T.W.G.Hs. Kap Yan Directors’ College
3-Year School Development Plan
(2008/09 – 2010/11)
1. **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.

2. **School Goals**

To enhance learning and ability (提升學能)
To edify self and others (立己立人)
To proffer whole-heartedly (奉獻真心)
To serve the community (服務社群)

3. **School Motto**

Diligence (勤), Frugality (儉), Loyalty (忠), Trustworthiness (信)

4. **Core Values of Education**

Care (關愛)
Oneness (團結)
Respect (尊重)
Excellence (卓越)
# Holistic Review

## Effectiveness of the previous School Development Plan

<table>
<thead>
<tr>
<th>Major Concerns</th>
<th>Extent of targets achieved</th>
<th>Follow-up action</th>
<th>Remarks</th>
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| 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). | (a) To develop students’ generic skills systematically at S.1 – S.3 levels  
*The target is achieved with the development of a school-based Integrated Humanities curriculum in S.1 and S.2, and the incorporation of the teaching of generic skills in various subjects throughout the junior secondary levels.*  
(b) To inculcate a good reading habit among students  
*The target is partially achieved with the incorporation of regular reading twice a week during the morning reading periods.*  
(c) To widen the perspectives and life experiences of students through whole school life-wide activities  
*The target is achieved with the development of a system to arrange visits for students on level-basis annually.*  
(d) To develop in students the core values of Care, Respect and Collaboration  
*The target is only partially achieved as the core values are not systematically incorporated into the running of various departments and subject panels.* | (a) to (c) will be incorporated as routine work.  
(d) will continue to be a major concern in the next SDP with modification of the core values into Care, Oneness, Respect and Excellence | More collaboration among subject panels and departments to encourage students to apply the generic skills in their learning is required  
A whole school approach is needed to incorporate the C.O.R.E. values into the daily school life of the students. The values should also be introduced to the parents. |
| 2. To provide a language environment conducive to learning English such that students can learn the subjects better using E.M.I. | (a) To improve student learning by helping them to master the different ‘subject languages” in English  
*The target is achieved with increasing awareness among teachers to emphasize on the importance of English across the curriculum*  
(b) To encourage the use of English outside classrooms  
*The target is partially achieved with the incorporation of English Speaking Day every Tuesday and English Weeks at regular intervals.* | (a) and (b) will be incorporated as routine work | The school has applied for the English Enhancement Grant to further enhance the English speaking environment for students. |
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| 3. To enhance student achievements in both academic and non-academic activities through a more comprehensive support system and effective allocation of resources. | (a) To narrow the ability range of S.1 students by early intervention  
*It is partially achieved with the compulsory English remedial courses organized during the summer holiday for the bottom 20% of students in the Pre-S.1 English Attainment Test and during the school year for the bottom 10% of S.1 students in their English abilities.*  
(b) To enhance the academic achievements of students with unsatisfactory performance  
*It is partially achieved after paying more attention to the repeaters and there is an increase in the percentages of students obtaining credits or above in both the HKCEE and HKALE*  
(c) To enhance the performance of students with higher abilities in more aspects  
*It is partially achieved in some subjects with students achieving outstanding results in the public examinations and in competitions.* | (a) to (c) will continue to be the major concerns in the next SDP | With the decreasing student population over the territory, the school needs to have various measures to cater for student diversity in learning at an early stage. |
| 4. To prepare for the implementation of New Secondary School curriculum in Year 2009/10 | (a) To work out the curriculum design for the NSS  
*It is partially achieved with the design of the curriculum framework leaving some details to be finalized in 2008/09.*  
(b) To equip teachers with the necessary knowledge and skills related to pedagogy, learning and assessment related to NSS  
*It is partially achieved with over 75% of the teachers having attended NSS training related to their major subjects taught.* | (a) & (b) will continue to be the major concerns in the next SDP | The 334 curriculum is to be implemented in 2009/10 and the school needs to implement a number of changes to cater for this new curriculum. |
## Evaluation of the School’s Overall Performance

<table>
<thead>
<tr>
<th>PI Areas</th>
<th>Major Strengths</th>
<th>Areas for Improvement</th>
</tr>
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<tbody>
<tr>
<td>1. School Management</td>
<td>• Planning&lt;br&gt;• Implementation&lt;br&gt;• Evaluation</td>
<td>• More effective use of evaluation data at department / subject panel as well as school levels can further enhance school development</td>
</tr>
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</table>
|                        | • The school management has set up the IMC and is open with representatives from teachers, parents and alumni.  
  • The school compiles development plans and annual plans in accordance with the needs of the students and teachers.  
  • The school has well established management systems to enable smooth running of the school.  
  • The school has incorporated the School Development and Accountability framework into its operation with a culture of self-evaluation. |                                                                                        |
| 2. Professional Leadership | • Leadership and Monitoring<br>• Collaboration and Support<br>• Professional Development | • A more systematic professional development policy is needed to incorporate the Teacher Competencies Framework into the school-based framework for all teachers  
  • More collaboration among departments / subject panels can further enhance school development |
|                        | • 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  
  • The teachers are experienced and possess sound professional knowledge  
  • The school encourages teachers to undergo professional development |                                                                                        |
| 3. Curriculum and Assessment | • Curriculum Organisation<br>• Curriculum Implementation<br>• Performance Assessment<br>• Curriculum Evaluation | • More inter-disciplinary collaboration can further enhance cross-curricular activities  
  • Further development of assessment for learning through the implementation of a wider range of teaching strategies |
|                        | • 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 |                                                                                        |
| 4. Student Learning and Teaching | • Learning Process<br>• Learning Performance<br>• Teaching Organisation<br>• Teaching Process<br>• Feedback and Follow-up | • More interactive learning activities can be incorporated to enable further development of students  
  • Room for development of pro-activeness and creativity in student learning  
  • A wider range of teaching strategies can cater for students with different learning abilities |
|                        | • In general, students possess good academic abilities and positive leaning attitude  
  • Majority of the students are attentive and responsive in classes and are serious in doing their assignments  
  • Teachers prepare their lessons well and are serious in their teaching |                                                                                        |
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| 5. Student Support            | • The school is a caring school with strong student support system  
• School offers a wide range of extra-curricular activities for students  
• There is good relationship among teachers and students                                                                                      | • More efforts to cater for the diverse learning needs of the students will help them to learn better                                                                                                               |
| • Support for Student Development |                                                                                                   |                                                                                                                                                                                                                  |
| • School Climate               |                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |
| 6. Partnership                | • School has good relationship with the parents and has appointed parent manager in the IMC  
• PTA plays a positive role in mobilizing parents to support school development  
• School takes the initiatives to link with external organisations as resources and to provide opportunities for students to do service and to widen their perspectives. | • With the implementation of NSS curriculum, more links with external community will be beneficial for providing other learning experiences for students        |
| • Home-school Cooperation      |                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |
| • Links with External Organisations |                                                                                                                                                                                                              |                                                                                                                                                                                                                  |
| 7. Attitude and Behaviour     | • In general, students are obedient and pleasant with good social skills and interpersonal relationship                                                                                                        | • Further development of student’s self concept can help them to excel better  
• There should be more opportunities for leadership development for students                                                                                                                                |
| • Affective Development and Attitude |                                                                                                                                                                                                             |                                                                                                                                                                                                                  |
| • Social Development          |                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |
| 8. Participation and Achievement | • Results in both HKCEE and HKALE are both well above the territory average  
• Students participated in a wide range of extra-curricular activities and have obtained very good results.                                          | • There is still room for improvement for students to excel in both academic and non-academic aspects                                                                                                           |
| • Academic Performance        |                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |
| • Non-academic Performance    |                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |
SWOT Analysis

Our Strengths
• Our school is well accepted by students and parents for the provision of an all-round education with remarkable achievements in a number of extra-curricular activities.
• Our students are conscientious and they possess good academic ability.
• Our staff are experienced, knowledgeable and willing to accept new ideas.
• We have good relationship among teachers and students.
• The school has a convenient location next to the railway station.

Our Weaknesses
• Students in North District have less exposure to metropolitan experiences and some have insufficient family support, leading to insufficient self-confidence
• Our students are quite passive in their learning.
• There is room for improvement in professional sharing and collaboration among teachers from different departments / subject panels.

Our Opportunities
• The implementation of NSS requires teachers to review their pedagogies and assessment methods, and to have greater collaboration
• Our teachers and students want to maintain the EMI status of the school.
• External professional support and funding are available for school development.
• Policy on lowering student number in classes favours interactive learning during lessons.

Our Threats
• Continuous widening in the diversity of student abilities due to the decreasing student population.
• Keen competition in student admission among schools.
• Uncertainty in the implementation of the New Senior Secondary Curriculum indicates a greater workload for staff.

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

1. To implement the New Senior Secondary curriculum.
2. To enhance student learning through effective teaching and learning strategies to cater for learning diversity among students.
3. To provide character education for students through inculcating high moral standards and widening their perspectives.
# School Development Plan (3-school-year period)

<table>
<thead>
<tr>
<th>Major Concerns</th>
<th>Targets</th>
<th>Time Scale (Please insert ✓)</th>
<th>A General Outline of Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To implement the New Senior Secondary (NSS) Curriculum.</td>
<td>(a) To design a NSS Curriculum in accordance with the school context</td>
<td>✓</td>
<td>• To strengthen collaboration among subject panels within and in between various key learning areas (KLAs)</td>
</tr>
<tr>
<td></td>
<td>(b) To review the NSS Curriculum</td>
<td>✓</td>
<td>• To collect opinions from students and parents at Junior Levels on the elective subjects offered</td>
</tr>
<tr>
<td></td>
<td>(c) To prepare for the implementation of Liberal Studies curriculum under New Senior Secondary academic structure.</td>
<td>✓</td>
<td>• To seek new resources and deploy existing resources for enhancement of teaching spaces</td>
</tr>
<tr>
<td></td>
<td>(d) To finalize plans for timetabling and deployment of teachers and other resources</td>
<td>✓</td>
<td>• To facilitate teachers to attend the necessary professional development courses</td>
</tr>
<tr>
<td></td>
<td>(e) To enhance the teaching space in the school premises</td>
<td>✓</td>
<td>• To strengthen the development of generic skills of students through the school-based Integrated Humanities curriculum in S. 1 – S.2 and collaboration of KLAs in S.3</td>
</tr>
<tr>
<td></td>
<td>(f) To equip teachers with the necessary knowledge, pedagogies and assessment skills for implementation of the NSS curriculum</td>
<td>✓</td>
<td>• To help students develop their student learning profile starting in Secondary 1.</td>
</tr>
<tr>
<td></td>
<td>(g) To prepare students at Junior Secondary Levels for the adopting the learning culture required under NSS structure and for developing the student learning profile</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. To enhance student learning through effective teaching and learning strategies to cater for learning diversity among students.</td>
<td>(a) To enhance the competence of teachers in identifying students with special learning needs</td>
<td>✓</td>
<td>• To facilitate professional development of teachers</td>
</tr>
<tr>
<td></td>
<td>(b) To develop policies at school and subject levels to cater for learning diversity of students</td>
<td>✓</td>
<td>• To develop school policies to cater for both gifted students and students with special educational needs</td>
</tr>
<tr>
<td></td>
<td>(c) To develop relevant learning and teaching strategies for students with different abilities</td>
<td>✓</td>
<td>• To set up task groups on both Gifted Education and Students with Special Education Needs</td>
</tr>
<tr>
<td></td>
<td>(d) To assist students to adopt EMI in their learning more effectively</td>
<td>✓</td>
<td>• To deploy resources for both enhancement and remedial courses for students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To enforce the learning of English across the curricula at all levels</td>
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| 3. To provide character education for students through inculcating high moral standards and widening their perspectives. | (a) To review and enhance the school policies on character education for students  
(b) To emphasize the C.O.R.E. values of Care, Oneness, Respect and Excellence in both the formal and informal school curriculum  
(c) To enhance the achievements of students in both academic and non-academic aspects | ✓ ✓ ✓                          | • To incorporate value education in the curricula of all subjects  
• To arrange relevant talks and activities for students during hall assemblies and after school  
• To modify school policies to raise the expectations on students. |