

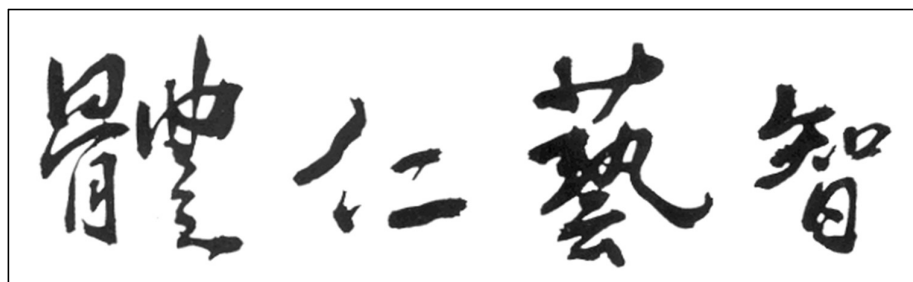


Jockey Club Ti-I College

School Development Plan
(2024-27)

School Vision and Mission

The vision and mission of the School are to provide students with the normal grammar school curriculum as well as a better chance to develop their potential in sports or arts. The School puts an *equal emphasis on academic achievement and the development of students' talent in sports and visual arts*. By the time students leave the School, they will have acquired proficient language skills, have an analytical mind, the ability to think for themselves and a sound knowledge in academic subjects as well as in sports or visual arts.



Our School Motto: **Sports, Humanities, Arts & Wisdom** which emphasizes a healthy life style, a kind heart, an aesthetic awareness to appreciate life and an independent mind.

For more details of the school, please refer to the following :

- School website (<https://www.tic.edu.hk>)
- Secondary School Profiles (https://www.chsc.hk/ssp2022/index.php?lang_id=1)

Holistic Review of School Performance

Effectiveness of the School Development Plan (2021-24)

Major Concern and target	Extent of the target achieved	Follow-up action(s)
<p>1. Pursuing Intellectual Excellence</p> <p>Targets:</p> <ul style="list-style-type: none"> - To improve learning habits and attitude - To facilitate learning across the curriculum - To enhance readiness for future challenges 	<p style="text-align: center;">Partly achieved</p> <ul style="list-style-type: none"> - After the severe interruption of school routines during the pandemic, an encouraging population of students has rebuilt desirable learning habits and attitude as reflected by school-based assignment and assessment statistical data. Teachers' observations also reported that students were more attentive and engaged in face-to-face lessons with gradual improvement after the pandemic. - Learning and study skills training workshops were organized for F.1 students to help them adapt to the learning styles in secondary school. Feedback from students and parents was positive. - Various cross-subject collaboration attempts were made to facilitate students' learning across the curriculum. These programmes and activities were well-received. However, it was yet to be observed that students understand the importance of integrated learning across the curriculum and the need to develop generic skills that can be applied to different subject disciplines. - Efforts in cross-curricular learning through STEAM and reading were evident. Students' participation and results in STEAM was encouraging but students' performance in reading diverged as reflected in the stakeholders' survey. - While the pandemic accelerated both teachers' and students' readiness and use of technology in teaching and learning, it was observed that students may still have difficulties making the best out of such advanced technological development in their learning or may even have developed bad habits (e.g. plagiarism, internet addiction, reduced attention span, etc.) that affects their academic learning and development for future. 	<ul style="list-style-type: none"> - Despite the gradual rehabilitation after the pandemic, there is still room for improvement in students' learning habits and attitude. This is particularly important for our students who have strong involvement and a packed schedule in PE/VA. They need more intensive coaching and guidance to develop into self-directed learners. - In view of the many multi-disciplinary approaches of educational issues and trends, the direction of facilitating learning across the curriculum and development of generic skills were generally agreed upon and shall continue to be addressed in the next school development cycle. - The fast development of IT, media and AI has brought huge impacts and challenges to teaching and learning, and prompted both teachers and students to improvise with necessary changes in order to adapt to and be better equipped for future. The competent and ethical use of technologies are crucial generic skills for future success. It deserves further attention in the next school development cycle.

Major Concern and target	Extent of the target achieved	Follow-up action(s)
<p>2. Advocating Holistic Development</p> <p>Targets:</p> <ul style="list-style-type: none"> - To nurture positive values and morality - To cultivate social competency and connection - To enlighten global vision and citizenship 	<p style="text-align: center;">Partly achieved</p> <ul style="list-style-type: none"> - As a structural approach, the Whole Person Education Framework and Form Teacher Period Curriculum were launched progressively over a 3-year period starting from F.1 and F.4. A rich variety of activities and programmes were conducted and all FT Period materials were tailor-made and delivered. Some positive values and topics stimulated awareness and understanding through interactions and discussions. The well-above average value of teachers’ and parents’ perception on “Support of Student Development” reflected the positive feedback. - Students’ opportunities and exposure in community service were rather limited during the pandemic period, and only gradually resumed towards the latter half of the school development cycle. The percentage of students participated in community service is less than 50%. Various attempts (e.g. Elder Academy, TI-I Service Team, PE/VA programmes for primary schools, etc.) were made to provide more opportunities for students to serve others. - Efforts in green education (including the establishment of the Green Club) has been stepped up as a means of providing students with opportunities to serve the community and cultivate a sense of responsibility as global citizens to help protect the Earth. Feedback was positive, and students’ participation and awareness were encouraging. - On top of the regular national flag raising routine, activities related to national education were conducted in different modes even under the limitations of the pandemic. APASO results showed that students’ awareness of national identity is above average. - The long-planned Grand Tour finally departed right after the lifting of border controls in Mar 2023. Feedback from teachers and students was all positive, resulting in a positive relevant scale in APASO. The first step towards the cultivation of global vision was successful. Yet, except for all the senior form students who participated in the CS Tour and Grand Tour, the percentage of junior form students who participated in mainland and overseas tours remains very low. 	<ul style="list-style-type: none"> - The Whole Person Education Framework and Form Teacher Period curriculum will be incorporated as routine. The framework was reviewed and revised to incorporate the PVAs of Value Education Framework. The content and schedule of Form Teacher Period Curriculum will be constantly reviewed and updated based on feedback from students and teachers to better align with the needs of students. It is agreed that the structured framework and curriculum provide guiding direction and implementation strategies to facilitate a whole-school approach for promoting whole person education. - In particular, concerns for careers and life planning education were raised as it was observed that some students failed to set clear goals and hence, may not be able to foster a positive and proactive life attitude. This may warrant special attention in the upcoming school development cycle. - On top of the adjustment difficulties after the prolonged pandemic, the busy school schedule and perceived pressure of academic burden are affecting some population of vulnerable students. Preventive approaches through positive education and resilience enhancement may be potential ways of increasing protective factors for students against stress. - Opportunities for community service should be further enhanced to help connect students with the community and society as well as build a sense of citizenship for caring about the society and serving the needy. - Riding on the opening up of more opportunities for overseas exposure and experiences from GBA and other mainland cities to other countries in South East Asia or OBOR, it is suggested that various approaches (including cognitive understanding and knowledge, affective personal inspiration and authentic hands-on experiences) might be necessary to enhance students’ national identity and global citizenship, which are equally important for their future success.

Major Concern and target	Extent of the target achieved	Follow-up action(s)
<p>3. Fulfilling Unique Mission</p> <p>Targets:</p> <ul style="list-style-type: none"> - To strengthen our connection with multiple resources - To extend students' talents (e.g. PE/VA) and contributing their talents to community service - To enrich school vibe in PE/VA 	<p style="text-align: center;">Fully achieved</p> <ul style="list-style-type: none"> - Intensive efforts have been put into exploring opportunities and resources from external organizations to enrich our talented students in their sports/arts development. The total number of projects involving external resources that the school is promoting/participating in the areas relevant to sports/arts has always exceeded the limit set in the KPM report of EDB, and has been increasing significantly after the pandemic subsided. All projects are welcomed by students and many of them have won awards and commendation from the organizers. - Every single junior form student and almost 70% of senior form students participated in territory-wide inter-school competitions related to sports/arts. After the pandemic, around 40-60 students participated in about 50 national or international sports competitions each year and many of them came back with glorious prizes. Together with the outstanding figures in physical fitness performance in the KPM report, students' performance in PE/VA are undoubtedly remarkable. - With the lifting of all anti-pandemic mandates, more parents and alumni were willing and able to come back to school to organize or join activities, which are crucial in establishing and maintaining bonding and connection. The selfless and unflinching support from PTA and AA also allowed the establishment of the Student Scholarship Scheme which recognizes and rewards students' achievements in academics, arts, sports and leadership. Parents' feedback in the stakeholder's survey in terms of school climate and home-school cooperation was constantly well above average. - The pandemic limited students' contribution of their talents to community service. Yet, efforts were not minimized in terms of extending students' talents and showcasing their achievements in PE/VA. Together with the long list of innovative celebration events for the school's 35th Anniversary that also aim at unfolding students' PE/VA talents and enriching school vibe, all programmes and activities were well-received and highly commended by stakeholders and external parties. 	<ul style="list-style-type: none"> - Efforts in promoting PE/VA to fulfill the unique mission of our school dared not to drop. Constant and consistent work from multiple approaches has always been the routine of the school. New and recent attempts at extending students' exceptional PE/VA talents (e.g. Multiple Exposure lesson, exposure activities in the PE curriculum, after-school talent programmes in the VA curriculum, the annual VA exhibition, etc.) are all parts of routine school work. Every effort will continue to be steered to uphold the strong school vibe in PE/VA and towards a balanced development between academics and PE/VA. - It would be even more desirable to ride on students' strong passion and unique talents in PE/VA to support multiple areas of their whole person development. Suggested strategies include strengthening connection and collaboration of PE/VA with other academic departments of different KLAs to foster learning across the curriculum and the cultivation of generic skills; building upon their dedicated engagement in PE/VA to develop their positive values and attitudes and resilience against adversity; applying and utilizing their giftedness in PE/VA to community service to enhance their sense of contribution and responsibilities to society; and relay their intense interests and wide exposure in PE/VA into career development and life planning. These suggestions may likely become some of the focuses and strategies of relevant major concerns in the future school development cycles.

Evaluation of School's Overall Performance

How good is my students' performance in achieving the seven learning goals?

With the unique school mission to develop students' talents in PE/VA, the school attracted a diverse mix of students who possess exceptional talents and immense passion for PE/VA. Together with the strong school culture and rich resources invested to promote PE/VA, students' engagement and performances in the areas of sports and visual arts have been undoubtedly outstanding and consistently remarkable. Almost all students actively participated in activities/competitions related to PE/VA and many of them obtained prizes and awards in territory-wide, national or even international competitions. In general, students' self-concepts and self-efficacy in their physical health are high and that have had a positive effect. Yet, such student profiles and caliber may result in a relatively wide diversity in students' academic learning capabilities and attitudes. While most students understand the importance of academic learning, some significant percentages of students may struggle to strike a balance between academic pursuit and PE/VA talent development as they are likely to have a packed schedule for PE/VA activities/competitions. A majority of students have rebuilt satisfactory learning habits in terms of classroom learning routines and assignment submission and the recent cohort of DSE students survived the pandemic and thrived in the HKDSE 2023. However, some students may still easily lose track and their heavy engagement in PE/VA may predispose them toward declining motivation in academic learning. Most students agreed they enjoyed their school life, yet many of them also expressed concerns for their academic performances. In terms of language proficiency, students are mostly confident and fluent in speaking and presentation, but they may not be competent enough at reading and writing as they may easily overlook details in content which affects accuracy. The pandemic accelerated the use and reliance of information technology in teaching and learning. Most students generally possess competent skills at using technology to assist their learning, but they still need more guidance on the proper and ethical use of information technologies and various online communication platforms.

With the energetic and creative nature of our talented PE/VA students, they are mostly outgoing, sociable, presentable and devoted to their areas of interest. They are willing to try and engage in most of the exposure opportunities offered by the school or outside organizations. Most students agreed that they enjoyed school life and were satisfied with their family life and peer relationships. Although they reported some negative emotions (nervousness, worry, sadness) sometimes, more of them equally described many positive aspects of their life at school and in their family. It was observed that students' social skills and peer relationships were quite significantly affected by many social distancing measures during the pandemic and it has only been gradually improving recently with more school hours and opportunities for collaboration through activities after the pandemic. Many students described their positive relationship with peers and friends but also reported occasional difficulties in cooperating with others when doing academic work and projects. A majority of students described themselves as honest and attached importance to morality. While students' discipline is mostly well above average with only a few rare incidents of severe disciplinary cases, mild conflicts between students resulted from improper manners and poor social interaction among peers were not uncommon, which is a particularly negative consequence of the pandemic. In general, there is always room for improvement in students' conduct and behavior, and this is particularly true when extending to their online activities.

How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

In alignment with the school's mission, the school has implemented a curriculum structure that echoes the importance of balanced development of both academics and PE/VA. The well-established curriculum with relatively broad and comprehensive coverage of all KLAs allows students to develop a generally wide breadth of knowledge and skills. On top of the normal school curriculum, the school has also proudly implemented its unique school-based PE/VA curriculum which emphasizes richly incorporated elements of cognitive knowledge, practical skills and eyes-opening exposure in PE/VA respectively, allowing the talented youths to fully develop their PE/VA potential in multiple perspectives. The relatively practical and activity-based nature of PE/VA also addresses students' characters and needs for experiential and life-wide learning, and such a style of teaching and learning has also been influential in inspiring many other subjects in promoting life-wide learning to expand students' exposure and learning experiences. While teachers' efforts in organizing various learning activities must be highly appreciated, perhaps more curriculum collaboration and coordination may allow even better utilization of limited curriculum time to facilitate students' learning across the curriculum in terms of transferring generic skills and learning attitudes. Working under the limitation of the pandemic, the school has also been making effort in some cross-KLA or cross-subject collaboration attempts, including some trials of STEAM education (e.g. projection mapping project, marine vehicle design competition, IET Faraday Challenge, etc). With these accumulated experiences, further efforts in such area may hopefully benefit students more in future.

As an advocate of whole-person education, the school also attaches equally important concern and efforts in addressing students' whole person development. In particular, the Whole Person Education (WPE) framework and Form Teacher Period (FTP) curriculum were established as a strategic guide for the implementation of whole-person education. Intensive and consistent efforts were evident in delivering the framework and curriculum through various approaches, including talks and assemblies, both routine and innovative activities of student bodies, specific programmes and projects (e.g. Elder Academy, Enhanced Smart Teen Project, Outward Bound course, adventure-based leadership training camp, form-based educational activities on Activity Day, etc), Multiple Exposure lessons, and many joint-school events. The long list of different well-received and popular activities and programmes addresses a few key elements of WPE including personal breakthrough and growth, community service and leadership development. Such direction is well-supported by all stakeholders and feedback from students and parents is always positive. As long as students are willing to participate and improve themselves, they are always given ample and diversified opportunities that can tap on their personal needs and interests to become well-rounded. As one of the means to cultivate global vision in students, the long planned Grand Tour for senior form students finally departed successfully in 2023 right after the lifting of border controls. Together with the well-practiced routines and educational activities including talks, visits, competitions, sister-school exchange activities and mainland study tour, students' national and global identity were well above average as reflected in the APASO results.

How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

The school has a well-established and systematic organizational structure that functions effectively at managing different areas of professional tasks and administrative work. Teachers are given opportunities to participate in different areas of professional committees to broaden their exposure and to facilitate potential collaboration. The majority of teachers (mostly around 70-80%) hold a positive perception of many areas of school management including setting and building consensus on development direction, formulating and prioritizing development targets and implementation strategies, and promoting collaboration and effective monitoring of implementation progress. Feedback and support from the majority of parents is also positive and strong. The close collaboration and relationship between school and parents are well established and maintained with the PTA which plays a key role in fostering school-home cooperation. Together with the strengthening connection and support from an increasing population of alumni, the school enjoys rich and supportive resources for continuous improvement and development. With a wave of retirement of experienced teachers, a significant number of a new tier and generation of energetic young teachers is enthusiastically contributing and supporting further and future school development. On top of relevant staff development programmes on specific educational issues and topics for all staff, continuous effort and strategies for the professional development of the staff team is hence crucial to sustain and support the professional leadership and development of the school.

With the aim of enhancing teachers' involvement in formulating school development plans and priorities, a number of sessions and efforts have been devoted to facilitating professional sharing and exchange among teachers of different profiles and expertise. School self-evaluation data and statistics (including stakeholder's survey and APASO results) were shared with all teachers to allow evidence-based discussion and evaluation. The school has also established many school-based data collection systems to understand and evaluate students' performance in both academic (including API, ASP, PASP, QPI) and non-academic (including DPI, TAI, Ti-I Happiness Index) domains. Such data is also made visible and transparent to students and parents to foster progress in monitoring and self-evaluation. While most students are well aware of their own progress through this data and some are benefiting from such data by actively adjusting their learning strategies, there is still room for improvement for teachers to make the best utilization of available data and conduct critical analysis to reflect on their teaching strategies, timely address students' needs and follow-up on students' progress. Given more support in professional development and a cultivation of an evidence-based self-evaluation culture, teachers are willing and capable to take further steps in this aspect.

Way Forward for Improvements

What are my students' needs?

The unique profile and caliber of our students with talents and passion for PE/VA also implies a relatively wide range of diversity in academic capabilities and performance. They may also be more prone to defective self-management and impeded motivation due to their packed schedule and heavy engagement in PE/VA. Therefore, they need more intensive coaching and guidance to improve generic skills and cultivate good self-management habits to allow them to make effective and efficient use of their tight schedules and gradually develop themselves into motivated self-directed learners. From the school's perspective, better curriculum coordination (among various academic and PE/VA activities) and collaboration (connecting learning across different KLAs) may also be particularly beneficial in assisting students to strike a better balance between academics and PE/VA to facilitate learning across the curriculum and promote multi-disciplinary approaches in learning. To be more equipped for future needs of intelligence, students' competent literacy and ethical attitudes in the use of information and advanced technologies are also crucial. Riding on their passion and interests in PE/VA, students also need to realize the various potentials and possibilities of relaying their interests/talents in PE/VA to their personal career and life planning. While many students enjoy and treasure the comprehensive and diverse PE/VA-related exposure and experience in our school, they are yet to relay that with their future career possibilities as they tend to limit their understanding about career goals and visions only relevant to academic disciplines. Without clear goals and/or concrete plans for their future aspirations, motivation and attitudes may easily deteriorate and eventually affect their performance in all areas. Therefore, it is a general consensus among teachers that a more intensive effort should be dedicated to uplifting the career and life planning education for our students, addressing their special characters in PE/VA. Last but not least, students' intensive involvement in PE/VA can be a platform for them to build positive life values and attitudes but it can also be a challenge for effective and balanced time-management and in turn a source of stress that affects their emotional well-being. On top of practical time-management and stress-management skills that may be helpful to students, it would also be essential to explore different strategies and approaches to strengthen students' resilience against adversity and challenges in life through the cultivation of positive mindsets and values. It would be complementarily beneficial to help students connect their school learning experiences with their daily lives, arouse their awareness of issues at community, national and global perspectives, realize their belonging to and responsibilities in different contexts, and to provide platforms for them to apply and contribute their giftedness in PE/VA in order to build up their self-confidence and appreciate the meaning of life. Through enhancing their national and global identity, it also reinforces students' self-concept and personal growth.

What is my school's capacity for continuous improvement and development?

Built upon the unique mission, the school is an advocate of providing whole-person education with an equal emphasis on academic achievement and PE/VA talent development. This common belief of different stakeholders allows a well-aligned common goal but also represents one of the biggest all-time struggles of the school to help a diversity of students to strive for an accurate balance point for individual students. To cater for such learner diversity, teachers of various expertise are putting in great efforts in multiple areas with different approaches to target students of different profiles and needs. While the school is proud of the unique and specific PE/VA curriculum as well as the broad and diversified life-wide learning exposure and opportunities for students, there is a need for continuous improvement in terms of better coordination and collaboration to achieve the desired balance. This will rely on the professional leadership of a group of more experienced senior teachers for continuous review of school policies and the setting of a suitable platform and framework for academic pursuits. On the other hand, the rich and diverse experiences on developing and conducting student activities/programmes gained by the staff team over the past years has allowed the school to continue and insist on its efforts in enriching students' life-wide learning experiences. On welcoming the new tier of passionate, committed and energetic young teachers in recent years, closer bonding and relationships with students and more aggressive efforts in broadening students' exposure can be anticipated. Yet, it is also equally important to invest on enhancing the professional capacity of teachers through efforts in staff development. Issues related to challenges with students' intellectual needs on aligning with future education trends (e.g. use of IT, AI, etc) and the effective use of various data sources (including both internal school-based data collection system and territory-wide data provided by external bodies) to feedback and improve teaching and learning are among some of the focus topics. Last but not least, the school is blessed with strong support from parents who acknowledge and share the vision and educational principles of the school. With continuous efforts in enhancing parent education and fostering home-school collaboration, the provision of whole-person education in areas of value education, career education and national education; as well as support for students' whole-person growth, enhancing resilience and enriching learning experiences can both be more effective.

What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Consolidating the reflections of students' needs and the school's capacities with consideration of stakeholders' feedback, it is an unwavering consensus that the school shall continue to uphold its vision and mission of whole-person development with an equal emphasis on academic achievement and the development of students' talent in sports and visual arts. To address students' educational needs for their future success and align with recent educational development trends, it would be a visionary development priority to focus on educating our talented students for future by equipping them with the essential intellectual qualities (which focuses on the necessary generic skills, competent learning across multiple disciplines and sound information literacy); enlightening them with a determined aspirational vision (which is based on their positive core values, resilient life attitudes and the sense of belonging to society, nation and the world); and enhancing their mindful readiness for a committed life-long dedication (which rides on their passion, interests and talents, with well-informed and careful consideration of careers and life-planning).

Major Concerns of the School Development Cycle (2024-27)

Educating Talents for Future...

1. Equipping Intelligence for Future

- *Integrate skills for knowledge acquisition*
- *Incorporate intelligence across curriculum*

2. Enlightening Aspiration for Future

- *Advocate wellness and resilience*
- *Affirm multi-faceted identities*

3. Enhancing Readiness for Future

- *Reinforce holistic careers and life planning*
- *Relay unique talents into career development*

School Development Plan (2024-27)

Major Concerns	Targets	Outline of Strategies	Time Scale (✓)			Related Learning Goals
			24-25	25-26	26-27	
1. Equipping Intelligence for Future	Integrate skills for knowledge acquisition	- Reinforce effective learning habits and time management skills	✓	✓	✓	Generic Skills, Information Literacy
		- Promote the proper and ethical use of various learning resources	✓	✓	✓	
		- Build competence in information literacy	✓	✓	✓	
		- Strengthen media literacy		✓	✓	
	Incorporate intelligence across curriculum	- Facilitate cross-curricular collaborative learning through project work	✓	✓	✓	
		- Extend learning across curriculum	✓	✓	✓	
		- Connect PE/VA exposure with academic learning		✓	✓	
2. Enlightening Aspiration for Future	Advocate wellness and resilience	- Cultivate positive behaviour and peer relationships	✓	✓	✓	Heathy Lifestyle, National & Global Identity
		- Nurture positive values and mindsets	✓	✓	✓	
		- Enhance mental well-being	✓	✓	✓	
		- Boost courage in facing life challenges and resilience to adversity	✓	✓	✓	
	Affirm multi-faceted identities	- Encourage service participation and fuel the sense of social belonging	✓	✓	✓	
		- Uphold and embrace national identity	✓	✓	✓	
		- Raise global issues awareness and broaden global vision	✓	✓	✓	

Major Concerns	Targets	Outline of Strategies	Time Scale (✓)			Related Learning Goals
			24-25	25-26	26-27	
3. Enhancing Readiness for Future	Reinforce holistic careers and life planning	- Restructure the Framework of Careers and Life Planning Education	✓	✓		Life Planning
		- Develop experiential Careers and Life Planning activities		✓	✓	
		- Coordinate career-related co-curricular programmes		✓	✓	
	Relay unique talents into career development	- Organize PE/VA career-related programmes/activities	✓	✓	✓	
		- Relay students' knowledge and talents in PE/VA to future opportunities in tertiary institution and career development	✓	✓	✓	
		- Provide further and specific support to elite PE/VA students		✓	✓	