

TWGHs Kap Yan Directors' College

School Development Plan (2005/06 - 2007/08)

T.W.G.Hs. Educational Mission

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 and 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.

Our Present Situations:

Strengths

- Majority of the students are of high academic abilities, well disciplined and have clear goals for further studies.
- School is well accepted in providing an all-round education with remarkable achievements in a number of extra-curricular activities.
- The school has a convenient location next to the railway station with well equipped I.T. infra-structure.

Weaknesses

- Differentiation of student abilities due to the 3-band system of school places allocation.
- Students in North District have less exposure to metropolitan experiences and some have insufficient family support.
- There is room for improvement in professional sharing and collaboration among teachers from different departments / subject panels.

Opportunity

- Staff members are willing to accept new ideas and want to maintain EMI status
- Opportunities of external professional support in new projects (VITAL, DOLACEE, etc.)
- There is room for greater support from parents and alumni

Threats

- New M.O.I. and SSPA policies are threatening the EMI status of the school.
- Needs to prepare for the new Senior Secondary Education Structure and Curriculum indicates a greater workload for staff.
- Keen competition in student admission among schools

Major Concerns for Years 2005/06 to 2007/08

1. To equip students with the generic learning skills as well as the appropriate values, attitudes and experiences needed for whole person development through collaboration of the work of all subject panels and departments in developing a school-based curriculum at Junior Secondary Level (S.1 – S.3).
2. To provide a language environment conducive to learning English such that students can learn the subjects better using E.M.I.
3. To enhance student achievements in both academic and non-academic activities through a more comprehensive support system and effective allocation of resources.
4. To prepare for the implementation of New Secondary School curriculum in Year 2009/10

School Development Plan (2005/2006 – 2007/2008)

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale		
			05/06	06/07	07/08
I. To equip students with the generic learning skills as well as the appropriate values, attitudes and experiences needed for whole person development through collaboration of the work of all subject panels and departments in developing a school-based curriculum at Junior Secondary Level (S.1 – S.3).					
1. To develop students' generic skills systematically at S.1 – S.3 levels	Students are able to				
(a) self-management and study skills in S.1	1. manage their school life and their study as a S.1 student on their own	To design and implement a school-based curriculum through collaboration of the Academic, Moral, Guidance and Discipline Boards	✓	✓	✓
(b) problem solving and collaboration skills in S.2	1. complete a project in groups with the production of reports and different modes of presentation.	To implement project learning scheme with collaboration of various subjects	✓	✓	✓
(c) critical thinking and communication skills in S.3	1. demonstrate critical thinking skills in preparing for a debate 2. demonstrate good communication skills in participating in the debate	To include debate training in S.3 Chinese curriculum	✓	✓	✓

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale		
			05/06	06/07	07/08
(d) To inculcate creativity, I.T. skills and numeracy skills	<ol style="list-style-type: none"> 1. apply appropriate IT skills in their studies and daily life 2. demonstrate creativity in their work in various subjects 3. attain the appropriate level in their BCA in mathematics 	<ol style="list-style-type: none"> 1. Design of the I.T. curriculum at junior secondary levels to facilitate the other subjects. 2. Subjects will allow opportunities for students to do creative activities or voice out creative ideas. 3. Numeracy skills through Maths curriculum 	✓	✓	✓
2. To inculcate a good reading habit among students	<ol style="list-style-type: none"> 1. read a required number of books covering a variety of themes including specified types of readings 2. share with others what they have read 	<ol style="list-style-type: none"> 1. To continue the morning reading programme with increased frequency 2. To set basic reading standard through English and Chinese ERS 	✓	✓	✓
3. To widen the perspectives and life experiences of students through whole school life-wide activities	<ol style="list-style-type: none"> 1. acquire a range of experiences through visits / attending cultural performances 2. develop the habits of visiting museums and cultural centers in their free time 	<ol style="list-style-type: none"> 1. To arrange form-based activities during school hours 	✓	✓	✓
4. To develop in students the core values of Care, Respect and Collaboration	<ol style="list-style-type: none"> 1. Students demonstrate the core values of care, respect and collaboration in their practices. 	<ol style="list-style-type: none"> 1. To set a theme based on the core values each year: Respect Care Collaboration 	✓	✓	✓

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale		
			05/06	06/07	07/08
II. To improve the learning of students using E.M.I. by providing a language environment conducive to learning English					
1. To improve student learning by helping them to master the different ‘subject languages’ in English	1. Staff members complete the DOLACEE programme 2. Staff members able to apply their learning in their teaching 3. Students can use EMI effectively in their learning	1. Joining the DOLACEE project 2. Teachers apply their learning from DOLACEE in their teaching	✓	✓	✓
2. To encourage the use of English outside classrooms	1. More students speak English outside classrooms	1. Accepting an exchange student 2. Teachers using English when talking to students outside classrooms	✓ ✓	✓	✓
III. To enhance student achievements in both academic and non-academic activities through a more comprehensive support system and effective allocation of resources.					
1. To narrow the ability range of S.1 students by early intervention	1. Range of students’ abilities in English is narrower 2. S.1 students can learn effectively using E.M.I.	3. To implement remedial and bridging courses for pre-F.1 students during the summer vacation	✓	✓	✓
2. To enhance the academic achievements of students with unsatisfactory performance	1. Improvement in achievement of students with unsatisfactory performance.	1. To provide remedial measures for students with unsatisfactory performance at different levels	✓	✓	✓
3. To enhance the performance of students with higher abilities in more aspects	1. Outstanding achievement of students in contests / competitions outside school.	1. To provide additional training for students with higher abilities	✓	✓	✓

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale		
			05/06	06/07	07/08
IV. To prepare for the implementation of New Secondary School curriculum in Year 2009/10					
1. To work out the curriculum design for the NSS	1. Setting up of a curriculum design accepted by all stake-holders	1. To set up an action plan 2. To deploy resources to allow time and space for teachers to be involved in designing the curriculum 3. To collect opinions from parents and students	✓ ✓ ✓	✓	✓
2. To equip teachers with the necessary knowledge and skills related to pedagogy, learning and assessment related to NSS	1. Teachers acquire the necessary knowledge and skills required for implementation of NSS	1. To set up staff development plan 2. To deploy resources to allow time and space for teachers to attend staff development programmes	✓ ✓	✓ ✓	✓ ✓