

# **Shau Kei Wan Government Secondary School**



## **School Development Plan**

**2021/22 – 2023/24**

# Shau Kei Wan Government Secondary School

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## **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 fully develop students' academic potential through self-directed learning.	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 promote the formation of positive attitudes and life values among students towards life.	Mostly achieved	Parallel plans – partly incorporated as routine work and partly continue to be the major focus in the next SDP	The next SDP will highlight the development of positive core 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 has a clear direction of development. The school formulates the development goals and implementation plans in line with its mission and vision, and trends in education policies.</li> <li>• Manpower and resources are properly allocated for the implementation of the plans. Duties of staff are assigned appropriately according to their abilities.</li> <li>• The increase of the management official (the third Assistant Principal) has promoted an efficient implementation of school operations. More detailed and comprehensive documents and task descriptions are prepared for the middle management to implement the plans effectively.</li> <li>• Communication and collaboration among staff members is efficient. The goals and policies of the school are well explained through meetings. The decision-making process is transparent.</li> <li>• The self-evaluation mechanism is in place and functions effectively. Reports for P-I-E cycle have been prepared for different teams to evaluate their work.</li> <li>• The accountability and quality assurance systems are in place. The roles of middle management and the responsibilities of staff are clearly defined.</li> <li>• The school can properly handle exigencies. For example, when S6 students went for quarantine, the school provided full support immediately with effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve the infrastructure of the campus, including the Wifi network, the computer hardware and the website of the school.</li> <li>• To provide more administrative support to teachers which can facilitate teachers to concentrate on their teaching duties.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The Principal oversees school work effectively. The Assistant Principals also effectively monitor the work of all the committees. The school management provides effective guidance to the continuous development of the school.</li> <li>• Both internal and external resources are effectively deployed to support the implementation of various priority tasks, such as the improvement to IT facilities, the promotion of STEM Education and the organisation of activities for students.</li> <li>• The Assistant Principals have played a vital role to foster collaboration among subject departments and functional teams. With the Assistant Principals' advice and supervision, school plans have been implemented smoothly.</li> <li>• The middle managers are responsible and familiar with their duties. They 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> <li>• There is high teachers' participation in the planning and implementation of the school development plans.</li> <li>• Teachers are encouraged to join professional development courses. The training requirements and training needs for teachers are clearly disseminated to all staff.</li> <li>• The school management facilitates the development of the school into a learning community. Learning circle, joint-school programmes and school-based support programmes organised by the EDB are joined to facilitate interflow among teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• To refine the arrangements for the Staff Development Days to meet the needs of teachers.</li> <li>• To enhance the ambience of professional interflow among teachers.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• The school has aligned closely with the trend of curriculum development. Value Education, Media Education and National Security Education are well planned / enhanced in both the formal and informal curricula.</li> <li>• Reading is promoted through regular reading periods, various reading activities, reading schemes and e-reading.</li> <li>• Besides academic subjects, students of diverse abilities are offered to take Applied Learning courses to cater for individuals' needs and interest. Some students are inspired by the ApL courses and have decided to pursue their dreams and joined relevant courses in university.</li> <li>• The school effectively monitors the implementation of the school-based curriculum through AAC, HOD and KLA meetings.</li> <li>• Exercise book inspection, lesson observations , mid-year and yearly reviews have fostered assessment for learning. The formulation of learning and teaching strategies are based on the data collected in these occasions.</li> <li>• Assessment criteria and academic requirements of students are clearly defined and well disseminated to all teachers and students.</li> <li>• Uniform tests and regular quizzes are arranged to assess students' learning. Assessment for learning has been widely adopted.</li> </ul>	<ul style="list-style-type: none"> <li>• To further refine the curriculum and lesson time of different subjects to cater for the diverse needs of students.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Teachers are innovative and open-minded. They are willing to use IT tools to promote self-directed learning.</li> <li>• E-learning is promoted inside and outside classroom. E-platforms such as Google Classroom, Whatsapp, Zoom and chatroom are employed by teachers for learning beyond classrooms. Teachers have refined their teaching strategies and used different IT tools to enrich students' learning. Students are also able to receive personalized feedback through interacting with their teachers on social media.</li> <li>• The routine for online learning is well established and facilitated the building of an effective learning environment for students.</li> <li>• The school is eager to explore new external resources and equipment to facilitate learning, e.g. UV printer, laser cutter.</li> <li>• The school equips students with an array of study skills and encourages them to apply these skills, such as note taking, LAC and STEM.</li> <li>• The school helps students to set their learning targets and nurture them as self-directed learners.</li> <li>• Teachers provide various opportunities for students to participate and share experiences.</li> <li>• Students are creative and have good critical-thinking skills. They are confident in learning and have a good learning attitude. They are eager to pursue academic excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• To further improve the self-directed learning capabilities of students.</li> <li>• To develop reading habits among students.</li> <li>• To further promote STEM and raise the creativity and problem-solving skills of students.</li> <li>• To enhance the perseverance of students in learning,</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li>• The school is effective in identifying students' varied needs and organize various activities to cope with the needs of students. The series of orientation programmes for S1 has helped the newcomers to adapt to their secondary school life.</li> <li>• The school has shown great support to students with diverse learning needs and helped them integrate into their campus life and develop their potentials. The SEN team has provided strong support to the SEN students through a series of workshops and individual programmes.</li> <li>• Life-planning team has organized a wide variety of activities helping students to identify their strengths and weaknesses to facilitate them to set personal goals in life. Information of multiple pathways about their future studies and careers have been effectively disseminated to senior level students.</li> <li>• The Guidance, SEN and Major Concern 2 Teams have organized many activities related to self-management skills (healthy lifestyle, emotion balance and stress management) for students.</li> <li>• Experienced class teachers always provide care and support to students. Close contact is maintained with parents through various communication channels.</li> <li>• Strong linkage with students through Students' Association facilitates effective communication between the school and the students.</li> <li>• The school has successfully recognized the negative mental and psychological impact of the COVID-19 pandemic to students. Special programmes based on Art therapy are arranged for all levels of students to address their needs and relieve their stress.</li> </ul>	<ul style="list-style-type: none"> <li>• The venues for holding activities for students are not sufficient due to the increasing demand for rendering various kinds of activities for students' whole-person development .</li> <li>• With a view of the decrease in scores in the Goals of Life survey in the APASO, more emphasis can be put on nurturing students' goal setting abilities</li> <li>• To enhance the development of interpersonal relationships of S1 and S2 students.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> <li>• Communication between parents and the school has been enhanced through e-circulars and Zoom meetings etc. The online S4 streaming talk for parents is a good example of this new form of communication.</li> <li>• The PTA is supportive and appreciative of school efforts in nurturing their children. Parent volunteers' involvement has fostered very close home-school cooperation. Regular meetings have also been conducted to collect parents' suggestions for formulating school policies. The Association also sponsors scholarships for students.</li> <li>• "Trust – Respect – Open-minded" atmosphere is prevailing among the PTA members and the school.</li> <li>• Parenting education is in place and parents are willing to support and participate in school activities,</li> <li>• Over 85% of parents express that they are pleased to let their children study in this school. (Stakeholders' survey)</li> <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. The alumni are active in the preparation of the 60th Anniversary celebratory events. The alumni also sponsors scholarships for students with outstanding performances.</li> <li>• Community resources have been employed in organizing activities, such as the Tung Wah Groups of Hospital, Christian Fellowship and The Hong Kong Jockey Club etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing parenting education, especially in the area of national security.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>• Students enjoy their school life and possess good characters. The atmosphere of the campus is peaceful and joyful.</li> <li>• Students in general have a good sense of commitment and appropriate awareness of ethical conducts.</li> <li>• The school organizes many activities to nurture students' moral values.</li> <li>• The message of law abidingness is delivered effectively through a series of talks organized by the MCE Team, LS Department and the Discipline Team.</li> <li>• Media literacy is promoted in the formal curriculum and students' activities. The comprehensive programmes have developed students' civic-mindedness and their resilience against media influence.</li> <li>• The school makes use of the ECA, regular Life Education Lessons and morning Assemblies to cultivate students' ethical values, self-management skills and social skills.</li> <li>• A series of leadership training programmes has been organized to empower students' leadership and interpersonal skills, e.g. the "Future Leaders" activity organized by the Joint School Prefect Association (Eastern District), the E-League, the Leadership Training Program by the Salvation Army and Student of the Year activity etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To strengthen values education especially in the area of gratitude and national identity.</li> <li>• To enhance the sense of belongings of students towards the school.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Students' academic performances are improving as reflected by the HKDSE results.</li> <li>• Many high achievers have joined external competitions and received good achievements. They have also polished their generic skills in the process.</li> <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>• All S1 students are requested to join a regular training programme for the whole year in order to develop their responsibility and discipline.</li> <li>• Plenty of opportunities are provided for students to assist in the preparation of major school functions. For example, the Student Association assists in the planning and implementation of the 60<sup>th</sup> Anniversary Celebratory Events.</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 life planning, science, social issues and personal growth etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage students to join STEM and academic related activities.</li> <li>• To enhance students' confidence in participating in inter-school competitions.</li> <li>• To provide more chances for students to do sports and exercises.</li> </ul>

## 6. SWOT Analysis

<b>Our Strengths</b>
1. The school has a long history of good reputation in the community.
2. Improvements are shown in the HKDSE results.
3. Students have high academic abilities and good learning attitudes.
4. Teachers are experienced, professional and devoted.
5. Teachers are caring and have a good relationship with students.
6. There is strong support from the parents and the alumni.
7. There is a large variety of activities to stretch the potentials of students.

<b>Our Weaknesses</b>
1. There are frequent changes of teaching staff due to postings of government schools.
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 lower motivation in learning and lower self-management capabilities.
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 teaching duties, student activities and administrative work. There is insufficient support from non-teaching staff.

### **Our Opportunities**

1. More funding is available from the EDB for organizing student activities. The school has more resources for introducing different support programmes. The financial burdens of students in joining the activities are also lowered.
2. The “Optimising of the SS Core Subjects” measures release lesson time for school to offer more elective subjects and Applied Learning courses for students.
3. Newly recruited teachers take new initiatives in organizing activities.
4. There are lots of professional training courses available for teachers to enrich their knowledge in educational trends.
5. The financial support from the government and the pandemic facilitated the fast development of e-learning.
6. The Parents-Teachers Association and the Alumni Association are good partners of the school, showing enthusiasm in various school functions and offering financial support.

### **Our Threats**

1. The drop in young population in the district causes the fall of 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 number of withdrawal from school has increased. The social ambience affects the emotion of students.
4. The addiction to mobile apps and social media has adversely affected the learning attitude of students.

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

1. To raise the capability of students' learning capability in pursuit of academic excellence.
2. To nurture students' positive values and attitudes for the development of the sense of citizenship and national identity.

## 8. School Development Plan 2021/22 – 2023/24

Major Concern		Targets		Time Scale			General Outlines of Strategies	
				21/22	22/23	23/24		
1	To raise students' learning capability in pursuit of academic excellence	1.1	To enhance self-directed learning with the use of IT to meet the challenges of the “New Normal”	✓			1.1.1	To foster self-directed learning with the wider adoption of e-Learning platforms and the incorporation of IT elements in learning and teaching
				✓	✓	✓	1.1.2	To strengthen the language ability of students through reading
				✓	✓	✓	1.1.3	To foster students' innovative capability by developing their scientific, technological and mathematical skills
		1.2	To raise the capability of teachers in e-learning.	✓	✓	✓	1.2.1	To further enhance teachers' IT capability through training, sharing and application

Major Concern	Targets	Time Scale			General Outlines of Strategies	
		21/22	22/23	23/24		
2 To nurture students' positive values and attitudes for the development of the sense of citizenship and national identity.	2.1 To nurture students' positive emotion to facilitate the development of positive values.	✓	✓	✓	2.1.1	To enhance students' sense of love, sense of empathy and respect for others.
		✓	✓	✓	2.1.2	To enhance students' virtue of gratitude.
	2.2 Cultivating students' positive values and attitude so that they become citizens who are responsible, appreciative of Chinese culture and committed to society and our country.	✓	✓	✓	2.2.1	To enhance students' perseverance, sense of responsibilities and commitment through regular training and a series of learning activities.
		✓	✓	✓	2.2.2	To strengthen students' law abidingness, civic-mindedness, national identity through the formal curriculum and a series of activities.

**- End -**