

# **Shau Kei Wan Government Secondary School**



## **School Development Plan**

**2018 - 2021**

# Shau Kei Wan Government Secondary School

|   | Page  |
|---|-------|
| 1. School Vision & Mission                        | 2     |
| 2. School Goals                                   | 2     |
| 3. School Motto                                   | 2     |
| 4. Holistic Review                                | 3     |
| 5. Evaluation of the School's Overall Performance | 4-14  |
| 6. SWOT Analysis                                  | 15-16 |
| 7. Major Concerns for 2018-2021                   | 17    |
| 8. School Development Plan 2018-2021              | 17-18 |

## **1. School Vision**

- We provide students with opportunities to strive for excellence in all aspects of life.

## **2. School Mission**

- We strive to provide our students with a positive learning environment; with a moral, intellectual, physical, social and aesthetic education; to develop their potential; to prepare them for further education and encourage them to follow our school motto “VINCIT VERITAS” in the pursuit of truth, so that they become independent, confident, responsible and contributing citizens.

## **3. School Motto**

- “VINCIT VERITAS” in the pursuit of truth

## 4. Holistic Review

### Effectiveness of the previous School Development Plan

| Major Concerns  | Extent of targets achieved, e.g.:<br><br>Fully Achieved;<br>Partly achieved;<br>Not achieved | Follow-up action, e.g.:<br><br>Incorporated as routine work;<br>Continue to be major concerns in the next SDP;<br>Others                 | Remarks   |
|---|--|--|---|
| 1. To enrich students' active learning capacity               | Mostly achieved  | Parallel plans – partly incorporated as routine work and partly further developed in the next SDP  | The next SDP will be built on the foundation of the existing achievements.  |
| 2. To strengthen life planning education and careers guidance | Mostly achieved  | Parallel plans – partly incorporated as routine work of the Life Planning Team and partly continue to be the major focus in the next SDP | The next SDP will highlight the importance of life planning education together with the formation of positive attitude and values among students. |

## 5. Evaluation of the School's Overall Performance

| PI Areas             | Major Strengths   | Areas for Improvement  |
|----------------------|---|--|
| 1. School Management | <ul style="list-style-type: none"> <li>• The School Management Committee is insightful and gives full support to the School.</li> <li>• The school formulates the development goals and implementation plans in line with its mission and vision, and trends in education policies. Manpower and resources are properly allocated for the implementation of the plans.</li> <li>• Different committees are set up with well-defined responsibilities. Subject panels and functional teams have formulated their work plans in line with the goals of the School, implemented the plans and conducted evidence-based evaluation systematically.</li> <li>• Teachers are clear about their teaching and administrative duties. Timely and effective support is provided for teachers and functional team members by the non-teaching staff, including teaching assistants, IT technicians and office clerks.</li> </ul> | <ul style="list-style-type: none"> <li>• The School needs to enhance the transparency of the decision making process.</li> <li>• More training opportunities should be given to teachers to let them keep abreast of the latest trend in education development, including those in their respective areas of expertise.</li> </ul> |

| PI Areas                   | Major Strengths   | Areas for Improvement   |
|----------------------------|---|---|
| 2. Professional Leadership | <ul style="list-style-type: none"> <li>• The Principal is committed to leading the school in the formulation of development goals and to face challenges. Being familiar with the education trends and curriculum reform, the Principal, with the support of the SMC and middle managers, has deployed internal resources and tapped external resources to support the implementation of various priority tasks, such as equipping the School with IT facilities to promote STEM Education.</li> <li>• The Assistant Principals are dedicated to enhancing school effectiveness, with the focus on both learning and teaching, and whole person development. They have played a vital role to facilitate communication between the Principal and the staff, and to foster collaboration among subject departments and functional teams. With the Assistant Principals' advice and supervision, school plans are implemented smoothly.</li> <li>• The middle managers are responsible and familiar with curriculum changes. Heads of subject departments and functional teams have worked closely with team members to formulate plans that align with the school major concerns, implement the plans and evaluate the outcomes. The culture of self-evaluation is well developed with the P-I-E cycle.</li> </ul> | <ul style="list-style-type: none"> <li>• The School could enhance the administrative capabilities of more teachers so as to empower them to share the administrative work.</li> <li>• The School needs to create more channels to facilitate communication between the staff members and the school management.</li> <li>• Middle managers could take a more active role in promoting professional development and exchange among staff members and even with teachers from other schools.</li> </ul> |

| PI Areas                     | Major Strengths  | Areas for Improvement  |
|------------------------------|--|--|
| 3. Curriculum and Assessment | <ul style="list-style-type: none"> <li>• The school-based curriculum development objectives and implementation strategies are in line with the trends in education development, the school's vision and mission as well as diversity in learning and interests.</li> <li>• The curriculum framework is revised and renewed to enrich students' learning experiences such as the implementation plan of the Basic Law education in junior level, Strand 5 and 6 in Liberal Studies.</li> <li>• Collaboration and sharing among teachers helps to formulate strategies that well cater for diverse learning needs of students.</li> <li>• HOD and KLA meetings ensure that school-based curriculum is duly implemented.</li> <li>• Cross-curricular activities enrich the breadth and width of school-based curriculum.</li> <li>• Multifarious modes of assessment are adopted such as project-based enquiry in Liberal Studies and activity-based learning via cross-curricular fashion show.</li> <li>• Different sources of assessment data are employed to enhance the effectiveness of curriculum implementation such as enhancement and enrichment tutorials by subject departments.</li> </ul> | <ul style="list-style-type: none"> <li>• More collaboration among subject panels, KLAs and committees is required to develop effective strategies to fully develop students' self-directed learning capabilities.</li> <li>• Resources are required to cater for the increasing diversity in students' learning motivation, interests and ability via curriculum tailoring and diversified teaching strategies.</li> </ul> |

| PI Areas                                       | Major Strengths   | Areas for Improvement |
|--|---|-----------------------|
| 3. Curriculum and Assessment<br>(...continued) | <ul style="list-style-type: none"> <li>• Exercise book inspection, and mid-year and yearly reviews foster assessment for learning. Timely feedback to students, and formulation of learning and teaching strategies are based on the data assessment.</li> <li>• KLA-based review on lesson observation helps to evaluate the effectiveness of curriculum implementation and improve curriculum planning.</li> <li>• AAC meetings help refine curriculum organisation and implementation in alignment with the trends in education development and to cater for learner diversity.</li> </ul> |                       |



| PI Areas                         | Major Strengths  | Areas for Improvement  |
|----------------------------------|--|--|
| 4. Student Learning and Teaching | <ul style="list-style-type: none"> <li>• Students are skillful at using IT to search for information, which facilitates their learning. They are capable of exploring knowledge and using suitable application software to prepare for presentations and do reports.</li> <li>• Many of the students have good learning attitude and are proficient in language. They are serious about learning and have high expectation on themselves.</li> <li>• Different teaching strategies, such as engaging students in hands-on experiments for discovery learning in Science subjects, peer assessment and cooperative learning, are employed to cater for learner diversity.</li> <li>• The School equips students with study skills and encourages them to apply the skills, such as note-processing by using mind-maps and concept maps, in their learning.</li> <li>• Teachers provide lots of learning opportunities for students, such as encouraging them to take part in internal and external competitions.</li> </ul> | <ul style="list-style-type: none"> <li>• Students should be encouraged to participate in more external competitions, which provide them with opportunities to apply the knowledge they acquired at school and strengthen their learning motivation.</li> <li>• Measures should be taken to help students build up their reading habit.</li> <li>• Different learning and teaching pedagogies and elements of multimedia should be introduced to enhance students' learning.</li> <li>• Measures should be taken to strengthen students' study skills.</li> </ul> |

| PI Areas           | Major Strengths   | Areas for Improvement   |
|--------------------|---|---|
| 5. Student Support | <ul style="list-style-type: none"> <li>• Our school adopts a whole-school approach in the area of support for personal development as an integrated part of formal and informal curriculum.</li> <li>• Comprehensive Life Education Programmes and Class Teacher Periods are provided to cultivate students' morality and positive life values.</li> <li>• Students are provided with a wide range of activities for their whole-person development. These activities include S1 Adventure Camp, Prefects Training Camp, OLE Officials' Training and Growth and Development Camp for S3 students. S1 students are encouraged to be a member of a uniform team to develop self-discipline and responsibility.</li> <li>• "Gifted Education" programmes, particularly in response to STEM education, and other student support programmes such as remedial and enrichment classes for core subjects have been arranged to cater for learners' diversity.</li> <li>• A series of careers-related programmes such as leadership seminars, job shadowing programmes and S.6 Careers Day have been provided for senior secondary students to explore different professions. Alumni provide sufficient careers guidance for S6 graduates by sharing their experience of choosing tertiary education programmes.</li> </ul> | <ul style="list-style-type: none"> <li>• Renovation of school amenities could be considered to create more space for different mass programmes.</li> <li>• Support from educational psychologists could be strengthened when providing guidance for students with special educational needs.</li> </ul> |

| PI Areas       | Major Strengths   | Areas for Improvement |
|----------------|---|-----------------------|
| 6. Partnership | <ul style="list-style-type: none"> <li>• Exchange programmes and interflow programmes, both locally and overseas, provide students with extended learning opportunities beyond classrooms. Recent funding for Chinese History and the Grant for the Sister School Scheme enable students to enhance understanding and communication, strengthen cultural interflow and achieve mutual advancement between Hong Kong and the mainland China through different study tours and programmes.</li> <li>• More community resources have been utilised in student programmes. Close links with government departments, external organisations and NGOs, such as Hong Kong Independent Commission Against Corruption, Department of Health, Arts Development Council, Junior Achievement Hong Kong, Methodist Epworth Village Community Centre, Hok Yau Club, Toastmasters and Service Civil International, have been maintained to facilitate students' whole-person development.</li> <li>• The Parents-Teachers Association is supportive and appreciative of school efforts in nurturing their children. Parents' active participation in parent talks and gatherings as well as parent volunteers' involvement foster close home-school cooperation. Regular meetings have also been conducted to collect parents' suggestions for formulating school policies. The Association also helps students with financial needs.</li> </ul> |                       |

| PI Areas                      | Major Strengths  | Areas for Improvement |
|-------------------------------|--|-----------------------|
| 6. Partnership (...continued) | <ul style="list-style-type: none"> <li>The Alumni Association offers unfailing support to the school by playing the role of guest speakers in major school functions and experience sharing activities as well as sponsoring scholarships for students with outstanding performance. Our alumni spare no effort to assist their young fellows on various occasions, for example, Red Cross training sessions on First Aid and Nursing Competitions, preparation for ROV Competition, exchange of experiences in the choice of careers, providing information of various professions, etc.</li> </ul> |                       |

| PI Areas                  | Major Strengths  | Areas for Improvement   |
|---------------------------|--|---|
| 7. Attitude and Behaviour | <ul style="list-style-type: none"> <li>• Students in general have a good sense of commitment and appropriate awareness of ethical conducts.</li> <li>• Development and improvement in ethical conducts has been significantly attained by senior form students.</li> <li>• Morning Assemblies for both Junior and Senior Forms have been conducted every Tuesday, Thursday and Friday to cover topics such as careers planning, self-cultivation for perfection, time management skills, implementation on personal values, etc.</li> <li>• Outdoor training activities such as S1 Adventure Training Camp, overseas visits, different training camps organised by various teams during Life-wide Learning Lessons and Class Teachers' Period have provided students with numerous learning opportunities to develop positive attitude and life values.</li> </ul> | <ul style="list-style-type: none"> <li>• In face of the temptation and negative influence brought by prevailing social trends and values, our students' attitude towards their lifestyle and self control need to be improved through Moral &amp; Civil Education, Life Education and Major Concerns, with a theme emphasizing self control and a non-indulgent lifestyle.</li> <li>• Award schemes could be introduced to reinforce positive behaviour among students during the whole academic year.</li> </ul> |

| PI Areas                         | Major Strengths   | Areas for Improvement   |
|----------------------------------|---|---|
| 8. Participation and Achievement | <ul style="list-style-type: none"> <li>• With a wide range of well-balanced academic and non-academic clubs, social service groups and other life-wide learning activities within and outside school, students are offered numerous opportunities to enhance their personal growth and to broaden their horizons.</li> <li>• Various overseas cultural exchange programmes are conducted to broaden students' global vision. For example, Hong Kong - Singapore exchange programmes and Australia study tour.</li> <li>• All S1 students have to join a uniform team for the whole year in order to develop their responsibility and discipline.</li> <li>• Well-structured community service programmes for S3 and S4 are arranged to instill their sense of dedication to the community by serving different needy groups.</li> <li>• Plenty of opportunities are provided for students to assist in the preparation of major school functions. For example, the Student Association plans and conducts the Opening and the Closing Ceremony of the Open Day.</li> <li>• Some S3 students went back to their primary schools for school promotion.</li> </ul> | <ul style="list-style-type: none"> <li>• To cope with their many commitments, students should be taught how to set priorities and develop better time-management skills.</li> </ul> |

| PI Areas   | Major Strengths   | Areas for Improvement |
|--|---|-----------------------|
| 8. Participation and Achievement<br>(...continued) | <ul style="list-style-type: none"> <li>• Our students actively engage themselves in internal and external academic, aesthetic and sports competitions, and have outstanding achievements at local and regional levels in sports, visual arts and uniform teams.</li> <li>• Various external organisations are invited to give talks/performances to students to extend their learning experiences beyond the school context. These talks/performances cover diversified aspects such as financial education, operation of public utilities companies and careers management.</li> </ul> |                       |

## 6. SWOT Analysis

### Our Strengths

1. The school has a long history of good reputation for an EMI school.
2. With the enhancement of IT equipment and WiFi network, e-learning and mobile learning can be promoted and implemented efficiently.
3. Students have high academic abilities and a strong sense of belonging towards the School. They participate actively in various extra-curricular activities.
4. Teachers are experienced, professional and devoted. They are also energetic and ready to adopt new pedagogies.
5. Teachers are caring and have a good relationship with students.
6. There is strong support from the parents and the alumni.
7. The previous School Development Plan has laid a good foundation for students' personal growth through life planning and academic development with active learning.

### Our Weaknesses

1. There are frequent changes of teaching staff due to postings of government schools and there is a high ratio of Non-Civil Service Contract staff.
2. Some students coming from families with lower socio-economic status require more attention and support from school.
3. Diversity in learning has become wider. Some students have low motivation and poor performance in learning.
4. Some students are distracted by various activities, electronic games and social media which have over-consumed their time and energy.
5. Teachers are overloaded with the teaching duties, student activities and administrative work. They have little spare time to provide more support and care to the students or to receive professional development.



### **Our Opportunities**

1. As the young population in the Eastern District is increasing, students with better potential are expected in the coming years.
2. The continuous financial support from the government in terms of grants and special funding will further improve the facilities of the school and facilitate the implementation of programmes that can widen the horizons of students and enrich their learning experiences.
3. The new post of SEN Coordinator provides more support for the SEN students and shares the burden of existing teachers.
4. The development of e-learning and educational apps provides opportunities for enhancing the efficiency and effectiveness in learning and teaching.
5. The Parents-Teachers Association and Alumni Association are good partners of the school, showing enthusiasm in various school functions and offering financial support.

### **Our Threats**

1. Keen competitions from other schools and the drop in young population in the district in the previous years cause the fall of the bandings of the intake students.
2. As the number of SEN students is increasing in recent years, more training should be provided for teachers to cater for their needs.
3. The administration of short-term subsidies and grants from the government may increase the workload of teachers.
4. As the staff establishment will decrease in the coming years under the Voluntary Optimization of Class Structure Scheme, the increasing teaching and administrative workload may lower the morale of teachers.
5. The addiction to mobile apps and social media has adversely affected the learning attitude and the moral values of students.

## 7. Major Concerns for a period of 3 school years

1. To fully develop students' academic potential through self-directed learning
2. To promote the formation of positive attitudes and life values among students towards life

## 8. School Development Plan 2018-2021

| Major Concern  | Targets |  | Time Scale |       |       | General Outlines of Strategies |   |
|--|---------|--|------------|-------|-------|--------------------------------|---|
|  |         |  | 18/19      | 19/20 | 20/21 |                                |   |
| 1 To fully develop students' academic potential through self-directed learning | 1.1     | To foster students' self-directed learning capabilities                                  | ✓          | ✓     | ✓     | 1.1.1                          | To strengthen students' learning capabilities as self-directed learners through effective study skills      |
|  |         |  | ✓          | ✓     | ✓     | 1.1.2                          | To foster self-directed learning by the extensive use of e-learning strategies                              |
|  |         |  | ✓          | ✓     | ✓     | 1.1.3                          | To nurture students as self-directed learners by providing extended learning opportunities                  |
|  |         |  |            | ✓     | ✓     | 1.1.4                          | To facilitate self-directed learning through co-construction of knowledge among classmates                  |
|  |         |  |            | ✓     | ✓     | 1.1.5                          | To encourage students to set targets for their learning outcomes and actively review their learning process |
|  | 1.2     | To optimize teachers' pedagogical skills with a view to promoting self-directed learning | ✓          | ✓     | ✓     | 1.2.1                          | To polish the teaching strategies so as to promote self-directed learning                                   |
|  |         |  | ✓          | ✓     | ✓     | 1.2.2                          | To sustain the intellectual capital of the school by implementing knowledge management                      |

| Major Concern | Targets   | Time Scale  |   |       | General Outlines of Strategies |       |   |  |
|---------------|---|---|---|-------|--------------------------------|-------|---|--|
|               |   | 18/19   | 19/20   | 20/21 |                                |       |   |  |
| 2             | To promote the formation of positive attitude and life values among students towards life | 2.1   | To nurture students' positive values towards personal development | ✓     | ✓                              | ✓     | 2.1.1   | To strengthen values education by cultivating a positive, supportive and caring learning environment through a variety of programmes   |
|               |   |   |   | ✓     | ✓                              | ✓     | 2.1.2   | To enhance students' awareness and understanding of positive mental health development through a series of learning activities to overcome adversities   |
|               |   |   |   | ✓     | ✓                              | ✓     | 2.1.3   | To foster students' career aspirations, planning and management in accordance with their personal abilities, interest and values   |
|               |   |   |   | ✓     | ✓                              | ✓     | 2.1.4   | To encourage students' appreciation of different cultures, widen their horizons and enrich their life experiences through joint-school activities, exchange programmes and study tours held locally and overseas |
|               | 2.2   | To facilitate students' sense of positivity in serving others | ✓   | ✓     | ✓                              | 2.2.1 | To enhance students' capacity for serving the school and empower them with effective leadership |  |
|               |   |   | ✓   | ✓     | ✓                              | 2.2.2 | To provide opportunities for students to unleash their positivity through serving the community |  |

**- End -**