

Tsung Tsin Christian Academy

School Development Plan

2009/10 – 2011/12



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A. School Vision and Mission

1. Vision Statement

With ‘Faith, Hope, Love’ as the founding motto, we believe that every student is of great value and dignity, with great potentials, each of them can be taught and developed, and can be successful. Our school will be committed to Christian conviction and will serve our students and our 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 education environment which is conducive to the holistic development of physical, intellectual, social and spiritual potentials of our students and preparation of a vocation to meet the challenges of the changing world.

B. Aims and Objectives

- 1 to provide a broad and balanced curriculum and to implement effective pedagogy for every student in eight key learning areas.**
- 2 To provide a holistic student support program for every student through guidance and discipline, extracurricular activities and services as well as school social work service.**
- 3 To promote civic, moral and spiritual values through the quality of relationships, the encouragement of commitment and service with sound Christian perspectives.**
- 4 To encourage life-long and life-wide learning and to develop a portfolio of knowledge and skills according to ability, aptitude and interest.**
- 5 To attain high academic standard of the school, to prepare student for local and oversea assessments and public examinations and to enable each to succeed according to ability.**
- 6 To maintain a synergized professional team through comprehensive staff development program.**
- 7 To foster good relationship with parents and to consult them widely of their needs and concerns.**
- 8 To foster and maintain close relationship with feeder school, Tsung Tsin Primary School and Kindergarten.**
- 9 To promote international understanding and cooperation and maintain good relationship with oversea partners.**
- 10 To position in the forefront of educational practice and development, and to be engaged in partnership with other schools educational bodies and networks.**
- 11 To understand the changes in social and educational environment and be prepared to meet the challenges of changes.**
- 12 To maintain and improve the school building and facilities that will facilitate the learning and development of students.**
- 13 To uphold the founding core value of the academy as stipulated by the sponsoring body.**

C. SWOT Analysis

1. Strengths

- **DSS is a mode of operation with great flexibility in running school based curriculum, adapting MOI, employing extra teaching and non-teaching staff.**
- **Parents are ready to contribute substantially for the better provision of education of their children.**
- **TTCA has a core group of experienced instructional leaders.**
- **TTCA has a growing team of energetic young teachers who are flexible and eager to learn.**
- **TTCA has a Y2K school building and a new annex with excellent facilities.**
- **Excellent information technology infrastructure has been set up for web and e-learning, campus TV network and administrative purpose.**
- **Extra resource donated by the sponsoring body provides above-standard equipment and facilities**

2. Weaknesses

- **Substantial diversity in academic background among students are identified, the difference in abilities between the bright and the other end is quite significant.**
- **Low achievers usually are less motivated. They have difficulties to learn independently or actively.**
- **Some young teachers do not have sufficient experience in handling student discipline and classroom management.**

3. Opportunities

- **Rapid development in the first five year is favourable because DSS mode is more flexible.**
- **Continuous through-train arrangement with Tsung Tsin Primary School and Kindergarten providing steady S. 1 intake.**
- **Learning capacity of new teachers with high aspiration would form a good team.**

4. Threats

- **There are frequent changes of education policy which will undoubtedly affect the long-term planning of the school.**
- **Due to the new senior secondary reform of 3-3-4 in 2009, DSS senior secondary school will have to face adverse admission problem.**
- **The decreasing birth rate in Hong Kong has resulted in the reduction of student numbers in local secondary and primary schools.**
The predicted sharp drop from 2010 to 2015 will unavoidably exert severe pressure on the admission of students to our school
- **Keen competition among schools, in particular other DSS schools of similar background but with better facilities.**
- **Small number of parents with unrealistic demand and expectation may cause negative sentiment among other parents**

D. Strategic Development Considerations

- **The development of a synergized team of professional teachers with strong sense of belonging to TTCA and genuine commitment to Christian education so to ensure the quality of learning and teaching as well as holistic student support.**
- **The development of unique school programs which enhance the learning of students**
- **The development of extra school facilities for students that would keep TTCA in the forefront among DSS schools.**
- The development of a school ethos with Christian conviction and commitment that will build together students and teachers as a learning community**
- **The development of close partnership with Tsung Tsin Primary School and Kindergarten, our through-train school, effective networking with parents, and good working relationship with other schools, professional bodies, and local and international educational network.**
- **The establishment of goodwill among DSS secondary schools.**

E. Major Concerns for 2009 – 2012

- 1. Implementation of a comprehensive modular curriculum in junior levels with solid foundation in languages, numeracy, and generic skills learning; and a diversified senior secondary curriculum with adequate preparation for academic advancement**

- 2. Implementation of an effective student support program which provides holistic care through**
 - an integrated student discipline and guidance service
 - a variety of sport and musical training
 - a variety of extracurricular activities
 - a range of social and community services opportunity
 - a variety of religious activities

- 3. Development of a professional teaching team with high dedication to education outcome and student support through**
 - school based staff development program
 - outside Hong Kong study tour
 - local and international school development network

- 4. Development of a reflective atmosphere and self-evaluation culture for school improvement**

F. School Development Plan (2009/10 – 2011/12)

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			09/10	10/11	11/12
1. Implementation of a comprehensive modular curriculum in junior levels and a diversified senior secondary curriculum.	✧ Students languages skills are enhanced	a. Maintain small groups(20 to 24) of Chinese and English Teaching	✓	✓	✓
	✧ Students numeracy skills are enhanced	b. Employ more NET and native PTH teachers	✓	✓	✓
	✧ Students generic skills are developed	c. Conduct extra supplementary mathematics lesson for under-achieved students		✓	✓
	✧ Students develop positive reading habit	d. Teach generic skills and thinking skills in General Education	✓	✓	✓
	✧ Students master basic skills of project learning	e. Cultivate reading culture through reading period and library period	✓	✓	✓
	✧ Students develop independent learning practice	f. Provide guided learning in project learning during learning week	✓	✓	✓
	✧ Students develop a global perspective in learning	g. Provide out of school life-wide learning experience. e.g. walk round the peak, bowling, golf and visits during learning week	✓	✓	✓
		h. Organize oversea visits e.g. S.3 Singapore Study Tour	✓	✓	✓

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
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<p>2. Implementation of an effective student support program through</p> <p>2.1 integrated student discipline and guidance service</p> <p>2.2 a variety of sport and musical training</p> <p>2.3 a variety of extracurricular activities</p> <p>2.4 a range of social and community services</p> <p>2.5 a variety of religious activities</p>	<ul style="list-style-type: none"> ✧ Student discipline enhanced ✧ Students feel being supported ✧ Students enjoy staying in school ✧ Students have high sense of belonging to school ✧ Students have positive understanding of Christianity ✧ Student achievements are recognized ✧ Teachers understand the development needs of student ✧ Teachers actively participate as facilitator and mentor in related student development activities 	<ul style="list-style-type: none"> a. Encourage collaboration among discipline teacher, form teacher and guidance teacher as well as the mentor b. Run positive student support program with social service group c. Run special program, e.g. twelve disciple mentoring program d. Hold regular parent meetings to promote communication between school and parents e. Arrange regular and systematic music and sport training f. Organize a range of extracurricular activities g. Arrange service opportunities for students e.g. CYC h. Organize four houses for student activities and competitions i. Organize student Christian fellowship and small group j. Organize student union k. Organize parent teacher association 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
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<p>3. Development of a professional teaching team with high dedication to education outcome and student support through</p> <p>3.1 School based staff development program</p> <p>3.2 Outside Hong Kong study tours</p> <p>3.3 Joining local and international school development network</p>	<ul style="list-style-type: none"> ✧ Teachers should be more convinced about school vision and mission ✧ Teachers should be better equipped with new pedagogical techniques for student learning ✧ Teachers should be better trained and developed for enhancement of student-support ✧ Teachers should understand and apply the best practice of DSS-type school worldwide 	<ul style="list-style-type: none"> a. Organize pre-school retreat in August b. Organize regular staff development session c. Organize regular staff fellowship meeting d. Join local and international school project, e.g. Invitational Education, and Learning Circle Assn of HK e. Organize off-shore training or group learning program f. Introduce regular professional enhancement activities e.g. micro-teaching, peer observation and shadowing g. Develop staff appraisal program 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
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4. Development of a reflective atmosphere and self-evaluation culture for school improvement	✧ Teacher should be able to conduct self-evaluation activities	a. Conduct SSE activities about learning and teaching	✓	✓	✓
	✧ Teacher should be able to make use of the findings of SSE for school improvement	b. Train teachers with necessary technique and skill about SSE e.g. lesson observation	✓	✓	✓
	✧ Teacher and student should be able to practice and to apply reflection to learning and teaching	c. Join HKSSE Network for collaborate learning and sharing	✓	✓	✓
		d. Acquire updated SSE activities and program through off-shore learning visit	✓	✓	✓
		e. Develop school-based self-evaluation program	✓	✓	✓
		f. Encourage teacher to prepare their reflective journal of personal and professional development	✓	✓	✓