

## Shau Kei Wan Government Secondary School

### 3-year School Development Plan for 2006-09

	Focus Areas and Goals	Implementation 2006-07	Implementation 2007-08	Implementation 2008-09
1.	<b>To plan and prepare the school for smooth and successful implementation of the New Senior Secondary curriculum (NSS)</b>			
	<p>a) <u>Curriculum:</u></p> <p>i) Develop the formal curriculum – curriculum for the 4 core subjects, curriculum for the NSS electives and explore the curriculum of the COC courses of various service providers</p> <p>ii) Develop the hidden curriculum - for civic &amp; national education; sex &amp; moral education; guidance and pastoral care</p> <p>iii) Develop a plan to provide students with more systematic learning experiences including courses in music, sports, the arts; involvement in community service, joint-school activities and exchange programmes, career talks and job placements etc.</p>	<p>a) <u>KLA coordinators</u> to set up the basic principles for curriculum planning based on the strengths and weaknesses of the school. <u>KLA coordinators</u> to study the curriculum guide of the CDI in detail. <u>KLA coordinators concerned</u> to study the curriculum of the proposed electives, such as PE and VA. <u>Curriculum Planning Committee</u> to explore the COC, enroll new S4 in COC courses of their choice, monitor their progress and evaluate the success. <u>PSHE KLA coordinator</u> to develop and implement the S2 Liberal Studies curriculum. <u>School</u> to learn from the success of other schools in curriculum planning and to consult stakeholders on draft of Stage 1 of the Curriculum Plan. ECA and OLE coordinators to plan courses in music/art/sport for S1 students.</p>	<p>a) <u>KLA coordinators</u> to help teachers understand the curriculum (core or electives) and involve teachers in open discussion and decision-making. <u>Curriculum Planning Committee</u> to continue to explore the COC and provide guidance for the new S4 students in their selection of COC courses, based on the experience in the previous year. <u>PSHE KLA coordinator</u> to develop and implement the S2 Liberal Studies curriculum. Increase the number of modules in which English is the learning medium. <u>School</u> to consult stakeholders on draft of Stage 2 of the Curriculum Plan. <u>ECA and OLE coordinators</u> to devise a school plan to coordinate all ECA and OLE and consider structuring a time for such activities. They plan courses for S1 and 2 students.</p>	<p>a) <u>KLA coordinators</u> to finalize the curriculum and draw up the implementation plan for 2009-10. <u>KLA coordinators concerned</u> to finalize the curriculum for electives and draw up the implementation plan for 2009-10. <u>Curriculum Planning Committee and KLA coordinators</u> to devise the school's curriculum plan and class structure for implementation in 2009-10. <u>PSHE KLA coordinator</u> to develop and implement the S3 Liberal Studies curriculum; and, based on the previous 3 years' experience to develop the SS1 Liberal Studies curriculum for implementation in 2009-10. Prepare students and teachers for using EMI in most LS lessons/ <u>School</u> to consult stakeholders on draft of Stage 3 of the Curriculum Plan.</p>

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	<p>b) <u>Pedagogy</u>:</p> <p>i) To move from teacher-centred learning and teaching to student-centred learning and teaching</p> <p>ii) To develop students' generic skills to prepare them for life-long learning</p> <p>iii) Enhance the students' proficiency in English, Chinese and Putonghua (Refer to Focus Area 2)</p>	<p>b) Encourage students to adopt the inquiry-based approach and become more active in their learning. Also, provide students ample opportunities to develop their generic skills through group work (such as PBL, science projects etc.)</p> <p>Teachers to attend courses to learn new teaching methods; hold experience-sharing sessions to learn from each other; to engage in collaborative lesson planning, co-teaching/ team teaching and lesson reviews/reflection on a regular basis; to enhance cross-curricular collaboration and to strengthen cooperation among subject panels (e.g. through project work or 'language-across-the-curriculum')</p> <p>Continue to carry out teaching evaluation (self and students) and continue to implement teaching enhancement plans (individual and departmental) to further enhance teaching pedagogy.</p> <p>Continue to cater for learner differences and provide support and enrichment classes to help students learn.</p> <p><u>School</u> to support and make time for teachers to carry out all of the above; to provide better teaching resources.</p>	<p>b) Review and continue to develop all of the plans and strategies set out for 2006-07.</p> <p>Increase sharing with other schools and organize joint-school staff development days.</p>	<p>b) Review and continue to develop all of the plans and strategies set out for 2007-08.</p> <p>Increase sharing with other schools and organize joint-school staff development days.</p>

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	<p>c) <u>Assessment:</u></p> <p>i) Develop better formative and summative forms of assessment to help students improve;</p> <p>ii) Develop School-based Assessment (SBA) for all levels</p> <p>iii) Develop i-Portfolio for easy recording of students' achievements, whether inside or outside the school</p> <p>iv) Make good use of stakeholders' surveys to help school diagnose areas that require more attention.</p>	<p>c) <u>S1 classes</u> to have course work assessed and form part of the exam marks to relieve the stress of exams. Also, introduce i-Portfolio to S1 so that their academic and non-academic achievements can be recorded systematically.</p> <p><u>S2-3 classes</u> to continue to have course work grades and A &amp; A records completed at the end of the school year.</p> <p>TSA for S3 in English, Chinese and mathematics.</p> <p><u>S4-7 classes</u> to have SBA/TAS in accordance with requirements of the HKCEE and HKALE.</p> <p><u>Stakeholders' surveys:</u> Increase the number of students and parents taking the stakeholders' survey for a fuller picture and evaluate the success of the school in addressing the areas of concern.</p>	<p>c) Extend SBA and i-Portfolio to S2.</p> <p>S3 to continue to have course work grades and A &amp; A records at the end of the school year.</p> <p>S3 to continue to have TSA</p> <p>S4-7 to have SBA/TAS for more subjects.</p> <p>Define, identify and display quality assignments.</p> <p>Develop assessment for students' personal growth and development.</p> <p>Consult parents and other stakeholders on changes in modes of assessment.</p>	<p>c) Extend SBA and i-Portfolio to S3.</p> <p>S3 to continue to have TSA</p> <p>S4-7 to have SBA/TAS for <u>all</u> subjects.</p> <p>Continue to define, identify and display quality assignments.</p> <p>Continue to develop assessment for students' personal growth and development.</p> <p>Continue to consult parents and other stakeholders on changes in modes of assessment.</p>

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	d) <u>School Organization:</u> Form groups and committees to facilitate implementation of all plans	d) <u>KLAs:</u> 20 subject departments to be grouped under the 8 Key Learning Areas (KLAs) and the Learning & Teaching Committee. <u>School Development Committee</u> to continue to formulate school policies concerning implementation of 334. <u>Curriculum Planning Committee</u> to be formed and consult stakeholders of their plans. <u>Continuous Professional Development Team</u> to plan staff training in preparation for NSS <u>Time-tabling Team</u> to work with Curriculum Planning Committee in subject period allocation.		
	e) <u>Communication Plan:</u> Consult and inform all stakeholders (SMC, parents, teachers, students, community) of school's 334 implementation plan so that their views and support can be enlisted.	e) Disseminate the school's implementation plan to stakeholders, using effective channels and occasions, such as school newsletters, PTA newsletters, school newspaper, school assemblies, Open Day, Parents' Day, school website, letters to parents, school pamphlets etc.		
	f) <u>Human Resources:</u> Plan staff requirements to meet the needs of 334 and plan for teachers' continuous professional development to prepare them for 334.	f) i) Work out the tentative 'Period Allocation Plan' for 2009-2012 ii) Work out the 'Teaching Staff Establishment' for the next 3 years. iii) Find out the teachers' retirement plans for the next 3 years. iv) Work out deployment plan for government grants (such as TTPG) v) Work out the recruitment plan for teachers (both temporary and permanent) in the next 3 years. vi) Teachers' Continuous Professional Development Team to find out the training needs of the teachers and plan for such training over the next 3 years.		
	g) <u>School Conversion Works:</u> i) Prepare school for 334 through room conversion  ii) ASD Project Team to help school upgrade facilities in special rooms  iii) Plan for school expansion to accommodate 32 classes in the double cohort year of 2011-12 when the school will have 32 classes but only 25 standard classrooms and 4 sub-standard classrooms that can seat only 30 students.	g) Conversion of rooms to be carried out by ASD – Music Room into Staff Common Room, Language Room into Music Room, 5A classroom into new Language/LS Room, Needlework Room into multi-purpose room. Conversion of football pitch to increase sport facilities as PE will be an elective in the NSS curriculum. Minor works in the Art Room.	g) ASD Project Team to help the school upgrade the Art Room (VA will be an elective in the new NSS curriculum) and all the laboratories.  Explore the possibility of building another storey on top of the teaching block to create 6 extra classrooms or the possibility of borrowing premises of Shau Kei Wan East GSS.	g) Finalize plan to create more teaching space and bid for funding so that construction works can begin in time for the double cohort year. All construction works should finish by early 2011.

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2	<b>To develop the language proficiency of all students and teachers so that the languages become one of the strengths of the school</b>			
	<p>a) <u>Develop students' proficiency in reading:</u> Promote reading so that our students become proficient readers for life. The school to develop a reading culture that students can be proud of.</p>	<p>a) Continue to encourage students to read, especially those in the senior forms. Teachers to share their reading experiences and recommend good books in the morning assembly. Add new titles to the reading lists and record students' reading achievements in the School Report. Subject departments to continue to select good articles for students to read to develop their interest and knowledge in the subject. Improve the credit pt system.</p>	<p>a) Language teachers to encourage students to share reading experiences in the lessons, making this part of their curriculum, especially in S4-7.</p>	<p>a) Expand the school library so that students have easy access to good books and a place where they can read in comfort.</p>
	<p>b) <u>Develop students' proficiency in writing:</u> Students become proficient writers which helps them achieve success in their studies and in their future careers. Students are confident and do not make the common mistakes made by 90% of students of their age.</p>	<p>b) Continue with Learning Journal and FROM THE HEART so that students have more chances to practise their writing skills. English teachers to help identify the common mistakes made by students in the Learning Journals/ compositions/FROM THE HEART contributions and help to compile a booklet of all common mistakes made by students. Organize School 'Spelling Bee' Competition.</p>	<p>b) Print the booklet 'Students' Common Mistakes in English' and use it in the English class.  Give more opportunities for students to write different forms of English.  Other subject departments to give more practice to students to write in paragraphs, making use of information or data given.  Organize joint-school Spelling Bee Competition.</p>	<p>b) Continue to correct the common mistakes of students.  Continue to publish works of students to motivate them to write more.  Encourage students to take part in external writing competitions.</p>

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<p>c) <u>Develop students' proficiency in listening and speaking English and Putonghua:</u></p> <p>Students can easily and confidently communicate with foreigners or those from the mainland who speak Putonghua.</p> <p>Students appreciate foreign culture and seek and enjoy entertainment in English or Putonghua, such as films, songs, plays etc.</p>	<p>c) Correct all the common mistakes students make in pronunciation and daily expressions and show these in a conspicuous place in the school and ask teachers to teach these in class.</p> <p>Encourage students to listen to good models of spoken English and Putonghua, such as BBC and CCTV; the NETs and the Putonghua teachers.</p> <p>Show videos with English/ Putonghua subtitles to students in the lower forms.</p> <p>Encourage students to speak to the NETs as often as possible.</p> <p>Expand the English Ambassadors scheme and award students with stars or stripes to indicate the level they have attained in spoken English.</p>	<p>c) Provide students with more opportunities to listen to native speakers of English in OLE.</p> <p>Develop the school's debating team and introduce more listening and speaking activities such as inter-class drama competition.</p> <p>Organize more joint-school activities that involve speaking English or Putonghua.</p> <p>Continue to expand the English Ambassadors scheme.</p> <p>Teachers and students to work together in drama activities.</p>	<p>c) Classes to make videos and show them on Campus Video using English or Putonghua, not Cantonese.</p> <p>Regular English and Putonghua Speaking Days.</p> <p>Karaoke singing in English and Putonghua with teachers during the lunch hour..</p> <p>Students to give short talks in the morning assembly.</p>
<p>d) <u>Develop teachers' language proficiency:</u></p> <p>Teachers to adopt an open mind and accept that they too need to speak with greater accuracy without feeling embarrassed.</p> <p>Consider the stress of teachers when implementing the plan. Give them more praise and encouragement.</p>	<p>d) Concentrate on the most common pronunciation errors made by teachers and give them a chance to correct them, with the help of the NETs</p> <p>Teachers to consult the NETs whenever they are in doubt.</p> <p>Invite teachers to share experiences and tell their stories in Putonghua and English. .</p> <p>Show English programmes in the Staff Common Room and provide English reading materials.</p>	<p>d) Based on lesson observation reports, teachers correct the wrong English expressions they make during their teaching.</p> <p>Principal and Assistant Principals to compile a list of these incorrect expressions for teachers' reference.</p> <p>Continue to provide teachers with reading materials in the staff common room.</p> <p>Teach teachers how to give English comments on work of students.</p>	<p>d) Teachers spend more time sharpening their language skills by speaking to the NETs, the Putonghua teachers and not feel self-conscious about it.</p> <p>Teachers speak in English at formal staff meetings not only for the benefit of the NETs but also to improve their fluency.</p> <p>Teach teachers how to write student recommendations, comments for school reports etc.</p>

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<p>e) <u>Develop 'language-across-the-curriculum'</u>:</p> <p>More teachers to take the ____ course and help to promote language-across-the-curriculum.</p> <p>NETs and English Department teachers to help other subject teachers in everyday classroom English, English jargons, difficult to express abstract ideas, special terms etc. so that the English standard is raised across the curriculum.</p>	<p>e) 'Language-across'-the-curriculum; team to conduct a survey to find out the needs of teachers e.g. the need to translate special terms from Chinese into English in VA.</p> <p>NETs and English Department teachers to help subject teachers develop good models of writing so that students and teachers may use them as reference e.g. writing a good lab report, writing a convincing argument for a History data-based question etc.</p> <p>Samples or current students' work need to be studied to find out their problems with language use.</p>	<p>e) Continue to help teachers develop a set of classroom expressions often used in their subject.</p> <p>Continue to help teachers develop good models of writing for students to learn from.</p>	<p>e) Continue to help teachers develop a set of classroom expressions often used in their subject.</p> <p>Continue to help teachers develop good models of writing for students to learn from.</p>
<p>f) <u>Apply for 'Additional Support for EMI Schools' (\$500,000)</u></p> <p>Make good use of the fund to create an English-rich environment in the school whether by starting school-based programmes or hiring professionals to conduct special programmes e.g. drama course for junior form students and the public-speaking programme 'Toastmasters' for senior forms etc.</p> <p>The programmes need to have a lasting effect on the school.</p>	<p>f) <u>First Term:</u></p> <p>NETs and English Department teachers to brain storm and find outside bodies to provide suitable programmes.</p> <p><u>Second Term:</u></p> <p>Run a pilot programme for junior forms and a pilot programme for senior forms and evaluate the effectiveness of the programmes.</p> <p>Consider also hiring a TA to organize English activities or subsidize students who enroll in overseas immersion programmes</p>	<p>f) Continue to develop programmes so that more students benefit from them.</p>	<p>f) Continue to develop programmes so that more students benefit from them.</p>

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3	<b>To identify the various needs of the students and teachers and give them the support they need so that they become happy, healthy and fulfilled learners and educators.</b>			
	<p>a) <u>Academic needs of students:</u> Provide support classes for less able students and enrichment classes for able students to extend their potentials. Give support also to the average students so that they set higher goals for themselves. Aim at higher academic achievements of our students – more distinctions and credits and ‘value-addedness’ in more subjects; and not be complacent with the present passing percentages.</p>	<p>a) Continue to offer various support and enrichment classes. Teachers to encourage more students to seek their help after lessons. Teachers to set higher standard for students. In exam and test papers, state clearly the sections which are ‘Difficult’ to inspire and challenge the students. Strengthen the language proficiency of students to give them a competitive edge. S1 students to be informed of the NSS curriculum</p>	<p>a) Continue to help students achieve more academically.  Based on students’ ability, plan the number of classes in 2009 taking  4 + 3X 4 + 2X + COC 4 + 2X  Evaluate the success of students taking COC in 2006-08.</p>	<p>a) Continue to help students achieve more academically.  Finalize the curriculum plan for the school, based on needs and ability of the students.</p>
	<p>b) <u>Emotional needs of students:</u> Accept the fact that many students have emotional problems related to their family or studies.  Adopt a whole-school approach in which ‘All teachers are counselors’</p>	<p>b) Select the best qualified teachers to be class teachers, especially for ‘problem’ classes. Identify the common emotional problems of students and discuss on SD Days how these should be handled. School should formulate policies on the handling of students with extreme emotional problems. School should also help teachers develop skills in handling emotional students and give teachers the support they need.</p>	<p>b) Encourage more teachers to take counseling courses.  Encourage experience-sharing in the 9<sup>th</sup> period on Wednesday so that teachers learn from each other how to handle students and parents with emotional problems. .  Teach teachers how to read the underlying fears and motives of parents so that meetings with parents are more effective.</p>	<p>b) Teachers to support each other and communicate more with each other when faced with students with emotional problems.  Class teachers, social workers and guidance teachers to have more regular meetings to help solve students’ problems.  Management to provide clear guidelines in managing difficult cases.</p>

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	<p>c) <u>Personal growth of students:</u> Help students solve their problems so that they become positive, well-adjusted individuals who love to come to school to learn</p> <p>Help students develop good personal relationships with their peers, teachers and their family.</p>	<p>c) Identify the common problems faced by our students e.g. poor anger management, poor time management, addiction to computer games, lack of learning motivation, poor relationship and communication with parents etc. and plan workshops and forums to help them deal with these problems. Class Periods to focus on students' problems. Continue to enlist the support of outside bodies and hold personal growth programmes for the students; as well as programmes like Smart Teen, A-Track courses, adventure training, leadership camps etc.</p>	<p>c) Give more recognition to students who are positive and well-adjusted, not only those who win prizes.</p> <p>Give recognition to students who serve the school and the community.</p> <p>Arrange more community services and voluntary work for the students so that they learn to appreciate life more.</p> <p>Work more closely with parents so that the problems of the students can be addressed as soon as they appear.</p>	<p>c) The school to develop norms for students and let students know our expectations.</p> <p>Give more recognition to model students and less attention to delinquent students.</p> <p>Make more positive statements about our students so that they live up to our expectations.</p> <p>In school assemblies and morning assemblies, give chances to model students to speak and share their values and experiences.</p>
	<p>d) <u>Parents education:</u> Accept the fact that parents are busy and have little/no time to take care of the emotional needs of their children. But remind parents that they are responsible for their children.</p> <p>Set up a better network so that parents know about school functions and ways to contact teachers or the principal.</p>	<p>d) Network to be set up by PTA so that all parents can be contacted at a relatively short time. Parents need to know about school policies and developments (e.g. OLE, SBA). They also need to know about the letters and notices that have been issued to them. Continue to organize workshops for parents to help them learn better parenting skills, such as how to help their children manage their time. Inform parents of the 334 changes and how they should prepare their children for the changes.</p>	<p>d) Continue to develop the network so that every parent can be reached.</p> <p>Continue to provide opportunities for parents to meet with teachers.</p> <p>In extreme cases when parents refuse to come to the school or cannot be reached, arrange for school social worker to make home visits.</p> <p>Help parents relieve stress by keeping communication channels open.</p>	<p>d) Increase funding to hold regular workshops for parents.</p> <p>Provide counseling for parents who have emotional problems.</p>

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<p>e) <u>Teacher-student relationship and communication</u>            Help teachers understand the needs of students so that they can improve their class management skills and build better rapport with the students.</p>	<p>e) Identify teachers who have difficulty in class management and help them more.            Teachers to show more care and concern to their students. They should make time to see their students on a regular basis and discuss problems with them.            Teachers should alert management as soon as problems arise.            Heads of department need to monitor the work of supply teachers more closely and get some feedback from the students, if necessary.</p>	<p>e) Continue to develop a supportive culture in the school so that no one feels victimized.             Guidance and discipline team teachers to work more closely with class teachers and subject teachers to understand the difficulty they face and give them the support they need.             The school should set clearer guidelines for students on appropriate classroom behaviour.</p>	<p>e) Open up more channels of communication so that parents, students and teachers have a chance to express their concerns and difficulties.             All parties concerned to adopt an open attitude.</p>
<p>f) <u>Professional needs of teachers:</u>            School supports teacher training. Priority is given to teachers preparing for the NSS curriculum.            Priority will also be given to teachers taking courses in counseling so that teachers become more equipped to take care of the emotional needs of the students.</p>	<p>f) Teachers of Liberal Studies, Visual Arts and PE will have priority in getting training for 334.            Teachers who lack counseling skills also have priority in receiving training, whether they are class teachers or not.            Teachers' Continuous Professional Development Team to work out a plan for teacher-training for the next 2-3 years.</p>	<p>f) Continue to implement the Plan worked out in 2006-07 and make adjustments based on staff changes etc.</p>	<p>f) Anticipate needs of teachers and provide them with opportunities for training.</p>
<p>g) <u>Emotional needs of teachers:</u>            School to adopt an open and supportive attitude so that teachers feel supported.            School listens to teachers' concerns and makes policy changes to address these concerns.</p>	<p>g) Understand that heavy workload leads to high stress. Open channels of communication so that teachers feel that their suggestions are heard and considered.             Staff to form a stress reduction team and give suggestions to management.</p>	<p>g) Management to show by example that open communication (without the fear of repercussion) is desirable.             Teachers are not afraid to give their suggestions. They feel that their suggestions are valued.</p>	<p>g) Continue to create an open and relaxed atmosphere in the school.             Develop a school culture in which all staff (teaching and non-teaching) support and appreciate each other..</p>

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<p>h) <u>Physical health of teachers:</u>  Management knows and understands the physical ailments of the teachers and shows adequate concern.  Teachers have time and are motivated to exercise regularly.</p>	<p>h) Conduct a survey to find out if teachers are interested in starting a yoga/meditation/line dance/social dance class during school hours to help them relax and develop better physical health.  Ask for donations to purchase a massage chair to be placed in the new Staff Common Room.  Move an exercise machine from the SAC to the Staff Common Room so that teachers can exercise during their free time.  Arrange hiking, ball games for teachers.</p>	<p>h) Continue to care for the physical health of teachers.    Hold stretching exercises in the morning before the lessons.    Make sure that chairs and computer desks are of suitable height and angle to prevent over-straining.    Encourage teachers to exercise regularly even if it means leaving the school at 3:35 once a week.</p>	<p>h) Assess the effectiveness of the programmes and continue what works.</p>
<p>i) <u>Teacher-parent relationships and communication:</u></p>	<p>i) Class Teachers to continue to keep close contact with parents of students with problems.    Class Teachers to call parents to give praise to students.    Teachers and class teachers to take the initiative to speak to parents on school functions, formal or informal.</p>	<p>i) Parents feel comfortable calling teachers when they have concerns.    Parents feel comfortable calling the principal and the principal feels comfortable conveying the messages to teachers without the latter feeling victimized.</p>	<p>i) Teachers, parents, management all adopt an open attitude and show trust and confidence at all times.</p>