Shau Kei Wan Government Secondary School

School Development Plan

2015 - 2018

Shau Kei Wan Government Secondary School

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.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
1. To develop students to become self-directed and independent learners	Mostly achieved	Parallel plans – partly incorporated as routine work and partly as new incentives	Continue to be included in the next SDP and AP
2. To equip students with life-planning skills and help them to actualise their career goals	Mostly achieved	Parallel plans – partly incorporated as routine work and partly as new incentives	Continue to be included in the next SDP and AP
3. To foster among students a positive and healthy lifestyle	Mostly achieved	Parallel plans – partly incorporated as routine work and partly as new incentives	Continue to be included in the next SDP and AP

School Development Plan (SDP)

5. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	- The School Management Committee is insightful and gives full support to the school. - The school strategically formulates the development plans in line with the clear direction of development. - The school applies the P-I-E model for conducting systematically evidence-based evaluation. - Different committees are set up with well-defined responsibilities and there is keen co-operation among them. - Teachers are clear about their teaching and administrative duties. - Timely and effective support is provided for the teaching team by the non-teaching staff, including teaching assistants, IT technicians and office clerks.	- The school will continue to enhance the transparency of the decision-making process. - More middle managers could play an active role in policy-making in school.

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	• The Principal is committed to bringing the school to new heights, willing to face challenges ahead himself and with his team, eager to widen the exposure of both staff and students and is well-supported by the SMC and middle managers. Being familiar with the education and curriculum reform, the Principal is proactive in initiating new ideas and introducing new school policies. • The Assistant Principals are highly dedicated to work for the well-being of students and the school, with their scopes of work covering students' learning and teaching, and whole-person development. They serve effectively as a bridge between the Principal and the staff, as well as coordinate effectively among subject departments and committees. • The middle managers are committed, responsible and familiar with curriculum changes. They work by applying the P-I-E cycles, formulating plans that align with the school major concerns and curriculum requirements, implementing strategies systematically, monitoring the delivery progress and evaluating the outcomes. Panel Heads and Committee Heads have worked closely with team members to seek improvement. • Resources from the government, parents, alumni and external bodies are deployed in accordance with the school development plans. Networks serving different functions are established with external bodies like tertiary institutes, professional associations and charitable organisations.	• Middle managers could take a more active role in promoting professional development and exchange among staff. • The school could enhance the administrative capabilities of more teachers so as to empower them to share the administrative work. • Staff members could take advantage of the various channels of communication to voice their opinions.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	• Our school curriculum is all-round and caters for the diverse interests and needs of the students, enabling them to achieve the school's mission to strive for excellence. • The development of the school is in line with the trend of the educational development facilitating life-long learning. • Self assessment and peer assessment are integrated into classroom learning and students' learning outcomes are evaluated. • The school strategically arranges various learning modes and opportunities for students in liberating students' abilities and satisfying their needs.	• Resources and evaluations are required for the development of the four key tasks and nine generic skills in the curriculum. • A mechanism is required to analyze students' performance after each summative assessment and the data collected is used to devise measures for improving the quality of learning and teaching.
4. Student Learning and Teaching	• Our students are self-motivated to take an active part in learning. They are attentive in class and show eagerness to learn. • Constructive feedback given by teachers can help students effectively evaluate their learning. • A wide variety of learning activities, such as group discussions and presentations, are designed to allow students to formulate and present their views. • Peer lesson observation and collaborative lesson preparation are conducted to enhance teaching effectiveness.	• More internal professional exchanges of teaching practices and strategies can be conducted with a view to enhancing a sharing culture and professional dialogue among teachers. • More effective teaching strategies can be adopted to enhance students' engagement through active learning during lessons and beyond the classroom. • Students should be equipped with effective study skills to enhance their learning capabilities.

School Development Plan (SDP)

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	• Our school adopts a whole-school approach in the area of support for student development as an integrated part of formal and informal curriculum. • Comprehensive Life Education Programmes and Class Teacher Periods are provided to cultivate students' morality and positive life values. • Students are provided with a wide range of activities for their whole-person development. These activities include S1 Adventure Camp, Prefects Training Camp, ECA Officials Training and Growth and Development Camp for S3 students. • "Gifted Education" programmes and other student support programmes, such as remedial and enrichment classes, have been arranged to take care of learner diversity. • The Mentorship Programme for S1 students has been effectively implemented for years. Senior students provide academic support and guidance to help S1 students adapt to the life in our school. • The school encourages junior-form students to join uniformed teams, aesthetics and sports training to cultivate their spirit of serving others, aesthetic sense and physical well-being. • A series of career-related programmes such as leadership seminars, Job Shadowing programmes and S6 Career Day have been provided for senior secondary students to explore different professions. Alumni provide sufficient career guidance for S6 graduates by sharing their experience in choosing tertiary education programmes.	• For effective use of resources and prevention of repeated efforts, there should be coordination among various functional teams and departments when planning student support programmes. Priorities should be given when deciding the focus of student support activities for different forms. • Support from professionals, like educational psychologists, is needed when providing guidance for students with special educational needs.

School Development Plan (SDP)

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	• Exchange programmes and interflow programmes, both locally and overseas, have provided students with extended learning opportunities beyond the classroom. • More community resources have been utilised in student programmes. Close link with external organisations, such as JAHK, ICAC, NGO (HSP), the Department of Health and the Arts Development Council, has been well-established to facilitate students' whole-person development. • The Parent-Teacher Association is supportive and appreciative of the school's 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 Alumni Association offers unfailing support to the school. Besides paying frequent visits to the alma mater, our alumni offer significant resources of expertise for school affairs. Donations from alumni are not only encouragement for students, but also inspiration for students' excellence. They 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 experience in the choice of career, providing information of various professions, etc.	• To develop students' career aspirations, the school continues to seek support from alumni, community resources and voluntary organisations when it organises activities that help students know more about the workplace and further studies.

PI Areas	Major Strengths	Areas for Improvement

7. Attitude and Behaviour	• Students in general have a good sense of commitment and appropriate awareness of ethical conduct. Development and improvement in ethical conduct has been significantly attained by S5 and S6 students.
	
	• Numerous learning activities are effectively organised by the various school support teams. S1 & S2 Morning Assemblies and the Healthy School Programme, in particular, were first implemented in 2014-2015 to further promote value education to students.
	
	  ➢ S1 & S2 Morning Assemblies have been conducted to cover topics such as self-cultivation for perfection, pursuing dreams, time management, resisting smartphone addiction, etc.
	  ➢ Talks on Healthy Life, Balloon Decoration Classes, Outdoor Adventure Training, etc have been conducted through the Healthy School Programme.
		• In face of temptations and negative influence brought by the prevailing social trends and values, our students' attitude towards their lifestyle and self-control ability need to be improved through Moral & Civil Education, Life Education and Major Concerns, with a theme emphasising the importance of self-control and a non-indulgent lifestyle.

School Development Plan (SDP)

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	• 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 broaden their horizons. • Well-structured community service programmes for S3 and S4 are arranged to instil their sense of dedication to the community by serving different needy groups. • Our students actively engage themselves in external academic, aesthetic and sports competitions, and have made outstanding achievements at local and regional levels, especially in Outstanding Students Selection, Mathematics Competitions, Red Cross Services, Inter-school Volleyball Competitions, Visual Arts Competitions, etc. • 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 and career management. • Ample opportunities are provided to unleash students' capability. For example, they can assist in the organisation and preparation of major school functions. The Student Association plans and conducts the Opening and the Closing Ceremony of Annual Open Day.	• Students should be encouraged to enrol in activities posted on eClass. • To cope with their many commitments, some students should be taught how to set priorities and develop better time-management skills.

6. SWOT Analysis

Our Strengths
1. The school has a clear vision and mission supported by all stakeholders.
2. Experienced and committed teachers create a harmonious working environment with good team work which is conducive to effective learning and teaching.
3. The school management is open-minded and important school policies are based on consultation and the stakeholders' survey findings.
4. Most teachers are keen on keeping themselves abreast of recent trends by attending professional development courses and seminars.
5. A wide combination of Senior Secondary Electives with greater flexibility is provided to cater for students' needs.
6. A rich variety of extra-curricular activities, leadership training, overseas study tours and life-wide learning experiences are provided for students to widen their horizons and unleash their potential.
7. Students' achievements in numerous external competitions, extra-curricular activities, ideal learning environment and aesthetic atmosphere in school can build up their confidence and strengthen their sense of belonging to the school.
8. As the resources of expertise and network, the Alumni Association offers unfailing support to the school in various school functions, sharing sessions and school affairs. It also provides sponsorships to improve the quality of education for students.
9. The Parent-Teacher Association is supportive and appreciative of the school's efforts in nurturing their children. Parents' active participation in parent talks and gatherings as well as parent volunteers' involvement foster close home-school cooperation.

Our Weaknesses
1. Teachers are almost fully occupied by heavy teaching and administrative duties. It is difficult for them to spare more time and space for further professional development.
2. As we are a government secondary school, the annual exercise of staff transfer may affect the continuity and implementation of the "School Development Plan".
3. Some students lack motivation in learning. Their active learning skills need to be enhanced.
4. There is still room for students to make improvement regarding personal, social and civic values and attitudes, such as self-discipline and sense of responsibility. Their time management skills and perseverance should be cultivated.
5. A wide learner diversity and students' ability are observed.

Our Opportunities	
1.	The current curriculum reform provides opportunities for students to develop their generic skills and enrich their other learning experiences.
2.	The senior secondary curriculum and the WiFi Infrastructure Plan provide opportunities for teachers to review their teaching pedagogies and to cultivate an e-learning culture.
3.	Additional grants and funds, such as the Career and Life-planning Grant, Beat Drugs Fund, Diversity Learning Grant, Jockey Club Life-wide Learning Fund, etc., are deployed to maximize students' learning experiences.
4.	School-based Support Scheme and community resources provide more opportunities for the school to enhance learning and teaching effectiveness and organise quality programmes for students.
5.	More opportunities are offered to students and teachers to exchange and share good practices to enhance the quality of learning and teaching.
6.	The Educational Psychologist Service of EDB at the school system, teacher and student support levels is provided to cater for the diverse educational needs of students through regular school visits.

Our Threats	
1.	The decreasing birth rate in Hong Kong results in a great reduction of primary student numbers in Hong Kong East. Student intake will be adversely affected in the long term.
2.	There is keen competition from the schools in the Eastern District and Direct Subsidy Scheme Schools, which enjoy more flexibility in student admission and richer teaching resources.
3.	In the phase of rectifying the surplus situation under Voluntary Optimisation of Class Structure Scheme, there will be a resumption in the class-to-teacher ratio and consequently teachers will shoulder more workload.
4.	The increasing number of students with emotional problems, complex family backgrounds and special education needs has imposed extra burdens on teachers. Most of them may not have received enough training to handle emergency cases.
5.	The prevailing social trends and values which place emphasis on enjoyment and material pursuits pose a threat on core values. Students are exposed to the risk of temptation and negative influence.

School Development Plan (SDP)

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

1. To enhance learning and teaching effectiveness by creating an active learning environment
2. To strengthen life planning education and careers guidance

8. School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To enhance learning and teaching effectiveness by creating an active learning environment	1. To enrich students' active learning capacity	✓	✓		1.1 To adopt enhancement measures to promote active learning for S1 students in an EMI environment
		✓	✓	✓	1.2 To nurture students' learning capabilities through effective study skills
		✓	✓	✓	1.3 To foster active learning during lessons and beyond the classroom by adopting e-learning strategies
		✓	✓		1.4 To strengthen a positive learning atmosphere on campus
	2. To strengthen teachers' pedagogical skills with a view to promoting active learning	✓	✓	✓	2.1 To strengthen collaboration in teaching and cultivate a culture of exchanges of good teaching practices
		✓	✓	✓	2.2 To boost the teaching effectiveness so as to foster active learning
		✓	✓	✓	2.3 To enhance teachers' continuous professional development for the growth of a professional learning community

Major Concern 2	Targets	Time Scale (Please insert ✓)			General Outline of Strategies
		Year 1	Year 2	Year 3	
2. To strengthen life planning education and career guidance	1. To develop students' academic and career aspirations in accordance with their personal abilities, interest and values	✓	✓	✓	1.1 To foster the sense of self-understanding and self-discipline of the junior form students as the first step for career development
		✓	✓	✓	1.2 To promote positive attitudes and life values towards work and learning through a wide array of activities organised by functional teams
		✓	✓	✓	1.3 To nurture students' career interest and unleash their potential through extra-curricular activities
		✓	✓	✓	1.4 To coordinate learning activities across subject departments for career exploration
	2. To facilitate students in career planning and management	✓	✓	✓	2.1 To help senior form students set their study / career plans and make informed choices of further studies and career development
		✓	✓	✓	2.2 To enrich students' learning experiences about work and future studies by seeking support from alumni, community resources, universities and external organisations
		✓	✓	✓	2.3 To develop students' career management competence for a smooth transition from study to work
	3. To strengthen the role of parents in life planning	✓	✓	✓	3.1 To provide parents with career-related information and support