



**TWGHs Kap Yan Directors' College**  
**3-Year School Development Plan**  
**(2020/21 – 2022/23)**

## **I. School 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. To this end, we are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment.

We devote ourselves to nurturing our students various potentials and abilities, so as to equip them well for a fast-and ever-changing future. We lay emphasis on developing in our students the capability for independent thought and on fostering a forward-looking attitude towards life, such that they may acquire the right values to serve the society and the country.

We champion the professional enhancement of our teachers, and we cherish team spirit. Ceaselessly we endeavour to raise the standard of our teachers and to improve the School's teaching and learning efficacy. We aspire to establish a fine partnership with the parents and community alike, so that we can all work together towards the students' growth and development.

## **II. School Goals**

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

### **III. School Motto**

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

### **IV. 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

Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
1. Offer Gifted Children Education to all our students in various areas.	<ul style="list-style-type: none"> <li>The students' views on achievement, experience and overall satisfaction in APASO Survey have been very much positive and well over the territory reference data and territory norms respectively.</li> </ul>	<ul style="list-style-type: none"> <li>The school would continue the three-tier (learning opportunities, life-planning and curriculum) implementation of Gifted Children Education</li> </ul>	
	<p><b>a) Varieties of gifted education opportunities are offered to all the students at the school and inter-school levels</b></p> <ul style="list-style-type: none"> <li>The Hong Kong Diploma Secondary Education Examination results have been maintained well over the Hong Kong average. However, there is a slight drop of students attaining level 5 and 5**. However, the drop was significant in 2020 when the Covid-19 pandemic affected all HKDSE students.</li> <li>Students have outstanding performance in different areas.</li> <li>Students are encouraged to join gifted education programmes organized by various universities.</li> <li>Information collected in Talent pool is generally used by Subject Heads and Teachers for selecting students to participate in various trainings.</li> </ul>	<ul style="list-style-type: none"> <li>The school would continue to enhance the academic performance of students via the following means:               <ul style="list-style-type: none"> <li>a) make use of CEES &amp; MIRS system to analyze students' performance in tests and exams.</li> <li>b) focus on self-directed learning using IT platforms</li> </ul> </li> </ul>	

	<p><b>b) Help students set clear and achievable goals at different stages of life.</b></p> <ul style="list-style-type: none"> <li>• Students in general demonstrate clear goals and adequate understanding towards their career/academic aspirations as observed by Career Guidance Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• The school would continue to devise school-based life-planning programmes to assist students in goal setting and exploring potentials.</li> <li>• Form Teachers need to be further equipped to use WPDA as a tool to understand the overall growth of students.</li> </ul>	
	<p><b>c) Refine our pedagogy and curriculum to meet various learning needs of our students</b></p> <ul style="list-style-type: none"> <li>• Teachers in general demonstrate the ability to master teaching strategies with the application of various apps and software.</li> <li>• Student participants found the enhancement programs of the 4 core subjects (English Language, Chinese Language, Mathematics and Liberal Studies) useful, beneficial and effective. They made progress in assessment after taking the courses.</li> <li>• Students have outstanding academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The school would initiate the set up eLearning Team to facilitate and refine teaching strategies.</li> <li>• Organize regular enhancement and remedial classes to cater for diversity.</li> <li>• The subject teachers will help students to develop learning strategies to learn at their own pace.</li> </ul>	
	<p><b>d) Cross-curriculum collaboration is effectively carried out.</b></p> <ul style="list-style-type: none"> <li>• In STEM education, various competitions and demonstrations are arranged with well-received responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Apart from STEM team, cross-curriculum collaboration among different subjects will be tried out to cultivate learning skills across the subjects.</li> </ul>	
	<p><b>e) An English-rich learning environment in school need to be further created.</b></p> <ul style="list-style-type: none"> <li>• Students are not used to speaking in English at school.</li> </ul>	<ul style="list-style-type: none"> <li>• The school would co-organize staff development trainings on creating English- rich learning environment to extend students' learning ability</li> <li>• English Weeks will be organized with focus and activities for all students.</li> </ul>	

<p>2. Refine the Pastoral Care system to meet the needs of our students.</p>	<p><b>a) build up positive and healthy school ethos</b></p> <ul style="list-style-type: none"> <li>• The Stakeholders' views on student support have been very much positive and well over the territory reference data and territory norms respectively.</li> <li>• Students' self-management skills and habits need to be further strengthened.</li> <li>• The Tung Wah Moral Education Curriculum has been developed and implemented quite successfully, with a positive impact on students' attitudinal and values development.</li> <li>• Joyful@HK project and healthy school project effectively build up positive values and enhance the emotion quotients of the participants. According to APASO questionnaire, all the students in general show a lower percentage of negative emotions compared with the past years and the percentage is well over the territory reference data and territory norms respectively.</li> </ul>	<ul style="list-style-type: none"> <li>• The school-based value framework needs to be reviewed.</li> <li>• Students' self-management, self-image and life skills need to be further enhanced.</li> <li>• Class building will be further enhanced by strengthening the support of Form Moral Education coordinator and Student Support Network.</li> </ul>	
	<p><b>b) Home-school collaboration is strengthened.</b></p> <ul style="list-style-type: none"> <li>• e-Class App is fully implemented to facilitate school-home communication. Teachers found that the use of e-Class App effectively enable parents to be better informed about the school activities and arrangements.</li> </ul>		

## 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 IMC is able to make the strategies for school development more transparent and can deploy school resources effectively.</li> <li>➤ The school is committed to achieving an all-round development of the students through the provision of a congenial learning environment.</li> <li>➤ The school has incorporated the School Development and Accountability framework into its operation with a culture of self-evaluation. The planning-implementation-evaluation (PIE) cycle is embedded in the school's daily practices and the school makes good use of its School Self Evaluation (SSE) mechanism to plan for its priority tasks and formulate its strategies with consideration of the views of teachers and students.</li> <li>➤ School planning is proactive and thorough, and can align with the school's vision, with appropriate allocation of budget according to school priorities. Annual school plans which are in line with the school development plan are aptly devised to facilitate the progressive implementation of the various strategies.</li> <li>➤ There is a clear mechanism for the formulation of school policies. An approach merging top-down and bottom-up practices is effectively adopted. Policy proposals are initiated at the Executive Council, the school's main policy-making body led by the Principal, Vice-principals and comprising heads of key committees. To support policy formulation, stakeholders are properly consulted, and their views actively sought, through various data collection tools and communication channels.</li> </ul>	<ul style="list-style-type: none"> <li>○ The committees and panels have already put some effort of evaluating the effectiveness of the programmes, rather than the completion of the tasks. They should still make use of the SSE data more strategically for evaluation and planning for new programs.</li> </ul>

<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> <li>➤ The Principal is committed, supportive and reflective, with a good grasp of school development issues.</li> <li>➤ The school has a harmonious working environment.</li> <li>➤ Middle managers are competent and committed to the business of the respective boards. New middle managers are capable of leading the boards.</li> <li>➤ The teachers are committed and experienced, with a high level of competence in subject knowledge, and good efforts have been made to enable suitable professional development for teachers to prepare for the senior secondary curriculum.</li> <li>➤ The school has a clearly defined appraisal system covering the essential aspects of teachers' performance, and is supplemented by self-review.</li> </ul>	<ul style="list-style-type: none"> <li>○ There could be more professional sharing among teachers and collaboration among panels and committees, especially in the areas of e-learning and pastoral care.</li> </ul>
<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> <li>➤ The school has systematic and coherent curriculum planning, both in academic development of students as well as values education.</li> <li>➤ The school is able to provide an adequate range of elective subjects with new elective introduced e.g. Tourism &amp; Hospitality and Other Learning Experiences to enrich student learning.</li> <li>➤ Subject Panels implement the curriculum in accordance with the direction of school development and curriculum guides.</li> <li>➤ The school has clear assessment policies and is making good use of the Student Learning Profile to start promoting learning reflection in both junior and senior forms.</li> <li>➤ The school has well established curriculum evaluation measures and practices including lesson observations and assignment inspection.</li> </ul>	<ul style="list-style-type: none"> <li>○ There could be more professional sharing within and across subject panels on effective learning and teaching strategies to help students attain academic excellence and cater for learner diversity. For instance, STEM education, gifted education and eLearning are our concerns. In view of the Covid-19 pandemic, it is found that students need to be more self-directed and motivated for learning.</li> <li>○ Regular review could be made to further improve the interface between the junior and the senior school curricula especially in the core subjects.</li> </ul>



<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> <li>➤ In general, students possess high academic ability and positive leaning attitude. They are attentive, responsive in classes and are serious in doing their assignments.</li> <li>➤ The school places strong emphasis on creating an English-rich environment that is conducive to the learning and use of the language, and the ‘Language Across Curriculum’ has effectively helped different subject panels to incorporate language objectives in English.</li> <li>➤ The school attaches much importance to catering for learner diversity with a three-tier policy implemented and good efforts made to organize a range of school-based remedial, enhancement and enrichment programmes for students.</li> <li>➤ The school has clear assessment policy which reflects good use of continuous and summative assessment to promote learning.</li> <li>➤ Teachers have good rapport with students and can deliver lesson content systematically with clear foci.</li> </ul>	<ul style="list-style-type: none"> <li>○ Given students’ generally high ability and good learning attitude, students could be further motivated to pursue academic excellence. Students should learn to be more proactive in learning.</li> <li>○ Teachers could make more efforts in further helping students to develop strategies to tackle the English barrier and improve their study skills.</li> </ul>
<p>5. Student Support</p>	<ul style="list-style-type: none"> <li>➤ The school’s student support work is firmly guided by its educational aims of fostering students’ whole-person development.</li> <li>➤ A whole-school approach is adopted to support students’ holistic growth and the school is able to focus on the provision of rich and authentic life-wide learning experiences for the students both inside and outside school.</li> <li>➤ Values education is appropriately infused into the curriculum with a school-based values education framework guiding students’ character building from S.1 to S.6. The school also has clear school rules and reward/punishment system.</li> <li>➤ The school has put good effort into cultivating and enhancing a healthy school spirit and is developing its own school-based Healthy School Policy.</li> <li>➤ To achieve the aim of nurturing students’ leadership qualities, the school provides ample opportunities for students to receive leadership training and put their leadership skills into practice both inside and outside school.</li> <li>➤ The school seeks to inspire students with a spirit of serving others. Opportunities to learn through serving others in real-life situations are</li> </ul>	<ul style="list-style-type: none"> <li>○ Based on the good experiences of collaboration among Form Teachers, Discipline and Guidance Board, the school could implement the holistic plan and adopt a collaborative approach in student support. Besides, Moral Education and Careers will work with other boards to implement life planning education with a whole-school approach.</li> <li>○ More learning opportunities should be equally offered to all the students in school.</li> <li>○ Positive education will be the guiding approach for other boards to plan their programs.</li> </ul>

	<p>suitably provided through a range of activities on social and community services, covering those in school, in the community, in the mainland and even overseas.</p> <ul style="list-style-type: none"> <li>➤ The school has a good range of programmes and activities to facilitate S.1 students to adapt to the new learning environment. A wide variety of programmes and activities are also provided for all students to build their potential and balance their developments.</li> <li>➤ Students are proud of the school and enjoy their school life with harmonious teacher-student relationship.</li> </ul>	
6. Partnership	<ul style="list-style-type: none"> <li>➤ The school values home-school co-operation and has maintained good and effective communication with parents.</li> <li>➤ The school has maintained appropriate links with the community, voluntary agencies, government departments and various organizations to support school activities and services.</li> <li>➤ The school also values professional sharing with other schools for capacity building of teachers.</li> <li>➤ The alumni are active in providing support to their fellow schoolmates.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school should encourage more parents to participate actively in school functions and activities.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>➤ Students are friendly, polite and self-disciplined. They demonstrate a serious attitude towards learning.</li> <li>➤ Students have positive values and a serving spirit.</li> </ul>	<ul style="list-style-type: none"> <li>○ Further widening of students' perspectives can help them to excel more.</li> <li>○ Some students have low self-esteem due to high expectations. A more positive approach should be adopted to support the above students in and outside classroom.</li> </ul>
8. Participation and Achievements	<ul style="list-style-type: none"> <li>➤ The result of HKDSE Examination is far higher than the territory averages. However, the Covid-19 pandemic has revealed that students need more teachers' attention and encouragement while preparation for public examination.</li> <li>➤ Students participated in a wide range of sports, cultural and extra-curricular activities and have obtained very good results.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school may further improve by nurturing a culture of learning for excellence in academic performance.</li> </ul>

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

1. To help students build positive emotions, enhance personal resilience, and nurture them with positive values and life competencies.
2. To equip students as proactive, independent and purposeful learners through school curriculum, life-wide learning activities and community services with Green Education as the main theme.

### Explanatory Notes:

*In recent years, students are under tremendous amount of stresses, not only come from academic studies but also from the their families and the society. Our school found increasing demand for building students with inner strength with positive values to help them to overcome difficulties, to stay spiritually healthy and to make proper decisions during their growth. This helps students to have happy school life and also helps them to work hard to achieve their goals on academic studies or other talents.*

*Nowadays, knowledge is expanding in a fast rate and the society need people who can cope with new developments, skills and knowledge. Students are not expected to receive knowledge from school but also equipped with abilities and skills to learning something new by themselves. So students are not having direct teaching in the classes but they are also trained to become proactive and independent learners. Green education is not only an important worldwide social issues but also a platform allow various subjects or departments to deploy cross-curriculum activities.*

### School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To help students build positive emotions, enhance personal resilience, and nurture them with positive values and life competencies.	a) <i>To enhance the sense of accomplishments among students</i>	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> <li>• <i>The Whole-personal Development Award Scheme will continue to encourage students to set goals and reflect on their performance.</i></li> <li>• <i>Appreciate and recognize students' effort and achievements through more some incentive programmes, direct praise to reinforce positive behaviours</i></li> <li>• <i>Provide opportunities for students as leaders (MCs, ambassadors; school teams)</i></li> </ul>
	b) <i>To build positive mind (emotions, attitudes and values) while enhancing personal resilience with a healthy body.</i>	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	<ul style="list-style-type: none"> <li>• <i>Positive values will be reinforced by different subjects in the curriculum</i></li> <li>• <i>The Tung Wah Moral Education Curriculum will continue in junior forms.</i></li> <li>• <i>A Values framework will be set for the whole school and be implemented in Form Teacher's Period by Form Teachers and the collaboration of departments</i></li> <li>• <i>School campus will be decorated with more display of positive quotes</i></li> <li>• <i>Whole-school mass programmes and growth groups will continue to strengthen students' ability to face adversity</i></li> <li>• <i>The emphasis on maintaining good physical fitness with regular practice initiated by PE department will continue.</i></li> </ul>

	<p>c) <i>To build positive relationships and a caring and inclusive school environment</i></p>	<p>✓ ✓</p>	<p>✓ ✓</p>	<p>✓ ✓</p>	<ul style="list-style-type: none"> <li>• <i>Collaboration of Student Support Network among departments will be further strengthened to provide pastoral care support.</i></li> <li>• <i>Caring campaigns with gifts and encouraging words to promote positive relationships will be initiated. Activities further strengthening teacher-student relationships will be organized.</i></li> </ul>
	<p>d) <i>To build capacity in all teachers the ability to implement positive education.</i></p>	<p>✓ ✓ ✓</p>	<p>✓ ✓ ✓ ✓</p>	<p>✓ ✓ ✓</p>	<ul style="list-style-type: none"> <li>• <i>Activities and training which promote positive school climate for teachers will be held on Staff Development Day.</i></li> <li>• <i>Form Teacher's Period will be reserved for conducting class building activities. Form Teachers of various levels involved will be briefed with information and skills required to support students.</i></li> <li>• <i>A network for nurturing students' growth will be formed by various departments with Form Teacher's meetings arranged with focused themes.</i></li> <li>• <i>The appraisal system for the performance of the Form Teachers will be refined.</i></li> </ul>
	<p>e) <i>To provide parent education on nurturing students' growth positively.</i></p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>• <i>Parent education related to nurturing students' positive values will be enhanced. Talks and seminars will be jointly organized with the PTA , S.1 Orientation Day and Parents' Day</i></li> </ul>

2. To equip students as proactive, independent and purposeful learners through school curriculum, life-wide learning activities and community services with Green Education as the main theme	a) <i>To enable students to solve problems independently</i>	✓	✓	✓	<ul style="list-style-type: none"> <li>Strengthen students' interpersonal communication, critical thinking and problem solving skills via various life-wide learning programmes.</li> </ul>
	b) <i>To nurture students to be proactive learners and develop confidence</i>	✓	✓	✓	<ul style="list-style-type: none"> <li>Refine the pedagogy approach with the introduction of e-Learning and setting up of eLearning Team from different core subjects: (E.g. Use of E-learning platforms and apps) to encourage students' learning incentives and teacher-student interaction, enhance students' ability of self-learning, etc.)</li> <li>Ideas on green education will be incorporated into curriculum to enrich students' learning experience</li> <li>To encourage self-learning, some measures will be adopted in some subjects including: <ul style="list-style-type: none"> <li>a) Some extended modules and self-learning modules will be included.</li> <li>b) Tailor-made pre-lesson and after-lesson assignments will be added.</li> <li>c) Student-centre teaching with the use of projects, self and peer assessments are included to encourage students' independent learning and creating a collaborative learning atmosphere</li> <li>d) Encourage more able students to attempt extra challenging materials, join various competitions and programmes</li> </ul> </li> <li>Opportunities for students via talent programmes to develop their potentials and boost confidence will continue. Community work related to green education will be encouraged.</li> <li>Healthy School Project will continue to promote overall wellness of students.</li> </ul>

	<p>c) <i>To nurture students to be purposeful learners by catering their diversity and different abilities.</i></p>	<p>✓ ✓ ✓ ✓ ✓</p>	<p>✓ ✓ ✓ ✓ ✓</p>	<p>✓ ✓ ✓ ✓ ✓</p>	<p><i>The existing strategies on catering for learner diversity will continue. These include enhancement and remedial classes</i></p> <p><i>Appropriate teaching strategies will be adopted to facilitate students' learning. These may include:</i></p> <p>a) <i>scaffolding of concept building and tasks, cultivation of learning skills (e.g. use of concept maps and graphic organisers) and more effective use of questioning and classroom activities, etc.</i></p> <p>b) <i>designing diversified assignments to improve student learning outcomes.</i></p> <p>c) <i>adjusting teaching progress and level of difficulties of quizzes and test papers.</i></p> <p>d) <i>giving feedback to let students understand their learning and set learning goals.</i></p>
	<p>d) <i>To develop students' passion for and incentives in learning</i></p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> <li><i>To engage students in the learning process, cross-curriculum collaboration will be encouraged to increase students' incentives and interests in learning</i></li> </ul>
	<p>e) <i>To nurture students to be purposeful learners by guiding them to make life planning under different learning stages</i></p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> <li><i>school-based life-planning programmes and strategies will continue to arouse their awareness of education opportunity.</i></li> </ul>

	<p>f) <i>Enhancing the quality of the teaching profession at its various career stages with T-standard, in the light of changing societal needs and expectations.</i></p>	✓	✓	✓	<ul style="list-style-type: none"> <li>• <i>To promote school-based curriculum development and support continuing professional development of teachers to establish professional learning communities</i></li> <li>• <i>Encourage teachers to join different training programmes conducive to the professional development of the teaching profession.</i></li> <li>• <i>Promoting professional sharing, collaboration and networking culture with various stakeholders.</i></li> </ul>
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