五旬節林漢光中學
Pentecostal Lam Hon Kwong School

學校發展計劃
School Development Plan
2013/2014   ~   2015/2016

School Development Plan (2013/14-2015/16)

(A) **Evaluation of the effectiveness of the previous School Development Plan (2010/11-2012/13)**

Major Concerns	Extent of targets achieved e.g.：Fully Achieved； Partly achieved；； Not achieved	Follow-up action e.g. Incorporated as routine work；Continue to be major concerns in the next SDP； Others	Remarks
1. To strengthen students' learning effectiveness and strategies and to improve students' academic performance.	Partly achieved.	Continued as the major concerns in the coming three academic years	Putting emphasis on "ways to enhance study atmosphere and learning motivation, "building up good study habits", "pedagogy enhancement" and "learning studies".
2. To develop students' moral values and positive attitude, with emphasis on spiritual education.	Mostly achieved.	Incorporated as routine work	Putting emphasis on "sex education", "voluntary service team", "promotion of moral values" and "training for prefects".
3. To nurture students' ability to engage in effective life planning, with emphasis on career education	Mostly achieved.	Incorporated as routine work	Putting emphasis on "individual counseling to S6 students about choices of department of universities".

(B) <u>Evaluation of the School's Overall Performance / Holistic Review (with special reference to "2008 Performance Indicators for Hong Kong schools")</u>

PI Areas	Major Strengths	Areas for Improvement
1. School Management	• Systematic and comprehensive review of the strengths and weaknesses are conducted within school management level (e.g. Steering Committee) and teacher level (e.g. SSE Day). • Implementation strategies are formulated and cascaded to the departments and subject panels. • Subject panels and departments have formulated concrete operational annual plans in accordance with the major school concerns. • Grants for specific purposes are suitably utilized, e.g. "Revised English Enhancement Scheme". • The decision making process is transparent with extensive teacher participation • There is good use of evidence at both the school and subject panel levels for review and analysis of the implementation of work plans (e.g. APASO and Stakeholder survey results are utilized.). • There is good communication and collaboration among subject panels, e.g., learning collaboration between Drama and English panels. • The daily running of the school is systematic. • The school is flexible in handling ad hoc issues, e.g. swine flu, Moral and National Education • The school has tried to heighten teachers' and students' awareness of crises, e.g. drop of S1 students in Shatin. • The school management effectively promotes a self-evaluation culture and makes good use of the SSE tools. • The school has utilized the evaluation findings to feedback on planning of next cycle.	• The different stakeholders (teachers, parents, students) should be further informed of the effectiveness of schoolwork. • For the SSE, due emphasis should be placed on teaching effectiveness and improving student learning outcomes.

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	• The school management has vision and aspirations. • The school management takes into full consideration the views of different stakeholders. • External resources are trapped actively to support the implementation of various measures, e.g. hiring the campus for the use of British Council. • Both the school management and the middle managers have rich professional knowledge. • A shared vision is built up and the subject panels / departments have drawn up specific plans with close reference to the school's direction of development. • Support is rendered to basic rank teachers in need. • A harmonious working atmosphere has been created. • The school management strategically empowers middle managers to share the leadership role. • Staff appraisal is conducted systematically (including teacher level, panel level and departmental level). • Internal and external resources have been utilized to strengthen teachers' professional exchange, e.g. staff development workshops are conducted.	• The staff appraisal should be further used to inform staff members of their strengths and weaknesses. • The staff appraisal should fulfill two purposes: staff development and accountability of staff (quality assurance) • The school should further be established as a learning organization. • The younger staff should be further deployed. This aims at enriching their experiences and solving the succession problem of the school.
3. Curriculum and Assessment	• The school has formulated well-defined school-based curriculum development objectives. • The curriculum development objectives align with recent trends in education development and curriculum reform. • There is a clear and concrete curriculum plans and assessment policy, e.g. academic handbook is revised and issued to teachers every year. • A board and balanced curriculum is provided to students. • Diversified learning experiences are provided to cater for the learning motivation and abilities of the students.	• More human and financial resources should be obtained to create room for teachers to carry out the curriculum strategies. • Further cross-curriculum collaboration could be arranged. • Learning English across curriculum could be further arranged.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	• The school properly deploys its human and financial resources, and creates room for teachers to carry out the curriculum strategies. • The school has strengthened teacher collaboration through collaborative lesson preparation and lesson observation. • The school has systematically maintained records of students' academic and non-academic performance of the students (e.g. the establishment of SLP). • Curriculum implementation is monitored through lesson observation and assignment inspection. • Students' performances in internal and external examinations are fully analyzed. The school has also followed up the results of such analyses.	•
4. Student Learning and Teaching	• In general, students are interested and motivated in learning. • Information technology is applied to extend students' space of learning. • Students have formed a reading habit. • In group activities, students are ready to exchange ideas. • Teachers are able to select learning content matching the teaching objectives and flexibly adopt teaching strategies. • Teachers are professional in teaching, three of our teachers (Arts Education and Chinese Language Education) have obtained the "Chief Executive's Award for Teaching Excellence" • Interactive learning opportunities are provided. • Teachers are skilful and accurate in using the medium of instruction and can raise questions at different levels to prompt students to think. • Teachers have provided specific feedback to the students. • Teachers have a good understanding of students' learning progress.	• The learning motivation of the low achievers should be further enhanced. • Students should further acquire reading strategies and possess comprehension, analytical and thinking skills. • The teachers are experienced. Yet, they may not be so ready to adopt new teaching pedagogies. Thus, the pedagogies of teachers could be further enhanced through lesson studies and lesson observations. • Timely and continuous praise could be provided to the students. • Teachers should be encouraged to have more outside contact for learning and teaching, e.g. joint-school setting of mock examination papers • Teachers should have higher expectations on students

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	• The school systematically identifies students' varied needs for development support. • There is a good coordination and monitoring mechanism. • There is a whole-school policy on support for student development (with the cull cooperation between Discipline and Counselling). • The school provides students with various kinds of support services and programmes. • The school has also made use of life events and social issues to guide students in reflection, e.g. drug abuse • Systematic training is provided to student leaders. • The school has provided various kinds of developmental, preventive and remedial counselling services. • Through career-related programmes, the school helps students to understand the significance of pursuing further studies. • The school has strategically fostered a caring and supportive campus. • The school has a clear mechanism to identify SEN students early. • The staff and students love their life in the campus and there is strong cohesion among them.	• Continuous emphasis should be placed on perseverance, respect for others, responsibility, national identity, commitment and integrity. • A school-based curriculum on moral education should be prepared for the junior form students • Teachers should be encouraged and provided space to conduct educational research.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	• The school regards parents as significant partners. • The PTA of the school is a good platform for home-school cooperation. • The members of the PTA are enthusiastic and proactive. • Through diversified parent education activities (e.g. parent talks), it helps parents enhance the knowledge and skills needed for educating their children. • The school maintained close ties with the community, e.g. PHAB Association (傷健協會) • The school brings in external expertise (e.g. PE professor of Chinese University) to collaborate with the teachers to promote school-based curriculum reform. • The alumni care about the development of the school.	• Since the Alumni Association was newly established, a closer relationship should be built up between the school and it.
7. Attitude and Behaviour	• Comparatively speaking, students' self-concept is quite good. • Most students have good attitude towards learning. • Students' moral behaviour is quite good. • Most students have good value standard. • Students' self-management skills are acceptable. • In general, students maintain good relationship with their peers and some of them have good social and leadership skill. • Students are quite self-disciplined.	• More work could be done on students' "appearance self". • Students' attitude towards learning has room for improvement. • Students have to be better equipped to face the challenges of our society. • More value education is needed to equip our students. • Students have to learn more self-management skills to foster a healthy lifestyle. • Students have to learn social and leadership skills systematically. • Students' behaviour and self-discipline has room for improvement.

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	- In general, students' performance in internal assessment is satisfactory. - In general, students' performance in public examinations is satisfactory. - Students have good and outstanding achievements and performance in academic-related areas such as Speech Festival - Students have good participation and achievements in the school's extra-curricular activities, e.g. drama performance - Students have good participation and achievements in inter-school activities and open competitions, e.g. volleyball, soccer competition - Concerning students' levels of physical fitness (in term of BMI), most of the students are up to the standard. - For the physical test organized by Physical Fitness Association of Hong Kong (香港體適能總會), about 80% of our students are above the average.	- For S3 and S5 students of 2012-2013, their performance in internal assessment has room for improvement. - Students' performance in TSA has room for improvement - The value-added results of our school have room for improvement. - Students could be offered more opportunities to participate academic-related competitions and exhibitions. - Follow up work is necessary for extreme cases of students (i.e. either too fat or too slim)

(C) SWOT Analysis

(I) Our Strengths
- A strong teaching team (with 3 teachers obtaining "Chief Executive's Award for Teaching Excellence" in Arts Education and Chinese Language Education)
- There is good use of evidence at both the school and subject panel levels for review and analysis of the implementation of work plans.
- A well-established SSE culture in the school.
- A harmonious working atmosphere has been created.
- A well-defined school-based curriculum has been formulated.
- A well-established culture of lesson collaboration
- A well-established whole-school policy on support for student development.
- A well-established culture of parents and school cooperation.
- Being a Band 1 school and having a good reputation in the district

(II) Our Weaknesses
- We need more time for teachers to change the pedagogy and adopt the students / learning centered teaching approach.
- The average age of the teachers is high, they tend to have more reservation about change. Further encouragement and explanation for the necessity of change is necessary.
- The school needs to be established as a learning organization.
- More human and financial resources should be obtained to create room for teachers to carry out the curriculum reform.
- The learning motivation of the academic low achievers needs to be further enhanced.
- The English environment of the school needs to be strengthened.
- The school campus is quite old and continual renovation work is needed.
- The bridging between the junior and senior curriculum needs to be strengthened and enhanced.

(III) Our Opportunities
- Additional income by hiring the school campus to the British Council
- The MNE (Moral and National Education) funding ($530,000) can be utilized for moral education.
- Our teachers are being awarded "Chief Executive's Award for Teaching Excellence". They can be served as mentors and pioneers of pedagogies.
- Being an EMI school, our school is still welcome by the primary school parents and students.
- Teachers are aware of the drop of population of secondary school students, this is an incentive for them to have changes.

(IV) Our Threats
- Dropping of population of secondary school students
- In 2016, there is a review on "Maximum number of places which PLHKS is given professional discretion to determine the MOI arrangements" (i.e. whether the status of being an EMI school can be kept or not.) The review is based on the intake of S1 students in 2014/15 and 2015/16.
- Competitions among schools in the Shatin district is keen.
- Parents / public unsatisfied demand on schools will generate huge workload for teachers.
- SEN students and parents have increasing demand on school

(D) Major concerns for School Development Plan (2013/14-2015/16)

    (1) School Major Concern 1: Enhancing study atmosphere and learning motivation of students by Setting clear targets for different forms:

1.1 General targets:

1.1.1   Need to emphasize from time to time that students should target their future at university, developing interest and acquiring knowledge.

1.1.2   Informing different forms about their targets in the first assembly of the school year.

1.1.3   Assigning form coordinators in the Studies Department to coordinate with class teachers and subject teachers in each form.

1.2 S1:

1.2.1   Informing students that their target are:

    1.2.1.1   Completing their studies and go to the universities.

    1.2.1.2   Developing interest

    1.2.1.3   Acquiring knowledge

1.2.2   Focus:

    1.2.2.1   Emphasis that students should focus on learning, rather than playing.

    1.2.2.2   **Study habit building**:

1.2.3   Caring and mindful but strict teachers would be assigned to be S1 form teachers.

    1.2.3.1   An additional 30-minute lesson should be arranged every day after school during September (Or utilizing the reading lesson). It aims at allowing the class teacher to check if the students have jotted down the homework or not and to know more about the students.

    1.2.3.2   Those form teachers should work as a team to decide on the good habits to instill in students and share experience.

    1.2.3.3   The teaching load of the S1 form teachers would be reduced a little bit.

1.2.4   Requesting students to do the homework seriously. For students who always miss the homework, special treatment would be offered, rather than just giving them demerits.

1.2.5   Students have to be trained to develop the following study skills: self-learning strategies, independent learning strategies, enquiry learning and collaborative learning.

1.2.6   Allocating mentor for the students in need.

1.2.7   Investigate the possibility of organizing after-school homework tutoring classes, e.g. study prefects.

1.3 S2:

1.3.1   Need to emphasize from time to time that students should target their future at university, developing interest and acquiring knowledge.

1.3.2   Focus:

    1.3.2.1   Homework submission

    1.3.2.2   Voluntary study groups

1.3.3   Organizing study groups

    1.3.3.1   Organizing "study groups" with alumni as tutors in S.2. The duration of the groups could be 2 to 3 months per phase. Students have to pay for it. The study groups would be conducted two times per week.

1.3.3.2   School team leaders have to be "role model" that they have to encourage and monitor their teammates to study. The rationale for enhancing the study atmosphere would be explained to the coaches and there would be more communication with them.

1.3.4   Building up a strong language foundation of students to manage other NSS subjects in senior level, e.g. studying the possibility of assigning one English teacher with only 2 full English classes to teach afterschool extra English lessons for weaker students. (And the S.5 enhancement classes for those who have dropped one elective subject)

1.3.5   Arranging programmes for students to be exposed to NSS elective subjects which they have not encountered in the junior forms. (If live demonstration cannot be arranged, may consider videotaping some lessons and show interested students at designated times year after year.)

1.3.6   Requesting students to do the homework seriously. For students who always miss the homework, special treatment would be offered, rather than just giving them demerits.

1.4 S3:

1.4.1   Need to emphasize from time to time that students should target their future at university, developing interest and acquiring knowledge.

1.4.2   Focus:
    1.4.2.1   Homework submission
    1.4.2.2   Exploring the NSS Curriculum

1.4.3   Arranging programmes for students to be exposed to NSS elective subjects which they have not encountered in the junior forms.

1.4.4   Requesting students to do the homework seriously. For students who always miss the homework, special treatment should be offered, rather than just giving them demerits. For the problematic students, the practice of "opening a special file for recording the student's misbehavior" would be considered.

1.4.5   Touring around universities and inviting alumni to lead the tours.

1.5 S4:

1.5.1   Emphasis on the target of entering universities to study.

1.5.2   Introducing the university programmes as early as possible.

1.5.3   Arranging visits to the universities through the Department of Careers.

1.5.4   Helping students to be exposed to the admission requirements of various university programmes through the Department of Careers.

1.5.5   Reminding students that the tackling of the 3-years syllabuses is an uphill task and they should start from doing all assignments and revising all tests seriously. This would involve sharing from alumni.

1.5.6   Arranging career talks by inviting a group of alumni with different professions or jobs to share with their fellow schoolmates the job nature and how to pave a way for those professions.

1.5.7   Reminding students to make good use of the summer holidays for study. Students would be required to submit work at regular intervals during the holiday so that they could not just scribble through all their summer holiday assignments at the end of the holiday.

1.5.8   Requesting students to do the homework seriously. For students who always miss the homework, special treatment should be offered, rather than just giving them demerits.

1.5.9   Imprinting the message that "the S4 summer vacation is for revision" to the S4 students.

1.6 S5:
1.6.1   Adopting a whole-school approach by limiting amount of students' activities in a week and focusing on academically related activities.
1.6.2   Limiting after school activities of students to 5:30 p.m. / 6:00 p.m.
1.6.3   Arranging more talks on university programmes through the Department of Careers.
1.6.4   Imprinting the message that "the S5 summer vacation is for revision" to the S5 students. Students would also be reminded that there would be supplementary lessons and even a preliminary mock examination in late August / early September for some subjects.
1.6.5   Requesting students to do the homework seriously. For students who always miss the homework, special treatment should be offered, rather than just giving them demerits.

1.7 S6:
1.7.1   Arranging pre-mock examination on elective subjects (might not be all) in the late summer vacation or early September.
1.7.2   Studying the possibility of arranging study rooms everyday afterschool till 9:00 p.m. for students to revise.
1.7.3   Investigate the possible ways of alleviating the stress of S6 students.
1.7.4   Delaying the mock examination to post-Lunar New Year holiday or in between it.

1.8 Enhancing students' learning attitude
1.8.1   Increasing the number of awards so that more students can get encouraged.
1.8.2   Enhancing the attractiveness of the awards, e.g. investigating the possibility of arranging some awards as cash grants.

(2)   <u>**Major Concern 2: Enhancing pedagogies, cross-curricular collaboration, school curriculum and assessment practices**</u>

2.1   **Improvement on pedagogy through the implementation of "Learning Studies"** (優化課堂計劃)

    2.1.1   Developing sense of crisis among the teachers on the following issues:

       2.1.1.1   Dropping of population of secondary school students

       2.1.1.2   In 2016, there is a review on "Maximum number of places which PLHKS is given professional discretion to determine the MOI arrangements" (i.e. whether the status of being an EMI school can be kept or not.) The review is based on the intake of S1 students in 2014/15 and 2015/16.

    2.1.2   Explaining and sharing the vision of the school in upholding the "EMI school status" through modification in pedagogy.

    2.1.3   Setting up an ad hoc group in Department of Studies to coordinate the implementation of learning studies (improvement in pedagogy) among the subject panels

       2.1.3.1   Inviting and deploying the experienced teachers on "Learning Studies" to involve in planning and implementation

       2.1.3.2   Seeking help from tertiary organization such as Hong Kong Institute of Education

       2.1.3.3   Inviting some subject panels as pioneers such as Performing Arts, Liberal Studies, BK, Music, Visual Arts, Chinese Language and English Language

       2.1.3.4   Arrange presentations of the pioneered subject panels in the staff development meetings so as to build up the culture.

2.2   **Introduction of "Creative teaching strategies"**

    2.2.1   Deploying our own teachers or inviting outside speakers to introduce "Creative teaching strategies" to our teachers.

    2.2.2   Incorporate the "introduction of creative teaching strategies" as the main theme of staff development

    2.2.3   Coordinate the existing "Teachers' Lesson Collaboration" of our school as a platform for teachers to share and utilize the creative teaching strategies in lessons.

2.3   **Build up the culture of cross-subjects / cross-curricular collaboration**

    2.3.1   Collaboration between the senior forms Language subjects and Liberal Studies (Independent Enquiry Study / IES)

    2.3.2   Collaboration between S4-5 Drama and SBA of English and Chinese Language

    2.3.3   Learning English across curriculum

       2.3.3.1   Learning S1 English Reading with Drama

       2.3.3.2   Coordination between English and other subject panels about the reading and comprehension materials.

2.4   **To optimize** (優化) **the school curriculum and assessment**

    2.4.1   Involving panels in bridging the curriculum (both the depth and width) of junior and senior forms. The following are suggestions from the examples of other schools.

       2.4.1.1   Introducing the concept of "Independent Enquiry Study" to the junior form Liberal Studies students

2.4.1.2 Introducing the concepts of "poems and short stories" to the junior form English Language students.

2.4.2 Involving panels in evaluating the assessment practice, with the aim of providing more "assessment for learning" and "formative assessment". Different modes of assessment would be encouraged, e.g. peer assessment and self-assessment.

2.5 To strengthen the effectiveness of using English as medium of instruction

2.5.1 Upgrading the capability and English proficiency of teachers (including both academic and cultural subjects) through staff development programmes.

2.5.2 To strengthen the support measures for using English as medium of instruction

2.5.2.1 Arranging bridging programme for S1 students and other students

2.5.2.2 Providing a language environment conducive to learning in English in the audio aspects

2.5.2.3 Providing a language environment conducive to learning in English in the visual aspects

2.5.2.4 Developing the English reading habit of students continuously, e.g. "Read and Gain" Scheme for S1-5 students

2.5.3 Upgrading the English curriculum

2.5.3.1 "Learning English through Drama" curriculum at S1 level.

2.5.3.2 A new school-based speaking curriculum for English Language

2.5.3.3 Learning and teaching guidebooks for Arts Education

2.5.3.4 Teaching kit on public speaking

2.5.3.5 Debating training manual

2.6 Introducing modified assessment practices

2.6.1 Having higher expectations on students, the examination should cover whole year's subject content

2.6.2 Investigating the possibility of amending the existing practice of uniform tests, so as to enhance the study of students.

(3) Major Concern 3: To foster students' moral values and positive attitudes towards life

3.1. Exploring other ways to promote sex education in school

3.1.1 Writing the scope of sex education.

3.1.2 Developing the "Sex Peer Counselor Team".

3.1.2.1. Restructuring the Team.

3.1.2.2. Providing training for the counselors

3.1.3 Cooperating with other organizations to arrange workshops, talks and activities

3.1.4 Cooperation among different departments

3.1.5 Exploring different ways to promote sex education

3.1.5.1. Integrating sex education in moral education lessons.

3.1.5.2. Organizing sex education activities for a few days.

3.1.5.3. Providing workshops for students in need.

3.1.5.4. Evaluating the effectiveness of sex education after the trail arrangements.

3.1.6 Promoting cooperation between the school, parents and students in handling sex issues.

3.1.6.1. Organizing interviews with parents and students

3.1.6.2. Enriching parents' and students' knowledge in handling sex issues by organizing talks or workshops.

3.2   Promoting students' moral values and positive attitudes (e.g. thankfulness, appreciation, respect and integrity)

3.2.1 Cooperating with other departments and panels to organize activities.

        3.2.1.1   Organizing activities related to the School Theme.

        3.2.1.2   Sharing by students with emphasis on moral values and positive attitude.

        3.2.1.3   Providing reading materials to enhance the development of junior form students' moral attitudes.

        3.2.1.4.   Preparing guidelines on suggested moral topics for teachers to share in the morning assemblies.

3.2.2 Cooperating with other organizations to arrange activities.

        3.2.2.1   Special talks delivered by guest speakers or professional institutions to foster students' moral values and positive attitudes.

3.2.3   Helping students to build up a correct outlook on life and value of life

        3.2.3.1.   Organizing "I Can Do It" Campaign

        3.2.3.2.   Organizing award schemes for students with good performance and positive attitudes.

        3.2.3.3.   Organizing Guru and Star in Class activities to praise students with excellent performance in conduct and to cultivate a healthy life style and habits among them, e.g. being helpful, caring, and polite.

        3.2.3.4.   Organizing "We Can Do It" Campaign to foster students' sense of striving for excellence.

        3.2.3.5.   Organizing the Model Class Competition to reinforce students' sense of belonging.

3.3. Strengthening students' sense of sharing and caring

    3.3.1.   Arranging students' and teachers' sharing of successful changes.

    3.3.2.   Organizing the Cleanliness Contest to promote the sense of caring our campus.

    3.3.3.   Strengthening students' sense of good neighborhood.

3.4   Enhancing the effectiveness of the Voluntary Service Team

    3.4.1.   Evaluating the present composition of the team and make appropriate changes.

    3.4.2.   Providing training workshops for team members.

    3.4.3.   Organizing camps to build up the team spirit.

    3.4.4 Providing chances for the team members to explore our society and get different experiences, for example, knowing different social groups and ethnic groups.

    3.4.5 Evaluating the effectiveness of different programmes.

3.5   Fine tuning the training programmes for Prefects

    3.5.1.   Organizing workshops for prefects to strengthen their social skills and problem solving skills.

    3.5.2.   Sharing by former prefect heads in the prefect training programs.

    3.5.3.   Restructuring the team.

    3.5.4.   Designing the focus of prefect training.

    3.5.5.   Strengthening the team spirit and focusing more on the leadership training for S4 committee members

    3.5.6.   Recruitment of prefect cadets in S.2

    3.5.7.   Self- evaluation in the prefect team

    3.5.8.   Re-establishing the inter-school prefect activities with neighborhood schools

Time schedule for the implementation

School Major Concerns		Year		
		2013/14	2014/15	2015/16
1.	**School Major Concern 1:** **Enhancing study atmosphere and learning motivation of students by Setting clear targets for different forms**	✔	✔	✔
2.	**School Major Concern 2:** **Enhancing pedagogies, cross-curricular collaboration, school curriculum and assessment practices**	✔	✔	✔
3.	**School Major Concern 3:** **To foster students' moral values and positive attitudes towards life**	✔	✔	✔