# SKH Lui Ming Choi Secondary School School Development Plan

2015/16 - 2017/18

# SKH Lui Ming Choi Secondary School

#### 1. School Vision & Mission

#### (a) Vision

- (i) The School aspires to be an outstanding Christian school in Hong Kong providing for quality education and whole-person development to students.
- (ii) The School strives for excellence in education and supports the overall purpose of helping its students achieve their potential as leaders, motivated learners and carers, and to live out the school motto of "Leadership, Motivation and Caring."
- (iii) The School respects diversity and professes the broad Christian values of caring, service, and distinguishing right from wrong. The School aims to help its students become people of integrity who believe in contributing to the common good of society.

#### (b) Mission

- (i) Basing on the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality.
- (ii) Through its academic programmes, extra-curricular activities and pastoral care, the School shall:
  - 1. help its students develop their potential;
  - help its students develop their leadership qualities through thinking clearly and critically, communicating effectively and acquiring the knowledge and skills to cope with external academic and global demands, so that they are prepared for future career development and life challenges;
  - 3. foster the motivation for success in its students through acquiring skills for self-reliance and self-discipline, and developing physical fitness and spiritual wellness as well as a sense of self-worth;
  - 4. nurture caring attitudes in its students through developing respect for the cultures of different social groups; recognizing their responsibilities at the personal, family, social, national and global levels; and being wards of the message of the Christian faith.

### 2. School Motto

The school motto is Leadership, Motivation, Caring

### 3. Core Values of Education

The school respects diversity of talents and believes in the broad Christian values of caring and service, and in the sense of right and wrong. The school also aims to help students believe in contributing to the common good of society.

# 5. Holistic Review

# **Effectiveness of the previous School Development Plan (2012-2015)**

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.:  Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
Curriculum Development     (i) Junior Secondary Curriculum     (ii) Senior Secondary Curriculum     (iii) Formative & Summative Assessment	Partly achieved	Incorporated as routine work	-
Student Development     (i) Knowledge & skills     (ii) Values & Attitudes	Partly achieved	Incorporated as routine work and continue to be major concerns in the next SDP	-
3. School Development (i) To prepare for and to set up the IMC	Fully achieved	Would complete the election of Teacher, Parent and Alumni managers in 2015-2016	-

# **6. Evaluation of the School's Overall Performance**

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul> <li>The development priorities took into account the mission and vision of the school, students' needs and teachers' professional input</li> </ul>	<ul> <li>Further communication and collaboration among the management, subject panels and functional committees would further enhance implementation</li> </ul>
2. Professional Leadership	<ul> <li>The school management keeps abreast of the latest trends in education development and is willing to deploy resources to support various priorities</li> </ul>	<ul> <li>Further enhancement of team spirit and staff morale would enable a smoother implementation of the strategies towards school development</li> </ul>
3. Curriculum and Assessment	<ul> <li>The school makes attempts to formulate school-based curriculum development objectives and implementation strategies, and deploys various resources to cater for learning needs of students</li> </ul>	<ul> <li>Exploration of more different modes of assessment could further enhance understanding of student performance and suggest direction for student improvement</li> </ul>
4. Student Learning and Teaching	<ul> <li>Students are generally attentive and follow teacher instructions, while teachers are generally serious about teaching and adopt the medium of instruction in line with the school language policy</li> </ul>	<ul> <li>Greater flexibility in classroom learning and teaching could better tailor for diverse student needs as well as to train proactiveness among students</li> </ul>
5. Student Support	A variety of student support activities and services provided to cater for the whole person development of students	<ul> <li>More collaboration across subject panels and functional committees could further enhance a systematic catering of different developmental needs of students</li> </ul>
6. Partnership	The school is in good partnership with the Parent-Teacher Association, Alumni Association and social service organisations in the vicinity and works well with them to enrich student life	<ul> <li>Exploration of a greater variety of activities and programmes of external organisations could extend different dimensions of student development</li> </ul>
7. Attitude and Behaviour	Students generally conduct themselves well and are willing to study	Further exploration of methods to boost student motivation in learning could enhance student to further excel in their studies
8. Participation and Achievement	<ul> <li>Student performance is generally above the territory average with increasing participation and achievements in external programmes and competitions, motivating learning and boosting confidence</li> </ul>	Furthering nurturing of students' will and skills to learn could enable them to attain higher achievements

### 7. SWOT Analysis

### **Our Strengths**

- Most of our students are gentle and teachable
- Our teachers and students generally maintain a good relationship
- The school is reputable for her students' discipline and good behaviour

#### **Our Weaknesses**

- Students' self confidence in their ability to reach a higher goal is yet to fully blossom
- Some students lack motivation which hinders them from reaching their full potential
- Continuous professional development more prominent among some while less so for the others

### **Our Opportunities**

- More intake of boys with greater potential to extend the development in the area of science
- Some increase in intake of students from other districts providing new dynamics to the student population
- Greater attempts in different learning and teaching strategies that would enhance learning of the diverse range of student abilities

### **Our Threats**

- Dropping student population in the Southern district affecting the intake of students of higher academic potential
- Changes in family composition with inadequate family support for students
- Beginning signs of student learning affected by students' engagement in electronic gadgets

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

- 1. Excel (Striving for Excellence)
- 2. Engage (Life Building through Engagement)
- 3. Enlighten(Life Broadening through Enlightenment)

# School Development Plan (2015-2018)

Major Concerns	Targets (should be Specific, Measurable, Achievable,	Time Scale (Please insert ✓)			
	Relevant and Time-bound (SMART) so that they can be implemented, monitored and evaluated accordingly.)	2015- 2016	2016- 2017	2017- 2018	A General Outline of Strategies
<ul> <li>1. Excel (Striving for Excellence):</li> <li>Stretching students' academic potential</li> <li>Continual lesson study to enhance student learning</li> </ul>	<ul> <li>Supportive evidence showing improvement in students' performance in specific areas in the acquisition of the 2 languages</li> <li>Language Across Curriculum (LAC) plan devised and executed by various departments to strategically strengthen students' learning of their subject in English, with students considering it to be helpful to their learning</li> <li>Students considered the teaching of the thinking skills can enhance their logical understanding and analysis required of their subject curriculum</li> <li>Supportive evidence showing enhancement in student thinking and communication</li> <li>Students engaged in the programmes (external / in-school) considered the programmes strengthening their critical thinking and communication skills</li> <li>Junior secondary students achieved the targeted reading</li> <li>Junior secondary students considered the reading scheme to have enriched them in at least two things in relation to their general / subject related knowledge</li> <li>Supportive evidence showing enhancement in learning through the lesson design under the lesson study</li> </ul>	✓	✓	✓	<ul> <li>Language consolidation         <ul> <li>pull out programmes / tutorials for elite and weaker students</li> <li>strengthen strategies and prepare appropriate materials to help students learn in English</li> </ul> </li> <li>Logical thinking and communication skills consolidation         <ul> <li>teaching of thinking skills specific to subjects</li> <li>constant engagement of students in communicating across their thinking in class and in written work</li> <li>engagement in external programmes</li> <li>in-school pull out programmes</li> <li>General and subject content knowledge consolidation</li></ul></li></ul>

# School Development Plan (2015-2018)

Major Concerns	Targets (should be Specific, Measurable, Achievable,	Time Scale (Please insert ✓)			
	Relevant and Time-bound (SMART) so that they can be implemented, monitored and evaluated accordingly.)	2015- 2016	2016- 2017	2017- 2018	A General Outline of Strategies
<ul> <li>2. Engage (Life Building through Engagement)</li> <li>Developing students' leadership potential</li> <li>Continual inter-disciplinary cooperation in enhancing students' development of various generic skills and moral values</li> </ul>	<ul> <li>All students achieve the level of being a participant in at least 2 activities; at least 40% of the students achieve the level of being a helper in at least 1 activity; at least 20% of the students achieve the level of being an organizer; at least 5 % of the students achieve the level of being a trainer in at least 1 activity</li> <li>Students who joined the programmes expressed that they had acquired leadership qualities / skills through the programme</li> <li>Students who joined the programmes expressed that they had been motivated to seek and engage themselves in similar programmes in future</li> <li>Students are engaged in at least 1 lesson design / learning activity / programme that enhanced a particular generic skill / value through inter-disciplinary cooperation</li> <li>Students expressed that they had been able to see that their learning across subjects is actually interconnected</li> </ul>	✓	✓	✓	<ul> <li>Strategic engagement of students in different levels of participation in various ECAs / teams / groups to gradually build them up from a participant to helper to organizer and ultimately a trainer</li> <li>Strategic engagement of students to participate in specially chosen programmes organized by external organization to strengthen their leadership and motivation</li> <li>Engagement of students in lessons / learning activities / programmes organised by cooperation across disciplines to help students see that their learning across subjects / disciplines are indeed 'connected' rather than being 'discrete'</li> </ul>

# School Development Plan (2015-2018)

Major Concerns	Targets	Time Scale			
	(should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART) so that	(Please insert ✓) 2015- 2016- 2017-		2017-	A General Outline of Strategies
	they can be implemented, monitored and evaluated accordingly.)	2013	2010-	2017	
<ul> <li>3. Enlighten (Life Broadening through Enlightenment)</li> <li>Widening students' horizon and inspiring students in search of their purpose and goal in life</li> <li>Continual inspiration for teachers' in educating 21<sup>st</sup> century learners</li> </ul>	<ul> <li>Students considered the programmes helpful in getting them know more about themselves</li> <li>Students considered the programmes helpful in getting them identify their goals</li> <li>Students considered the programmes helpful in directing them to ways which may help them achieve their goals</li> <li>Students considered the exchanges / study tour to have widen their horizon (e.g. in knowing more about different cultures / in interacting with people of a different culture or different language / in seeing a different living environment, etc.)</li> <li>Students considered their life being inspired by those class teacher periods designated for life inspirations</li> <li>Students had made reflections on the purpose and mission of their life</li> <li>All staff to have at least 15 hours of professional development in relation to the latest development in their subject areas / functional roles / student learning / education trend etc. on a personal level / departmental level / school level which they find helpful in educating 21st century learners</li> </ul>	* * * * * * * * * * * * * * * * * * *	* * * *	* * * *	<ul> <li>School based curriculum (formal and informal curriculum) in life planning and career education to guide students identify their goals</li> <li>Strategic arrangement of students for exchanges and study tour to widen their horizon</li> <li>Strategic planning of class teacher period to enhance life and goal inspirations</li> <li>Church-school cooperation in the spiritual awakening of students through specially designed activities to help them find their purpose and mission of life.</li> <li>Strategic plans for teachers to continually develop themselves and to keep abreast of the education direction and needs of students such that they could reflect, review on their teaching and refine where appropriate</li> </ul>