

HKMA David Li Kwok Po College School Development Plan 2009-2012

1. School Vision & Mission

Our Vision

Our vision is to operate a high performance school which provides effective schooling for educating and developing students with the life skills to become responsible, caring, self-disciplined and adaptable young people in a changing society and eventually to be employable and productive members of the community and international citizens of an increasingly globalized world. The school will nurture wholly developed, well-balanced and life-long learners who are moral, literate and cultured, intellectually, physically and emotionally strong, and ready and willing to serve society.

Our Mission

Our mission is to provide an all-round education for the total development of our students, encompassing moral, intellectual, physical, social and aesthetic aspects. The school believes that each student has worth, and is endowed with potential and that the school can and should, develop its students to the fullest. We also believe that every child has different abilities and can become an effective and independent learner by learning to accept responsibility for his or her learning.

2. School Goals

The school exists to educate and develop every pupil to his or her full potential so that he or she will grow up to become a well-rounded person with the following attributes:

- International in outlook, culturally aware and proud of their own heritage;
- Bi-literate and tri-lingual, with the requisite confidence and competence to communicate effectively in a global community;
- Well-versed in the use of information technology both inside and outside of the classroom;
- Logical, independent and creative thinkers with the resourcefulness to make informed decisions;
- Well-prepared for continued and active life-long learning;
- knowledgeable about humanities as well as basic scientific and mathematical concepts;
- Civic-conscious, patriotic and willing to contribute to the community;
- Morally aware and appreciative of traditional Chinese values (such as loyalty, reliability, responsibility, self-discipline, punctuality, obedience, filial piety and family values);
- Cultured and able to appreciate and enjoy the visual and performing arts;
- Physically fit and knowledgeable of healthy living

3. School Motto

“In Search of Excellence”

Holistic Review

Major Concerns in 2008-2009	Extent of targets achieved	Follow-up action	
1. To continue with measures that prepare for the introduction of the NSS curriculum	Achieved as planned	This area is to become ongoing and routine work	The SSE process indicated that there were other areas that demanded more focus. This area whilst not unimportant, could be dealt with by routine tasks
2. To further develop a Moral and Civic identity by the creation of whole school values: Respect, Responsibility, Perseverance, Appreciation	Further development is needed in this area	This area is to become a Major Concern for the coming three years	The SSE process indicated that this was an area that needed further development
3. To develop measures that encourage developments in Teaching and Learning	Further development is needed in this area	This area is to become a Major Concern for the coming three years	The SSE process indicated that this was an area that needed further development

Evaluation of the School's overall performance by teacher-led groups, taken from the SSE process 2008-2009

(Individual footnotes relate to specific areas within the College's stakeholder surveys conducted in 2009)

Domain	Strengths	Areas for improvement
1. Management and Organization	<p>The governance of the College is based on an open and transparent school performance management mechanism – Formation of the IMC. ^{1.1a}</p> <p>Financial planning and budgeting: The College has a comprehensive and in-depth financial control system over the uses of resources and expenditure within the school. Quarterly balance reports are presented across all levels of the organization. ^{1.1b}</p> <p>To enhance a transparent and accountable school development framework, the College conducts strategic planning complemented by an annual action plan by various departments and functional teams. ^{1.1c}</p> <p>The College also conducts annual stakeholders' questionnaires with teachers and parents. They entail areas such as setting of targets/ criteria, use of evaluation tools and on-going monitoring and evaluation of school programmes and performance. ^{1.1d}</p> <p>The College reviews openly and regularly with the entire staff on its staffing, staff development planning, parents' comments of the school via various channels. This year, we have started to review the financial situation of the College with the staff. ^{1.1e}</p> <p>The College reviews openly and regularly with parents school development, school news and programmes via various channels. ^{1.1f}</p> <p>The College builds a close bond among parents via the PTA and through various occasions such as parent's information sessions. ^{1.1g}</p> <p>The School has a clear direction of development. (73.4% of teachers agree or strongly agree, which represents a high rank of agreement in the aspect of management.) ^{1.1h}</p> <p>The College provides quality bilingual and multicultural education to students with different language backgrounds. ^{1.1i}</p> <p>The College aims at providing an authentic English environment within the school. ^{1.1j}</p>	<p>Regular progress reports from newly formed teams should be given to the entire staff to increase transparency and accountability.</p> <p>Formulation of further school strategic plans among all functional team planning needs to be correlated with the reflection of the APASO survey results. ^{1.1r}</p> <p>Teachers feel that there could be even more support for staff' professional development (Mean value score of only 3.0, which represents the lowest rank of agreement in the aspect of professional development.) Appraisal system should focus more on professional development so as to advance the effectiveness of policy implementation. ^{1.1t}</p> <p>Professional development activities should concentrate on helping staff to perform their duties more properly (Mean value score of only 3.2, which represents a low rank of agreement in the aspect of professional development). School should provide more training or guidelines to staff in improving their teaching and counseling skills as well as advancing their career development. As a result, it will facilitate the implementation of school policy. ^{1.1u}</p> <p>There is a need to modify the appraisal form to reflect the specific performance requirements for different functional teams.</p> <p>The school required HoDs to report the number of times peer observation was conducted. To aim for higher teaching quality, the school can centralize in organizing sharing session and demonstration lessons. ^{1.2j}</p> <p>The school has to require teams/ departments to evaluate the implementation of major concerns, particularly effectiveness of infusion of school values on a regular basis. ^{1.2k}</p> <p>The school's decision making process should be transparent such as ad-hoc issues, deployment of resources. ^{1.2l}</p> <p>The school can set clearer guidelines and make better arrangement for library staff substitution. ^{1.2m}</p>

Domain	Strengths	Areas for improvement
	<p>The College strives to develop our students into well-rounded life-long learners, who are bi-literate and tri-lingual, international in outlook, creative, and proficient in information technology.^{1.1k}</p> <p>The College actively conducts and reports to teachers of its self-evaluation findings. (70.2% of teachers agree or strongly agree, which represents a high rank of agreement in the aspect of management.)^{1.1l}</p> <p>After the formation of school policy on academic and students affairs in the ASC and SA meetings, all departments and functional teams will follow the major concerns finalized in those meetings to formulate clear and concrete implementation strategies pertaining to school development accordingly.^{1.1m}</p> <p>The structure of the College is organized in such a way that heads of department and functional team leaders are delegated to monitor the implementation of school major concerns.^{1.1n}</p> <p>The appraisal system is set up so that the performances of teachers are appropriately monitored at different levels and areas.^{1.1o}</p> <p>Overall, teachers have positive views on school management, principal's / vice-principals' professional leadership and subject panel/ committee heads' professional development.^{1.2a}</p> <p>Some new teams/ posts have been set up to coordinate the implementation of the school's major concerns, namely Writing team, SSE coordinator, Reading coordinator, 334 Team, etc.^{1.2b}</p> <p>The four whole school values have been infused into the activities of different teams/ departments especially G&C team, Discipline team, Friday Morning Assembly Team.^{1.2c}</p> <p>Channels were provided for teachers to communicate with school's managerial levels, such as ASC meeting, SA meeting and Staff meeting.^{1.2d}</p>	<p>The school can set clearer guidelines for lesson substitution.^{1.2n}</p> <p>School launched the self-evaluation system only since last year and still has to fine-tune the system.^{1.3j}</p> <p>A task force should be set up to set the questionnaires for students, teachers and parents to specifically address the evidence for the evaluation of the implementation of major concerns.</p> <p>School evaluation, such as SSE, should not rely solely on quantitative information. Qualitative data is equally important. Questionnaires with open-ended questions should be used.</p> <p>Teachers should often engage their students in active inquiry and construction of knowledge in lessons.^{4.3.c}</p> <p>Teachers should arrange more learning activities outside class for students, such as field trip, visits.^{4.3.d} Teachers may arrange learning lessons in the library. This may encourage students to learn through other reading books.</p> <p>Sharing sessions between departments could help to promote effective teaching.</p> <p>Students should make a greater effort to strive for improvement when feedback and follow-up are sufficiently provided.^{4.5.d} More sharing sessions by our alumni may help to encourage students to strive for improvement.</p> <p>More students meet the requirements of the enhancement programmes and can benefit from them.</p> <p>Selection criteria for enhancement programmes are to be revised according to the requirements of individual subject department.^{4.5.e}</p>

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	<p>The school has set up good recording systems in some areas. For example, the web CPD records clearly record teachers' professional development, the teacher substitution records, SSE filing system and Community Service records. ^{1.2e}</p> <p>Clear working procedures such as organizing student activities are stated for staff to follow. Staff in managerial level will work with the teachers concerned for necessary rearrangement e.g. lesson swap. ^{1.2f}</p> <p>In promoting student learning, the school effectively deploys resources. For example, split class arrangement, provision of tutorial classes (ETR, MTR, CTR), EIS, detention class. ^{1.2fg}</p> <p>The school responds to student safety issues promptly. For example, subsidence of the playground, re-grouping of a S2 student for his misbehavior in a Chinese language lesson. ^{1.2fh}</p> <p>Clear procedures of handling exigencies, such as daily reporting by teachers leading overseas study tours. ^{1.2i}</p> <p>Every department and team has to submit annual reports at the end of the year for review. (67.8% agree/strongly agree) ^{1.3a}</p> <p>The school commends teachers' good performances (Rank #1 & 61.1% agree/strongly agree) ^{1.3b}</p> <p>Staff appraisal can enhance staff professional development. (an increase from 50.88% to 54.2%) ^{1.3c}</p> <p>School is able to keep parents informed of its development and affairs. (both Rank #1 & >80% agree/strongly agree) ^{1.3d}</p> <p>The school can review the effectiveness of the curriculum implementation and take action. ^{1.3e}</p> <p>Academic departments make use of analysis results to review department plan and work. ^{1.3f}</p> <p>Functional teams make use of analysis results to review team plan and work. ^{1.3g}</p>	

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	<p>The school holds regular ASC and SA meetings to review the performance of the two areas, in particular the major concerns.^{1.3h} Parents are informed about the school performances through different channels.^{1.3i}</p>	
<p>2. Learning and Teaching</p>	<p>The school aligns the planning of its curriculum with the recent trends in education development, its development goals and students' progression of studies^{3.1a}.</p> <p>Although there is a slight drop of teacher's opinion (from 3.93 in 07-08 to 3.80 in 08-09), teachers reflect that there are clear goals from the major concerns of the school. Moreover, the schemes of work from different departments have already incorporated the four key values^{3.1b}.</p> <p>Teachers are encouraged to attend different NSS seminars and courses. Some teachers are also taking postgraduate courses to prepare themselves for the change of the curriculum structure^{3.1c}.</p> <p>There are also split-class arrangement according to the student ability in subjects like Chinese Language, English Language, Mathematics and Integrated Science^{3.1d}.</p> <p>The school has adopted a clear and appropriate policy on medium of instruction^{3.1e}.</p> <p>The school has organized different kinds of co-curricular activities for students, e.g. participating in external competitions, such as the Australian Mathematics competition, Science competitions, musical festivals, visiting the Science Museum, excursion, study tours, community service, Science workshops, etc.^{3.1f}.</p> <p>The curriculum framework is balanced and broad in coverage that the students' learning experiences are extended.</p> <p>The school adjusts its learning content and formulate its learning and teaching strategy through enrichment course, split-class arrangement, ETR, MTR, CTR, etc. to cater for students' learning needs^{3.1g}</p>	<p>Curriculum planning meetings should involve more teachers^{3.1h}.</p> <p>Staff could be better informed about how resources are allocated to different departments for addressing KLA and curriculum implementation and it is suggested that meetings be arranged to discuss the deployment of resources, involving more teaching staff^{3.2e}.</p> <p>There is no well-developed system to evaluate the curriculum centrally but different department has its own method to do it^{3.4c}. The possibility of the effectiveness of using a centralized system should be addressed in future.</p> <p>The College should guide students how to apply different learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources.^{4.1.b}</p> <p>The College should arouse student's confidence in learning and their initiative to learn.^{4.1.c}</p> <p>The College should guide students to set learning goals for themselves.^{4.1.d}</p> <p>An individual Evaluation Program could help students to evaluate their learning and self-development progress.</p> <p>The College should guide students how to review their learning based on their test/exam results and teachers' comments on their performance in assignments and in class.^{4.1.e}</p> <p>The College could set up a functional team to organize and manage the cross-curriculum among different departments.</p> <p>Students need to be able to apply knowledge such as using the internet, and tool books in their studies.^{4.2f} Also students need to learn those generic skills and apply in other settings.</p> <p>Teachers could look at teaching problem solving strategies such as concept maps and pre-lesson preparation.^{4.2g}</p>

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	<p>The school is strategic in implementing its school-based curriculum through different learning modes and opportunities for students according to their abilities, interests and needs (3.9)^{3.2a}, for example, S.1 to S.3 English curriculum, S.3 curriculum in IS, IH curriculum and project learning in junior forms^{3.2b}.</p> <p>The school is concerned about curriculum implementation of individual subjects and KLAs (3.84) and the subject panels often review the effectiveness of the curriculum implementation and formulate follow-up action (3.72) through weekly meetings and biweekly meetings. Through the meetings, teachers often share experiences in learning and teaching, as well as teaching trends and information (3.72)^{3.2c}.</p> <p>Moreover, there have been departmental collaborations to enhance the implementation of school-based and its implementation has been effectively monitored through different learning experiences and project learning, e.g. collaboration between S3 IS and writing team in project work^{3.2d}.</p> <p>The school is strategic in implementing its assessment policy and it can be reflected by the improving AL and CE results throughout years^{3.3a}</p> <p>Moreover, it has a clear policy on assessment, e.g. homework policy, mode of test and examination, use of assessment information, etc. (4.09). The school also has an appropriate assessment system through the use of WebSAMS and some statistical analysis (4.05). Moreover, each department has been using various methods to evaluate students' learning progress continuously through project learning, book report, practical tests, etc. (4.05)^{3.3b}.</p> <p>In addition, the school has a good grasp of assessment for learning and able to adopt varied modes of assessment effectively as reflected by, for example, improving TSA results. Each departmental year plan has addressed it and the handbooks are listing out the components of the continuous assessment^{3.3c}.</p> <p>Surveys are widely used to evaluate the effectiveness of curriculum implementation, e.g. Chinese department uses survey to collect teachers' opinions of curriculum every year; IS and SS&ICT departments always use questionnaires to collect information about student learning and teaching.</p>	<p>Students should take more initiative in their learning and need to set goals for themselves.^{4.2h}</p> <p>Although students have developed their reading habits in school, students need to share their reading experience with their peers and participate more in the reading activities^{4.2i}. It may be beneficial to organize some internal reading scheme in which various kinds of sharing activities are organized, or some other continual reading programmes organized by external parties are suggested^{4.2j}. Author talks can be arranged and it should be made mandatory for students to maintain a reading portfolio and attend at least two reading workshops in a scholastic year. The school can cooperate with the PTA to organize some workshops for our parents about reading.</p>

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	<p>Moreover, departments have form meetings to evaluate the effectiveness of curriculum implementation frequently ^{3.4a}.</p> <p>Teachers use the curriculum evaluation data to adjust teaching programmes ^{3.4b}.</p> <p>From the view of parents, they agree that students are highly interested and confident in learning. Also, they agree that students take the initiative to learn. ^{4.1.a}</p> <p>Students were able to understand the knowledge as delivered by their teachers. Teachers often use questioning techniques to assess students' learning and use activities such as oral and collaborative work. Students were able to use strategies such as asking fellow students and dictionaries to assist in their learning. ^{4.2a}</p> <p>Students were conscientious in performing their learning activities and learn from the mistakes that they have made when doing assignments. ^{4.2b}. Parents have agreed that their child often completes their assignments seriously. ^{4.2c}</p> <p>Students were able to apply generic skills using resources which are readily accessible by them (such as internet and library). ^{4.2d}</p> <p>Students like reading books at school and other materials such as leisure reading materials and newspapers outside class. ^{4.2e}</p> <p>Teachers can often adjust the teaching contents and strategies according to students' learning progress in lessons. ^{4.3.a}</p> <p>Teachers tell students about their progress and problems in learning. ^{4.3.b}</p> <p>Teachers often ask students questions of different levels in lessons to promote student learning. ^{4.4.a}</p> <p>Teachers often adjust the teaching contents and strategies according to students' learning progress in order to cater for different learning needs. ^{4.4.b}</p> <p>Most of the teachers agree that the learning atmosphere in lessons is good. ^{4.4.c}</p>	

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	<p>Teachers are able to provide various opportunities for students to participate and share experiences, such as group discussion and oral presentation in lessons. ^{4.4.d}</p> <p>Teachers have a good teaching attitude. Teachers often help students to review their learning, so that they have a clear idea about their learning performance and progress. ^{4.4e}</p> <p>Teachers have similar views with students about the students' interest and confidence in learning. Teachers are able to pitch their expectations of students at an appropriate level. ^{4.4.f}</p> <p>Teachers often inform students of their progress and help them review their learning, and students have a clear idea about their learning and progress. ^{4.5.a}</p> <p>Students often review their learning based on their test/exam results and teachers' comments on their performance in class and in assignments. ^{4.5.b}</p> <p>Different subject departments have their own enhancement programmes for S.5 to stretch the potential of the able students. There are other enhancement programmes like Science and Mathematics for the other levels. ^{4.5.c}</p>	
3. Student Support and School Ethos	<p>The School identifies students' varied needs in the area of support for student development by:</p> <p>Conducting surveys such as the Stakeholder Survey, APASO and through the work of the School Counselor (5.1.a)</p> <p>Encouraging students to visit tutorial classes such as the ETR, CTR or MTR, which are structured to satisfy students' needs and enhance their development (5.1.b)</p> <p>Use of the Early Identification and Intervention Scheme, which aims to give remedial support to weak students, especially repeaters. The plan is carried out with the concerted efforts of the deputy principals, teachers, School Counselor, and the school social worker (5.1.c)</p> <p>Conducting regular parent-teacher meetings to help students struggling in any particular area. Principals, Discipline or G&C Teams carry out these interviews on Parents' day (5.1.d)</p>	<p>The results of the 2008-2009 APASO survey were collated and the following conclusions were drawn. It was recommended that the school: Conduct more self-esteem enhancement workshops like leadership and self-aspiration courses. (5.1.e)</p> <p>Informal and regular surveys with more open-ended questions should be used to get qualitative and on-going feedback (5.1.f)</p> <p>Though peer consultation is conducted with S.6 students acting as mentors to lower form students, especially the S1 students so as to assist their self-development, it will be better to organize it early in the first term rather than the second term. (5.1.g)</p> <p>The school could do more to help students by arranging additional tutorial classes for subjects other than English, Chinese and Math such as IH, IS, etc. This will enable them to seek help in particular areas of all subject areas (5.1.k)</p>

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	<p>In 08-09, S1 and S6 students have scored exceptionally high ratings for self-concept, interpersonal relationships and attitude to school. (3.11 as opposed to the territory average of 2.86 for S1, 2.98 as opposed to the territory average of 2.76 for S6) This can be attributed to their participation in the S1 residential training camp and S6 Orientation camp respectively right at the start of the first term. This camp provides intensive value education and self-learning course. This could have triggered an ongoing progress in their self-esteem, peer relationships and their experience of school life (5.1.h)</p> <p>The school systematically collects data with a view to monitoring students' performance and progress. (5.1.i)</p> <p>Student's attitude to school stood at 2.75, in comparison to the territory average of 2.65. This figure suggest a continuous rising trend in students' views about the school starting from 2.69 in 05-06 to 2.75 in 08-09. (5.1.j)</p> <p>There is strong agreement that the school arranges a wide variety of learning experiences for students (5.1.m)</p> <p>Both parents and students agree that the latter benefit from leadership camps, (S1 & S6) orientation camps, ECAs, Community Service activities, field trips, museum visits, career talks, S1 P.A.T.H.S. project and excursions organized by the school (5.1.n)</p> <p>The school introduced a variety of activities that extend learning beyond the classroom (5.1.o)</p> <p>The school created an increased range of opportunities for students to participate in sporting and cultural activities. (5.1.p)</p> <p>According to the APASO 08-09 result, in terms of interpersonal and social skills, the overall average rating of our students was 3.01 as opposed to the Hong Kong average of 2.84. For inter-personal competence students' average rating was 2.84, thus higher than the Hong Kong norm of 2.66, this was the College's highest score over the past four years (5.1.r)</p> <p>There is a general consensus that the school actively promotes students' virtues. (5.1.s)</p>	<p>It must be noted that there is some disparity between how both genders view themselves. On average male students provided higher values for general self, intellectual self, appearance self, social self and family self. Female students scored higher on moral self and family self. The College should work to correct this difference in the future by organizing informal discussions and surveys to find out the reason behind the disparity (5.1.l)</p> <p>The students should learn to set learning goals and use a variety of learning strategies as not many affirm that they are doing so (5.1.q)</p> <p>Less than 50% of students agree that teachers help them solve problems in their growth process, this evidence is supported by the views of parents where only 54% of parents agree. The school should create more channels for students to express their opinions so that their feelings and thoughts are better understood by teachers and the school management. For instance, students should be interviewed to find out why they think teachers are less willing to help them solve their problems. Focus groups should be set up to support students and help them tackle their problems (5.1.u)</p> <p>In terms of support for student development, the students believe that the school can do more. More workshops and training can be provided for junior forms to most importantly to aid their personal development and for senior forms to deal with stress from having to sit the public examination. Sharing sessions can be arranged at lunch time for teachers and students (5.1.w)</p> <p>Students' peer relationship must improve as students' rating of their 'rapport with classmates', has fallen slightly from 3.87 in 2007-08 to 3.85 in 2008-09 (5.2.i)</p> <p>When compared to the SHS result of 2007-08, fewer students agree that teachers encourage them to express their views openly. (3.70 in 2007-08 to 3.40 in 2008-09) An open communication system can be created whereby students can express their grievances to teachers, anonymously if necessary (5.2.j)</p> <p>Despite the effort from the school and the PTA, the parents are not actively participating in PTA activities. The school may assist the PTA to encourage parents to attend more school activities to help their children's development needs. The PTA may do a survey on the types of activities that parents are fond of before organizing new activities ^{6.1e}.</p>

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	<p>Students also agree that the school actively guides them to acquire the skills to get along with others well. (5.1.t)</p> <p>At the end of every scholastic year, the teams who provide counseling services and academic support evaluate the effectiveness of their services such as:</p> <p>The Early Identification and Intervention Scheme Personal Counseling by the school counselor Careers Consultation by the Careers Team Guidance and Counseling Team Student Affairs Team Discipline Team</p> <p>These teams, with their concerted effort, help students:</p> <p>improve study habits nurture moral and civic values enhance personal growth develop a positive and healthy attitude towards life improve their emotional, stress and time management</p> <p>Besides these, the school also provides financial aid to students in need (5.1.v)</p> <p>Teachers are on harmonious terms (5.2.a)</p> <p>Most teachers believe that they enjoy a good relationship with their students (5.2.b)</p> <p>The majority of the teachers agree that they enjoy an amicable relationship with the subject/committee heads (5.2.c)</p> <p>Most parents think that students of this school respect teachers (5.2.d)</p> <p>Students are respectful to teachers. Though there is a slight fall from to 3.59 to 3.51 this year, it is still high (2.92) when compared to the territory average of 2.74 (5.2.e)</p> <p>Parents opine that their children get along well with their classmates (5.2.f)</p>	<p>The school could collect the parents' opinions and respond to them so that the parents would feel that their views are respected^{6.1f}. However the PTA also has a role to play so as way to build a partnership with the school.</p> <p>The school should have a well-developed connection network for alumni. For example, seasonal alumni newspaper / face book / a link to the alumni website available in the school website, to keep the alumni well informed about the school activities and news.</p> <p>The school should encourage alumni to keep their contact information updated in school, in such a way the school may invite the alumni to share experience with our existing students / as students' mentor (alumni is our school's valuable resources).</p> <p>Invite the Police to proactively collaborate with the school, such as a Police Talk in the Friday Afternoon period.</p>

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	<p>Parents believe that the teachers in this school genuinely care about students (5.2.g)</p> <p>S.1 students scored 3.14 for Teacher-Student relationship as opposed to the HK norm of 2.85 (5.2.h)</p> <p>A good majority of teachers believe that the school's vision to nurture wholly developed, well-balanced and life-long learners who are moral, literate, cultured; intellectually, physically and emotionally strong, and ready and willing to serve society is achieved (5.2.k)</p> <p>About 75% of the parents believe that the school has succeeded in its mission to inculcate traditional Chinese values in students such as responsibility, obedience, self-discipline, etc (5.2.l)</p> <p>Most teachers also believe that the school's mission to make students well-versed in the use of information technology both inside and outside of the classroom is accomplished (5.2.m)</p> <p>The vast majority of teachers agree that the College's third major concern of this scholastic year, which is to develop measures that encourage developments in teaching and learning, has been fulfilled (5.2.n)</p> <p>Students engage in meaningful community service activities to improve their civic-consciousness and willingness to serve the community (5.2.o)</p> <p>The school widens students' horizons and knowledge of our local community via: Careers talks, Careers exhibitions, Bulletin boards, the Careers website, the Library, Summer internships, News broadcasts by Campus TV and Careers visits (5.2.p)</p> <p>Though an EMI school, our school educates students to be bi-literate and trilingual as well with the requisite confidence and competence to communicate effectively in a global community (5.2.t)</p> <p>The rich diversity in the school population enables the school to promote an international outlook. Students are exposed to different cultures and so they are culturally aware and proud of their heritage (5.2.u)</p>	

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	<p>The uniqueness of the school makes both parents and students think favorably about the school climate. 90% of the parents are pleased to let their child study in our school (5.2.v)</p> <p>The school provides sufficient channels enabling parents to express their viewpoints ^{6.1a}.</p> <p>The school invites parents to be involved and is interested in their viewpoints ^{6.1b}.</p> <p>Parents are well informed about the College's activities and latest developments and they are often invited to participate in these activities ^{6.1c}.</p> <p>The school assists the PTA to fulfill its function as a link between parents and the school by actively informing the parents of the major activities organized by the PTA and inviting them to participate ^{6.1d}.</p> <p>The school's Discipline team, ECA Team and G & C Team cooperate well with YMCA to organize different activities for our students/students leaders ^{6.2a}.</p> <p>The school has collaborated with sister schools (KS Lo College), local sister (Logos), school in Shanghai and Singapore to share experience in teaching and student learning ^{6.2b}.</p> <p>The school invites alumni to participate in paid and volunteer services in school ^{6.2c}.</p> <p>The school's Discipline Team and the School Liaison Officer (Police) cooperate well in dealing with some seriously misbehaved students ^{6.2d}.</p> <p>The school has a close connection with the Committee on Home School Cooperation under the EDB & the YTM PTA ^{6.2e}.</p> <p>The school has built a partnership with some external organizations to provide community service to our students ^{6.2f}.</p>	

Domain	Strengths	Areas for improvement
<p>4. Student Performance</p>	<p>S1-S4 students have shown improvement in Mathematics.</p> <p>S1-S3 students have shown improvement in Chinese Language.</p> <p>S1-S4 & S6 students have shown improvement in English Language.</p> <p>The passing rate of S6 students in English Language has reached 100% in 07-08.</p> <p>S2 students have shown great improvement (more than 10%) in three major subjects.</p> <p>The percentage of our students achieved Basic Competency shown great improvement than the last year. (Chin: 91/68; Eng: 99/90; Maths: 100/89)</p> <p>The percentage of our students achieved Basic Competency is higher than the Territory-wide. (Chin: 91 vs 77; Eng: 99 vs 69; Maths: 100 vs 80)</p> <p>Our students have shown considerable improvement in 2008; 100% students achieve Basic Competency in Mathematics.</p> <p>There was 23% improvement in Chinese Language in 2007 & 2008.</p> <p>The passing rates of the core subjects in CE and AL examinations have been improving.</p> <p>The value-addedness scores for CE Math, A Math and English are high.</p> <p>Teachers are conscientious and committed to their work.</p> <p>There are more senior form students who received a merit certificate or above in the HK Schools Speech Festival than the previous year.</p> <p>The number of winners in the English Speech Festival in 2007-2008 is double compared to that in 2006-2007.</p>	<p>Students show slightly weaker performance in being competent about themselves ^{7.1k}. They are uncertain about their ability and feel 'useless'. This is particularly serious in Form 5 and Form 7. The public examination definitely has affected students' confidence. More workshops/talks on study skills can be organized to improve students' study methods. It is also suggested to organize some lunch gathering for students to share their difficulties and feeling with teachers, counselor and students who have had the experience before (for example invite S6 students to share their experience in facing the public examination.)</p> <p>Since there have been a lots of comments from parents ^{7.11} about the excessive amount of time students spend on the internet, the school should provide more parent support helping them to deal with the issue. Students should also be reminded more frequently about the poor consequence of such unhealthy habit.</p> <p>Although there have been different talks and workshops on stress management arranged for students in the previous years ^{7.1m}, students' feedback to them are less positive as the issue has been only discussed on literal and theoretical level. It is suggested to provide more chance (such as Class Teacher Period) for class teachers, those of senior forms in particular, to discuss the issue with students so that students' problems can be better communicated to teachers who can deal with them on small group or even individual level.</p> <p>The number of black marks given to habitual lateness remains the same in the first term of 2008/09 as that of the same period in 2007/08 ^{7.1n} showing that some students still lack self-management skills.</p> <p>Even though some students may purchase instead of borrowing books, the drop is too significant to be solely explained by this factor. Therefore, we believe more promotion of reading and good books is needed. It is also suggested to allow students to borrow books from TLC which is located on a lower floor.</p> <p>Teachers should also train students to stay on task and finish their designated tasks within the stipulated time. Workshops can be arranged to help students understand the need to cultivate better time management skills. More positive reinforcements can be used to acknowledge their success.</p>

Domain	Strengths	Areas for improvement
	<p>Both junior and senior form students have shown better performance in the Australian Mathematics Competition in 2007-2008.</p> <p>We participate in a more diverse range of academic-related activities.</p> <p>The number of students who participated in ECA's in S.1- S.3 is increasing.</p> <p>Over 93% of junior forms participated in College ECA's.</p> <p>Over 95% of students got Fair or above ECA attendance performance grades.</p> <p>100% increase in the number of students having participated and awarded in open/international non-academic activities (e.g. community service, uniform forms group based competition).</p>	<p>It is suggested to evaluate the effectiveness of the current homework policies to as to further facilitate students learning.</p> <p>Students are less satisfied with the leadership training the school has been providing.^{7.2c}</p> <p>More sanctions are given to misbehavior involving homework submission (e.g. plagiarizing homework (17 in 2008/09 vs 7 in 2007/08) and other academic related issues (e.g. missing detention class, violating test/exam regulations)^{7.2d} After the homework submission requirements and promotion criteria were tightened, students cared about these record more. However, they may not truly understand the rationale behind such policies and often try to fulfill the requirements using incorrect means. More discussion on the issue should be held between the AA team and teachers and students.</p> <p>This reflects that our students behave differently in the absence of teachers. They seem to behave better when teachers are around but unsatisfactorily without being supervised. Besides, students tend to be tolerant of inappropriate behavior especially those relating to peer relationships, such as bullying.^{7.2f}</p> <p>It is equally important to allow more parties, such as class teachers and counseling teachers, to be involved in the process so that students can be helped from both disciplinary and counseling aspects. In addition, more education on respecting others should be given as well.</p> <p>The Writing Team and DEAR should cooperate with subject teachers to set strategies to encourage and improve our students' writing and reading skills, e.g. open students' reading sharing, workshops about writing techniques.</p> <p>Increase the confidence of our students in writing; encourage them to participate in internal and external competitions. Invite guests to show students how to write and set requirements to students to read books related to writing techniques.</p> <p>More positive feedback is to be given to students to help them develop self-confidence and become independent in their learning.</p>

Domain	Strengths	Areas for improvement
		<p>Create a positive learning environment via issuing certificates to those who have made progress at the end of each term and asking students to do reflections and come up with pledges. Teachers concerned then do the follow-up.</p> <p>More effort and emphasis should still be put in training junior form students in external competitions.</p> <p>The College should encourage the senior form students to participate in ECA's and select them to be the leaders in various ECA (e.g. Chairperson, Secretary, committees).</p> <p>The College should arrange programmes that suitable for the senior forms students.</p> <p>The College should set the minimum requirements that require all students to join ECA's.</p> <p>Teachers should encourage more students to participate in all kinds of competitions to build up the confidence and experience of students.</p>

Opportunities	Threats
<ul style="list-style-type: none"> • As the College is one of the more established DSS schools in HK, its cumulative experience enables it to be able to further develop. • The College can cement its reputation as an authentic EMI school. • The College can use the SSE process as a way in which to further enrich the educational lives of its students. • As a DSS school, the College has the flexibility to further deal with changes in its external environment. • The College has the opportunity, via its strength of possessing a well organized Student Affairs Team, to be able to deal with societal changes involving school aged students. 	<ul style="list-style-type: none"> • Changes to the HKSAR's MOI policy provides greater competition for the College. • As the College is a fee charging institution, the state of the economy has an effect upon student enrollments. • The birth rate in HK has been falling for some time, which will influence the available supply of suitable S1 candidates. • Changes to the curriculum also influence parent views about the relative stability of local education. • Social issues affecting school age students are changing rapidly. • The values espoused by the College's Mission and Vision, once considered as being novel, are fast being adopted by other schools.

School Development Plan
Major Concerns for a period of 3 school years

Major Concerns	Outcomes/Targets	Time Scale			Strategies (non-routine)
		Year 1	Year 2	Year 3	
<p>1. To continue to develop a Moral and Civic identity by the reinforcement of whole school values;</p> <ul style="list-style-type: none"> □ Respect □ Responsibility □ Perseverance □ Appreciation <p>1.1 Respect to teachers and family members</p>	<ul style="list-style-type: none"> • For students to be able to reflect upon the desired behaviour, to participate in College organized activities concerning this area, eg a themed assembly. For outcomes to be assessed by teacher and parent comments. 	√			<ul style="list-style-type: none"> • The strategies listed below refer to non-routine tasks. For example, the strategies do not list existing methods employed by the College as reflected in the previous analysis of strengths and weaknesses and thus, reflect further, targeted effort.

Major Concerns	Outcomes/Targets	Time Scale			Strategies (non-routine)
		Year 1	Year 2	Year 3	
<p>1.2 Responsibility as an individual student and a son/daughter</p> <p>1.3 Perseverance towards academic goals and habits</p> <p>1.4 Appreciation for teachers and family members</p>	<ul style="list-style-type: none"> For students to be able to reflect upon the desired behaviour and to show increased responsibility in these areas on an individual level. For outcomes to be assessed by teacher and parent comments, academic related data and by Discipline Team statistics 	√			<ul style="list-style-type: none"> For the G and C Team to instigate a Student Development Portfolio and via PDP programmes to examine using different perspectives an understanding of 'self'. Via Academic Departments to develop a sense of self, the wider world and of an individual's responsibilities: <ul style="list-style-type: none"> i. the setting of rules and guidelines, ii. both teacher and student led presentations, iii. displays of good work iv. the creation of goal setting templates,

Major Concerns	Outcomes/Targets	Time Scale			Strategies (non-routine)
		Year 1	Year 2	Year 3	
1.5 Respect to ones own self, classmates and friends	<ul style="list-style-type: none"> For students to be able to reflect upon the desired behaviour and to show increased responsibility in this area on an individual level. For outcomes to be assessed by teacher and parent comments and by Discipline Team statistics 		√		<ul style="list-style-type: none"> v. the training of study habits, vi. competitions based on values, vii. emphasis upon student based reflection in these areas viii. Interclass activities via the use of debates and talks. ix. excursions to NGO's x. the use of web-based forums xi. displays of inter-cultural appreciation Via Functional Teams to develop a sense of self, the wider world and of an individual's responsibilities: <ol style="list-style-type: none"> an art competition based upon the four major values, thank you cards to teachers, the creation of a music society so as to develop leadership skills the development of an S1, and S4 camp. To create more opportunities for self discovery and self-reflection
1.6 Responsibility as a classmate of others	<ul style="list-style-type: none"> For students to be able to reflect upon the desired behaviour and to show increased responsibility in this area on an individual level. For outcomes to be assessed by teacher and parent comments and by Discipline Team statistics 		√		
1.7 Perseverance in achieving short to medium-term goals	<ul style="list-style-type: none"> For students to be able to both set short to medium goals and to be able to articulate their feelings regarding the difficulties/success that they are having. 		√		

Major Concerns	Outcomes/Targets	Time Scale			Strategies (non-routine)
		Year 1	Year 2	Year 3	
1.8 Appreciation for classmates, friends and the outstanding performance of others	<ul style="list-style-type: none"> For students to be able to reflect upon the desired behaviour and to be able to demonstrate appreciation for others. 		√		v. to train senior school students to be community service scheme leaders, vi. to train students to serve groups in society such as the physically handicapped, vii. to place further development upon Student Learning Portfolio's in terms of their importance and procedures associated with effective recoding, recognition and retrieval of student information viii. for the careers team to initiate personality tests for students as a way of helping students to understand themselves as a way of making informed choices. ix. to inform students of correct social and moral values via student led Friday morning assemblies. x. to inform students via the regular Friday afternoon period of the experiences of other. Less fortunate community members and the lessons learnt.
1.9 Respect for ones country, school, home and civic property	<ul style="list-style-type: none"> For students to be able to reflect upon the desired behaviour and to be able to demonstrate respect for wider society. 			√	
1.10 Responsibility as a citizen of Hong Kong	<ul style="list-style-type: none"> For students to be able to reflect upon the desired behaviour and to be able to demonstrate responsibility as a citizen of Hong Kong by participating in both school and wider community projects 			√	
1.11 Perseverance in developing and achieving longer-term life goals	<ul style="list-style-type: none"> For students to develop longer-term goals associated with further studies and future career desires. 			√	

Major Concerns	Outcomes/Targets	Time Scale			Strategies (non-routine)
		Year 1	Year 2	Year 3	
1.12 Appreciation of the benefits of living in Hong Kong, appreciation of nature, etc	<ul style="list-style-type: none"> For students to develop an appreciation of the benefits that living in Hong Kong provides such as our system of law, natural environment, etc 			√	xi. For regular group meetings to be held by both Department Heads and Functional Team leaders so as to communicate the progress of strategies being implemented to address each concern and to display cross-curricular communication and cooperation

Major Concerns	Outcomes/Targets	Time Scale			Strategies
		Year 1	Year 2	Year 3	
<p>2. To continue to introduce measures that encourage developments in Teaching and Learning, namely;</p> <ul style="list-style-type: none"> □ Reading □ Writing □ Critical thinking and Questioning □ Time management <p>2.1 Reading and Writing</p> <p>2.2 Student time management</p>	<ul style="list-style-type: none"> • For teachers to examine strategies to promote the development of both reading and writing. • For students to practice and develop reading and writing skills to the extent that such skills become a regular part of school life. • For teachers to examine strategies to promote the development of student time management as a way of building future success. • For students to practice time management strategies so as to create self-improvement 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<ul style="list-style-type: none"> • The strategies listed below refer to non-routine tasks. ie, the strategies do not list existing methods employed by the College as reflected in the previous analysis of strengths and weaknesses and thus, reflect further, targeted effort. For example, the College has previously created both a reading and a writing team. • Via Academic Departments to develop the key skills listed: <ul style="list-style-type: none"> i. seminars, timed essays, the use of presentations, journal and process writing. ii. the promotion of recreational books, reflection exercises, iii. showing students how to effectively read and write, iv. the creation of a web-based reading and writing programme. v. the creation of a creative writing workshop.

Major Concerns	Outcomes/Targets	Time Scale			Strategies
		Year 1	Year 2	Year 3	
2.3 Self-learning	<ul style="list-style-type: none"> For teachers promote the development of self-learning within students so as to develop greater self-reliance. 	√	√	√	vi compulsory newspaper subscription for students across the curriculum, vii. the development of a greater range of student writing genres, for example, trip reports <ul style="list-style-type: none"> Via Functional Teams: <ol style="list-style-type: none"> the creation of school-wide reading goals, E-reading and more flexible DEAR time, non-classroom based activities on time management, goal setting and reflection. the integration of reading and writing via reflective journal writing the use of writing to learn versus learning to write as an objective of the writing team in particular.
2.4 Questioning skills	<ul style="list-style-type: none"> For teachers to focus upon the development of questioning skills as a way of improving teaching and learning. 	√	√	√	
2.5 Problem solving	<ul style="list-style-type: none"> For teachers to develop lessons and activities that promote problem solving as a means of developing student self-learning and self-improvement 		√		
2.6 Critical thinking	<ul style="list-style-type: none"> For teachers to develop lessons and activities that promote critical thinking as a further way of developing student skills. 			√	

Major Concerns	Outcomes/Targets	Time Scale			Strategies
		Year 1	Year 2	Year 3	
<p>3. To focus upon areas aimed at student development, namely;</p> <ul style="list-style-type: none"> ❑ Student self-management ❑ Student self-esteem ❑ Student goal setting and self improvement ❑ Student communication ❑ Student participation in external competitions 					<ul style="list-style-type: none"> • The strategies listed below refer to non-routine tasks. ie, the strategies do not list existing methods employed by the College as reflected in the previous analysis of strengths and weaknesses and thus, reflect further, targeted effort. For example, the existing work/programmes conducted by the G and C Team. • Via Academic Departments to develop the key skills listed: <ol style="list-style-type: none"> i. to make participation in the English Speech festival compulsory for senior students. ii. to create enrichment activities, iii. to create a 'writing camp' in Chinese. iv. to compete in a wider range of external competitions. v. to create goal setting templates in Science, vi. to use debates as a further outlet for student communication
3.1 Goal setting and self-management	<ul style="list-style-type: none"> • To create opportunities for students to focus upon the importance of goal setting and self-management. 	√	√	√	
3.2 Self-esteem	<ul style="list-style-type: none"> • To create measures that build student self-esteem, reflected in improved APASO results. 	√	√	√	
3.3 Student participation in external competitions	<ul style="list-style-type: none"> • For students to develop self esteem via more regular opportunities to achieve success than just external examinations 	√	√	√	

Major Concerns	Outcomes/Targets	Time Scale			Strategies
		Year 1	Year 2	Year 3	
3.4 Student reflection	<ul style="list-style-type: none"> For students to develop self esteem via more regular opportunities to achieve success than just external examinations 	√	√	√	<ul style="list-style-type: none"> Via Functional Teams: <ol style="list-style-type: none"> the development of goal setting and management seminars by the careers team, the creation of school-leader based goal setting. the possibility of moving towards a school council model of student representation, for reflection exercises, particularly involving the use of journals to be integrated across the curriculum so as to be found in both academic and non-academic areas, to examine ways that that students can communicate with senior management
3.5 Student communication	<ul style="list-style-type: none"> For students to participate in increased opportunities to communicate ideas and suggestions to the school's management as a way of building a sense of belonging. 		√		
3.6 Student leadership	<ul style="list-style-type: none"> For students to be provided with opportunities to develop and practice school leadership as a way of building both responsibility and a sense of belonging 			√	