TWGHs Chen Zao Men College
東華三院陳兆民中學

School Development Plan
3-school-year Period

學校發展計劃
三年學校發展周期

2009/10 – 2011/12

TWGHs Chen Zao Men College
東華三院陳兆民中學

Ⅰ. Mission Statements of all TWGHs 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. <u>Our School Value Statements:</u>

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.

<u>本校的價值信念</u>：

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. <u>School Mission Statements:</u>

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.

<u>本校的宗旨</u>：

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. <u>C.O.R.E. Culture</u> （兆民心）

We **C**are	對人關心，對事關注，推己及人
We **R**espect each other	開明開通，胸襟廣闊，放眼世界
We are **O**pen-minded	尊重自己，尊重他人，易地而處
We **E**ndeavour	全心全意，盡己所能，悉力以赴

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To make a good preparation for the implementation of the new Senior Secondary Curriculum	It is fully achieved. Opinions and interests from senior students are fully considered in our design of curriculum. Briefings and guidance are given to S3 students and their parents in exercising their choice. The additional teaching force employed allows room for teachers to attend training courses in the preparation of the new curriculum, especially in the delivery of Liberal Studies.	Implementation of the new Senior Secondary Curriculum remains as our major concern in the next SDP.	We shall continue to support the implementation of the NSS curriculum in both purchasing of teaching resources/equipment and creating room for staff development.

	Major Concerns	Extent of targets achieved	Follow-up action	Remarks
2.	To enhance the learning of English, offering more chances for students to practice their English outside classroom	It is basically achieved. Students are having better results in English and they have more chances to practice their English outside classroom.	All strategies mentioned in previous SDP are now incorporated as routine work.	All strategies will continue to be evaluated and fine-tuned to increase their effectiveness. The switch to EMI formally in 2010 would further enhance the English-speaking environment in the school.
3.	To strengthen the culture of self-evaluation in school especially in the domain of Teaching and Learning	It is basically achieved. Teachers improve their teaching strategies through collaborative lesson preparation and peer class observation.	School-based lesson studies are embedded as routine task in subject panels.	The culture of self-evaluation is embedded in all management processes.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	• The school management is open and accountable. It has set up the IMC with representatives from teachers, parents and alumni. • The school compiles development plans and annual plans in accordance with the needs of the students and self-evaluations of teachers at various levels. • The school has a well-established management and monitoring system to enable smooth running of the school. • The school has embedded the culture of self-evaluation in its operation.	• More effective use of evaluation data at department /subject panel as well as school levels can further enhance school development. • More involvement of junior staff in school policy formulation can facilitate its implementation and succession planning.
2. Professional Leadership	• The school has clear vision for the whole person development of students. • The school management considers views of all stakeholders when formulating school development strategies. • Introduce the school-based lesson study to facilitate the sharing of experiences through collaborative lesson preparation and lesson observation. • The teachers are experienced and possess sound professional knowledge. • The school encourages teachers to undergo professional development.	• A systematic school-based professional development framework can be set up incorporating the Teacher Competencies Framework. • More collaboration among departments / subject panels can further enhance school development.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	• The school aligns its curriculum development with the recent trends of education development. • Subject Panels implement the curriculum in accordance with the direction of school development. • The school has clear assessment policies. • The school has well established curriculum evaluation measures including lesson observations and assignment inspection.	• More interdisciplinary collaboration can further enhance cross-curricular activities. • Further development of assessment for learning through the implementation of a wider range of teaching strategies.
4. Student Learning and Teaching	• In general, students possess good academic abilities and positive learning attitude. • Majority of the students are attentive and responsive in classes and are serious in doing their assignments. • Teachers prepare their lessons well and are serious in their teaching.	• More interactive learning activities can be incorporated to enable further development of students in critical analysis, problem solving and other generic skills. • Room for development of proactiveness and creativity in student learning. • A wider range of teaching strategies can cater for students with different learning abilities. • Extending the habit of reading beyond the reading period. • Strengthen the learning strategies of students.
5. Student Support	• The school is a caring school with very strong student support system. • School offers a wide range of activities for students. • There is good relationship among teachers and students. • Students possess the CZM CORE spirit.	• More efforts to cater for the diverse learning needs of the students will help them to learn better. • Up-to-date content for General Education to match the fast changing trend in society.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	• School has good relationship with the parents and has elected parent managers in the IMC. • PTA plays a positive role in mobilizing parents to support school development. • Alumni play a positive role in sharing experiences and giving financial support to our students. • School has links with external organisations to secure resources, support and to provide opportunities for students to do services to widen their perspectives.	• With the implementation of NSS curriculum, more links with external community will be beneficial for providing other learning experiences for students. • More involvement of parents and alumni in school activities will be a beneficial to the development of the school.
7. Attitude and Behaviour	• In general, students are obedient and well-behaved.	• Further strengthen students' self image can help them to excel better. • There is room for improvement in students' self-management and time-management. • More opportunities should be created for students' personal development.
8. Participation and Achievement	• Results in both HKCEE and HKALE are both well above the territory average. • Students participated in a wide range of extra-curricular activities and have obtained very good results.	• More students can get credits in HKCEE and HKALE. • More guidance should be given to students so that they are able to strike a balance between their academic work and involvement in ECA. • There is room for improvement in non-academic aspects.

SWOT Analysis

Our Strengths
- School leaders are open-minded with clear vision on school development.
- Our teachers are experienced, knowledgeable and dedicated, majority of them are willing to accept new ideas.
- Our school is well accepted by students and parents for the provision of an all round education.
- Our students are obedient, well disciplined and willing to learn.
- We have good relationship among teachers and students.

Our Weaknesses
- 1/3 of our students come from families of low socio-economic status: they have insufficient family support, making them a bit lack of self confidence, weak in general knowledge and self-management.
- Students are not aware of current affairs, weak in time-management and do not secure self-learning strategies.
- Students lack motivation to move from good to excellent.
- Senior secondary students are passive in learning, they depend too much on their teachers.
- Parents are too busy to be involved in school affairs.
- Teachers do not have adequate experiences and awareness in handling students with special education needs.
- There is room for improvement in professional sharing and collaboration among teachers from different departments / subject panels.
- Our teaching strategies are a bit traditional.

Our Opportunities
- Our teachers and students fulfill the requirements for switching back to English as the medium of instruction.
- School-Based Assessment introduces change in assessment culture in senior forms.
- The implementation of New Senior Secondary Curriculum requires teachers to review their pedagogies, assessment methods, involvement and collaboration across curriculum in order to enhance the teaching effectiveness.
- Policy on lowering student number in classes favours interactive learning during lessons.
- External professional support and funding are available for school development.
- Lot of activities like study tours, talks by celebrity initiated and funded by Non-Governmental Organisation helps to widen the knowledge scope in our students.

Our Threats

- Some experienced teachers are due to retire in the next five years' time.
- Uncertainty in the implementation of the New Senior Secondary Curriculum, especially in School-Based Assessment and Independent Enquiry Study of Liberal Studies, imposes heavy workload on staff.
- Increased workload for teachers in handling both the old and the new curriculum during the transition years.
- Switching back to EMI may discourage the learning of subject knowledge in some students who are afraid of English.
- Lowering of moral standard among youngsters requires a greater effort to implement the moral education.
- Continuous widening in the learners' diversity due to the decreasing student population.

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

1. **To foster in students a self-initiated and self-learning attitude by encouraging them to explore proactively subject knowledge in various teaching and learning activities**

2. **Strengthening the CORE values of CZM : Care, Open, Respect, Endeavour**

3. **Smoothing out the implementation of NSS curriculum**

School Development Plan (2009/10 – 2011/12)

Major Concerns (in order of priority)	Intended Outcomes / Targets	Time Scale (Please insert ✔)			Strategies
		09/10	10/11	11/12	
1. To foster in students a self-initiated and self-learning attitude by encouraging them to explore proactively subject knowledge in various teaching and learning activities	• Students acquire the habit of note-taking and lesson preparation • Each subject has developed some extended learning activities for independent learning • There are more opportunities for interactive learning in classroom	✔ ✔ ✔ ✔ ✔ ✔	✔ ✔ ✔ ✔ ✔ ✔ ✔	✔ ✔ ✔ ✔ ✔ ✔ ✔	• Strengthening the learning strategies by building up in students a habit of jotting down key points of learning • Students are encouraged to have pre-lesson studies in selected topics of each subject • Encouraging teachers to put emphasis on questioning techniques that provoke higher-order thinking and creativity among students • Teachers employ more interactive strategies like role play, group discussion, student presentation and competitions in class • Reference books for each subject are placed in classrooms of students in S4-S7 • Teachers give feedback timely and specifically • Each subject develops a number of extended learning materials in our intranet

Major Concerns (in order of priority)	Intended Outcomes / Targets	Time Scale (Please insert ✓)			Strategies
		09/10	10/11	11/12	
2. Strengthening the CORE values of CZM: Care, Open, Respect and Endeavour	• CORE values of CZM link up every member of the school	✓	✓	✓	• Incorporation of value education in the teaching schedule of each subject
			✓	✓	• Strengthen the collaboration among subject panels and function groups when promoting value education through activities
	• Students understand and uphold the CORE values of our school	✓	✓	✓	• Teachers share their life experiences during morning assembly
	• Teachers could demonstrate examples of our CORE values				
	• Students are able to apply the CORE values in their daily life				

Major Concerns (in order of priority)	Intended Outcomes / Targets	Time Scale (Please insert ✔)			Strategies
		09/10	10/11	11/12	
3. Smoothing out the implementation of NSS curriculum	• Teachers adapt to the various changes introduced related to NSS • Students are well adjusted to the changes	✔	✔	✔	• Teachers adjust to new teaching strategies and requirement through collaborative work in school-based lesson studies
		✔		✔	• The last cohort of S5 and S7 receive appropriate career guidance
		✔		✔	• Parents of the last cohort of S5 and S7 have a clear picture of the possible paths available for their children
		✔			• Functional groups & student bodies finalise their plans for the double cohort year
		✔	✔	✔	• Students prepare for their own Student Learning Profile
		✔	✔	✔	• Implementation of our plan in Other Learning Experiences
		✔	✔	✔	• Implementation of our teacher deployment plan in Liberal Studies
		✔	✔	✔	• Employ a full-time teacher to share out the workload of some teachers so that they can have more capacity in the implementation of NSS curriculum