

S.K.H. LAM WOO MEMORIAL SECONDARY SCHOOL



School Development Plan

2009-2012

SKH Lam Woo Memorial Secondary School

School Motto

The Truth Will Make You Free. St. John(8:32)

Mission Statement

Keeping in step with the spirit of Jesus Christ our Lord, it is our mission to provide students with an all-round education aimed at excellence in spiritual, ethical, intellectual, physical, inter-personal and aesthetic development.

We aim at cultivating our students with the qualities of a LAMWOOER: leadership, ardour, modesty, wisdom, optimism, originality, empathy and responsibility.

School Goals

Learn To Learn; Learn To Respect

1. Channel the school including staff and students towards clear, commonly shared goals that lead to the betterment of students.
2. Help students develop a global vision and have a better understanding of their community, Hong Kong and worldwide.
3. Help students explore their potential in academic ability and non-academic development.
4. Encourage students' learning to go beyond the classroom and formal lesson time.
5. Cultivate and equip students with the 9 generic skills to help them work within, and adapt to a rapidly changing employment, social and economic climate.
6. Cultivate positive values and attitudes to ensure students could play a contributory role in the community
7. Provide a broad curriculum (e.g. remedial class, high achievers class) to cater to students' learning diversities.
8. Provide students with a language rich environment so that they can become fully bi-literate & tri-lingual.
9. Maximize the use of IT to enhance the efficiency of teaching and learning.
10. Create opportunities for teachers to collaborate and conduct professional exchange.
11. Enhance the effectiveness of communication channels with the stakeholders of our school, including staff, parents, students and alumni.

School Development Plan

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Holistic Review

Effectiveness of the Previous School Development Plan

Priority 1: Effective Learning & Teaching

1. Effective Teaching

Our school has made a major step in turning itself into a learning community. Through 06-09, most of the subjects have attempted lesson study and all teachers have involved themselves in co-planning study as well. They have come to accept colleagues attending their classrooms and commenting on their lessons for mutual benefits. Classroom is no longer a private and non-trespassing territory. In fact, from their feedback, quite a number of staff agreed that peer lesson observation contributes a lot to professional interflow in school.

95 peer lesson observations have been done. The number is more than the total number of teaching staff which is 65. The number of observations done by each teacher ranges from 1 to 4. Staff do find co-planning and peer lesson observation acceptable as a means of developing professional interflow. They are more ready to learn from one another and to welcome visitors to classrooms.

According to Teachers' Feedback on Low Rating items in SHS, staff agreed that peer lesson observation is one sure way to contribute to the development of an ambience of professional interflow.

In the promotion of effective teaching, we are very glad to see a gradual and sure progress in teachers using clear instruction and using appropriate language to cater to students of different learning abilities. Collaborative learning has taken roots in most subject areas with tasks and activities arranged to involve students much more actively in lessons. Much more questioning has been done in class and they are of a wide variety.

On the other hand, the questioning skills of teachers require further development to ensure the questions they ask can be of a higher order thinking and pose greater challenge to students. The continuation of peer lesson observation and focused examination on questioning strategies may eventually develop our professional knowledge in this aspect.

2. Effective Learning

In the promotion of effective learning, the data in course evaluation agree with that in the peer lesson observation and subject panels' evaluation; we see a marked improvement in the introduction of student-centred lessons through active involvement of students in activities. Students' participation in the learning activities showed continuous improvement through the 3 years. Based on the course evaluation, out of 6, all subjects taken part in the survey could score over 4, some approaching 5 and 2 subjects over 5 .

The mastery and application of study skills require stronger promotion and all teachers should integrate the teaching as part of their lessons.

3. Providing prompt and constructive feedback

The inclusion of positive and constructive comments in the marking of exercise has become a common practice. This is really encouraging. In addition, we gladly see assignments posing more of a challenge to students' critical thinking.

In exercise marking, in all 3 years, teachers performed better in the 1st term compared to the 2nd. But the 1st term exercise inspection is of a wider scale involving all levels so should be a more reliable indicator of performance.

The improvement in the setting of assignments and effectiveness of marking rely closely on the enforcement of the Academic Division. The cooperation and coordination of Major Concern Committee and Academic Division is a determining factor for the success in effective learning of students. Therefore, it might be a better idea for the Academic Division to take up a major concern related to effective learning of students in the coming cycle.

4. Using IT effectively in learning & teaching

IT Team has to adopt action plans:

- Promote effective learning through IT by familiarizing subject panels with subject-based choices of using this medium
- Set up system of helping every student to acquire a computer
- Tackle the problem of extended use of computers if over 3 hours ‘usage is a cause for concern

To implement the plan more effectively, Major Concern can be more focused and target only at one concern i.e. either teaching or learning. One suggestion is to target study skills in the coming 3-year cycle. The package on “ Critical Thinking Skills” could be used to boost presentation skills in esp writing and these skills are relevant to quite a number of subjects so the MC could be a cross-curricular attempt. Whether this should cover all levels or only pertain only to senior forms could be a matter for further exploration.

Priority 2: Enhancing EMI Learning and Teaching

1. Enhancing EMI Teaching

The programmes done were worthwhile and beneficial to some teachers. However, we only have 1 trainer (the NET teacher), with the teaching load in English Department plus the workload in English Corner and Studio, he can only spare a little time to provide training to our teachers to enhance EMI teaching. The training should be made sustainable in the coming years either by employing service provides or reducing the workload of the NET teacher.

2. Enhancing EMI Learning

Most of the scheduled tasks were completed with satisfactory feedback. These tasks should be continued in the coming years with the joint effort of the English Department.

3. Providing a language rich(Eng) environment

The implementation of Language Policy should be enforced in the coming years such that it becomes a “culture” eventually. The provision of English rich environment should be carried on with the effort of every staff. The English Corner, the Studio or English activity day/week ...etc can still be operated with the aids of English Awards Scheme and any other concerned parties.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths
1. School Management	Professional development of teachers has aligned with major concerns
2. Professional Leadership	Principal is open-minded with clear vision on school's development
3. Curriculum and Assessment	A broad and balanced curriculum for whole-person development Well-developed school-based curriculum development in language subjects , LAC and LS Various modes of assessment have adopted
4. Student Learning and Teaching	Teachers are dedicated, collaborative and are professionally well-qualified
5. Student Support	Continually more equipped school campus
6. Partnership	PTA is supportive and parents appreciate school culture Continually explores and expands network for additional support
7. Attitude and Behaviour	Students are eager to achieve Students appreciate school culture
8. Participation and Achievement	Students perform well in public exams and inter-school competitions

PI Areas	Area for improvement
1. School Management	Major decision making could be made known to staff before and after decision has been made in SAC/SIT to increase overall transparency.
2. Professional Leadership	Better teaching strategies can be suggested to teachers to tackle individual learning problems. Data from tests and exams can be used more effectively to boost learning.
3. Curriculum and Assessment	Life-wide-learning activities could be organized more systematically and inter-disciplinary cooperation can be tightened.
4. Student Learning and Teaching	Adjustment in regular assignment is necessary. More lessons should be scheduled for revision.
5. Student Support	Learning atmosphere and motivation should be further strengthened. The non-academic activities of students can be reduced so that more concentration to study can be given.
6. Partnership	Further strengthen the cooperation between parents and the school by expanding networks.
7. Attitude and Behaviour	Strengthen students', parents' and teachers' sense of whole person development in school education. Guide students to enjoy of process of learning and participate in activities/competitions. Further enhance students' time management skills and exam skills.
8. Participation and Achievement	Encourage more students to participate in uniform groups/social and voluntary services.

2008-2009 SWOT Analysis				
	Strengths	Weaknesses	Opportunities	Threats
School	<ul style="list-style-type: none"> ➤ Strong intake of Band 1 students ➤ Continually more equipped school campus 			
Principal	Open-minded with clear vision on school's development			
Teachers	<ul style="list-style-type: none"> ➤ Dedicated and collaborative ➤ Professionally well-qualified 	Room for improvement in staff appraisal system		Limited funding leading to instability in workforce
Students	<ul style="list-style-type: none"> ➤ Eager to achieve ➤ Appreciate school culture ➤ Perform well in public exams and inter-school competitions 	Inadequate family support for learning	Have high expectations of themselves and self-respect	Intensifying learner diversity
Parents	<ul style="list-style-type: none"> ➤ PTA is supportive ➤ Appreciate school culture 			
Curriculum	A broad and balanced curriculum for whole-person development	<ul style="list-style-type: none"> ➤ Moral education concerning developing responsibility & politeness needs to be strengthened ➤ Reading culture needs to be strengthened 	NSS activates a new mindset	NSS curricula pose adaptation problems to teachers and students
Learning & Teaching	Well-developed school-based curriculum development in language subjects , LAC and LS	<ul style="list-style-type: none"> ➤ Better coordination can be strengthened among subject panels ➤ Need to consolidate learning strategies 		Challenge from the new MOI policy

	Strengths	Weaknesses	Opportunities	Threats
Assessment	Has adopted various modes			SBA brings heavy burden
Professional Development	Has aligned with major concerns			
School Network	Continually explores and expands network for additional support		<ul style="list-style-type: none"> ➤ Forms network programme with neighbouring schools ➤ Strong religious support from Crown of Thorns Church 	

School Development Plan (3-school-year period)

Major Concern 1 Learn To Learn

Areas	Targets	Strategies/Tasks	09/10	10/11	11/12
1. Promoting learning strategies// subject-specific study skills (CAS,CFG, WKT CPC)	Subject departments help students acquire the study skills specific to each subject area so that learning can be a successful venture	<ul style="list-style-type: none"> ● subject departments prepare a <u>chart</u> on 1 study skill to be developed at each level (F1-3, F4, F6) ● subject departments update the chart on study skills to be developed at different levels (F1-3, F4, F6) ● subject departments delineate strategies and evaluation used to develop the skills through the year (F1-3, F4, F6) 	√		
	School promotes specific achieving strategies	<ul style="list-style-type: none"> ● special focus on achieving strategies: each subject is to choose 1 of the 3 achieving strategies: note taking , pre-lesson preparation, post-lesson revision to be promoted and developed through related subject departments (except cultural subjects/RS/LAC/PTH/CL) ● special focus on : reading reference, reading assignments to do pre-lesson preparation to be implemented through related subject departments ● workshop on memory skills for students (2 to 3-hour workshop) 	√	√	√
2. Promoting skill-building in teaching (SDC, WML LSS)	Further strengthening the building of a learning community among teachers related to the teaching of study skills	● school-classroom observation workshops to strengthen teachers' skills in conducting peer lesson observation and in pedagogy	√		
		● school- course evaluation focusing on related teaching of study skills & pedagogy	√	√	√
		● subject- peer lesson observation focusing on study skills & pedagogy	√	√	√

Areas	Targets	Strategies/Tasks	09/10	10/11	11/12
3. Promoting eLearning (IT Team, LTS)	Strengthen the skills in IT for teaching and learning	<ul style="list-style-type: none"> familiarise staff with the use of smartboards (D & T Rm , CLC, Phys Lab) Installation of smartboards in F1 and F3 classrooms & subject panels would be approached to experiment the usage Upload teaching materials for revision of students in F1 and F3 in content subjects (starting with voluntary subjects) 	√	√	√
4. Accelerate Learning (for low achievers in F1 and F2) (LTS, CHY, HCP LKL, CWW)	<ul style="list-style-type: none"> Early identification of low achievers Intervention programs to help low achievers to catch up 	<ul style="list-style-type: none"> Identification of low achievers (work with NAD) –F1-F4 meetings with subject teachers after 1st internal assessment to share views and shortlist needy students 2009 X'mas tuition for low achievers in F1, F2 (Eng, Math) (employ tutors to teach for 5 x2 hours; students pay \$100 which would be refunded on full attendance; Most Improved Student Award) summer tuition for F1, F2 (Eng, Math) (employ tutors to teach for 10x2 hours; students pay \$100 which would be refunded on full attendance; Most Improved Student Award) (estimated budget: \$18,000; \$150 @ hour) exchange programs for 3 low achievers in F1-F2 with SKH Li Ping or other EMI schools for 3 days and presentation by students 	√	√	√

Areas	Targets	Strategies/Tasks	09/10	10/11	11/12
5.Restructuring Academic Division to effectuate better learning & teaching (LSS, CFG, CHY)	<ul style="list-style-type: none"> ● revise & promote measures in effective learning & teaching ● strengthen coordination with major concerns ● strengthen coordination with academically related units 	<ul style="list-style-type: none"> ● streamline workflow ● better division of labour ● regular coordination with academically related units 	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>

Major Concern Priority 2 Learn To Respect

Areas	Targets	Strategies/Tasks	09/10	10/11	11/12
1. Enhancing students' awareness and understanding of respect for oneself, the others and the society 0910 Good Virtues 1011 Inter-personal Relationships 1112 Concern for the Society (CSC and NSC)	Subject departments help students understand and develop the specific values through the formal curriculum	<ul style="list-style-type: none"> ● Subject departments incorporate the various virtues and values in the subject curriculum by refining the scheme of work (F1-3, F4, F6) ● Subject departments, especially languages subjects, RE and LS, adopt teaching and learning activities to teach these virtues and values (F1-3, F4, F6) 	√	√	√
	School promotes the specific values through informal curriculum	<ul style="list-style-type: none"> ● Involve both teachers and students in formulating rules or code of behavior pertaining to the virtues in staff meeting and FT periods respectively ● All pastoral care sections / committees / teams align and implement their program plan in line with the various virtues and values ● Develop students' good virtues and related values through teaching and activities in FT periods curriculum ● Arouse students' awareness of the importance of the various virtues and values through School Assemblies and Form Morning Assemblies ● To promote students' respect through reading program, e.g. current news and book exhibition 	√	√	√
2. Enabling students to practice respect and the related values through the daily School Life (CSC, CWY, LCK, LSK and WWT)	To further strengthening students' values through habit-formation	<ul style="list-style-type: none"> ● All teachers and school staff engage in cultivating and enforcing these values into students in daily school life ● To develop students' responsibility and discipline by maintaining a good and clean classroom learning environment through the Classroom Cleanliness Campaign ● To foster a caring culture through a Mentoring Scheme by Alumni (a pilot scheme in 0910 and a full implementation in 1011) ● To foster students' respect and concern for the others by "Sending Memo" Scheme 	√	√	√

		<ul style="list-style-type: none"> ● To promote care and concern for the society through a large-scale social service program ● To implement the “Sure-Win” program in collaboration with the Hong Kong Polytechnic University for F.1 in 2010 and F.2 in 2011 		√	√
3. Providing training for teachers, parents and students in value education (WPL and CWM)	Equip teachers, parents and students with the knowledge, skills and attitudes in value education	<ul style="list-style-type: none"> ● Strengthen teachers’ and parents’ role in cultivating students’ good virtues and values through talks and training workshops ● Develop students’ good virtues and values through various leadership training programs (F.3, F.4 and F.6 students) ● To rally external resources to provide further training or opportunities for teachers and student 	√	√	√
4. Building a more supportive school environment for implementing value education (CSC, NSS and SFG)	<ul style="list-style-type: none"> ● Activities to further promote value education ● To award and celebrate students’ good deeds 	<ul style="list-style-type: none"> ● To promote and cultivate students good virtues and values via educational programs, e.g. posting wisdom words, Slogan Competition and etc. ● To encourage and equip F.6 students to be role models of the School to the fellow schoolmates ● To disseminate students’ good practices through the publication of an year-end magazine ● To better promote and implement the existing award schemes of the School, e.g. Lamwooper Award 	√	√	√
5. Better alignment or trimming of non-academic activities for more effective implementation of value education (CSC, CWY and LCK)	Strengthen coordination with various concern parties, e.g. MC1 and various non-academic sections / units	<ul style="list-style-type: none"> ● Meetings with MC1 to facilitate communication and collaboration in the implementation of MC1 and MC2 ● Meetings with academic and non-academic sections to formulate the annual school schedule of activities ● Form a student team for MC2 (one representative from each of the 5 pastoral care sections) to help in the implementation of the various activities of MC2 	√	√	√

Supporting Measures for EMI Teaching and Learning

Area 1: Enhancing EMI Teaching	<p>a) Classroom communication consultations will be provided for teachers to help improve their classroom delivery skills. Teachers would also get some support in the development of EMI materials.</p> <p>b) A single-page classroom English Bulletin featuring tips on pronunciation and classroom English use is designed and distributed to content subject teachers regularly.</p> <p>c) An annotated model F6 lab report is completed and given to science teachers and their matriculation-level classes. This serves as a pilot project to help teachers develop other model texts.</p> <p>d) An English teaching assistant has been employed to facilitate the administration of the English Department and to provide after school tutorials for less able students.</p>
Area 2: Enhancing EMI Learning	<p>a) The English Corner gives students the opportunity to practise English every school day and provides a wide range of resources to encourage students to gain a wider exposure to English and increase their interest in the language.</p> <p>b) There is an online database providing abundant English learning material for self-study at home.</p> <p>c) Key vocabulary of different subjects is collected and relevant dictation videos are made to help students with the spelling of English words before tests and examinations.</p> <p>d) The Form 1 Summer Tuition Program has been run for years to help Form 1 students adapt to EMI teaching.</p> <p>e) The school provides English remedial classes for the underachieving F.1 to F.3 students. Only a maximum of 18 students would be accommodated in those classes to ensure that they are given sufficient attention and care to their learning. After-school tutorials are also provided for less able students from Form 1 to 3 to enhance their English proficiency.</p> <p>f) The school also runs English elite classes for English high-achieving F.1 to F.3 students. Students in those classes would have a greater exposure to the use of the language. They are also given additional opportunities and training to lead English activities upon various school occasions.</p> <p>g) A school-based subject called “Language Across the Curriculum” has been developed to teach various study skills of the subjects which are taught in English.</p>
Area 3: Providing an ‘English-rich’ Learning Environment	<p>a) The school strictly enforces the EMI language policy in all whole-school/form assemblies. The worship part in assemblies, all formal public announcements, posters in classrooms and reminders written on blackboards have to be done in English. Students read English materials for more than 4 months a year in the morning. And every week, they watch English TV news twice during the Class Teacher Period.</p> <p>b) An English Corner is established in school. It has been running extremely well with the help of English teachers and senior form students. A wide range of English books, magazines, CDs, VCDs, DVDs and games are available there for students’ use.</p> <p>c) English Activity Days and English Speaking Days are organized in the school year, aiming to encourage students to use the language in a</p>

	casual and fun way. A variety of English games and activities will be carried out in those few days with both students' and teachers' participation.
	d) AFS Cultural Exchange Program is launched in the school. An exchange student from a foreign country will come to stay for one year. Many students and teachers agree that this programme helps promote cultural and language exchange in the campus.
	e) The English Award Scheme has been launched to increase the variety of English activities provided for all students in school, like film showing, poem reading and story telling. Another aim is to promote self learning of our students.