

**Hoi Ping Chamber of Commerce
Secondary School**

School Development Plan

**3-school-year period
(2018/19-2020/21)**

Content

School Development Plan (2018/19 to 2020/21)			
1.	School Vision and Mission	----	P.2
2.	Core Values of Education	----	P.3
3.	Holistic Review	----	P.4
4.	Evaluation of the School's Overall Performance	----	P.7
5.	SWOT Analysis	----	P.19
6.	Major Concern 1	----	P.20
7.	Major Concern 2	----	P.21
8.	Healthy School Policy	----	P.22
9.	Diversity Learning Grant	----	P.23
10.	School-based Medium of Instruction Plan for Junior Secondary Levels	----	P.25

School Vision & Mission

School Motto: Morality, Wisdom, Health and Diligence

In keeping to this school motto, we are committed to:

- providing an all-round education for the development of high morals and positive values in our students;
- cultivating among our students kindness, a sense of responsibility, moral integrity and social awareness;
- providing students with the knowledge and skills to cope with work and study and helping students develop independent thinking skills and become autonomous learners;
- helping students maintain physical and mental health; and
- encouraging students to make every endeavour to excel.

School Goals

- (1) To enable every student to have all-round and unique development in the areas of ethics, intellect, physique, social skills and aesthetics.
- (2) To enable every student to have a holistic and unique development in respect of character building. He/She should be self-disciplined, polite, rule-abiding, caring, accepting, responsible, civic-minded, environment-conscious and able to tell the right from the wrong.
- (3) To enable every student to
 - (a) acquire a basic level of linguistic competence in Chinese and English, and communicate with others in Cantonese, English and Putonghua.
 - (b) acquire basic skills in computation and in reading charts and diagrams.
 - (c) master self-learning skills, show competence in IT, and develop skills for collecting and utilizing information.
 - (d) develop skills for innovation so as to cope with changes and solve problems.
 - (e) master high-order thinking skills, including the ability to understand, apply, analyse, integrate and evaluate knowledge.
- (4) To foster good inter-personal skills and to prepare students to serve the community.
- (5) To cultivate every student an interest in appreciating arts and foster in his/her acceptance of differences and diversity.

Core Values of Education

Our school believes that every student has his/her talent and potential. In preparing our students for adult life and hoping that they can contribute to the betterment of the community, our school nurtures in them moral values and strives to fully develop their potential.

Holistic Review

Major Concern 1: To nourish a proactive and purpose-driven life among students

Targets	Extent of targets achieved	Follow-up action, e.g.: Incorporated as routine work; continued to be major concerns in the next SDP; others	Remarks
1.To nurture students as self-disciplined persons	Mostly Achieved	<ul style="list-style-type: none"> ● The structured S1 bridging programme will be incorporated as routine work so as to nurture S1 students’ responsibility before the school term starts. Not only will the dual class teacher system for S1 be continued, but also extended to S2 and S3 to better cater for students’ diversified growth needs. ● Individual counseling for S1-S5 will be continued to cater for students’ development needs. In the coming MC1, students’ character strengths will be properly identified and optimized to nurture a more positive self-concept among students. ● Value Nurturing Programmes will be continued and Outstanding Awards and Kudo Card Programme will be incorporated as routine. ● Self-discipline of students should be further fostered in the coming MC1 by establishing a set of shared expectations which will be consistently executed through a whole-school approach. 	Over 80% of students agreed that the individual counseling conducted by class teachers has helped them to set and monitor their goals.

		<ul style="list-style-type: none"> ● Moral sharing in the morning assemblies will be continued in the next major concern. Besides teachers, guests and students will also be invited to have some moral sharing in the morning assemblies. 	
2.To develop students' skills for life planning	Mostly Achieved	<ul style="list-style-type: none"> ● Career workshops for S1 and S2 and small group counselling for S3 subject selection for NSS will be incorporated as routine. ● Recruiting alumni and making use of external resources to provide students with career-related experiences and individual counselling for S5 and S6 will be incorporated as routine. 	<p>Nearly 90% of students agreed that their awareness on career and life planning has been raised.</p> <p>Over 90% of students who joined the individual counselling are satisfied with the programme.</p>

Major Concern 2: To nurture effective learners

Targets	Extent of targets achieved	Follow-up action, e.g.: Incorporated as routine work; continued to be major concerns in the next SDP; others	Remarks
1. To nurture students' effective learning skills and learning habits	Mostly Achieved	Students and teachers have adopted different strategies for effective learning and teaching. More-in-depth students' reflection on their own learning strategies and plans for improvements will be encouraged in the coming school's major concern.	Students can generally master the effective learning skills and habits nurtured and they can learn the subject contents more effectively. In-depth subject-based learning strategies have also been developed in senior forms.
2. To cater for learners' diversity	Partly Achieved	Catering for different students' ability has been achieved by organizing gifted and enhancement classes in different subjects. Some students were encouraged to participate in gifted educational activities organized by different organizations after setting up a preliminary talent bank A more thorough concept of "catering for different growth needs" has to be developed at different levels.	Teachers are highly aware of the importance of continuous assessment policy in catering for different needs and abilities of students. All the departments had reached a consensus on how to conduct continuous assessment in the long run. Some gifted students have been identified and grouped for specific support and training to develop their potentials.
3. To enhance the adversity and emotional intelligence quotients of students to facilitate effective learning	Mostly Achieved	The awareness of raising adversity and emotional intelligence quotients of students through talks and activities has been raised. Both teachers and students found the talks useful in easing their tension when they have setbacks in their learning path. It is suggested that we continue to cater for students in different perspectives, both academically and psychologically throughout their learning process.	

Evaluation of the School's Overall Performance

Domain I Management and Organization

Area 1 • School Management

Major Strengths:

1.1 Planning

When formulating appropriate development priorities, our school has taken the school vision and mission into account. Morality, Wisdom, Health and Diligence – the school motto – are the core values in our planning. Our school believes that every student has his/her talent and potential. In preparing our students for adulthood and hoping that they can contribute to the betterment of the community, our school nurtures in them values and strives to fully develop their potential.

There is due attention to transparency and accountability in school management. Meetings between the Principal and two Vice-Principals are regularly held to ensure administrative efficiency. To attain a high level of transparency, all teachers are invited to join the School Administrative Council (SAC) meetings to express their ideas on school issues, and regularly informed of the latest school affairs from Staff Meetings throughout the whole academic year.

As far as students are concerned, different platforms are set up to ensure that their opinions to the school are voiced and listened. Students are encouraged to talk to the principal in person and express their opinions in the “Meeting the Principal” meetings once to twice per year. They are also updated on school news and information through morning assemblies and the e-Class mobile application.

Different stakeholders are empowered to monitor the school's operation through different established channels such as the Parent-Teacher Association, the Incorporated Management Committee (IMC), information on the school website, school newsletters, and the school annual reports. Findings in the survey of the stakeholders' views about the school (2017-18) demonstrate positive feedback from teachers and parents that the school keeps them informed of school affairs and development and there are sufficient channels for them to express their views to the school.

In the past, all teachers were divided into 3 groups for the respective domains of the holistic review. In this cohort, after collecting all opinions from different stakeholders, only middle managers are selected for the holistic review for a more constructive and efficient discussion.

1.2 Implementation

The school is able to effectively co-ordinate and monitor the implementation of development priorities with clear and concrete implementation strategies pertaining to manpower and resource deployment. The Major Concern 1 and Major Concern 2 Working Groups take priority over other committees in our school, since they are closely related to the School Development Plan. The school major concerns are tailor-made based on students' needs and self-evaluation findings after sharing and discussion in meetings at different levels.

Our school also manages to enhance communication and collaboration among subject panels and committees for the implementation of the school plans. Clear and concrete implementation strategies are formulated by the SAC and discussed in Staff Meetings. New titles such as KLA coordinators and Assistant Penal Heads have recently been created. KLA coordinators are assigned to coordinate a range of departments. There are working groups for different major concerns. Department heads are invited to be members of both Major Concern 1 and Major Concern 2 Working Groups. Members of different concern groups and committees are carefully chosen and assigned tasks based on their abilities and expertise.

1.3 Evaluation

Different stakeholders are well informed of the school's performance. A good variety of measures has been adopted, including observation, students' self-evaluation, continuous assessment, analysis of students' performance, and students' views collected through various surveys. These measures positively provide useful data for the annual review at school and departmental/committee levels.

An efficient self-evaluation mechanism to collect feedback on the School Development Plan is established. The school has a clear set of procedures to evaluate the effectiveness of school priority tasks. Results and opinions collected are followed up by the School Administrative Council and then by all teachers in Staff Meetings.

As a number of middle managers and veteran teachers will soon retire from their current positions, succession planning becomes a significant task for our school. In recent years, new titles such 'Assistant Panel Heads' and 'General Affairs Master' are opened to provide more platforms to involve more teachers in school management at different school levels. Good succession planning also enhances effectiveness of priority tasks and collaboration among teachers of different ranks for realization of the school plans.

Areas for Improvement:

The Major Concern 1 and Major Concern 2 system of our school is well-established; coordination between different departments, however, is still insufficient. More platforms or regular meetings to advocate coordination are needed. Meanwhile, our school has always treasured good parent-school cooperation. The school may take the initiative and make use of the Parents' Day in December for Vice Principals to briefly report the overall performance of

all students while class teachers can individually discuss the student's performance with parents.

To embrace diversity, there should be a more comprehensive method to assess the learning difficulties of students. Our school has also noticed that every teacher has different expertise and interest, and will therefore make use of the Morning Assembly for teachers' character building. Besides, more user-friendly electronic means and platforms such as Google Classroom and Google Calendar can be promoted to cater for the needs of different individuals and enhance efficiency.

For succession planning, more new positions will be created to recruit more potential members at the school management level. More basic rank teachers will be invited to the Major Concern 1 and Major Concern 2 Working Committees so that they can be more involved in the school management and have a better understanding of the current issues in school.

Area 2 • Professional Leadership

Major Strengths:

2.1 Leadership and Monitoring

To build up a shared vision for school development, a bottom-up approach is adopted by the school-based management to establish common values of the school. Under the framework of the school's vision and mission, all teachers, under the leadership of the Incorporated Management Committee, Principal, Vice Principals, and middle managers, are invited to conduct the SWOT analysis of the school and propose the school development plan.

Through regular consultation and discussion, the two major concerns are formulated among teaching staff at all levels based on students' learning outcomes and whole-person development. The school's management and middle managers are also well aware of the latest trends and issues in educational development and society, and committed to bringing changes to drive the school's sustained improvement.

2.2 Collaboration and Support

The pleasant and harmonious relationship among the school management, the middle managers and teachers is the key to fostering effective communication and collaboration, promoting team spirit and enhancing morale among teaching staff. Principal-Teacher conference is carried out once a year to better understand teachers' needs, and hence provide immediate support when needed. To support basic rank teachers effectively and constructively, the school management and the middle managers are compelled to provide support to new teachers. Mentorship programme is also designed to help new teachers integrate into the school. Meanwhile, useful materials and related articles for new teachers are uploaded to W-drive and S-drive for new teachers' reference.

2.3 Professional Development

To achieve optimal use of human resources, duties are assigned to staff members by the school management to commensurate with their abilities and expertise. The school management identifies each teacher's abilities and preferences and manages to accommodate their own needs before duties are assigned to them. A climate for professional sharing is cultivated to ensure that the school develops into a learning organization with the ultimate aim of enhancing student learning and the effectiveness of student support.

Areas for Improvement:

Professional development for teachers should be enhanced. The school understands that a shared vision is vital to common values. To establish common values, a skilful space needs to be set up to attend to both school-level and teacher-level needs. Seminars for major concerns and teachers' professional development should not only be limited to academic development, but school-related issues as well. The professional development of teachers can be boosted via adopting external resources. More team building and collaborative activities among teachers will be established to enhance the team spirit of all teaching staff. Meanwhile, the seating plan of staff room can be reviewed for teachers. Also, support for new teachers can be lengthened from one year to two years.

Interactive activities to bring about teachers' in sights and broaden their horizons, such as lesson observation, can be conducted on an interdisciplinary basis, and extended to exchange with other schools. Integrated work for all teachers in the areas of academics, interest groups and morals. For example, to cater for learner diversity, not only can teachers arouse students' interest in learning, they can also cater for students' abilities and enable students to develop their potentials. Besides, teachers will work further on enhancing students' higher order thinking skills and generic language skills.

Domain II Learning and Teaching

Area 2 • Curriculum and assessment

Major Strengths:

3.1 Curriculum Organisation

The school has a clear policy on learning and teaching. There are efficient panel head meetings and subject panel system. The school's major concerns and subject programme plans are in line with the recent education trends, with emphasis on promoting a learner-centred approach, improving teachers' teaching pedagogies, promoting assessment literacy, catering for and embracing learner diversity.

Lesson observations and peer collaboration are carried out in each subject. Various teaching strategies are used to cater for learner diversity and promote higher-order thinking skills. Diversified assessment methods are also adopted to address students' different needs, abilities and interests.

In order to extend students' learning experiences, a multiple of internal and external enhancement programmes are organised, such as talks, visits, co-curricular activities, and inter/intra school competitions; they all vary in nature. In addition, to cater for learner diversity, gifted classes, enhancement classes, bridging programmes are organised. Furthermore, co-curricular activities such as project learning, humanities quizzes, book fairs, joint projects are conducted to enhance learning and teaching.

3.2 Curriculum Implementation

There are clearly defined objectives and policies and the school effectively deploys resources and monitors curriculum implementation. Subject departments are given high autonomy in designing school-based curriculum. The panel heads and members plan, implement and review the curriculum together through departmental meetings. Subject teachers review the curriculum development of their respective subjects in both junior level and senior levels in the department meetings. Panel heads have acquired a comprehensive understanding of the required standards for their subjects and can devise a realistic target and attainable standard for each level for their departments. In a bid to enhance the implementation of the curriculum, panel meetings are held regularly, form coordinators and NSS coordinators are appointed and assignment inspections and lesson observations are carried out.

3.3 Performance Assessment

The school has a clear assignment policy in different departments. Continuous assessments including regular quizzes are designed to promote learning. The school also makes use of different statistics and markers' reports to identify students' achievements and abilities in different aspects. Moreover, the school systematically maintains records of students' performance by various data. A variety of assessment methods such as open-ended questions, questioning in lessons and self/peer evaluation are adopted to promote learning and teaching.

3.4 Curriculum Evaluation

The school has established a well-articulated mechanism to evaluate the effectiveness of curriculum implementation through curriculum review in panel meetings, lesson observation, assignment inspection, collaborative lesson preparation, peer sharing, questioning in lessons, assignments, tests and exams. The school also makes use of curriculum evaluation data from TSA, SVAIS, PISA, DSE results, internal exam results, M.C. statistics and students' questionnaires to introduce curriculum planning.

Areas for Improvement:

At subject level, more should be done on the planning, evaluation and monitoring of the curriculum from S1 to S6 holistically. More focus should be given to the interface between

junior and senior forms regarding the acquisition of various skills and knowledge. At school level, the whole-school curriculum planning can be reviewed to see whether it is connected to the four key tasks, the seven learning goals and the development of generic skills to prepare students for the next key stage.

To facilitate effective learning and better coordination, teachers may explore the possibility of an individual profile system for students so that different teachers can provide an all-round support for students. The use of google calendar to facilitate collaboration among different departments to avoid any overlapping of activities should be put forward. Certainly, there should be more collaboration among the KLA coordinators and the subject panel heads in order to monitor the implementation of the new major concerns.

There should be better use of both internal and external assessment data to evaluate the effectiveness of students' learning; for instance, questionnaires about students' learning styles and needs assessment can be collected so that diverse needs of students can be catered for.

One of the key focuses of the ongoing secondary curriculum renewal is to promote STEM education in both the junior and senior secondary curricula. According to our school's current situation, the lesson time for technology may not be sufficient in the junior curriculum. Therefore, 1 CIT lesson is suggested to be added in S3 next year.

Area 4•Student Learning and Teaching

Major Strengths:

4.1 Learning Process

Our students are attentive, responsive and motivated. Also, some are enthusiastic and highly interested in learning. Students are adapting to diversified modes of learning in attaining goals progressively. When doing their assignments, they are able to adopt some effective learning strategies. When given the opportunities, students will share their experiences with peers. Also, teachers mark assignments with great care and give them detailed feedback to further improve their performance.

4.2 Learning Performance

With positive attitude and effective learning strategies, most students can grasp knowledge and skills of key learning points. Moreover, the majority of students are able to apply and try some strategies and make use of various resources to enhance efficiency and effectiveness. Some complete work properly and hand in assignments punctually. As for generic skills, they understand the learning targets and can apply the different generic skills in different situations, such as applying I.T. in learning, working collaboratively to solve problems and displaying good communication skills. In terms of reading habits, the culture of reading has been improved significantly. The experiences of both the Chinese and English Book Fairs are satisfactory and have shown that students have passion in reading.

4.3 Teaching Organisation

Teachers are conscientious, enthusiastic, experienced, professional, knowledgeable, friendly and supportive. They set clear teaching objectives that suit students' needs and abilities. Frequent reviews in panel meetings and form meetings allow teachers to adjust the teaching contents according to students' learning progress in lessons. By collecting feedback from students, teachers can effectively deploy classroom and subject resources as well as information technology to enhance students' learning experiences and foster their learning.

4.4 Learning Process

Teachers' effective communication skills highly facilitate students' learning. Being confident and competent, teachers are capable of delivering lessons in a clear and systematic way. They are also capable of adjusting their teaching pace and strategies with reference to students' learning progress through frequent sharing and discussion among teachers. Meetings of reviewing the curriculum and collaborative lesson planning are regularly arranged. Considering students' interests and abilities, lesson arrangement in timetabling has been carefully made.

During lessons, teachers successfully create a lively and positive classroom learning atmosphere with a lot of class activities and different strategies. Learning is proven to be effective through plenty of interactive activities, group/pair work, presentation, project learning, experiments and use of e-learning. Teachers often provide students with specific verbal and written feedback and give comments in their assignments. Students are constantly informed of their strengths and areas for improvement. Teachers have a good understanding of students' learning progress and arrange opportunities for students to learn beyond classrooms. Various kinds of external academic related activities and competitions and inter-school/ joint department activities are regularly held.

Areas for improvement:

Nurturing Reflective Learners

Having developed effective learning skills and habits, students should further strengthen them and employ them to regulate their own learning. Furthermore, they should answer more questions during lessons and both teacher-student and student-student interactions should be enhanced. Students should be encouraged to evaluate their own strengths and weaknesses and develop strategies for improvement. Self-assessment and peer assessment should be promoted or students to reflect on their own learning process.

Catering for Learner Diversity

To better cater for students' different developmental needs, interests, abilities and attitudes, the curriculum should be further refined at both school and departmental levels. The school should also promote STEM education, strengthen information literacy, implement reading/ language across the curriculum and promote e-learning. Besides, the school should offer teachers more support in enhancing their professional capacity to turn students into reflective learners with a wider range of teaching strategies and modes of assessment. The school should also review the student's support system at different levels.

Improving the Learning Atmosphere at Different Levels

Students, especially senior form students, should be encouraged to participate more actively in lessons. Interaction between teachers and students should be promoted as it is inevitably important to facilitate classroom learning. Moreover, the practice of peer assessment as a part of regular classroom routines may be encouraged to help set a role model of learning among students. Moreover, teachers are advised to explore various ways to motivate students and help them fully develop their potential.

Enhancing Students' Performance in HKDSE

To further improve students' performance in HKDSE, the school can explore how to enhance the effectiveness of after-school gifted and enhancement classes. Teachers can make better use of the DSE scripts purchased by students and the HKDSE School Statistical Report to identify areas for improvement and develop strategies to help students better prepare for HKDSE. Furthermore, it will be better to run grade prediction at the end of S5. Based on the predicted grades, subject teachers can explore different methods to help students attain a higher level and give them advice accordingly. Students can be given more individual support to reflect on their learning and to evaluate and revise their learning strategies. It is hoped that students will achieve better results in public examinations and have a growth mind-set in learning in the long run.

Domain III School Ethos and Student Support

Area 5 • Student Support

Major Strengths:

5.1 Support for Student Development

Our school strives to provide different learning experiences to cater for students' developmental needs, foster students' self-management ability and help them set personal goals; therefore, a myriad of activities, including extra-curricular activities and various preventive and remedial services, have been organized. To boost students' holistic development, there are also a variety of supportive services, ranging from moral education programmes to service learning and career activities. While organizing these activities, members of different committees have been paying particular attention to learner diversity.

We also aim to foster students' positive values and enhance their interpersonal relationships and social responsibility; hence a spectrum of experiences and training in self-recognition, interpersonal relationships and social life, such as counselling services, leadership training, teachers' sharing and community services, has been arranged for students. Regarding students' discipline, a systematic mechanism of award and punishment has been in place.

Besides, the school has noticed the rising needs to cater for students with Special Educational Needs (SEN). A transparent mechanism has been established to ensure early identification of SEN students and the provision of timely professional support. Case conferences have been

held by the counselling team to monitor different special cases with class teachers. With a view to creating a culture of integration, specific policies have also been formulated to ensure equal education opportunity for all students.

5.2 School Climate

With good teacher-student, student-student and teacher-teacher rapport and a well-established open, joyful, supportive and harmonious school culture, students and teachers actively engage in all kinds of school activities. Members of the school cooperate with one another well in different activities. A positive and supportive environment has been developed. There is mutual trust and a strong team spirit among all teaching staff and every member works towards the same goal.

Areas for Improvement:

To boost student support, the school will seek new platforms to allow teachers to know more about their students. Individual counselling between class teachers and students is deemed effective yet its focus is often related to academic issues, instead of other areas of concerns. Also, having good communication with students is not only limited to class teachers. Instead, it also falls on other subject teachers to observe students' needs. Therefore, a new mechanism should be set up to foster communication between subject teachers and students. Meanwhile, communication among teachers across different committees and groups can be strengthened as well.

Senior students should be better informed of multiple pathways when doing their career planning; thus their horizons can be further broadened. To ease the stress of students, GAP lessons can be released for students to do self-revision or other in-class activities. Also, for students to equip themselves for HKDSE, the interface between S3 and S4 can be enhanced to help students regain a sense of achievement. The number of elective subjects can be reviewed in S5 to decide whether some students should drop one of their electives. S5 students should also withdraw their school duties in the second term so that they can better prepare for the HKDSE.

Area 6 • Partnership

Major Strengths:

6.1 Home-school Cooperation

Home-school cooperation is greatly valued by our school. The Parent-Teacher Association has been acting as a bridge among the school, parents, teachers and students. It has effectively mobilized parents to support and play different roles in a wide range of meaningful and educational school activities. Our parents actively participate in school activities like Christmas Party, School Fair, Teachers' Day as well as the PTA Picnic. The school assists the PTA to organize its activities, and the effort is greatly appreciated by the PTA. The school welcomes the opinions of parents and offer diversified and convenient channels for parents to

express their opinions, which are reflected to relevant school departments for consideration and follow-up actions. They generally identify with the school development and can participate in shaping the school policies through the elected parent managers in the Incorporated Management Committee.

Areas for Improvement:

Home-school cooperation is vital in the implementation of the school development plan; therefore, partnership with parents can be further strengthened to answer the diverse needs of their children during their growth. The Parent-Teacher Association can hold more sharing activities for parents regarding parental topics such as time management, and careers education to equip parents with the knowledge and skills they need to educate their children. Besides, seminars pertaining to parent education can be held to support parents at home.

Major Strengths:

6.2 Links with External Organizations

The school is able to develop appropriate links with external organizations in accordance with students' developmental needs. To foster social recognition, students' development has been comprehensively supported through collaboration with external organizations. The school has been organizing various talks, workshops and excursions with external organizations to help with students' growth in terms of counselling, discipline, career, extra-curricular activities, moral and civic education and other learning experiences. Besides, the school has strong linkage with alumni who also play a significant role in students' development with their expertise and multifaceted support. For example, alumni are invited to share their life and work experiences in sharing sessions, in talks and on Careers Day to widen students' horizons, and enhance their career and life planning skills. Some alumni offer mentorship, internship and placement for students.

Areas for Improvement:

Apart from external organizations, the school can develop cooperation and more exchanges with other schools. The types of external programmes can also be categorized according to the needs and interests of students.

Area 7 • Attitude and Behaviour

Major Strengths:

7.1 Affective Development and Attitude

Students in general are pleasant, self-disciplined, courteous and respectful. Our students comply with highly moral behaviors. They show good civic obligation and care for the country, and possess a positive attitude towards social harmony and national identity. Overall, students have positive self-concept in line with the school motto of Morality, Wisdom, Health and Diligence.

7.2 Social Development

Students are inquisitive, innovative, willing to serve the school and able to cooperate well with teachers and fellow schoolmates. Most of them demonstrate good interpersonal relationships, social and leadership skills by sophisticatedly organizing a number of mass programmes and character weeks, in which our school has made every endeavor to provide opportunities to help students develop social abilities. Overall, students enjoy a harmonious relationship with their schoolmates and teachers.

Area for Improvement

Discrepancy is observed between how students view themselves and how teachers view students. Moral education can be further reinforced to equip our students with proper ethical conduct. Students' ethical conduct and value judgment need to be carefully attended to as well. There should be a whole-school and standardized approach towards the moral qualities our school hopes to nurture. An atmosphere of mutual respect, self-discipline, and proper moral values in school should be set up to strengthen our school's positive ethos. The Discipline Committee, the Counselling Committee and the MCE Committee can work closer together.

Domain IV Student Performance

Area 8•Participation and Achievement

Major Strengths:

8.1 Academic Performance

Students' academic performance in internal assessments is well above average. Students have a positive attitude towards learning. They strive for improvement, and their effort has been reflected in the high passing percentage across all forms in internal examinations. Similarly, in Territory-wide System Assessment, results are consistently better than the territory averages in Chinese, English and Mathematics.

In public examinations, the records for students' results in 2015, 2016 and 2017 show a generally good academic standard. The percentages of students acquiring level 2 or above are 99.4 % (2015), 99.4 % (2016) and 98.1% (2017).

In other academic-related areas, it has been observed that students are showing more interest in joining activities and competitions related to different subject areas. They have performed well and achieved good results in these activities. For example, students have performed exceptionally well in Hong Kong Schools Speech Festival (English Speech and Chinese Speech), particularly in choral speaking. Some students represented our school to take part in STEM-related competitions, such as Hong Kong Student Science Project Competition, Second STEM in MBot competition 2017, Inter-school IT Elite Challenge 2018 and International Mathematical Olympiad Preliminary Selection Contest, and they achieved excellent results as well. We have also made impressive accomplishments in Chinese Writing Competition (Hong Kong Region).

Areas for Improvement:

Teachers should provide more support for high and low achievers so that students can get adequate assistance in their academic development. Teachers should also embrace and cater for learner diversity at different levels.

Major Strength:

8.2 Non-academic Performance

There is an appropriate mechanism to ensure that students have ample opportunities to participate in extra-curricular activities, and the participation rate in extra-curricular activities is high. In this academic year, 60% of the students participated two or more internal activities and 74.3% of the students participated at least one ECA activity outside school. More than 24.23% of the students belonged to uniform or social and voluntary services groups. Up to 58.03% of the students participated in inter-school events.

The majority of the students take an active role in ECAs to enrich their life experiences. They are eager to participate in the inter-school competitions and their performances are good, especially in the athletics as well as English and Chinese Choral Speaking. In the academic cohort 2016-2017, there were 299 students participating in inter-school sports competition, 58 entries in Hong Kong Schools English Speech Festival, 31 entries in Cantonese group and Putonghua group in Hong Kong Schools Chinese Speech Festival, 23 entries in Hong Kong Schools Music Festival.

To cultivate students' high morals and to broaden their horizons, students are encouraged to participate in exchange tours. In recent academic years, our school has organized Taiwan Music Tour, Jeju Geography Tour, Taipei Fencing Tour, Taipei Literature Walking Tour, Guangzhou Study Tour, London Study Tour, and Malaysia Literature Walking Tour, etc.

Students enjoy high-quality physical health and are generally fit. They have regular fitness training in PE lessons. The percentage of students within the acceptable weight range is high.

Area for Improvement:

Time management skills of students need to be further enhanced.

SWOT Analysis

Our Strengths:

Good reputation; friendly and inviting environment; successful all-round development programmes; modest and well-behaved students who cherish a simple way of life; committed, responsible and caring teachers; good succession planning; ample opportunities for teachers to express their opinions; supportive parents, school managers and alumni; strong sense of belonging and harmonious atmosphere;

Our Weaknesses:

Insufficient space for expansion of extra-curricular activities and small group teaching; students' potentials have not been fully developed; learners' diversity has widened; students' confidence, motivation and persistence to be improved; teachers' increasing workload;

Our Opportunities:

Good intake of S1 students; available surplus for additional manpower; development opportunities from Quality Education Fund Project on STEM, Chinese Language School-based Support Programme on curriculum leadership and Career and Life Planning Grant on preparing for students' future; increased support from alumni accumulated over 40 years of school history;

Our Threats:

Falling secondary school population in Hong Kong; greater learner diversity; trend of internet and smart phone addiction among young people; students' self-discipline and self-management to be improved;

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

1. To strengthen students' sense of commitment in their respective roles
2. To nurture reflective learners

School Development Plan (3-school-year period) (2018-2021)

Major Concern 1: To strengthen students' sense of commitment in their respective roles

Students are positive and responsible. They are caring, thoughtful and helpful about the needs of others and having the moral awareness and determination to know the good, love the good and do the good.

Major Concern 1	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Yr 1	Yr 2	Yr 3	
To strengthen students' sense of commitment in their respective roles	1. To better equip students with the attitude and skills to fulfill the expectations of their roles	√	√	√	1.1 Develop a set of shared school expectations on students' performance and practise a consistent demand on students' behaviour among teachers
		√	√	√	1.2 Nurture core moral values among students
		√	√	√	1.3 Set up and organize an enhanced leadership training programmes for student leaders to develop them into capable leaders
	2. To cultivate students' character strengths	√	√	√	2.1 Organize programmes for students to draw on their character strengths and engage in activities to help the class
		√	√	√	2.2 Provide opportunities / programmes for students to practise their character strengths through contributing to the well-being of the school and the community
		√			2.3 Enhance teachers' and parents' capacity to help students build and optimize their character strengths
	3. To cater for the different growth needs of students	√	√	√	3.1 Make good use of both internal and external performance data to evaluate the physical and psychological needs of students in catering for learners' diversity
		√	√	√	3.2 Organize programmes on positive emotions and resilience building
		√	√	√	3.3 Provide life planning programmes to build up sense of direction in career planning
		√	√	√	3.4 Organize a growth mindset camp for selected students to rekindle students' confidence in committing in their roles
		√	√		3.5 Review the student support system to support students' learning and personal development

Major Concern 2: To nurture reflective learners

Students are reflective. They are aware of their own strengths and weaknesses. They are able to develop strategies for improvement and internalize the habit of reflection in their life-long learning.

Major Concern 2	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Yr 1	Yr 2	Yr 3	
To nurture reflective learners	1. To nurture student's attitude and skills to become reflective learners	✓	✓	✓	1.1 Organize workshops on reflective learning for students
		✓	✓	✓	1.2 Enhance students' self-awareness and skills to reflect on the meaning and the process of learning
		✓	✓	✓	1.3 Design, select and encourage students to maximize the use of the e-learning platforms set up by four core subjects for further learning and reflection
			✓	✓	1.4 Further strengthen student's effective learning skills and habits
	2. To enhance teachers' professional capacity on cultivating students as reflective learners	✓	✓		2.1 Organize school-based professional development programmes for teachers to gain a deeper understanding of the characteristics of reflective learners
		✓	✓	✓	2.2 Devise programme plans and develop a broader repertoire of teacher's pedagogical skills, modes of assessments and learning activities to promote students' reflective learning and character building
		✓	✓		2.3 Make known to parents the concept and ways on cultivating teenagers into reflective learners
	3. Catering for different growth needs of students	✓	✓	✓	3.1 Make good use of both internal and external performance data to evaluate the learning styles & learning needs of students
		✓	✓	✓	3.2 Develop STEM in catering for the learner diversities
		✓	✓		3.3 Design and organize a growth mindset camp for selected students to rekindle their confidence as life-long learners
		✓	✓	✓	3.4 Review the student support system in order to support students' learning and personal development

Healthy School Policy

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
To cultivate a healthy school environment	1. To develop healthy living habits	✓	✓	✓	1.1 S1 to S6 GAP lessons (Student Health Service Programme of Department of Health) 1.2 S.1-3 Anti-drug Addiction Talk, Anti-smoking and Anti-alcohol Talks. S4-5 Mental Health Talk 1.3 Health Ambassador Scheme (S1-S3) 1.4 Little Gardeners 1.5 Incorporate the element of health education into the PE and HE syllabuses 1.6 Incorporate sex education programme into S1-S6 lessons 1.7 Fruit Day 1.8 Fitness Team Activity 1.9 Relaxation Exercise 1.10 Measure Blood Pressure and Fat Monitor Scheme
	2. To foster students' whole person development	✓	✓	✓	2.1 Peer Tutor Scheme 2.2 Social service scheme for S1-S3 2.3 S1-S6 Career programme 2.4 Prefect Mentoring Scheme
	3. To equip students with skills to deal with adversity and temptation	✓	✓	✓	3.1 Incorporate the element of skills in dealing with adversity and temptation into the LS syllabus 3.2 S4-6 Talk on Stress Management 3.3 Organize programmes on positive emotions and resilience building 3.4 Organize a growth mindset camp for selected students to rekindle confidence in committing their role
	4. To strengthen teachers' skills in handling suspected drug addicts	✓	✓	✓	4.1 Compile procedures of handling suspected drug addicts

Diversity Learning Grant 2018/2019 to 2020/2021

The following programmes are adopted with the support of EDB's Diversity Learning Grant to broaden students' choices of elective subjects and provide gifted education programmes for the tenth cohort of senior secondary students:

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					18/19	19/20	20/21		
Applied Learning	<ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - Students acquire diversified learning experiences and develop career aspirations - Students' different talents can be fully developed 	Courses in the following areas of studies will be offered by the EDB approved course providers (1) Creative Studies; (2) Media and Communication; (3) Business, Management and Law; (4) Services; (5) Applied Science; and (6) Engineering and Production	180 hours in two years	S.5 & S.6 students of this cohort of students	16	15	15	<ul style="list-style-type: none"> - Students successfully completed ApL courses as shown in the record of student learning - Survey / evaluation report on students' feedback - Assessment of students' performance 	Mr. Lai Pak Wing

Other Programmes - Gifted Education	Gifted students will be selected through a school-based selection mechanism. They will be provided further structured learning opportunities through school-based pull-out and/or off-site programmes that challenge their abilities. These learning opportunities include credit-bearing courses offered by tertiary institutions for senior secondary students and employment of tutors to run programmes specially designed for these gifted students.	<ol style="list-style-type: none"> 1. Enhancement programmes for students gifted in all the key learning areas. 2. Extra remedial tuition to students gifted in sports and arts. 	3 years	S.4-S.6 students of this cohort of students	80	80	80	<ul style="list-style-type: none"> - Attendance rate - Student questionnaires - Feedback from tutors 	Mrs Hui Leong Yuk Ping
-------------------------------------	---	--	---------	---	----	----	----	---	------------------------

School-based Medium of Instruction Plan for Junior Secondary Levels **(2016/17-2021/22)**

The MOI plan of our school has been devised in accordance with the EDB prescribed criteria of the MOI policy for the junior secondary levels, our school circumstances and students' needs.

The Language Policy:

As before, our school will adopt **EMI** for **ALL classes and ALL subjects** other than Chinese Language, Chinese Literature, Chinese History and Putonghua.

The Rationale:

1. Student Ability

Our school has fulfilled the “student ability” criterion set by EDB.

2. Teacher capability

All our teachers adopting English as the MOI have fulfilled the required qualifications.

3. Support Measures

Our school has created an atmosphere that is conducive to learning in English through the following measures:

- S.1 Bridging Programme
- English drama lessons
- English remedial classes
- After school English tutorial classes
- English speaking classes with international school students
- English Extensive Reading Scheme and Reading Award Scheme
- Morning assemblies conducted in English
- Notices and circulars in English
- School functions conducted in English (e.g. Speech Day, Athletics Meet)
- Internal English activities (e.g. Inter-class English Debate Competition, English Week, Book Exhibition, Drama performance, Poetry and Drama Competition, Meeting the authors, etc)
- External English Activities (e.g. HK Schools Speech Festival, HK Schools Drama Festival, Drama Fest, NESTA Debate, Battle of Books, etc)
- English Study Tours (e.g. Australia Study Tour, New Zealand Study Tour, London Study Tour)