

香港四邑商工總會黃棣珊紀念中學
H.K.S.Y.C.I.A. WONG TAI SHAN MEMORIAL COLLEGE



School Development Plan

2020/21 – 2022/23

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HKSYCIA WONG TAI SHAN MEMORIAL COLLEGE

School Development Plan

2020/2021 - 2022/2023

School Motto

Loyalty, Forgiveness, Diligence and Intelligence

School Mission

The school was founded by renowned professionals of the HK Sze Yap Commercial and Industrial Association in response to the Hong Kong Government's call for introducing universal education in the 1970s and with the spirit of long term nurturing of the next generation. Throughout these years, we build our school on the five aspects of education, moral, intellectual, physical, social and aesthetic development, and upon the school motto of faithfulness, forgiveness, diligence and intelligence. We strive to raise the academic and moral standards of students and aim at providing an open and pleasurable learning environment so that students can realize their full potential. It is our wish to produce responsible citizens who are physically and mentally healthy and are both sociable and righteous.

School Goals

- 1. To help students develop positive values and attitudes towards life.**
- 2. To prepare students to achieve goals that give meaning to their life.**
- 3. To equip students with knowledge and skills to cope with the ever-changing world.**
- 4. To help students explore their potentials by providing them with multifarious extra-curricular activities.**
- 5. To help students become responsible citizens and develop a sense of commitment contributing to our society.**

SWOT Analysis

Our Strengths

- The school embraces the vision of all-round education for students. Our tradition and culture have been well accepted by the community.
- The school has an administrative system in place and an excellent team of supporting staff.
- The school has a devoted and dedicated team of teachers with good teamwork.
- Teachers are forming a learning community advocating peer observation, lesson studies and professional sharing, as well as participating in school visits, EDB learning groups and programmes.
- A self-evaluation mechanism has been established to enhance reflection and improvement.
- All classrooms are equipped with IT facilities enabling the implementation of various teaching strategies stimulating students' learning interests.
- Students are well-behaved and have aspiration for academic achievement.
- The student-teacher relationship is good. Teachers are caring, approachable and friendly.
- Home-school cooperation is good. Parents are highly appreciative of the school's efforts in nurturing students.
- Our alumni provide valuable support and contribute to school development.

Our Weaknesses

- Some teachers are teaching with a traditional teacher-centered approach, and are not very familiar with student-centered learning and e-learning.
- Most students come from families with low socio-economic status, and parents' support to students' learning is inadequate.
- Students' foundation in English varies, which hinders learning in EMI subjects. Besides, students lack confidence in speaking English and a good reading habit.
- Some students are passive in learning with low self-expectation.
- Students are weak in self-management and unable to strike a balance between academic studies and extra-curricular activities.
- Students do not set goals for themselves and get little idea on lifelong planning and pursuits.
- There is still much room for middle managers to improve in curriculum and instructional leadership.

Our Opportunities

- The full implementation of the all-graduate teaching force policy together with the new staff establishment helps build positive morale and motivation, especially among those who were previously non-graduate teachers, at school.
- The school is provided with extra funding and grants (LWLG, CEG, DLG, SASG, STEM Grant, School-based after-school learning and support grant) to allocate additional resources for school development.
- The new Executive Officer may support school administration while the SEN coordinator, the SEN teacher and the additional social worker may help teachers to cater for the diverse learning needs of students.
- With the senior secondary curriculum having been implemented for a few years, teachers are familiar with the curriculum and assessment. Thus, they may focus on designing the school-based curriculum in junior forms to better arouse students' learning interests, cater for learner diversity and foster an e-learning culture.

Our Threats

- There may be a succession problem. Most senior teachers are close to retirement; yet, young teachers are not ready to take up administrative roles unless they are able to strengthen their leadership capabilities through professional development.
- Given the growing number of students with diverse needs, teachers have to spend more time on relevant training programmes regarding teaching students with different abilities. This may affect their classroom teaching and administrative work to a certain extent.
- The recent socio-political issues have brought adverse effects on traditional core values. Teachers may encounter grave difficulties in handling students' emotional and behavioural problems.
- The percentage of Form One students from the first banding has slightly dropped in recent years. There is therefore a need to review the school promotion and admission policies, as well as quality of learning & teaching.

School Development Plan (2020-2023)

Major Concern

- 1. To enhance the qualities of learning and teaching**
- 2. To promote STEM Education**
- 3. To introduce positive education**

Major Concern 1: To enhance the qualities of learning and teaching

Target	Strategies	Time Scale			Subject/Functional groups concerned
		20-21	21-22	22-23	
Enhancing learning effectiveness in class	<ol style="list-style-type: none"> 1. Lesson preparation: Students should report what they prepare for lessons 2. Note-taking: Students are encouraged to take notes in the learning process 3. After tests and exams, students are required to do reflections upon their learning 4. English vocabulary building: Workshops are held during the F.1 Bridging Course; teachers assist students in English vocabulary learning after school 5. Study Room: Teachers assist students in English vocabulary learning after school in Rm 200 in order to help with their vocabulary building 6. The English Panel would collaborate with the Science Panel on lesson design 7. Activities on reading English novels (F.1 students); collaborating with professional organizations to conduct reading workshops (once per term) 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	Academic Affairs Section, all subject departments

Target	Strategies	Time Scale			Subject/Functional groups concerned
		20-21	21-22	22-23	
Enhancing learning effectiveness in class	8. Students are encouraged to read books and make good records using the reading scheme booklets	✓	✓	✓	Academic Affairs Section, various subject departments
Teachers' professional development on pedagogy	1. Taking part in school-based support services organized by EDB and tertiary institutions	✓	✓	✓	Staff Development Section
	2. Attending courses on pedagogy	✓	✓	✓	
	3. Enhancing peer lesson observation; introducing open class to nurture a peer learning culture among teachers	✓	✓	✓	
	4. Organising professional development sharing sessions among KLAs to promote peer learning among teachers	✓	✓	✓	

Major Concern 2 : To enhance STEM education

To strengthen students' ability to integrate and apply knowledge and skills, and to nurture students' creativity, collaboration and problem-solving skills

Target	Strategies	Time Scale			Subject/Functional groups concerned
		20-21	21-22	22-23	
Set up main themes to promote STEM Education	<ol style="list-style-type: none"> 1. Use the theme: "Energy" for F.1 students 2. Organise STEM week according to the above themes, each KLA organises some related cross-curricular activities during lunch time and/or after school. 3. Emphasize on the learning and teaching activities through the related themes by each KLA. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p>	All KLAs
Apply funding from various sources	<ol style="list-style-type: none"> 1. Apply funding from QEF to construct a STEM Lab 2. Apply funding from "The IT Innovation Lab in Secondary Schools" initiative of the Government Chief Information Officer to organise STEM enrichment activities/programs 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p></p> <p>✓</p>	IT Section Computer Literacy, Mathematics, Science and related subjects

Target	Strategies	Time Scale			Subject/Functional groups concerned
		20-21	21-22	22-23	
Review the curriculum of Computer Literacy	<ol style="list-style-type: none"> 1. Add one more lesson of STEM to F.2 2. Strengthen the learning activities which involve “making”, computer programming and electronic control 3. Focus on the integration and application of knowledge and skills within and across the KLAs of Science, Technology and Mathematics Education 4. Participate in the School Support Scheme for STEM organised by EDB to enhance our STEM curriculum. 	✓	✓		Computer Literacy, Mathematics, Science and related subjects
		✓	✓	✓	
		✓	✓	✓	
		✓			
Enhance the professional development of teachers	<ol style="list-style-type: none"> 1. Organise professional staff development sessions to enrich teachers' knowledge concerning STEM and new technologies 	✓	✓	✓	Staff Development Section, IT Section
Strengthen leadership of students through organizing STEM activities	<ol style="list-style-type: none"> 1. Set up a STEM Club and invite students to join the committee to help organise STEM activities 	✓	✓	✓	Extra-curricular Activities Section
	<ol style="list-style-type: none"> 2. Invite students to join activities organised by the club 	✓	✓	✓	

Target	Strategies	Time Scale			Subject/Functional groups concerned
		20-21	21-22	22-23	
Widen the exposure of students through activities and competitions	<ol style="list-style-type: none"> 1. Invite teachers to share their idea of STEM to students during morning assembly 2. Organise STEM activities such as workshops, seminars and talks 3. Invite students to join a wide variety of competitions organised by different organisations 4. Invite professionals from universities / societies to share knowledge and experience in STEM 5. Visit local/Greater Bay Area STEM organisations 	✓	✓	✓	Computer Literacy, Mathematics, Science, Moral, Civic and National Education Section, Gifted Education Committee

Major Concern III : Fostering a positive school culture, cultivating an active and optimistic attitude

To focus on the development of students' character strengths, virtues, positive emotions and attitudes when facing challenges in life with resilience in order to accomplish a fulfilling life.

Goal	Strategies	Period(s)			Subjects/Functional Groups Concerned
		20-21	21-22	22-23	
Allow students to discover their personal value and develop their character strengths	1. Compile a Handbook of Happiness for students to introduce positive education	✓	✓	✓	Class teachers, Mindfulness and Life Education Teachers, and Moral, Civic and National Education Section
	2. Design GAP period contents and have class meetings to introduce positive class management	✓	✓	✓	
	3. Strengthen junior form students' ability to cope with emotions through life education and mindfulness lessons	✓	✓	✓	
	4. Organise positive education activities to enhance senior form students' connectedness and resilience	✓	✓	✓	
	5. Cultivate an attitude of appreciation and gratitude through WTSMC Tree of Life	✓	✓	✓	

Goal	Strategies	Period(s)			Subjects/Functional Groups Concerned
		20-21	21-22	22-23	
Strengthen school connectedness and positive relationships	1. Arrange training sessions with the theme of positive education to raise the awareness of positive education among teachers and staff members	✓	✓	✓	Major Concern III Core Team, Staff Development Section
	2. Encourage teachers to take part in specialised training programmes, such as professional post-graduate training programmes organized by tertiary institutions	✓	✓	✓	
Raise parents' understanding of positive parenting and allow them to master related skills	1. Organise talks about positive parenting where parents can have a better understanding of the importance of their roles as parents	✓	✓	✓	Student Support Team, Counselling Section
	2. Provide group trainings on positive parenting for parents-in-need	✓	✓	✓	
Elevate a sense of achievement among students	1. Develop values of cherishing, gratitude and appreciation among students through overseas voluntary teaching and visits to historic sites/natural scenery; enhance the sense of achievement among students through organizing and planning programmes or activities for the needy	✓	✓	✓	Major Concern III Core Team
	2. Develop a positive mindset and self-esteem among students through cross-curricular learning activities, in which students can solve problems and challenges in real life	✓	✓	✓	

Goal	Strategies	Period(s)			Subjects/Functional Groups Concerned
		20-21	21-22	22-23	
Create a positive school environment	1. Establish and expand teachers' learning circle as a platform for teachers to learn from one another and to deepen their understanding of positive education	✓	✓	✓	Major Concern III Core Team and Moral, Civic and National Education Section
	2. Design suitable activities for GAP periods so teachers can actualise positive education in class	✓	✓	✓	
	3. Establish a resource corner for positive education so teachers can conveniently access relevant information	✓	✓	✓	
	4. Provide opportunities for display of achievements so teachers can share what they have learnt and feel recognised while providing training for colleagues	✓	✓	✓	
	5. Further integrate elements of positive psychology to school traditions and values of WTSMC	✓	✓	✓	
	6. Refine core existing projects, through which to promote Wong Tai Shan culture among all stakeholders, such as teachers, students and parents, to develop a sense of cohesion	✓	✓	✓	
	7. Improve school physical environment to build a safe, suitably relaxing space that fits students' needs	✓	✓	✓	

~ End of Plan ~