HKFYG
Lee Shau Kee College
School Development Plan

2015-2018

PART I: INFORMATION ABOUT THE SCHOOL

1. <u>School Vision & Mission</u>

Vision

It is our vision to provide students the best nurturing opportunities that extend their potential to the full and challenge themselves to strive for excellence as a lifelong learner.

Mission

We nurture and encourage our students to be the best they can be, in and outside the classroom. We are committed to the pursuit of academic and intellectual achievement, the development of physical prowess and the building up of moral character. Passion for learning, knowledge and the broadening of horizons are the hallmarks of an education in HLC. We believe that this will encourage students towards a greater inquisitiveness and curiosity, not just with regard to their studies, but also towards life and the world around them.

2. <u>School Goals</u>

2.1 Provide a congenial language-rich environment to facilitate bi-literacy and tri-lingualism

2.2 Cater for diverse abilities and aspirations of students

2.3 Enhance students' whole-person development and nurture their virtues

3. <u>School Motto</u>

Wisdom in Action 智慧之源‧求實求真

PART II: HOLISTIC REVIEW

Effectiveness of the School Development Plan (2012/13 – 2014/15)

Major Concerns	Intended Targets and strategies	A[1]	PA	NA	Remarks	Follow-up actions
I. Academic excellence and development of multiple intelligence	1. Learning difference is addressed through: ● Refining streaming policy ● Promoting self-directed learning (SDL) and reading ● Introducing multiple pedagogies with due attention to interaction, questioning and study skills ● Ensuring curriculum coherence and practicality ● Formulating plans for students in need ● Developing IT in education ● Identifying learning styles 2. Develop high flyers through formulating academic/talent booster policies and programmes through: ● Extended Programme in Chinese and English subjects ● Setting up of HLC Talent Pool	✓ (row 2)	✓ (row 1)		● The new streaming policy narrows the scope of differences, thus facilitating teaching. ● Teachers strive to develop school-based curriculum. Co-planning lessons are effectively used. ● Teachers welcome the professional input and genuine advice from "Quality Schools Improvement Project". ● The staff development programmes on "Catering for learning differences" and "Supporting SEN students" are arranged and well-received. ● There are teachers pioneering in employing IT in learning and teaching. ● High flyers are provided with ample of opportunities to stretch their abilities. A school-based "Multiple Intelligence Award" is in place to recognize their achievements. ● Project Learning is promoted. ● Teachers are trained to evaluate learning outcomes using data	● Pedagogies enhancement will continue to be the major concern of the next SDP ● Strategically upgrade IT equipment and provide training for teachers

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[1]　A=Achieved　　PA=Partially achieved　　NA=Not achieved

Major Concerns	Intended Targets and strategies	A[1]	PA	NA	Remarks	Follow-up actions
II. Co-enhancement of teachers and students	1. Student autonomy is enhanced through: ● Teaching life-coping skills ● Strengthening their physical and emotional health ● Leadership training ● Strengthening student bodies and formation of Student Union 2. Teachers develop ownership of change and are adequately equipped in school management ● Providing management courses ● Networking with other schools ● Developing 'Knowledge Management' system	✓	✓		● Various forms of learning experiences are arranged to meet students' whole person development such as Technology Days in the S1 and S2 and Life-wide Learning Week. ● Resources are deployed on strengthening students' emotional well-being. ● Sufficient training is given to student bodies. ● The first Student Union was formed in 2013-14. ● Professional sharing, collaborative lesson planning and peer observation are encouraged. ● Various school visits of different foci are arranged for teachers.	● Further nurture the culture of "Learning Community"

Major Concerns	Intended Targets and strategies	A[1]	PA	NA	Remarks	Follow-up actions
III. Unifying, caring and progressive culture	1. Teachers and students are aware of their rights and assume responsibilities as stakeholders of the school community 2. A stronger sense of belonging and commitment	✓			• Various channels are provided for students and teachers to voice opinions. • Programmes organized are mainly gearing towards developing students' sense of responsibility.	• Will be incorporated into future routine

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. **School Management**	✓ There is strong support from the School Sponsoring Body and the School Management Committee. ✓ The school administration is well established. ✓ The school has nurtured a caring and supportive culture. Every means has been taken to ensure participation of all stakeholders in discussing the school's major policies. ✓ Government funding has been aptly used in meeting students' individual needs.	● The school plan and program plans should be more strategically formulated and closely monitored. ● The school self-evaluation mechanism can be strengthened and the data collected from APASO and program surveys can be used more widely and effectively. ● More external resources should be sought.
2. **Professional Leadership**	✓ The Principal and Vice Principal have demonstrated curriculum and management leadership. ✓ Regular meetings of DMC (Development and Management Committee) and MAC (Management Advisory Committee) adequately support the principals in daily operation of the school. ✓ The school encourages professional development by setting up a Professional Development Grant. ✓ Subject Coordinators are committed and assiduous. ✓ Most middle managers are equipped with basic managerial skills through school-based management course.	● More strategic development should be considered to empower senior teachers. ● The school could enhance the administrative capabilities of more teachers and empower them to share the administrative work. ● Teachers' curriculum leadership should be enhanced by expanding the network with other schools.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	✓ Curriculum matches the mission and vision and is supplemented by a wide array of academic and co-curricular activities. ✓ The school has aptly elicited external support, e.g. CUHK in the Quality Schools Improvement Project. ✓ There is clear School-based Assessment policy and smooth implementation. ✓ There are regular meetings and communication with parents concerning students' progress. ✓ Evaluation on student performance is timely. ✓ Students with special educational needs are adequately catered for.	● Continuous efforts should be made to ensure a smooth curriculum transition from junior to senior forms. ● Should review the existing 3-elective (3X) policy to cater for learning differences. ● Teachers should be aware of the essence of "Assessment for learning" and make better use of assessment data.
4. Student Learning and Teaching	✓ We maintain a small-class size in teaching. ✓ Students in junior forms are streamed according to their ability in core subjects. ✓ The school put emphasis on developing students' self-directed attitude. ✓ Students can learn in English. ✓ Teachers display good subject knowledge. ✓ Initiatives such as Teacher-student Mentoring Programme are in place to gauge learners' differences. ✓ Teachers are willing to follow up academically-weak students. ✓ Harmonious teacher-student relationship enhances effectiveness of teaching and learning.	● More resources should be deployed on enhancing IT in education to facilitate interactive and self-directed learning. ● Should maximize resources and strategies to cater for the learning difference of students. ● 'Reading to learn' should be well-supported by subjects. ● Should expand the use of Information Technology in learning and teaching. ● Staff development can include students' collaborative and self-directed learning skills.

5.	**Student Support**	✓ Much emphasis is put on students' character building ✓ Close collaboration among sub-committees. ✓ Has provided a congenial learning atmosphere for students. ✓ Pastoral care is adequately and timely provided. ✓ Students can voice opinions through different channels. ✓ Ample opportunities for high achievers to explore their potentials in various areas outside classrooms. ✓ Small student-to-teacher ratio in counselling and guidance across various aspects, e.g. stress management.	● Should strengthen the whole-school approach in implementing Life Education. ● Higher form students should be trained to be role models to their junior fellow students. ● Should empower student leaders in both junior and senior forms. ● Should further develop multiple-intelligence.
6.	**Partnership**	✓ The school has maintained close communication with parents and the public through the school homepage, eClass Parents App. ✓ Links with schools with common background have widened students' exposure. ✓ The Parent-Teacher Association has maintained an amicable partnership with the school.	● More efforts should be made to reach the "hidden parents". ● Should further expand global perspective of both students and teachers.
7.	**Attitude and Behaviour**	✓ Students, in general, good-natured and receptive to guidance. They have a good sense of belonging to school.	● Students are sometimes acting disrespectfully. ● Self-management is weak among students. ● Students should take more active role in learning.
8.	**Participation and Achievement**	✓ Results in TSA are good. ✓ The percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the HKDSE Examination are well above the territory averages for day-school students. ✓ Students' OLE participation is good, performing exceptionally well in speech and debate, swimming and other sports events. ✓ The school-based 'Multiple-Intelligence Award' has boosted students' confidence.	● Students should have higher expectations for their academic performance. ● Students should participate more actively in academic events and competitions.

SWOT Analysis

Domains	Strengths	Weaknesses	Opportunities	Threats
Management and Organisation	● The School Sponsoring Body and School Management Committee are supportive and professional.	● The wear and tear of school facilities and equipment causes great financial burden.	● Formation of GRSC (Governance Review Sub-committee) ● The Comprehensive Review report has positive comments on the School.	● The dwindling student population affects our intake. ● Early exit of current students. ● Elite students are absorbed by subsidized EMI schools in the district.
	● Members in the management team are committed and open-minded. They respect and trust staff and students.	● Members in the management team have to attend to daily operations, at the expense of their time and energy in long-term planning and goal setting.	● Senior teachers attend management courses. ● The Principal's participation in Principals Association has widened her perspective. ● More channels are opened up for teachers to voice opinions.	● Time taken in nurturing the second generation of senior teachers.
	● Teachers are dynamic and active in pursuing professional development.	● Lack of experienced teachers to guide curriculum and pedagogical development.	● Some teachers serve in EDB/Exam Authority as resource persons and markers.	● Time taken in equipping teachers with management and pedagogical skills

Domains	Strengths	Weaknesses	Opportunities	Threats
Learning and Teaching	- English is used as medium of instruction. - Peer collaboration is evident among teachers. - Students in junior forms are streamed according to their ability in core subjects. - The school put emphasis on developing students' self-directed attitude. - Nearly 100% of teachers are subject-trained - Teacher-student Mentoring Programme are in place to gauge learners' differences.	- Teaching strategies and pedagogies cannot optimize learning output. - Teachers are yet to develop effective skills in teaching and assessment. - Some students are not able to take up 3 DSE electives.	- Partnership with universities and EBD can enhance teaching effectiveness. - Increasing government funding allows more flexibility in manpower.	- Small class size is no longer an advantage as a result of dwindling student population. - Students' subject orientation is posing a threat to the survival of some DSE subjects. - There is wide learning difference among students.
Students Support and School Ethos	- OLE programmes are diversified and well-managed. - Parents have higher socio-economic status so they can render adequate support to students. - The school has gained favourable reputation in the district.	- Students are weak in self-management, affecting academic results and discipline. - Teachers should be proactive in enforcing school rules. - There are inactive parents who seldom participate in school events.	- The out-sourced Education psychologist and speech therapist are helpful. - The use of information technology enhances parent-school communication.	- Contemporary culture makes it hard to inculcate core values - The change in family structure has affected students' development. - The working status of most parents affects participation in school affairs.

Domains	Strengths	Weaknesses	Opportunities	Threats
Students Achievements	• Students have obtained a number of awards in speech, debate and sports competitions. • Passing percentages of most DSE subjects are higher than the territory average.	• Students' scope of the world is still limited. • Overall academic performance can be enhanced.	• There are DSE stars and alumnae who have brought fame to the school and become students' role models.	• Location of the school limits students' participation in activities and competitions.

PART III: SCHOOL DEVELOPMENT PLAN (2015-2018)

To Actualize the School Motto: "Wisdom in Action":

The school community demonstrate '*Wisdom in Learning*', '*Wisdom in Living*' and '*Wisdom in Relationships*'

Major Concern	Intended Outcomes	Time Scale			Strategies
		15/16	16/17	17/18	
1. To strengthen students' learning skills, habits and attitudes	Students show improvement in managing their studies and personal growth	✔	✔	✔	➢ Consolidate study skills in subjects ➢ Develop e-learning skills ➢ Review non-formal curriculum to develop habits and attitudes ➢ Enrich the school environment that is conducive to learning
2. To enhance learning culture among teaching and supporting staff	Staff have grown in capacity in their areas of specialty	✔	✔	✔	➢ Strengthen lesson studies and arrange interflows in and outside school ➢ Review management mechanism for school operation ➢ Provide professional support and training in school operation