

YMCA OF HONG KONG CHRISTIAN COLLEGE

ANNUAL SCHOOL DEVELOPMENT PLAN 2010 – 2011

MAJOR CONCERNS

1. To continue to refine and develop administrative processes with the aim of facilitating greater school effectiveness.
2. To continue to raise academic standards through curriculum and staff development initiatives, including developing student-centered teaching approaches and materials, and encouraging students to take greater responsibility for their own learning.
3. To further empower students in line with the school's vision, mission and values by promoting positive values, attitudes, behaviour and respect for others in a multi-cultural environment.

VISION, MISSION & VALUES

Vision

We envision our school as 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 and the quality education process is based on the joint partnership among teachers, parents and students.

Mission

We are determined to develop our school based on the **CARES** principles where:

C stands for CREATIVITY & CRITICAL THINKING

We foster an environment that encourages the development of creativity and critical thinking.

A stands for ACHIEVEMENT

We believe that every student has gifts from God and potential for development and we aim to draw the best from the student in order to achieve his/her full potential.

R stands for RESILIENCE & RESPONSIBILITY

We help each student to develop resilience and responsibility: to stand strong amidst adversities and to act as a responsible citizen.

E stands for ENGLISH PROFICIENCY, EMPOWERMENT & EXCELLENCE

We empower our students and staff to strive for excellence through an English-speaking environment in school.

S stands for SERVICE & SPIRIT

We place special emphasis on community service to reflect the Christian spirit of service to the less advantaged and the least of the least.

Our Long Term Development Goal is to build an EMI learning and caring community with international flavour which caters for international as well as local students. We aim to help students excel in education in terms of added value and critical learning.

Statement of Values

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.*

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.*

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, New International Version.) 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."

MAJOR CONCERNS

1. To continue to refine and develop administrative processes with the aim of facilitating greater school effectiveness.

- a. To continue to reinforce the centrality of the school's vision, mission and values as the driving force for the school's culture (behaviour, norms, values and attitudes) in action.
- b. To develop greater operational consistency, clarity and efficiency through the implementation of a school policy framework.
- c. To monitor and reinforce policies developed in the 2009 – 2010 academic year.
- d. To produce policies for SEN and EAL and develop mechanisms for supporting students with learning difficulties.
- e. To leverage the potential of the school through the development of middle management leadership.
- f. To further develop the effectiveness of the QAC.
- g. To develop and refine HR processes and procedures.
- h. To create and train a team to process Student Admissions more efficiently and effectively.

2. To continue to raise academic standards through curriculum and staff development initiatives, including developing student-centered teaching approaches and materials, and encouraging students to take greater responsibility for their own learning.

- a. To continue to encourage a constructivist student-centered approach to teaching, that motivates students through the use of contextualized learning and engages the use of formative evaluation (including peer and self-assessment) as a powerful learning tool, and delivering education in a positive encouraging atmosphere consistent with the school's mission.
- b. To continue to encourage the development of a wide range of classroom teaching skills.
- c. To support teachers in developing a differentiated curriculum, taking account of different learning styles, abilities and aptitudes.
- d. To effectively implement the NSS curriculum.
- e. To monitor the implementation of the IGCSE and GCE 'A' Level programmes.
- f. To continue to develop the role of the library in supplying resources to support the delivery of the curriculum.
- g. To continue to improve the effectiveness of departmental development planning in helping to raise academic standards.
- h. To continue to develop the new reporting system, particularly in relation to the quality of written comments.

- i. To explore additional ways in which standards can be raised through improved recognition of achievements.
- j. To use the English Enhancement Grant to further improve students' oral and listening skills.
- k. To monitor the introduction of Putonghua for non-local students.

3. To further empower students in line with the school's vision, mission and values by promoting positive values, attitudes, behaviour and respect for others in a multi-cultural environment.

- a. To continue to develop the quality of student support and guidance through the establishment of an integrated system for providing support, discipline and personal social education, and emphasize intrinsic qualities to sustain students throughout their lives, e.g. self awareness, self motivation, self respect and service.
- b. To continue to develop the use of student voice in school improvement and encouraging ownership of their school experience, thus improving motivation.
- c. To further develop student leadership.
- d. To improve student manners and behaviour.
- e. To develop career-related activities, including work placements.
- f. To develop higher education guidance procedures.

Additional Concerns

- a. To create an IT Development Plan.
- b. To investigate and make a decision on implementation of a YHKCC Virtual Learning Environment.
- c. To continue to make improvements to the school campus.
- d. To begin the CIS accreditation process.
- e. To work with the PTA to organize and run a seminar/workshop on parenting skills.
- f. To clearly define what is meant by a 'Christian' school in the YHKCC context.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
Major concern #1	<i>To continue to refine and develop administrative processes with the aim of facilitating greater school effectiveness.</i>					
a. To continue to reinforce the centrality of the school's vision, mission and values as the driving force for the school's culture (behaviour, norms, values and attitudes) in action.	i. To introduce the school's vision, mission and values to new staff.	Built into induction programme.	Meeting agenda.	23 Aug 2010	NCM	
	ii. To make specific reference to the school's vision, mission and values when creating policies.	References made in policy documents.	Review of policies and creation of policy template which includes a section relating to M,V & V.	Template: Sep 2010 Review: May 2011	QAC	
	iii. To reinforce the school's vision, mission and values in public meetings, including parent's evening, PTA meetings, assemblies, prefect training and student council meetings.	V, M & V routinely referred to in meetings.	QAC member assigned to monitor (DL).	Throughout 2010-2011 school year	QAC	
b. To develop greater operational consistency, clarity and efficiency through the implementation of a school policy framework.	i. To review and audit the school policy framework.	Review the appropriateness of current draft framework for additions/deletions and identify which policies still need to be written .	QAC complete review and produce list of policies to be written.	Oct 2010	QAC	
	ii. To create a standardized policy template which includes specific reference to the school's vision, mission and values.	Template created	Template in use.	Sep 2010	QAC	
	iii. To review existing policies.	Read through policies that have already been written for consistency and relevance and update as necessary.	Audit of existing policies and updates completed.	Dec 2010	QAC	
	iv. To produce policies for the remaining areas, including Teaching, Learning and Assessment.	Policies written for all policies in the finalized framework.	Review index and read through all new policies to ensure	May 2011	QAC	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
			satisfactory completion.			
	v. To produce a complete School Policy Manual.	QAC submit full Policy Manual to LT for final approval.	LT approval.	May 2011	QAC and LT	
c. To monitor and reinforce policies developed in the 2009 – 2010 academic year.	i. To ensure consistent implementation of existing policies, e.g. cover work, homework, the learning environment, etc.	Reference to the policies during the staff induction programme in Sep 2010. Monitor consistent policy implementation by HOD, LT and QAC	Review of policies referred to in induction agenda. Agenda item at LT Meetings. Feedback from AC.	Aug 2010 Throughout school year	LT LT	
	ii. To reinforce policies in staff meetings.	Reference in staff meetings/briefings to policies deemed in need of reinforcement, as a result of LT/QAC monitoring.	Policies consistently monitored & followed.	As needed during 2010-2011 school year	QAC/LT	
d. To produce policies for SEN and EAL and develop mechanisms for supporting students with learning difficulties.	i. To create an SEN policy, defining the various roles, procedures and mechanisms.	SEN Policy produced.	Policy presented to LT and accepted.	End Oct 2011	YY reporting to AJH	
	ii. To create an EAL policy to support students who need additional help.	EAL policy produced.	Policy presented to LT and accepted	End Oct 2011	IK, reporting to BR and AC	
	iii. To provide INSET on practical strategies to help students with Special Educational Needs.	Inset arranged as part of Staff Development Plan	Inset scheduled and evaluated by staff.	During 2010-2011 school year	AJH in liaison with YY and DSW/AC	
e. To leverage the potential of the school through the development of middle management leadership.	i. To continue to train and develop middle managers (e.g. HoD and HoY) to monitor and oversee teams of teachers and help them grow in effectiveness, i.e. class teacher teams and subject/department teams.	To arrange specific training sessions for new HoD and HoY.	Training successful according to evaluation of participants.	End Oct 2010	AJH in liaison with AC and DSW/AnC	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
f. To enhance the effectiveness of the QAC.	i. To clarify and develop the role of the QAC in monitoring the effectiveness of the school and advising on areas for future development.	Clear list of roles and responsibilities for the QAC during the 2010-11 school year.	Check list produced and implemented.	End October 2010	QAC reporting to LT	
	ii. To clearly identify areas for evaluation and determine an appropriate plan.	LT to identify areas of school operation/policy that would benefit from evaluation.	LT to recommend areas to QAC to draft out evaluation plan .	End October 2010	LT informing QAC	
	iii. To review the composition of the QAC.	QAC to recommend additional QAC members according to needs, following creation of evaluation plan.	Names submitted to LT.	Nov 2010	QAC reporting to LT	
g. To develop and refine HR processes and procedures.	i. To map out the various requirements for the appraisal process, e.g. HoD observations, exercise book inspection, etc.	To create a clear time frame for completion of the various elements of the appraisal process.	Appraisal timeframe published to staff.	Oct 2010	DC	
	ii. To review the appraisal process and documentation and refine as necessary, and create criteria for the four grades under each appraisal heading.	To review documentation and refine as necessary to streamline the process. To create criteria for the various elements of the appraisal process including HOD, HOY, ECA and LT appraisals, in the various grades.	Documentation reviewed and refined. Criteria created for the four grades under each indicator.	Sep 2010 Nov 2010	DC HoD, HoY, DC/CCT, LT reporting to DC	
	iii. To streamline the recruitment processes.	To review the past year's recruitment	Timeline and recruitment	Dec 2010	DC	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
		process and create timeline for recruitment and define recruitment policy with regard to EO legislation and EDB requirements.	policies created.			
h. To create and train a team to process Student Admissions more efficiently and effectively.	i. To identify and recruit team members to form an Admissions Team.	Team members identified covering the relevant disciplines.	Team members recruited.	Sep 2010	DL	
	ii. To produce an Admissions Manual giving details of admission policies and procedures.	Admissions Manual produced.	Manual approved by LT.	Sep 2010	DL	
	iii. To provide training for team members.	Areas for training identified and admissions training supplied.	Training successful according to trainee evaluations.	Sep 2010	DL	
Major concern #2	<i>To continue to raise academic standards through curriculum and staff development initiatives, including developing student-centered teaching approaches and materials, and encouraging students to take greater responsibility for their own learning.</i>					
a. To continue to encourage a constructivist student-centered approach to teaching, that motivates students through the use of contextualized learning and engages the use of formative evaluation (including peer and self-assessment) as a powerful learning tool, and delivering education in a positive encouraging atmosphere consistent	i. To include in the policy on Learning, Teaching and Assessment, a definition of 'student-centered learning'.	Definition included in the L,T & A Policy.	Policy/definition approved by LT.	May 2011	AJH/KD/AC	
	ii. To continue lesson observations by the Principal and HoDs, identifying areas for development in relation to student-centered teaching and learning.	Lessons observed and feedback given.	Creation of observation schedules, and passed to AJH.	During 2010-2011 school year	AJH	
	iii. To provide mentoring to staff as required.	Selected staff identified by HoD receive mentoring.	Mentored staff evaluation.	During 2010-2011 school year	HoD reporting to AJH	
	iv. To continue to encourage the use of the Hong Kong environment to	HK environment used as illustrative	Review of schemes of work	May 2011	HoD reporting to AJH/AC	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
with the school's mission.	contextualize learning, including illustrative materials and field trips.	material/context in schemes of work.	including field trip elements to review illustrative material used.			
	v. To conduct a review of the coverage of study skills in the academic/PSE curriculum, including a definition of terms/skills.	Definition of relevant terms. Identification of study skills covered in Academic & Pastoral Curriculum. Plans made for comprehensive coverage.	Audit completed by HoD & HoY. Review of outcomes by the LT. LT decide on any improvements to coverage necessary.	May 2011	DSW to define terms. HoD reporting to AC/AJH, and HoY reporting to DSW/AnC, who in turn report to LT.	
b. To continue to encourage the development of a wide range of classroom teaching skills.	i. To continue to provide training for all staff on student-centered teaching and learning.	Training provided.	Sessions identified in Staff Development Plan. Teacher evaluation of sessions.	May 2011	AJH	
	ii. To further develop peer observation processes.	Upgraded processes in place where relevant.	New processes documented and schedule of observations.	May 2011	Staff Development Committee reporting to AJH	
c. To support teachers in developing a differentiated curriculum, taking account of different learning styles, abilities and aptitudes.	i. To provide further training for all staff on differentiated learning.	Training provided.	Training identified in Staff Development Plan. Teacher evaluation of sessions.	18 Oct 2010	AJH	
d. To effectively implement the NSS curriculum.	i. Teachers to attend relevant EDB or external subject training and disseminate information to department members.	Relevant sessions attended and information disseminated.	Attendance approved by AJH and recorded. HoD inform AJH of dissemination sessions.	May 2011	AJH	
	ii. Departments to create new schemes of work according to	New SoW created.	New SoW checked by HoD.	During 2010-2011 school year	HoD reporting to AC	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
	NSS requirements.					
	iii. Departments to order new teaching materials/textbooks and other resources.	Relevant materials ordered.	Record kept by JC/HoD.	Dec 2010	JC reporting to AC	
	iv. Departments to introduce SBA according to curriculum requirements.	SBA properly introduced.	Review of departmental practice by AC.	May 2011	HoD reporting to AC	
e. To monitor the implementation of the IGCSE and GCE 'A' Level programmes.	i. Departments to create new schemes of work according to GCE requirements.	New SoW created according to required guidelines.	SoW reviewed by HoD.	According to published implementation schedule	HoD reporting to AJH	
	ii. Departments to create new 'integrated' schemes of work according to NSS/IGCSE requirements.	New SoW created covering needs of both programmes.	SoW reviewed by HoD.	According to published implementation schedule	HoD reporting to AC/AJH	
	iii. Departments to order new teaching materials/textbooks and other resources.	New materials ordered.	Record kept by JC/AJH.	Dec 2010	HoD to order, JC to record and seek AJH approval	
	iv. Departments to introduce coursework according to curriculum requirements.	Coursework requirements met.	HoD to monitor in Departments and report to AJH on progress.	May 2011	HoD reporting to AJH	
	v. To arrange training as necessary.	Necessary training arranged.	Training calendar prepared and training evaluated by teachers.	May 2011	AJH	
	vi. To review the subjects on offer in the international curriculum and make recommendations for the 2011 – 2012 academic year.	Review conducted and recommendations made to LT.	Plans in hand for 2011-12 school year.	May 2011	AJH reporting to LT	
f. To continue to develop the role of the library in supplying resources to support the delivery of the curriculum.	i. To redefine the role of the library in supporting teaching and learning.	Policy statement prepared re: conclusions about the role of the library at YHKCC.	Statement approved by LT and incorporated in Staff Policy Handbook.	Dec2010	JC prepares draft statement for HoD discussion. AJH/AC report to LT	
	ii. To further develop the resources available from the library in response to departmental needs.	Resources developed and liaison mechanism	JC provides information to AH on resources and	Dec 2010	JC reporting to AJH	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
		with HoDs in place.	liaison mechanism with departments.			
	iii. To create procedures for monitoring the use of the library.	Report submitted to LT. Plans made in relation to data.	Data prepared and submitted. Plans in hand.	Dec 2010	JC reporting to AJH/LT	
	iv. To re-introduce book reports during the class teacher period.	Book reports re-introduced.	Class Teachers evaluate reports and enter results on report card. Implementation monitored by AnC/DSW and HoY.	Semester 1	JC reporting to DSW/AnC (DL)	
g. To continue to improve the effectiveness of departmental development planning in helping to raise academic standards.	i. To review and refine the template for annual departmental development planning, ensuring greater consistency in reporting.	Template updated and in use during 2010-2011 school year.	ADDPs reviewed by LT.	Oct 2010	Academic Committee to submit template to LT	
	ii. To provide exemplars of effective plans.	Examples shared with HoD.	Sharing meeting arranged and plans of consistent quality produced.	Oct 2010	AJH/AC	
	iii. To make more effective use of annual departmental reports to inform future school and departmental development.	Annual reports produced according to standard template.	Reports presented to HoD and main points presented to LT by AJH/AC.	May 2011	AJH/AC	
h. To continue to develop the new reporting system, particularly in relation to the quality of written comments.	i. To provide training for all staff to reinforce the requirements of the new reporting system.	Training held for mid-term reports (all staff) and end of semester reports (new staff).	Staff produce report comments of consistent quality and according to school requirements.	Semester 1	AJH/AC	
	ii. To further develop comment banks within departments.	Comment banks developed.	HoD to share at Academic Committee.	Semester 1	HoD reporting to AC	
i. To explore additional	i. To seek further input from	Additional	HoD and HoY	Dec 2010	HoD reporting to	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
ways in which standards can be raised through improved recognition of achievements.	HoY/HoD on the recognition and reward of achievements.	strategies identified.	meetings held to identify additional strategies which are implemented.		AJH/AC HoY reporting to DSW/AnC (DL) Recommendations made to LT	
j. To use the English Enhancement Grant to further improve students' oral and listening skills.	i. Incorporate the 'English Builder' programme into the scheme of work for English, to enhance oral and listening skills.	Students successfully complete the different stages.	Data sent to teachers online about students' progress.	Sep 2010 – June 2011	BR	English Builder Computer Lab
k. To create a strategy for the introduction of Putonghua for non-local students.	i. Chinese Department to monitor the introduction of after school lessons.	After-school lessons successfully introduced.	Students successfully learning according to teacher evaluations and healthy enrolment in courses.	Oct 2010	Chinese Department reporting to AC	
	ii. To employ a TA to support the Chinese programme for non-Chinese speaking students.	TA employed.	Departmental appraisal.	Employment: Sep 2010 Appraisal: May 2011	DC KN	
Major concern #3	<i>To further empower students in line with the school's vision, mission and values by promoting positive values, attitudes, behaviour and respect for others in a multi-cultural environment.</i>					
a. To continue to develop the quality of student support and guidance through the establishment of an integrated system for providing support, discipline and personal social education, and emphasize intrinsic qualities to sustain students throughout their lives, e.g. self awareness, self motivation, self respect and service.	i. To continue to develop expertise in dealing with various issues, e.g. students suffering from depression, bullying, etc.	Training session(s) held. Bullying policy developed.	Heads of SGDS monitor the improvement in class teacher/HoY approach and management of students.	May 2011	DSW/AnC (DL), AJH (staff devt.)	
	ii. To standardize records and streamline record-keeping procedures.	Each HoY using the templates provided by Heads of SGDS to record student cases. Templates sent to each HoY and also placed on	Easy, convenient and immediate access to case records as and when necessary.	May 2011	DSW/AnC (DL)	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
	iii. To enhance the effectiveness of Year Meetings.	<p>P drive.</p> <p>Consistent, clear, thorough record of meetings (minutes).</p> <p>Decisions ('action to be taken') followed up and implemented.</p> <p>Good, punctual attendance record for all Class Teachers at meetings.</p>	<p>DSW/AnC (DL) to attend specific meetings each week.</p> <p>Overview of minutes and attendance record.</p> <p>Quality of feedback in SGDS meetings.</p>	May 2011	DSW/AnC (DL)	
	iv. To continue to develop the PSE curriculum drawing on existing (MCE, PATHS, careers) material and check to ensure appropriate to user groups.	F.1-3 HoY's to continue to collaborate with Ms. Yuk Kwok in adapting F.1-3 PATHS materials.	SoW updated and in place.	Jul 2011	DSW/AnC (DL) [HoY: F.1-3 in consultation with Ms. Kwok.]	Updated PATHS materials (F.2-3)
	v. To introduce the team teaching of PSE.	Outline of different approaches in Year Meetings.	Quality of delivery of PSE lessons improved as monitored by DSW/AnC (DL).	May 2011	DSW/AnC (DL)	
b. To continue to develop the use of student voice in school improvement and encouraging ownership of their school experience, thus improving motivation.	i. To provide INSET for staff: What is Student Voice?	CPD session arranged and held (Archie McGlynn).	Greater understanding of and support for Student Voice in general and the Student Council in particular, and its role and function in the life of the school .	16 Sep 2010	DSW/AnC (DL) AJH	Funding
	ii. To further develop the role of the	PSE lessons focus	Elections for	Jun 2011	DSW/AnC (DL)	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
	Student Council.	<p>on concept of democracy/elections in lead-up to SC elections which need to be held early in the academic year.</p> <p>Executive Student Council to draw up a written constitution.</p> <p>Greater involvement of Class Reps in work of Student Council.</p>	<p>executive held on 19 Oct 2010.</p> <p>Executive Student Council members submit a draft written constitution to the LT.</p> <p>Members of SC more proactive; higher profile of <i>all</i> members of Student Council.</p>		KH	
	iii. To explore changes to the school uniform through consultation with various parties including the Student Council, and make recommendations to the LT.	<p>Student Council to gather student views utilizing Form Reps; devise and circulate questionnaire and collate feedback to present to LT.</p> <p>LT to consider student/staff/PTA feedback before final decision made.</p> <p>LT to share final proposal with PTA and staff.</p>	Results of student consultation presented to LT.	End Term 1	KH and SC advisors DSW/AnC (DL)	Photocopying questionnaires
	iv. To continue to engage student voice in giving feedback on the environment, support/guidance	Student Council, including Form Reps. garner student	Feedback received.	Jul 2011 and ongoing	HoY DSW/AnC (DL) KH	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
	and other aspects of the school experience through the Student Council and other targeted evaluations.	body views, collate and present to relevant members of staff, e.g. HoD's, AJH, AC, HoY.				
	v. To standardize feedback from students on teaching and learning and curriculum development, and include reference to student feedback in staff self-appraisals.	Consult Student Council regarding each Department's student feedback.	Feedback received.	Jul 2011	Staff Development Committee DC/NCM	
c. To further develop student leadership.	i. To clarify the roles, responsibilities and privileges of student leaders: prefects, student council members and student house leaders.	Meeting of teachers involved e.g. KH (Student Council) Heads of House Heads of SGDS F.6-7 HoY's. To clarify roles and draw up 'job descriptions'.	Roles clearly defined and included in Staff and Student Handbooks.	Meeting: Term 1 Handbooks: Jul 2011	KD/AIL DSW/AnC (DL)	
	ii. To enhance the training programme for prefects.	F.6-7 HoY's to create a Prefect Handbook; organize Prefect training camp as well as arrange occasional training sessions as and when appropriate.	Handbook produced and distributed to Prefects. Camp and training sessions held.	Prefect Handbook and Prefect camp: end Term 1. Other training sessions: ongoing.	KD/AIL in consultation with DSW/AnC (DL).	Provision for training camp
	iii. To continue to increase the profile of prefects in public events and assemblies.	Create more visible prefect uniform/dress code, using opinions gained from students (Student Council). More proactive in	Prefect uniform designed. Prefects more	May 2011 Nov 2010	KD/AIL in consultation with DSW/AnC (DL) NCM KD/AIL reporting	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
		keeping order in assembly and student briefings, e.g. taking the initiative in modelling and encouraging appropriate behaviour and asking those who ignore instructions to leave the Hall.	visible and proactive. More occasions when prefects are active participants in the assembly/briefing, taking over some teacher responsibilities.		to DSW/AnC (DL)	
	iv. To explore more effective ways to deploy student leaders for school functions.	Discussion with teachers involved, including Admissions Team. Garner feedback/ideas from student leaders through Student Council, Head Prefects, HoH and LT.	A better organized programme with a more effective deployment of personnel.	Deployment plan created: Mid-Oct 2010 Duties/expectations published: Mid-Oct 2010	KD/AIL KH HT (House coordinator) in consultation with DSW/AnC (DL)	
d. To improve student manners and behaviour.	i. To implement the plan for improving student manners and behaviour through the class teacher period, the PSE programme and assemblies.	Throughout the year, focus on each area of the 'Good Behaviour at YMCACC' chart for a selected period of time.	A noticeable improvement in the way students and teachers interact, both individually and in large groups, as confirmed by staff survey.	Jul 2011	HoY's DSW/AnC (DL)	Laminated posters.
e. To develop career-related activities, including work placements.	i. To review the current practice regarding careers advice/guidance and make recommendations to the SGDS/LT for future developments.	CL and F.6-7 HoY (AIL/KD) conduct overview of current practice; make recommendations to enhance provision	Recommendations made to SGDS and LT.	Jan 2011	CL F.6-7 HoY (KD/AIL)	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
		and meet the needs of a changing student demographic.				
f. To develop higher education guidance procedures.	ii. To organize work placements for F.5 NSS, GCE A-1 and F.6 HKAL students during the post-exam activities.	Produce document: rationale and guidelines (Bases for choice, conduct, etc.). Contacts made with a variety of suitable organizations/key people.	Placements organized for each student	Jul 2011	CL F.6-7 HoY (KD/AIL) F.5 HoY (TM/PL)	
	i. To review the current practice regarding higher education advice/guidance and make recommendations to the SGDS/LT for future developments.	CL and F.6-7 HoY's to conduct review of current policies/practice to find ways to expand and develop them to meet current needs.	Recommendations made to SGDS and LT.	Jan 2011	CL F.6-7 HoY (KD/AIL) TM	
	ii. To map out higher education application deadlines for students applying to overseas universities and formulate a plan.	Informal training: provided by an experienced Higher Education Counsellor. Research overseas requirements. Discuss and plan the way forward; set provisional deadlines.	Deadlines posted. Students provided with appropriate guidelines.	Jan 2011	CL F.6-7 HoY (KD/AIL) TM	
	iii. To appoint staff as higher education counsellors for specific areas/regions, e.g. UK, USA/Canada and Australia/ New Zealand and provide training as necessary.	CL/KD/AIL recruit interested, qualified staff to act as counselors. Informal training provided by an experienced	Staff in place. Training received.	Jul 2011	CL KD TM	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
		Higher Education Counsellor to staff indentified above				
Additional concerns						
a. To create an IT Development Plan.	i. To produce and distribute the plan for improving IT facilities to support the curriculum.	IT Development plan produced according to agreed template	Plan agreed by LT.	October 2010	PC supported by IT Team	
b. To investigate and a make a decision on implementation of a YHKCC Virtual Learning Environment.	i. To review different options for a 'student friendly' system and decide way forward.	NCM, DC, PC & AC to investigate options and make recommendations to LT.	Recommendations made. Plans in place for implementation.	Dec 2010	NCM DC PC AC	
c. To continue to make improvements to the school campus and facilities.	i. To complete the Theatre/Multi-purpose Hall project.	Completion of project by end of school year	Theatre/Hall in use.	Summer 2011	DC	
	ii. To complete 'major repairs' to the school campus.	Government requirements for release of funding approved	Projects agreed and accepted by ASD.	Repairs starting in Dec 2010 – Summer 2011	DC	
	iii. To develop plans for the Sports Complex.	Financial proposal approved by SMC, Timescale for construction agreed	Proposals presented to staff for information.	May 2011	DC/NCM	
d. To begin the CIS accreditation process.	i. To formally begin the Council of International Schools accreditation process.	Process under way.	CIS requirements for the process met and arrangements made for initial visit from CIS representatives.	May 2011	AJH	
e. To work with the PTA to organize and run a seminar/workshop on parenting skills.	i. To identify particular areas of concern in consultation with the SGDS/PTA committees.	Areas of concern identified by PTA and SGDS.	Concerns list compiled and shared in PTA & SGDS Committees.	Apr2011	DL in consultation with SGDS & PTA Committees	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Special Resources
	ii. To provide training for parents in the form of a seminar or workshop.	Parenting skills workshop held.	Participant evaluations.	May 2011	DL in consultation with SGDS & PTA Committees	
f. To clearly define what is meant by a 'Christian' school in the YHKCC context.	i. To review the current situation and discuss what we should be aspiring to as a Christian school and make recommendations to the LT.	Report produced by the Christian Ethos Committee.	Definition included in relevant publications (e.g. Staff handbook)	November break	CEC reporting to DSW/AnC (DL)	