



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

**2015/16 - 2017/18**

# 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

<b>Major Concerns</b>	<b>Extent of targets achieved</b>	<b>Follow-up action</b>	<b>Remarks</b>
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 basically achieved. Almost all students in junior secondary have acquired the habit of note-taking. Each content subject in S1 & S2 has set aside self-learning topics. Inter-active learning in Classroom of junior secondary is common. The installation of air-conditioners in the canteen will help to provide a comfortable environment for studies.	More professional development activities focusing on pre-lesson preparation, high order thinking, questioning techniques and interactive strategies to help teachers doing a better job.	All strategies will continue to be evaluated and fine-tuned to increase their effectiveness. We shall try to help students to become active learners.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
2. To build up high self-esteem among students	It is partly achieved. The Moral and Civic Education materials were prepared and tried out in S2. The whole curriculum will be implemented in all junior forms from 15/16 onwards. The award scheme to nurture bright students was set up.	Majority of our students are still rather passive and lack of confidence. They do not have high expectation on themselves. We shall try to enhance the building of self-confidence among them.	We believe that value-education can help to nurture our students to have positive attitude towards their life and studies. Implementation of the Tung Wah Moral Education Curriculum will help. All the other strategies will continue be evaluated and fine-tuned to make the effect more satisfactory.
3. To enhance English Learning	It is basically achieved. The learning and teaching of content subject using English is strengthen through the collaboration of content subject teachers and English teachers.	Though this is not included as our major concern, all related strategies will be refined and continued. With the new NET, who introduces the Youth Leadership Programme under Victoria Toastmasters Club will help students to learn presentation and leadership skill which in turn help to build up their self-confidence.	We shall continue to put effort in our development of an authentic English environment outside classroom.

## 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 is open, considerate and accountable.</li> <li>• The school compiles development plans and annual plans in accordance with the needs of the students and self-evaluations of teachers at various levels.</li> <li>• The school has a well-established management and monitoring system to enable smooth running of the school.</li> <li>• The school is able to develop a spirit of cooperative teamwork among staff.</li> <li>• The middle management is well-experienced, cable and enthusiastic.</li> <li>• The school has a team of energetic, experienced and helpful teachers.</li> <li>• The school is able to come up with effective crisis management plans.</li> </ul>	<ul style="list-style-type: none"> <li>• More effective and analysis of evaluation data at department /subject panel as well as school levels can further enhance school development.</li> <li>• More involvement of basic ranked staff in school policy formulation can facilitate its implementation and succession planning.</li> <li>• Communication can be enhanced so that new basic-ranked staff has a better understanding of school policies.</li> <li>• The school could make clearer its priority on its academic development.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The school has clear vision for the whole person development of students.</li> <li>• The school management has a clear understanding of the focus of current education.</li> <li>• The school management considers views of all</li> </ul>	<ul style="list-style-type: none"> <li>• A systematic school-based professional development framework can be set up incorporating the Teacher Competencies Framework.</li> <li>• More collaboration among departments / subject panels can further enhance school development.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<p>stakeholders when formulating school development strategies.</p> <ul style="list-style-type: none"> <li>• New pedagogy is introduced and encouraged to all: Introduce the school-based lesson study to facilitate the sharing of experiences through collaborative lesson preparation and lesson observation.</li> <li>• The teachers are experienced and possess sound professional knowledge and ready to share with new teachers.</li> <li>• The school encourages teachers to undergo professional development based on their own needs and readiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative ideas prompted from young teachers through more communication channels can enhance school development.</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• The school aligns its curriculum development with the recent trends of education development.</li> <li>• Subject Panels implement the curriculum in accordance with the direction of school development.</li> <li>• The junior level curriculum is designed to help students to better adapt to the senior DSE curriculum.</li> <li>• There are abundant choices of subject combinations for senior secondary students to meet their interests.</li> <li>• The school has clear assessment policies.</li> <li>• The school has well established curriculum evaluation measures including lesson observations and assignment inspection.</li> </ul>	<ul style="list-style-type: none"> <li>• More interdisciplinary collaboration can further enhance cross-curricular activities.</li> <li>• There could be more focus on “Assessment for learning” and “Assessment as learning”.</li> <li>• Different strategies need to be tried out to unleash students’ potential to the full</li> <li>• More resources could be allocated to help the weak students to work up to the standard</li> <li>• Extra help should be offered to help the high achievers to get through the HKDSE with flying colours.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> <li>• Academic committee appropriately serves as a platform for panel heads and teachers.</li> </ul>	
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• In general, students possess good academic abilities and positive learning attitude.</li> <li>• Students are obedient and willing to learn.</li> <li>• Majority of the students are attentive and responsive in classes and are serious in doing their assignments.</li> <li>• Learning by reading is widely encouraged in various subjects.</li> <li>• The self-directed learning culture is gradually developed.</li> <li>• Teachers are experienced, diligent, skillful, with good professional knowledge.</li> <li>• Teachers are willing to explore various strategies for the benefit of their students.</li> <li>• Teachers prepare their lessons well and are serious in their teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• More interactive learning activities can be incorporated to enable further development of students in critical analysis, problem solving and other generic skills.</li> <li>• Still room for development in self-learning attitude and creativity in student learning.</li> <li>• More cross-subjects activities could be arranged.</li> <li>• A wider range of teaching strategies can cater for students with different learning abilities.</li> <li>• The learning atmosphere could be enhanced.</li> <li>• Could develop the writing skills of students for academic writing across curriculum.</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>• The school is a caring school with very strong, structural, well-organised student support system.</li> <li>• School offers a wide range of supports and guidance for students.</li> <li>• A wide range of activities are held throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• More efforts to cater for the diverse learning needs of the students will help them to learn better.</li> <li>• Up-to-date content for General Education to match the fast changing trend in society.</li> <li>• Collaboration of discipline and counseling board can be enhanced to look after those students at the rim.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> <li>• There is good relationship among teachers and students, students are willing to share their ups and downs with teachers.</li> <li>• Students possess the CZM CORE spirit.</li> </ul>	<ul style="list-style-type: none"> <li>• Roles of class teachers should be strengthened.</li> <li>• Students should be taught to set goals and directions in life early in their junior secondary.</li> <li>• Nurturing students' integrity, self-discipline, empathy and interpersonal skills could be enhanced.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>• School has good relationship with the parents and has elected parent managers in the IMC.</li> <li>• PTA plays a positive role in mobilizing parents to support school development.</li> <li>• Alumni play a positive role in sharing experiences and giving financial support to our students.</li> <li>• School has links with external organisations to secure resources, support and to provide opportunities for students to do services to widen their perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• With the implementation of NSS curriculum, more links with external community will be beneficial for providing other learning experiences for students.</li> <li>• More involvement of parents and alumni in school activities will be a benefit.</li> <li>• There could be more exchange programs with other schools, especially other Tung Wah Schools.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>• In general, students are obedient and well-behaved.</li> <li>• Students are willing to serve, self-disciplined and polite.</li> <li>• A harmonious environment is maintained</li> <li>• Students are positive and happy at school.</li> <li>• Students are friendly and co-operative with teachers.</li> <li>• Students respect each other and school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Further strengthen students' self- image can help them to excel better.</li> <li>• Students need to learn to regulate their own learning.</li> <li>• There is room for improvement in students' self-management and time-management.</li> <li>• More opportunities should be created for students' personal development.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Students enjoy their school lives and are willing to serve the school.</li> <li>• Results in both HKCEE and HKALE are both well above the territory average.</li> <li>• Students participated in a wide range of extra-curricular activities and have obtained very good results.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential elite students could be cultivated so that more students can get 5* or 5** in HKDSE.</li> <li>• Students should be encouraged to aim high</li> <li>• More guidance should be given to students so that they are able to strike a balance between their academic work and involvement in ECA.</li> <li>• There is room for improvement in non-academic aspects.</li> </ul>

# SWOT Analysis

## Our Strengths

- School leaders are experienced, open-minded with clear vision on school development.
- Our teachers are experienced, knowledgeable, caring and dedicated, majority of them are willing to accept new ideas.
- Our school is well known and supported by students, parents and the community.
- Our students are obedient, well disciplined, courteous and willing to learn.
- Our students enjoy school-life.
- We have good and harmonious relationship among teachers and students.
- We are a traditional school with good school culture.
- 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.
- Many students lack goals and directions in life.
- 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 relatively 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.
- Our students intake has kept improving, it is expected that we can have the corresponding better results in outputs.
- School-Based Assessment introduces change in assessment culture in senior forms.
- Policy on lowering student number in classes favours interactive learning strategies 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.
- New teachers joining our team bring in innovative and creative ideas in teaching.

### **Our Threats**

- A number of experienced teachers are due to retire in coming few years.
- 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.
- Increase in the number of SEN students.
- We are among the last few EMI schools of the list, our students are not very outstanding.
- Students and teachers are too busy to pay attention to their physical and mental health.

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

- 1. To help students become active learners.**
- 2. To enhance the building of self-confidence among students.**
- 3. To foster professional leadership and capacity building among teachers.**

## School Development Plan (2015/16 - 2017/18)

Major Concerns (in order of priority)	Intended Outcomes / Targets	Time Scale (Please insert ✓)			Strategies
		15/16	16/17	17/18	
1. To help students become active learners.	<ul style="list-style-type: none"> <li>• Students are self-initiative in their learning</li> <li>• Students have a higher expectation on their academic performance</li> <li>• Students help each other in peer groups learning</li> <li>• More “Sparks” take place in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>• Each subject, especially in Junior forms, set some self-learning topics</li> <li>• Encourage students to form study-groups, reading sharing groups</li> <li>• Enrich students their self-learning ability</li> <li>• Students are to write their learning journals</li> <li>• Try out “Flipped lesson” to encourage students to have pre-lesson preparation</li> <li>• Sample notebooks distributed to guide students for note-taking</li> <li>• Expected outcomes and guidelines prepared to help students for self-learning</li> <li>• More encouragement and reinforcement to motivate students for higher achievement</li> <li>• Arrange MCE/Activities on Friday afternoon</li> <li>• Mean, upper and lower quartile mark of each subject will be printed for students as reference</li> <li>• Students are asked to scan their report cards and put them in their e-portfolio as reference</li> </ul>

Major Concerns (in order of priority)	Intended Outcomes / Targets	Time Scale (Please insert ✓)			Strategies
		15/16	16/17	17/18	
2. To enhance the building of self-confidence among students.	<ul style="list-style-type: none"> <li>• Students are aware of their strength and weakness</li> <li>• Students are confident of themselves</li> <li>• Students are endeavour</li> <li>• Students take the initiative to ask questions and explain their difficulties to teachers</li> <li>• Students support each other</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>• Form teachers help students set up achievable goals and daily working habit, time-management</li> <li>• Form teachers design class activities and functions to develop individual specialties</li> <li>• Students are guided to develop an habit of evaluating their own learning progress on a regular basis</li> <li>• Stars scheme to foster bright students</li> <li>• Sharing given by bright students and student-leaders in the morning assembly</li> <li>• Students are invited to help taking body temperature at the school entrance in the morning</li> <li>• Written evaluation reports for student organized activities are to be kept and pass down</li> <li>• All teachers will be invited to give sharing of their life-experiences in the morning assembly</li> </ul>

Major Concerns (in order of priority)	Intended Outcomes / Targets	Time Scale (Please insert ✓)			Strategies
		15/16	16/17	17/18	
3. To foster professional leadership and capacity building among teachers.	<ul style="list-style-type: none"> <li>• Teachers have a deeper understanding on “Assessment as Learning”</li> <li>• Teachers are in a better position to help students become active learners</li> <li>• Teachers are more confident in dealing with learning diversity</li> <li>• Teachers are motivated to adopt more e-learning resources to facilitate teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>• Invite experienced educators to give sharing on “Assessment as Learning”</li> <li>• Arrange professional development activities focusing on questioning and interactive strategies</li> <li>• Different subject panels can share their experiences with each other through peer lesson observation</li> <li>• Evaluate the effectiveness of different types of assignment</li> <li>• Teachers have suitable expectations on students helping them to set more demanding targets on themselves</li> <li>• Enhance communication between management and basic-ranked staff</li> <li>• Enhancing school’s WiFi infrastructure</li> </ul>