



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

2012/13 - 2014/15

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. 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
We are Open-minded	開明開通，胸襟廣闊，放眼世界
We Respect each other	尊重自己，尊重他人，易地而處
We Endeavour	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 foster in students a self-initiated and self-learning attitude by encouraging them to explore proactively subject knowledge in various teaching and learning activities	It is partly achieved. Most students in junior secondary have acquired the habit of note-taking. Each subject has some self-learning materials on their web-page. Inter-active learning in classroom of junior secondary is common.	As positive habit should be developed as early as possible, fostering self-learning attitude should always be our major concern.	All strategies will continue to be evaluated and fine-tuned to increase their effectiveness. The installation of air-conditioners in the canteen will help to provide a comfortable environment for studies.
2. Strengthening the CORE values of CZM : Care, Open, Respect, Endeavour	It is basically achieved. All students understand and uphold the CORE values of our school.	As students are rather passive and lack of confidence in learning, we intend to enhance students' self-esteem so that they can be more proactive.	We believe that value-education can help to nurture our students to have positive attitude towards their life and studies.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
3. Smoothing out the implementation of NSS curriculum	It is fully achieved. The transition is smooth for both teachers and students.	The schedule for preparing Student Learning Profile (SLP) using e-class will be refined and made clear to all parties concerned.	We shall continue to refine our curriculum to meet the needs of our students.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • 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. • The school has a team of energetic and powerful leaders. 	<ul style="list-style-type: none"> • More effective use of evaluation data at department / subject panel as well as school levels can further enhance school development. • More involvement staff of basic rank in school policy formulation can facilitate its implementation and succession planning. • Communication channel can be enhanced for more effective implementation of school policies.
2. Professional Leadership	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Innovative ideas prompted from young teachers through more communication channels can enhance school development.
3. Curriculum and Assessment	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Set up a core group for academic development can structurally enhance communication channel of basic rank staff.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • 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 are experienced, skillful, with good professional knowledge. 	<ul style="list-style-type: none"> • 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.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Teachers prepare their lessons well and are serious in their teaching. • Provide a good environment to cater for learners' diversity. 	<ul style="list-style-type: none"> • Still room for improvement in self-learning attitude. • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Collaboration of discipline and counseling board can be enhanced to look after those students at the rim.
6. Partnership	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 benefit.

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> • In general, students are obedient and well-behaved. • Students are willing to serve, self-disciplined and polite. • A harmonious environment is maintained. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Results in HKCEE, HKDSE and HKALE are well above the territory average. • Students participated in a wide range of extra-curricular activities and have obtained very good results. 	<ul style="list-style-type: none"> • More students can get credits in HKDSE. • 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 experienced, 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 and harmonious relationship among teachers and students.
- Our Campus is well maintained.

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 weak in time-management and do not secure self-learning strategies.
- Students lack motivation to move from good to excellent.
- Students are rather passive in learning, depending 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

- The switching back to English as the medium of instruction and the New Senior Secondary Curriculum requires teachers to review their teaching strategies, pedagogies, assessment methods, involvement and collaboration across curriculum in order to enhance the teaching effectiveness.
- School-Based Assessment introduces change in assessment culture in senior forms.
- 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

- A number of experienced teachers are due to retire starting from the year 2014.
- School-Based Assessment, Independent Enquiry Study of Liberal Studies, Other Learning Experiences, Student Learning Profile as introduced with the New Senior Secondary Curriculum imposes heavy workload on staff.
- Switching back to EMI may discourage the learning of content subject knowledge for 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. To build up high self-esteem among students**
- 3. To enhance English Learning**

School Development Plan (2012/13 - 2014/15)

Major Concerns (in order of priority)	Intended Outcomes/ Targets	Time Scale (Please insert ✓)			Strategies
		12/13	13/14	14/15	
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.	<ul style="list-style-type: none"> • Students acquire the habit of note-taking and lesson preparation • Students are motivated in their learning • Students help each other in peer groups learning • More interactive learning takes place in classrooms 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> • 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 • Teachers give feedback timely and specifically • Each subject has a number of self-learning or reading materials on its subject web-page • Each content subject in S1 & S2 has set aside some self-learning topics in the curriculum • Reference books and past exam papers of each subject are placed in study room • Install air-conditioners in the canteen to provide a comfortable environment for studies afterschool

Major Concerns (in order of priority)	Intended Outcomes / Targets	Time Scale (Please insert ✓)			Strategies
		12/13	13/14	14/15	
2. To build up high self-esteem among students	<ul style="list-style-type: none"> • Students have the self-management skill • Students are confident of themselves • Students are self-disciplined • Students are endeavour • Students take the initiative to ask questions and explain their difficulties to teachers • Students support each other 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> • Refine the current Moral and Civic Education • Teachers share their life experiences focusing on self-esteem during morning assembly • Using hall assembly to teach student the right attitude of chasing excellence, being self-disciplined and well managing their time • Form teachers help students to set up achievable goals • Form teachers help students to set up a daily working habit • Form teachers design class activities and functions to develop individual specialties • Form-teachers compile and post up a comprehensive time-table for students showing time-slots of their subject teachers available for answering queries afterschool. • Initiate an award scheme to nurture bright students

Major Concerns (in order of priority)	Intended Outcomes / Targets	Time Scale (Please insert ✓)			Strategies
		12/13	13/14	14/15	
3. To enhance English Learning	<ul style="list-style-type: none"> Content subject teachers able to design worksheet reinforcing the English element Language Across Curriculum materials appears on subject web-page Students are to learn content subjects in English without barrier 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> Encourage students to use English as daily Language Strengthen the learning and teaching of content subjects using English as the medium of instruction through collaboration of content subject and English teachers All document and instructions are gradually shifted back to English Content subject teachers are encouraged to attend course of EDB for teaching using English as Medium of Instruction Provide an authentic English environment outside classroom Lesson observations among English teachers and content subject teachers