

**TWGHs Lo Kon Ting
Memorial College**

School Development Plan

**2015-2016
to
2017-2018**

TWGHs Lo Kon Ting Memorial College

1. School Vision & Mission
2. School Goals
3. School Motto
4. Core Values of Education

1. School Vision & Mission

The mission of the Tung Wah Group of Hospitals in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and, eventually, to serve the community.

We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment, equipping young people with the necessary skills and knowledge, and nurturing them to become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

2. School Goals

- (i) To improve student achievement in Chinese, English and Mathematics.
- (ii) To increase student exposure to the greater world outside.
- (iii) To maintain student interest in learning and to support independent learning
- (iv) To develop a strong moral foundation in students

3. School Motto

We firmly believe in the school motto: “Diligence, Frugality, Loyalty and Faithfulness” as the guiding principle in the moral and intellectual development of our children and young people. We strive to promote proper values and a positive outlook on life and encourage them to lead a full and meaningful life.

4. Core Values of Education

We respect the unique characteristics of all students. We believe that every student will grow with goodness through the process of education, applying knowledge in rational and creative ways and reflecting upon the beauty of life in caring for others.

We treasure the potential of our students. We strongly believe that the potential of each student can be realized with different educational content and methodologies. We are enhancing student achievement in Chinese, English and Mathematics, expanding their horizons and stimulating their creativity. Moreover, we nurture moral qualities, instil team discipline and inculcate a positive attitude towards life in students.

We believe that school is an important place for young people to seek knowledge and learn to be decent people. We strive to establish this through a nurturing spirit and harmonious and secure campus for our students. We also hope that students love themselves, care for others, participate in social services and show concern about China and International affairs.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. To enhance learning & teaching effectiveness and to improve students' academic performance</p>	<p>To Improve students' academic performance : Partly achieved</p> <ul style="list-style-type: none"> ● The scheme of Language Across Curriculum (LAC) is well established among the subjects English, Mathematics, Geography, History and Science in the junior forms. LAC is implanted in the curricula of the respective subjects and have enhanced the in-depth learning strategies of the students. ● In-depth learning strategies are incorporated into the design of assignment of various subjects. ● Except Liberal Studies and cultural subjects of S.3, all subjects of S.1 to S.5 have adopted English as the medium of instruction. According to lesson observations and assignment inspections, the outcome is good and most of the students are able to use English to learn effectively. ● During this SDP, a number of new initiatives were introduced to enrich the English environment of the school. These include hosting English morning assembly by the head prefects, having students as the morning assembly announcers, having an Italian exchange student for 1 year, having Global Awareness Week, relocating the English corner from 5/F to 1/F, establishing Campus TV to produce English programmes and setting up school reporters to produce English programmes for Campus TV. All these increase the opportunities for students to experience English and enhance their confidence in using English. As EMI will be adopted from S.1 to S.6 in all classes and subjects, enhancing the English environment of the school will still be a major issue in the next SDP. 	<p>Continues to be a major concern in the next SDP</p> <ul style="list-style-type: none"> ● For the item related to in-depth learning strategies, will be incorporated as routine work. ● In the next SDP, emphasis will be placed on developing the generic learning skills of the students, introducing outside experts to develop school-based curriculum and enhancing students' ability to use IT in learning. ● The scheme of peer lesson observation will be more focused and will aim to enhance the effectiveness of the lessons. 	

- The mechanism of peer lesson observation is already established. However, for different reasons, every year there are a few teachers who are not able to meet this requirement of the school.

Learner diversity is catered in the school level and subject level in different ways : Partly achieved

- To cater for learner diversity, grouping is adopted in junior form English lessons.
- Alumni are invited to conduct tutorials to enhance students learning in some of the elective subjects in the senior forms.
- A special Chinese curriculum has been developed for the non-Chinese speaking students and a retired Chinese teacher is employed to teach them. The students agree that the curriculum suits their needs.
- Supplementary lessons have been arranged for the students actively involved in the extra- curricular activities (e.g. members of ball game school teams and drama club). Students agree the lessons are helping them to overcome learning difficulties.
- Due to the Voluntary Optimization of Class Structure Scheme, the school is able to reduce the number of students per class in senior forms so as to enhance the support of teachers to the students.

To enhance the self-learning ability of the students : Partly achieved

- The school-based e-learning platform has been established and teachers and students are already used to the platform. The eClass system was introduced to enhance the electronic teaching and learning process.
- The Whole school already has WiFi coverage and the school has acquired 40 tablets for teaching and learning. The utilization rate of the tablets is increasing gradually.
- In the next stage, more emphasis will be placed on applying information technology in learning activities.

<p>2. To Enhance the curriculum framework</p>	<p>To have subject combinations with suitable medium of instruction that suit the interests and abilities of the students : Fully achieved</p> <ul style="list-style-type: none"> ● The New senior secondary curriculum has been implemented for years and some of our graduates have obtained very good results in the HKDSE Examination. ● The school reviews the senior form curriculum annually according to the students' ability and staffing of the school. Talks about the curriculum are held for parents and students. Before finalizing the S.4 curriculum, 1 to 2 mock subject selections are held for S.3 students. Each year, more than 90% of students are assigned to combinations of elective subjects that are their first or second choice. ● Each year, about 30 students take courses on applied learning. Students take the courses seriously and have very good attendance records. The performance of the students is good as reflected by the awards and scholarships received by the students over the years. The school encourages suitable students to enrol for the applied learning courses. <p>To allocate various resources accordingly : The target is fully achieved</p> <ul style="list-style-type: none"> ● The school reviews the allocation of resources from time to time so as to enhance the learning effectiveness of the students. As the school closing times are not the same every day, it is hard to arrange extra-curricular activities. Moreover, since the lesson times of some junior form subjects is not uniform from S.1 to S.3, the curriculum arrangement is not ideal. To rectify the situation, a 6-day cycle will be adopted in 2015/2016 academic year. 	<p>Incorporated as routine work, as review mechanism for the curriculum design is established and teachers are familiar with the new senior secondary curriculum.</p>	
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<p>3. To strengthen the whole-person developmental support for students</p>	<p>To support personal growth of students systematically : Partly achieved</p> <ul style="list-style-type: none"> ● Other learning experiences are provided to senior form students systematically. Aesthetic education has been introduced in S.4 so as to provide sufficient and balanced other learning experiences to the students. ● A team including an education psychologist, a school social worker and school teaching assistant has been established to support the students with special educational needs. Alumni are also invited to help SEN students to overcome learning difficulties. ● From the results of the APASO survey, the self-confidence of the students is slightly lower than expected. In the next SDP, more emphasis will be placed on this. <p>To enhance moral education of students</p> <ul style="list-style-type: none"> ● The school is continuing with the scheme “I can make a difference”, to cultivate students inculcating appropriate behaviours. The ICAN model is introduced to supplement the school’s endeavours. <p>To enhance careers guidance for students</p> <ul style="list-style-type: none"> ● Different career related programmes and activities have been arranged for S.1 to S.6 students to enable starting with career and life planning. These include small scale career expos, aptitude tests, and individual consultations for S.4 and S.5 students by experienced, retired teachers. Students agree the programmes and activities are helpful. 	<ul style="list-style-type: none"> ● Continues to be major concern in the next SDP and the emphasis will be on widening students horizon and enhancing students’ self-confidence and leadership powers. ● As career and life planning is becoming much more important for the senior form students, careers guidance of students will be one of the major concerns in the next SDP. 	
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Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ● The school sponsoring body (SSB) has a strong education mission which has been closely followed by the school. ● Most members of the Incorporated Management Committee (IMC) have strong educational backgrounds and some of them have been school managers for years. As such, they have a good and thorough understanding of the school context and are able to give useful advice to the development of the school. ● School self-evaluation has been embedded into the day-to-day school work. Quantitative and qualitative surveys are conducted to facilitate in adopting a data-driven approach in reviewing and revising its school policies. 	<ul style="list-style-type: none"> ● More emphasis is needed on the appropriateness of the success criteria for assessing the effectiveness of learning and teaching strategies in addressing the school major concerns.
2. Professional Leadership	<ul style="list-style-type: none"> ● The Principal is open and frank and has a high respect for teachers. He is able to swiftly familiarize himself with the school context and prioritize his work, bringing in initiatives to enhance the development of the school. ● The Vice-principals are committed and hardworking. They have good working relationship with the middle managers and they work in a climate of trust under the shared vision of benefitting the students. An open, harmonious communication channel for the release of information, and collection of views from teachers has been established. ● The middle managers have good understanding of the subject trends and have strong professional capabilities. ● The teachers care deeply about the quality of their teaching and students' performance and they closely observed the rules and guidelines set by the school management. They are committed to the duties assigned to them. 	<ul style="list-style-type: none"> ● Professional sharing among teachers may be enhanced by ensuring the comments on peer lesson observation will be applied to improve teaching in later lessons.
3. Curriculum and Assessment	<ul style="list-style-type: none"> ● The school's curriculum aligns with its mission of developing students' potentials, enhancing their logical thinking and increasing their exposure to the greater world outside. ● The school has paid due attention to enhance the interface between the 	<ul style="list-style-type: none"> ● A framework of generic skills for the junior forms will be established so as to allow mutual understanding among all

	<p>junior and senior secondary curricula.</p> <ul style="list-style-type: none"> ● In the senior secondary phase, ample subject choices are offered to allow students to choose two to three elective subjects according to their abilities and interests. ● Applied Learning courses are provided to suit students' diverse interests, needs and aptitudes. ● The school has a clear policy on assessment which comprises both continuous and summative assessments. ● Teachers are provided with records of students' performance in various internal assessments to enable teachers to have a comprehensive understanding of students' strengths and weaknesses. 	<p>the stake holders, students, parents and teachers, what would be the students' learning outcomes at the end of the junior form studies.</p>
5. Student Learning and Teaching	<ul style="list-style-type: none"> ● Students are obedient and highly disciplined with good manners and positive attitudes towards learning. ● The school strives to provide a rich environment conducive to learning in English and has aptly organized various events and co-curricular activities where students are provided with ample opportunities to use English. ● The school has employed Language Across Curriculum in subjects to enhance the effectiveness of learning and teaching with English as the medium of instruction. ● Teachers are friendly and approachable. Lessons are well organized with explicit learning objectives and the activities are smoothly implemented. ● Teachers are aware of the need to cater for learner diversity in the lessons. ● Teachers adhere to the language policy of the school. Teachers and students are proficient in using both English and Chinese. 	<ul style="list-style-type: none"> ● Greater efforts to enhance self-directed learning are needed. ● There is still room for improvement in catering for learner diversity in class- room teaching. ● Teachers should adopt a more student-centred approach focusing on engaging students in interactive learning activities.
5. Student Support	<ul style="list-style-type: none"> ● The school is devoted to providing a caring, supportive and encouraging environment conducive to students' balanced development. ● The high team spirit and harmonious culture within and among the student support committees have made a commendable contribution to the success of student support in the school. 	<ul style="list-style-type: none"> ● To encourage and praise good behaviours so that self-confidence and satisfaction can be enhanced ● To nurture students' qualities of self-organization skills, positive

	<ul style="list-style-type: none"> ● Moral and civic education is well in place and there is a caring and positive learning atmosphere on campus which is conducive to students' whole-person development. ● Teachers are committed and they have good rapport with their students. 	values, sense of responsibility and resilience
6. Partnership	<ul style="list-style-type: none"> ● There is a close and harmonious relationship between the school and parents. The school values the views from parents who have a good understanding of the school situation through the school magazines, the school website and circulars. ● Alumni are often invited to share their experience on career pathways and further studies. Some alumni take up tutoring jobs in school extra-curricular activities and they give good support to students who see them as their mentors and role models. ● The school has strong links with other educational institutions, particularly schools under the same sponsoring body. The school is apt to solicit support from outside bodies such as the EDB and tertiary institutions to enhance the professionalism of teachers. 	<ul style="list-style-type: none"> ● The scope of assistance which can be provided by the alumni could be further explored.
7. Attitude and Behaviour	<ul style="list-style-type: none"> ● Students are pleasant, polite and self-disciplined. They are attentive in class and show good attitude in learning. They participate actively in various life-wide learning activities and are eager to enter various subject competitions. ● Student leaders are confident in carrying out their duties and display a strong sense of leadership in planning and organizing activities. ● Students actively participate in social and community services and demonstrate the potential to meet further challenges as future leaders. 	<ul style="list-style-type: none"> ● Further widening of students' horizon would encourage them to achieve more.
8. Participation and Achievement	<ul style="list-style-type: none"> ● The percentage of students meeting the general entrance requirements for local undergraduate university programmes in the HKDSE Examination and that of students meeting the general entrance requirements for sub-degree courses have been above the territory averages of day school students. ● The students participate actively in a variety of academic, cultural and physical activities. They perform well in inter-school drama, speech, and sports competitions and win lots of group and individual prizes. 	<ul style="list-style-type: none"> ● There is still room for improvement for students in both academic and non-academic aspects.

SWOT Analysis

Our Strengths

- The external evaluation of the school is very high, there is a good school spirit and the school has a good reputation in the community
- Students have good character, good discipline are well behaved and well groomed. They also have a positive and healthy self- image and confidence in the future
- The School enjoys strong support from parents and alumni.
- The pass and merit rates in the public examination are improving and are far above Hong King average levels.
- Teachers are positive and open minded to effective reform measures. They are willing to participate in various collaborative teaching pilot programmes and plans on enhancing the effectiveness of teaching and learning.
- The extracurricular activities of the school are outstanding. Our volleyball team and drama team have won awards over several years. Some participants have been selected as Hong Kong team members to participate in international tournaments or exchange programs.

Our Weaknesses

- The School English environment can still be strengthened
- Some students lack in self-confidence. They have not yet mastered self-study methods and are lacking in active learning attitudes.
- Students' vision and life experiences are limited.
- The school campus is small, which hinders the development of the school

Our Opportunities

- The medium of instruction in all forms have been changed to English
- External professional support helps improving teaching and learning of some subjects such as Mathematics.
- There is rich support from TWGHs, such as educational psychologist and some TWGHs elite nurturing programmes

Our Threats

- The falling population of the Secondary 1 age-group children means that there is more competition for top-banding students.
- Learning abilities among students vary widely and this increases the difficulty in catering for individual needs.
- In the next few years, many experienced teachers will retire. We must consider future staffing arrangements and develop successors

Major Concerns for a period of 3 school years (in order of priority)

1. To enhance learning & teaching effectiveness and to improve students' academic performance
2. To strengthen the whole-person developmental support for students
3. To develop the framework for Life Planning

School Development Plan (3-school-year period)

Major Concerns	Target	Time Scale (Please insert ✓)			A General Outline of Strategies
		15/16	16/17	17/18	
1. To enhance learning & teaching effectiveness and to improve students' academic performance	● To enhance students' academic performance	✓	✓	✓	● To further develop students' generic skills in learning
		✓	✓	✓	● To enrich the English Environment in the school campus
		✓	✓	✓	● To enrich the content of teacher observations
		✓	✓	✓	● To strengthen teaching and learning effectiveness by adopting more diversified teaching paradigms, adding interesting activities in teaching and enhancing questioning techniques
		✓	✓	✓	● To participate in external support programmes or and seed projects
	● To cater for learner diversity	✓	✓	✓	● To optimize the mechanism in catering for learner diversity
		✓	✓	✓	● To strengthen teaching arrangements in order to cater for learner diversity
	● To enhance students' skills in using IT for learning	✓	✓	✓	● To promote self-directed learning by using electronic platforms for evaluation and pre-lesson assignments
		✓	✓	✓	● To use IT to conduct interactive teaching and learning
		✓	✓	✓	● To introduce cloud services and new IT equipment to support interactive teaching and learning

2. To strengthen students' whole-person development	● To implement student personal growth activities systematically	✓	✓	✓	● To enhance support for students with special needs
		✓	✓	✓	● To arrange more social services activities for students so as to broaden their horizons and boost self-confidence
		✓	✓	✓	● To cultivate students leadership skills by organizing more leadership training activities
	● To enhance student moral education	✓	✓	✓	● To further strengthen moral and civic education through various measures and activities
		✓	✓	✓	● To encourage and praise good behaviours so that self-confidence and a sense of achievement can be enhanced
		✓	✓	✓	● To nurture students' qualities of self-organization skills, positive values, sense of responsibility and resilience
3. To develop the framework for Life Planning	To enhance students careers support	✓	✓	✓	● To provide information and counselling services on further studies in Hong Kong, mainland China or other countries
		✓	✓	✓	● To provide work-related experiences for students
		✓	✓	✓	● To establish the mechanism for meeting students regularly and giving them advice on their career planning
		✓	✓	✓	● To incorporate career planning related content in every subject