



TWGHs Chen Zao Men College
東華三院陳兆民中學

School Development Plan
學校發展計劃

2003/04 – 2005/06

T.W.G.Hs. Chen Zao Men College
東華三院陳兆民中學

I. Mission Statements of all T.W.G.Hs. Schools

The mission of the Tung Wah Group of Hospitals in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and eventually, to serve the community.

We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment. It is hoped that our young people will be equipped with the necessary skills and knowledge and be given the opportunity to cultivate an independent mind in order that they will become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

We firmly believe in the school motto: 'Diligence, Frugality, Loyalty & Faithfulness' as the guiding principle in the moral and intellectual development of our children and young people. We strive to promote proper values and a positive outlook on life and encourage them to lead a full and meaningful life.

東華三院辦學宗旨

東華三院一貫的辦學精神乃為社會提供完善及多元化的教育服務，作育英才，使兒童及青少年成長後能盡展所長，回饋社會。

為本港兒童及青少年進行「全人教育」，提供一個優良的學習環境，使能發揮潛能，日後成為具備知識技能、有獨立思考能力、勇於承擔責任和關注社會事務的良好公民。

培育兒童及青少年有正確的價值觀和積極的人生觀，並以校訓「勤儉忠信」為進德修業的依歸，勉勵他們拓展豐盛而有意義的人生。

II. Our School Value Statements:

1. Our school can provide an effective and happy learning and working environment.
2. Staff, students and parents can show mutual respect and love for each other, be frank and fair to each other and show active participation.
3. Every student has his/her specific strengths and can learn on his/her own.
4. Every student has a good character and can show civic responsibilities.
5. All staff will enhance continuously their professional standard.

本校的價值信念：

1. 學校能夠提供一個高效能及愉快的學習及工作環境。
2. 教職員、學生及家長均抱著互重互愛、坦誠公正及主動參與的態度。
3. 每個學生都具有獨特的專長及自學能力。
4. 每個學生都具有良好的品格並奉行應有的公民責任。
5. 全體教職員均會不斷提升自己的專業水準。

III. School Mission Statements:

TWGHs Chen Zao Men College is an effective school that provides high quality and professional educational services as well as a happy learning environment for the students. We value the good partnership among staff, students and parents, and we emphasise on the individual development of our students. We aim to develop our students into good citizens who are independent and self-enhancing.

本校的宗旨：

東華三院陳兆民中學是一所高效能的學校，為學生提供高質素的專業教育服務及愉快的學習環境。我們重視教職員、學生及家長間的良好夥伴關係，更重視學生的個人發展。我們要培養學生成為獨立自主及積極求進的良好公民。

IV. C.O.R.E. Culture (兆民心)

We	Care	對人關心，對事關注，推己及人 開明開通，胸襟廣闊，放眼世界 尊重自己，尊重他人，易地而處 全心全意，盡己所能，悉力以赴
We are	Open-minded	
We	Respect each other	
We	Endeavour	

V. Our Present Situation

Our Strengths

- The school ethos is good and well accepted by the parents and the community.
- There is a good home-school relationship and the school has strong parental support.
- The school has an experienced staff that is hard working, committed and ready to accept changes.
- The student in-take is in the uppermost category for CMI schools.

Our Weaknesses

- Majority of the students are taking a passive role in the learning process though they are willing to learn.
- The school does not have a systematic self-evaluation procedure though it has started to incorporate self-evaluation elements in various aspects.

Our Opportunities

- The school is able to obtain support from various outside bodies in implementing new policies.

Our Threats

- Our students will be facing an increasingly competitive and rapidly changing world and the school has to make continuing adjustments in its curriculum to prepare the students.

VI. Major Concerns for 2003/04 – 2005/06 (in order of priority)

1. To develop at junior secondary levels a school-based curriculum aiming to inculcate in students
 - a. the basic generic skills needed to learn effectively and
 - b. the life skills for personal and social growth, with special emphasis on self-management.
2. To develop a more effective and efficient system for implementing life-wide education in school.
3. To develop a culture of self-evaluation in school and to develop school-based performance indicators for the following four domains:
 - a. Management & Organization
 - b. Learning & Teaching
 - c. Support to children and School Ethos
 - d. Attainment & Achievement

School Development Plan (2003/04 – 2005/06)

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			03/04	04/05	05/06
<p>1. To develop at junior secondary levels a school-based curriculum aiming to inculcate in students</p> <ol style="list-style-type: none"> a. the basic generic skills needed to learn effectively and b. the life skills for personal and social growth, with special emphasis on self-management 	<ul style="list-style-type: none"> • A school-based curriculum for S.1 – S.3 • Students will be able to learn more effectively and have higher learning motivation • Students can have better self management skills. 	<p>(N.B. The programme was first introduced in S.1 in Year 2002/2003 with the assistance of Health Department and with the involvement of senior staff members from all student support teams in “train the trainers’ so they may help to lead the programme after the departure of the Health Department. At each level, the special programme offered by Health Department will be incorporated into a core subject (Social Studies in S.1) or used as a series of themes, with the other subjects adjusting their teaching schedules to fit into the various themes.)</p> <ul style="list-style-type: none"> • Development of the curriculum in S.2 while consolidating the curriculum in S.1. The trained senior staff members will be divided into two teams to provide guidance for teachers who are involved for the first time. The Health Department will continue to provide assistance this year. • The main theme in S. 1 remains as self-management and that in S.2 is on problem solving. Project learning will be conducted as an independent subject in S.2. • Development of the curriculum in S.3 while consolidating those in S.1 and S.2. It is not yet known if assistance from Health Department will be available or not, but the trained staff members should be able to continue the programme even if there is no external assistance. • An overall review of the whole curriculum in S. 1 – S.3 for further improvement 	✓	✓	✓

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			03/04	04/05	05/06
2. To develop a more effective and efficient system for implementing life-wide education in school.	<ul style="list-style-type: none"> • A policy for integrating or collaborating activities across the curriculum. • Programmes of cross-curricular life wide education 	<p>(N.B. This programme began in Year 2002/2003 with an analysis of the situation in school.)</p> <ul style="list-style-type: none"> • Subjects in same key learning areas / at the same level working together to organize activities. • A cross-curriculum project will be conducted in S.6 with subsidies from Q.E.F. • An outward-bound project for students of S.3 and S.4 • Subjects in same key learning areas or of similar nature working together to organize activities. 	✓		
3. To develop a culture of self-evaluation in school and to develop school-based performance indicators for the following four domains: a. Management & Organization b. Learning & Teaching c. Support to children and School Ethos d. Attainment & Achievement	<ul style="list-style-type: none"> • Development of sets of school-based performance indicators for school self-evaluation in the domain concerned. • A culture of self-evaluation to be developed in school with staff and students 	<ul style="list-style-type: none"> • Joining the School Improvement Project (SIP) for initiating organizational change via school self-evaluation (SSE) conducted by C.U.H.K. with concentration in the domain of teaching and learning. • Staff will learn more about SSE through development programmes conducted by CUHK • Use of student learning portfolios as a means for students to evaluate their own learning will be tried out in Secondary and in student leaders. • Continue what is learnt in the SIP in the same domain or other domains (to be decided) • Use of student learning portfolios for students in both S.1 and S.2 • Continue what is learnt in the SIP in other domains • Use of student learning portfolios for students in both S.1 to .3 	✓		✓