classrooms to engage students. It also allows further development of learner autonomy.
- Better links with local schools in Hong Kong and those from other countries which can provide more opportunities for students to participate in exchange programmes to widen their horizons and develop a global vision.

Our Threats

- The NSS curriculum poses new challenges to schools, particularly in terms of the curriculum, pedagogy, assessment and class structure.
- The fast changing politically demanding social environment imposes great disturbance to the normal learning and teaching activities of the school.
- The values and trends in the society, namely the influence of the mass media and computer addiction affects the attitude and studies of students and pose great challenges to the teaching profession.
- Effective time management and multi-tasking continue to be challenges for students.
- Some parents tend to over-protect their children when the school exercises discipline.
- Cost of the repair and maintenance work of the new annex will increase as the school premises getting dilapidated.
- Middle-class parents can afford to pay for their children to study overseas, a number of senior form students tend to withdraw in order to avoid facing HKDSEE in Hong Kong.

Major Concerns for a period of 3 school years

1. To enhance the effectiveness of learning and teaching
2. To sustain our belief of whole-person development
3. To enhance the effectiveness of the school administration

School Development Plan (2018-2021)

Major Concerns	Targets	Outline of Strategies	Time Scale		
			18-19	19-20	20-21
1. To enhance the effectiveness of learning and teaching	1.1 Teachers will become more familiar with the use of various pedagogies in teaching	1.1.1 Expert sharing on relevant topics, such as questioning techniques, self-regulated learning, co-operative learning and interactive learning	✓	✓	✓
		1.1.2 Sharing within subject panels (collaborative teaching among panelists focusing on using various pedagogies to build up a student-centred and interactive learning approach)	✓	✓	✓
		1.1.3 Sharing across subject panels by means of open class			✓
		1.1.4 Empowering leaders with the confidence and proficiency in using an e-learning platform by means of <ol style="list-style-type: none"> i. promoting the use of mobile devices and online apps to facilitate more interactive and collaborative learning, ii. promoting the use of Google Apps for Education to increase collaboration among teachers, iii. updating Information Technology resources to create more interactive classrooms 	✓	✓	✓
		1.1.5 Lesson observation conducted by the Principal together with the panel heads to promote good teaching practices	✓	✓	✓
		1.1.6 Review of the lesson observation form to incorporate the main indicators reflecting the good use of pre-lesson preparation and interactive learning approach	✓		
	1.2 To review the junior and senior form curriculum in order to best suit students' needs and interests	1.2.1 Planning and refining the Senior Secondary curriculum according to the latest developments	✓	✓	
		1.2.2 Planning and refining the Junior Secondary curriculum according to the latest developments	✓	✓	
		1.2.3 Promotion of STEM education in Junior forms		✓	✓
		1.2.4 Promotion of STEM through joining various competitions and organising STEM-related interest clubs or activities	✓	✓	✓

Major Concerns	Targets	Outline of Strategies	Time Scale		
	1.3 To promote effective feedback for learning	1.3.1 Continual improvement of assessment in terms of frequency, timely marking and commenting	✓	✓	✓
		1.3.2 Effective use of internal assessment data for enhancement of learning and teaching e.g. evaluating the exam papers in subject meetings and suggest ways to improve teaching and learning.	✓	✓	✓
		1.3.3 Maximizing the use of HKDSEE Reports to address students' weaknesses and suggesting ways to improve teaching and learning	✓	✓	✓
	1.4 To promote a well-disciplined learning habit	1.4.1 Nurturing the habit of doing pre-lesson tasks and worksheets or viewing relevant videos	✓	✓	✓
		1.4.2 Nurturing the habit of note-taking		✓	✓
		1.4.3 Nurturing the habit of participating in class activities e.g. discussions and commenting	✓	✓	✓
		1.4.4 Nurturing the habit of on-time submission of assignments	✓	✓	✓
2 To sustain our belief of whole-person development	2.1 To cultivate students as “TTCiAns” with the spirit of school motto and core values of TTCA.	2.1.1 Further development of the holistic value education system for TTCA students by means of well-structured programmes, such as Class Period, 12-Disciple Mentoring Scheme, Belief Group, Assembly Period, Morning Devotion and an integrated PSHE curriculum.	✓	✓	✓
	2.2 To help students to have a positive attitude and aspiration in life	2.2.1 Teacher training on helping SEN and gifted students	✓	✓	✓
		2.2.2 Sharing of good practices on pastoral care among teachers	✓	✓	✓
		2.2.3 Developing students to be more positive in life through well-structured programmes: i. Class Period and class activities ii. 12-Disciple Mentoring Scheme iii. form activities iv. S1 Life Camp v. Career and Life Planning Programmes (including talks and visits) vi. Leadership and Service Training Programmes vii. campus decoration viii. Morning Devotion	✓	✓	✓

Major Concerns	Targets	Outline of Strategies	Time Scale		
		2.2.4. Keeping a database recording students' data to help teachers first understand their history and then be able to use more suitable means to assist in their development	✓		
	2.3 To further develop students' leadership skills and various talents	2.3.1 Providing leadership training and encouraging student leaders to participate in out-of-school leadership programmes in order to enrich their horizons	✓	✓	✓
2.3.2 Opportunities for students to showcase their talents and achievements, such as Shinning Corner and display boards		✓	✓	✓	
2.3.3 Encouraging students to serve the school and actively participate in inter-school competitions by means of sharing the value and the award system respectively		✓	✓	✓	
2.3.4 Strengthening the role of student leaders and empowering them through : i. holding elections for student leaders ii. empowering the Student Union and the Representative Council iii. encouraging students to start up their own interest group			✓	✓	
	2.4 To train students to be more courteous and committed to serving others in need	2.4.1 Providing training on interpersonal skills and communication skills	✓	✓	✓
2.4.2 Providing opportunities for students to serve the school community and society		✓	✓	✓	
2.4.3 Providing mentorship for student leaders		✓	✓	✓	
2.4.4 Providing authentic experience for students to understand the needs of society, especially the underprivileged		✓	✓	✓	
3 To enhance the effectiveness of school administration	3.1 To strengthen the administration management	3.1.1 Acquiring the habit of School Self Evaluation (SSE)	✓	✓	
		3.1.2 Use of self-explanatory documentation to provide details of the strategic plans, etc.	✓	✓	
	3.2 To empower middle managers as well as the teachers	3.2.1 Including middle managers in decision-making process by assigning the middle managers on the School Advisory Committee	✓	✓	✓
		3.2.2 Relevant training for middle managers	✓	✓	✓
		3.2.3 Involving all teachers in constructing the three-year plan and the annual plan			✓

Major Concerns	Targets	Outline of Strategies	Time Scale		
		3.2.4 Discussions and voting on significant school policies in staff meetings	✓	✓	✓
	3.3 To strengthen the appraisal system so as to enhance staff development	3.3.1 Revisiting the appraisal system in terms of: i. the line of reporting ii. developing a feedback mechanism between the appraisal system and staff development programme	✓	✓	
	3.4 To strengthen communication	3.4.1 Through the use of e-communication to make communication among staff more effective and efficient	✓	✓	✓
		3.4.2 Use of Google Calendar to enhance coordination; Google Forms to collect views and suggestions; and Google Cloud Platform to share information	✓	✓	
		3.4.3 Regular meetings between the Principal and teachers	✓	✓	✓

-End-