

SKH LAM WOO MEMORIAL SECONDARY SCHOOL



School Development Plan 2015 - 2018

SKH Lam Woo Memorial Secondary School

School Development Plan

(2015-2018)

Major Concerns

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SKH Lam Woo Memorial Secondary School

School Motto

The Truth Will Make You Free.

(John 8:32)

Mission Statement

Keeping in step with the spirit of Jesus Christ our Lord, it is our mission to provide students with an all-round education aimed at excellence in spiritual, ethical, intellectual, physical, inter-personal and aesthetic development.

We aim at cultivating our students with the qualities of a LAMWOOER: leadership, ardour, modesty, wisdom, optimism, originality, empathy and responsibility.

School Goals

1. *Channel the school including staff and students towards clear, commonly shared goals that lead to the betterment of students.*
2. *Help students develop a global vision and have a better understanding of their community, Hong Kong and worldwide.*
3. *Help students explore their potential in academic ability and non-academic development.*
4. *Encourage students' learning to go beyond the classroom and formal lesson time.*
5. *Cultivate and equip students with the 9 generic skills to help them work within, and adapt to a rapidly changing employment, social and economic climate.*
6. *Cultivate positive values and attitudes to ensure students could play a contributory role in the community*
7. *Provide a broad curriculum (e.g. remedial class, high achievers class) to cater to students' learning diversities.*
8. *Provide students with a language rich environment so that they can become fully bi-literate & tri-lingual.*
9. *Maximize the use of IT to enhance the efficiency of teaching and learning.*
10. *Create opportunities for teachers to collaborate and conduct professional exchange.*
11. *Enhance the effectiveness of communication channels with the stakeholders of our school, including staff, parents, students and alumni.*

Holistic Review

Effectiveness of the previous School Development Plan

1. Major Concern Priority 1: Active Learning

	Areas	Extent of Targets Achieved	Follow-up Actions	Remarks
1	Motivating students to learn from role models and peers	<p>Largely achieved:</p> <p>1.1 Programs such as alumni sharing, peer mentorship programs received positive feedbacks in general.</p> <p>1.2 Knowledge towards goal setting was improved as shown in Stakeholders' survey.</p>	<p>1.1 Peer mentorship program would be extended to school sport and music teams to enhance its effects</p> <p>1.2 Sharing in the morning assemblies would be kept in the next SDP. They would be sectioned by level and type to better fit the new School Major Concerns.</p> <p>1.3 Goal setting and follow-up would be integrated into School Major Concern 2 (2015-18): Flouring Life as it fits the themes better</p>	
2	Creating an active learning environment	<p>Partly achieved:</p> <p>2.1 Reading habit, reading atmosphere were not enhanced even though a series of reading promotion programs were implemented.</p> <p>2.2 The goal to involve more teachers from LS, IS, Eng, ICT and Physics departments to experience mobile</p>	<p>2.1 Reading lessons would be re-structured in the next SDP to improve effective of reading lessons</p> <p>2.2 The programs would be kept in the next SDP to keep track with the educational trend. The scale would be depend on the readiness of staff and hardware.</p>	

		<p>learning was achieved. Teaching package for some topics were developed however, there is still room for improvement to utilize its pedagogical benefits.</p> <p>2.3 In most subjects, students actively take-notes during lessons. In some subjects, students were taught the subject specific note-taking skills. But there is still room for improvement to integrate high-order thinking elements into note-taking.</p>	<p>2.3 Note-taking would be kept in the new SDP. Focuses would be put to on taking the notes more effectively with more high-order thinking elements.</p>	
3	Promoting active learning through teaching	<p>Largely achieved:</p> <p>3.1 Professional development programs received positive feedbacks in general</p> <p>3.2 All departments conducted co-planning activities focusing on developing pedagogies to boost active learning</p> <p>3.3 Majority of the students, give positive feedbacks in Course Evaluation on items related to “teaching environments” which include teachers’ enthusiasm, teaching of learning skills etc.</p> <p>3.4 However, there is still room for improvement in creating activities to engage students in higher order thinking and making the products of professional exchange activities more sustainable.</p>	<p>3.1 There would be at least one program per year matching the task(s) of the School Major Concern in the next SDP</p> <p>3.2 This program would be kept in the new SDP</p> <p>3.3 Course Evaluation would be incorporated as routine work, with modifications to evaluate the tasks of Major Concern more effectively.</p> <p>3.4 There should be measures in the new SDP catering for this.</p>	

Major Concern Priority 2: Character Building

	Areas	Extent of Targets Achieved	Follow-up Actions	Remarks
1	To cultivate an atmosphere of Character Building in lower forms so that they can grow up to be a role model	<p>1.1. Subject departments, especially languages subjects, RE and LS, adopted teaching and learning activities to infiltrate these virtues and values</p> <p>1.2. The committees and sections in school helped to develop the junior form students in their responsibility, accountability, commitment and respect for others.</p> <p>1.3. Leadership training programs were held by different parties in school, like SU, Leadership and Development Section, etc., the elements required to be a leader are brought to notice by the junior students.</p> <p>1.4. Students' awareness of the importance of the various virtues and values were aroused through School Assemblies and Form Morning Assemblies</p>	<ul style="list-style-type: none"> ● Value education through formal curriculum and informal curriculum, through ECA and other moral education lessons are going to be held in the coming years. 	
2	To arouse students' awareness of being accountable for their roles	<p>2.1 Teachers in-charge of the Student Union helped their executives to understand their roles and be accountable to what they have promised during the election process.</p>	<ul style="list-style-type: none"> ● Infiltration of values through the organization of school activities and participation in competitions. 	

		2.2 Committees and sections in school helped to develop the helpers and executives in their accountability through their involvement in organizing different activities in their school parties.		
3	To develop students' sense of commitment in their roles	<p>3.1. Teachers in-charge of the ECS had brought the attention of students to be committed to the classes, clubs and societies that they have enrolled. They would show their commitment by active participation in the various groups and having a good attendance throughout the activity period.</p> <p>3.2. The committees and sections in school helped to develop the helpers and executives in their commitment through their involvement and proper attendance in different activities in their school parties.</p>	<ul style="list-style-type: none"> ● The nurturing of a sense of belonging in various school parties are brought forward in the coming years. 	
4	To enhance students' respect for others in interpersonal relationships in daily school life	<p>4.1. All teachers and school staff engaged in cultivating and enforcing these values into students in daily school life</p> <p>4.2. Senior form students were reminded to be role models for respecting each other in interpersonal relationship.</p> <p>4.3. Students were reminded to listen and be acceptance in the lesson time and outside lesson activities.</p>	<ul style="list-style-type: none"> ● The atmosphere of respect for others is addressed in the coming years through a different approach. 	

		4.4. Students of good role models were nominated to be eligible to the Most Polite Student Award.		
5	To develop the senior form students so that they can practice autonomy in a reliable manner	<p>5.1. The DS and SU were more aware of developing students to possess the ability and reliability to practice autonomy in their parties. Through the leadership programs, senior form students were encouraged to develop their autonomy.</p> <p>5.2. The committees and sections in school helped to develop the helpers and executives through appropriate feedback and advice throughout the activity period.</p>	<ul style="list-style-type: none"> ● Senior form students are brought to aware of their roles in different committees and sections so that they can aim at developing themselves towards this aspect. 	
6	To provide training to teachers and parents	<p>6.1. By working together with PTA, the rationales of promoting accountability, commitment, respect others and autonomy were brought to the awareness of parents. Overprotection of their children should be avoided.</p> <p>6.2. Teachers were led to have more reflection and insight over educating the students on these values.</p>	<ul style="list-style-type: none"> ● Through talks and staff development programs, the ideas and culture are developed in school as well as in families. 	

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 systematically collects data on learning and teaching with a view to monitoring students' performance and progress The school actively reports to teachers, students and parents results of its self-evaluation The school support staff professional training and respect their professionalism 	<ul style="list-style-type: none"> Organization structure and committees need to be streamlined More communication on rationale of main policies and difficulties/factors considered so as to enhance the transparency of decision-making process
2. Professional Leadership	<ul style="list-style-type: none"> School leaders have an amicable working relationship with teachers School leaders provide effective guidance to and facilitate collaboration among teachers 	<ul style="list-style-type: none"> Effectiveness of overseeing school work
3. Curriculum and Assessment	<ul style="list-style-type: none"> School-based curriculum well-established Subject panels are able to monitor curriculum implementation of their own subjects Small class teaching, e.g. divide 4 classes into 5 in F.4-F.6 (2) so as to better cater for learning diversities Culture of peer lesson observation 	<ul style="list-style-type: none"> Coordination of the approach and focus of subject collaboration Homework and detention class policy need to be reviewed
4. Student Learning and Teaching	<ul style="list-style-type: none"> Teachers' professional knowledge in subject areas Teachers' professionalism and autonomy in teaching 	<ul style="list-style-type: none"> Students' motivation, initiative and confidence in learning Teacher-student interaction in lessons
5. Student Support	<ul style="list-style-type: none"> Diversity of ECA to suit students with different abilities Value education Leadership training for students in different levels Teacher-Student conference can facilitate communication and enhance understanding between teachers and 	<ul style="list-style-type: none"> More time for teachers to develop relationship with and take care of students, teach them values and share life experience Cut down the number of student activities with same nature
6. Partnership	<ul style="list-style-type: none"> Strong support from stakeholders, such as parents, alumni and members of school management committee 	
7. Attitude and Behaviour	<ul style="list-style-type: none"> Students are well-behaved 	<ul style="list-style-type: none"> Consensus of school rules need to be enhanced
8. Participation and Achievement	<ul style="list-style-type: none"> Excellent academic results Students have good performance in different fields 	<ul style="list-style-type: none"> More concern about low achievers and their parents. Don't over emphasize successful students and teams

SWOT Analysis

	Strengths	Weaknesses	Opportunities	Threats
School	<ul style="list-style-type: none"> • Doing well in academic performance • Small class size • Harmonious relationship 	<ul style="list-style-type: none"> • Not enough open space 	<ul style="list-style-type: none"> • IMC will be set up in August 2015 • More classrooms & space available due to VOCSS 	<ul style="list-style-type: none"> • Intake of students of greater learner diversity
Teachers	<ul style="list-style-type: none"> • Dedicated & experienced in most cases • Teachers are ready to share and cooperate 	<ul style="list-style-type: none"> • Inadequate teacher-student communication 		<ul style="list-style-type: none"> • NSS curriculum posing a lot of pressure; tight schedule
Students	<ul style="list-style-type: none"> • Aspiration for academic achievement • Well-behaved • More parties willing to contribute to their OLE 	<ul style="list-style-type: none"> • Come mostly from lower socio-economic status • No purposeful learning in some students especially. in junior forms • Passive in learning • Weak in self-management so homework submission is becoming a problem in some junior form students • No time for reading for leisure 	<ul style="list-style-type: none"> • Tertiary institutes providing a lot of opportunities for students to understand their preferred courses of studies 	<ul style="list-style-type: none"> • A lot of pressures from DSE curriculum & SBA • Facing uncertainty & stress in seeking entrance requirement for tertiary institutes, interviews, SBAs & revision in F6
Parents	<ul style="list-style-type: none"> • Highly appreciative of school efforts • Good home-school cooperation 	<ul style="list-style-type: none"> • Out of wits regarding educating their children 	<ul style="list-style-type: none"> • Parent manger will participate in IMC 	<ul style="list-style-type: none"> • Hard-pressed working environment so parents cannot focus on their children's development

	Strengths	Weaknesses	Opportunities	Threats
Curriculum	<ul style="list-style-type: none"> • School-based curriculum well-established in core subjects • Initiatives in cater for learning diversities are well arranged 	<ul style="list-style-type: none"> • Tight curricula & SBAs in all subjects 	<ul style="list-style-type: none"> • Revision of curricula in senior form subjects by EDB and HKEAA 	<ul style="list-style-type: none"> • LS, BAFS & Econ curricula are especially hard-pressed for students • Tight NSS curriculum eating into holidays
Learning and Teaching	<ul style="list-style-type: none"> • Excellent academic performance in public exams • School allocates a lot of resources to academic aspects • Assistant teachers provide a lot of support 	<ul style="list-style-type: none"> • A lack of purposeful learning in junior forms • Homework and detention class policy need to be reviewed 	<ul style="list-style-type: none"> • eLearning is catching on. It will foster communication and interaction among teachers and students 	<ul style="list-style-type: none"> • Teachers have to take time to learn and adapt to new technology for implementing eLearning
Assessment	<ul style="list-style-type: none"> • Assessment for learning has gained recognition & become part of school culture • Multi-mode assessment 	<ul style="list-style-type: none"> • SBAs take up a lot of learning & teaching time • Uneven requirement of time for SBAs across subjects 		<ul style="list-style-type: none"> • Inadequate revision of SBAs by HKEAA
Professional Development	<ul style="list-style-type: none"> • Professional exchange programmes in subject areas are conducted with neighboring schools 	<ul style="list-style-type: none"> • Difficult to arrange programs catering to needs of all teachers 	<ul style="list-style-type: none"> • Many training courses on eLearning are provided by EDB 	<ul style="list-style-type: none"> • Inadequate course for teachers to receive training in SEN
School Network	<ul style="list-style-type: none"> • Network formed in oral practices and student exchange • Network formed with overseas universities 		<ul style="list-style-type: none"> • Network with selected primary schools is continuous strengthened 	

School Development Plan (2015-2018)

Major Concern Priority 1: Lifelong Learning 終身學習

Targets	Time Scale			A General Outline of Strategies
	15/16	16/17	17/18	
1. Cultivating good learning attitude, skill and habits for lifelong learning	✓	✓	✓	1.1 F.1 & F.2 peer mentorship program to cultivate good learning habits 1.2 F.1-F.5 Peer mentorship program to enhance learning in school sports and music teams 1.3 Sharing by alumni / teachers / students / education professionals in the morning assemblies on attitudes and skills for lifelong learning 1.4 Enhance note-taking strategies (1516: F.1-2, 16-18: F.1-3) to boost active learning 1.5 More structured Reading To Learn lessons to cultivate good reading habits
2. Effective lessons	✓	✓	✓	2.1 Co-planning, peer lesson observation and Parallel Lessons to boost professional exchange 2.2 Opening of classroom for classroom walk-through - Senior teachers - All staff 2.3 Professional developments on effective lessons 2.4 Reflection and of teaching through evaluation data - Course Evaluations - Lesson observation by Principals / academic section heads / panel heads 2.5 Sustainable developments in pedagogy and learning skills through development of subject-based learning skill booklet 2.6 Boost effective lessons through Mobile Learning

Major Concern Priority 2: Flourishing Life 豐盛人生

Targets	Time Scale			A General Outline of Strategies
	15/16	16/17	17/18	
<p>1. Positive Emotion 正向情緒</p> <p>to enable students to develop a stronger understanding of their emotions and those of others.</p> <p>to create opportunities for our school community to experience and savor positive emotions such as VIA characters (e.g. Kindness, gratitude, forgiveness, love)</p> <p>to encourage all students to be able to initiate, experience, extend, and build up positive emotions in their lives.</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>1.1 Infuse Positive thinking in lessons</p> <p>1.2 Talk on Flourishing Life (PERMA Model)</p> <ul style="list-style-type: none"> - Staff Development Day - Morning Assembly <p>1.3 Flourishing Teens Project (LW Life PAD program)</p> <p>1.4 VIA characters enhancement programme</p>

Targets	Time Scale			A General Outline of Strategies
	15/16	16/17	17/18	
<p>2. Engagement 全心投入</p> <p>to help students experience complete immersion in activities through understanding the nature of engagement, the pathways to it, and the impact it has on individual well-being.</p> <p>to find sources of interest and passion in their lives.</p> <p>to facilitate students to identify their strengths, as to let them consciously engaging in work and activities that make them feel most confident, productive and valuable.</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>2.1 Careers & Life Planning Education</p> <ul style="list-style-type: none"> - Workshops - University / Company Visits - Job Shadowing opportunity - Talks <p>2.2 Infuse the meaning of engagement in lessons</p> <p>2.3 Flourishing Teens Project (LW Life PAD program)</p>

Targets	Time Scale			A General Outline of Strategies
	15/16	16/17	17/18	
3. Relationships 人際關係 to facilitate students explore the importance of connectedness and strong relationships for well-being. to develop social and emotional skills that nourish their relationships with the self and the others.	✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	3.1 Big Brother Big Sister Scheme 3.2 Interpersonal Relationship and Team Building (Careers & Life Planning Education) - Workshop - Study Tour, Service Tour 3.3 Learning social skills in lessons 3.4 Flourishing Teens Project (LW Life PAD program)

Targets	Time Scale			A General Outline of Strategies
	15/16	16/17	17/18	
<p>4. Meaning 目標意義</p> <p>to explore students' understanding, belief, and serving something greater than the self and willingly engaging in activities for the benefit of others.</p> <p>to encourage students to draw on their character strengths (mainly VIA characters) in ways that contribute to the welfare of others and the greater community.</p> <p>to help students recognize that belonging to a supportive school community is a strong pathway to meaningfulness and well-being.</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>4.1 Social services</p> <p>4.2 Flourishing Teens Project (LW Life PAD program)</p> <p>4.3 characters enhancement programme</p>

Targets	Time Scale			A General Outline of Strategies
	15/16	16/17	17/18	
<p>5. Accomplishment 成就回饋</p> <p>to help students appreciate their effort and consolidate the experience in the learning process.</p> <p>to help students to be thankful to God and other parties involved in the achievement.</p> <p>to develop students for self-cultivation so as to strive for goals those are both highly rewarding to the self and beneficial to the greater community.</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>5.1 Activities on Thanksgiving and Christian Life</p> <p>5.2 Leadership Trainings</p> <p>5.3 Flourishing Teens Project (LW Life PAD program)</p>

Targets	Time Scale			A General Outline of Strategies
	15/16	16/17	17/18	
<p>6. Teacher training and parent education</p> <p>By working together with PTA, the rationales of promoting accountability, commitment, respect others and autonomy are brought to the awareness of parents.</p> <p>Teachers are led to have more reflection and insight over educating the students on VIA characters and PERMA models.</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>6.1 Parents Talk</p> <p>6.2 Group / Individual Counselling</p> <p>6.3 VIA characters enhancement programme</p>