

Queen Elizabeth School Old Students' Association

Tong Kwok Wah Secondary School

School Development Plan

(2009-2012)

September, 2009

Introductory Note

In the our first five-year plan 2005-2010, it was envisaged that ‘ since this school begins with S1 students only, and since the implementation of the new 3-3-4 education system has been deferred for one year, our full class and curriculum structure will have to take seven years’. The planning has in fact been affected by the intake of S4 students in our third year of operation, and the radical change in class structure and establishment due to 3-3-4 education system. The school thus needs in its fifth year of operation to take on a new cycle of development plan 2009-2012, which will provide the blueprint to steer the school towards the full class and curriculum structure in the double cohort year of 2011-2012. It is anticipated that, similar to all other schools in the territory, our class and curriculum structure will be stabilized in the year of 2013-2014 in the era of 3-3-4 education system.

1. Vision and Mission

Schools operated by QESOSA Education Promotion Organization share the same school motto, values and direction, though these would necessarily manifest themselves in slightly different ways depending on the level of students. For QESOSA TKWSS, these can be expressed as follows:

Our Motto : 修己善群 Vos Parate Ut Serviatis

Our belief : We believe that education is the commitment to a mission and the realization of an ideal. We believe that the core values of humanity are truth, goodness and beauty; justice, freedom and equity.

We believe that to educate is to awaken people’s conscience, so that they may seek and practice what is good. We believe that through education every person can grow towards goodness, can use knowledge with love and rationality, and can realize the beauty of life with passion and creativity.

We believe that a school must have a commitment to the local community, and must have long term targets for not only the children of that community, but also their parents as well as all others who live or work in that community.

Our vision : We envisage a school that is a learning-centred, learner-centred, value-driven, data-driven, excellence-seeking, achievement-seeking, publicly accountable, ever-evolving learning community of independent and reflective professionals engaged in knowledge-based and ethical practices to prepare children -- through diversified curriculum and innovative programmes that cater for the full range of their abilities and learning styles -- for life-long learning and contribution to society

Our mission : 1. To work together for the creation of a positive and caring environment for our students, and for the development of a community in which students may realize brotherhood, neighbourliness, patriotism, and worldwide friendships; and

- a. value highly their balanced mental and physical development;
- b. pursue knowledge, truth and excellence passionately and incessantly;

- c. think and act independently; respond positively to the rapidly changing world; and inherit our culture critically; and
 - d. practice positive civic-mindedness, respect others, accommodate differences, shoulder responsibilities for the good of the group; and take up constructive roles for the future good of self, family, community, nation, and world.
2. To work together for the creation of a self-improving environment that targets excellence, promotes professionalism, and
- a. advances with the times, and be abreast of the newest developments in education;
 - b. enables the whole school to be a reflective learning community that seeks continual innovation and improvement;
 - c. values professional development and promotion of educational research, cumulates data and experience, and furthers the professionalisation of the education enterprise; and
 - d. leads, contributes to and supports local developments in education by trying out new ideas, school structures and curriculum models.

2. SWOT Analysis

(a) Strengths

Over the last four years of development, the school has achieved the staging of whole school English Musical in public theatre, which is now an annual English and arts performance for the audience in the community as a whole. The accomplishment has also established in our students confidence and competences in English learning, language arts, appreciation of classical works and music, musical instrument mastery, performance arts and team work in large, complex project scale.

In this fifth year of operation, the school has entered a stage of relatively stabilized class structure and school development as a whole. It is then better prepared for the challenges ahead in New Senior Secondary education NSS.

The school is proud to have a team of devoted, caring, energetic teachers who are professionally reflective and sound to pioneer teaching and learning strategies and practice in a collaborative manner.

The first cohort of students is at present in S5, and together with other levels of students, they have been contributing to the school culture and ethos, and they are showing an increasing appreciation of and support for the culture, practices and the varied learning opportunities in school.

Home school collaboration is good and experience has been accumulated and network built.

School Sponsoring Body is supportive in providing resources on professional development and students' exchange programs both local and overseas.

(b) Weaknesses

Tin Shiu Wai is a relatively contained area and young people have relatively narrow exposure. It is the school policy to provide our students the learning opportunities beyond the district, the city and overseas. Because of these, extra funding and financial support is needed to provide students the varied learning opportunities to broaden their horizons and reinforce their learning.

Parental and family support in the district is relatively limited.

(c) Opportunities

As a relatively new school, we are more apt to meet the challenges in 3-3-4 education system in terms of deployment and subject provision. The school is now relatively stronger in providing extra manpower and required resources in the NSS core subjects of English, Mathematics, Liberal Studies and Chinese. That will enable us the better preparation for students in the NSS system and entrance to university, which is placing increasing emphasis on competences of mathematics, languages and generic learning skills in assessing student performance in public examination.

With a sister secondary school in close proximity, we have the rare opportunity to enjoy the rich reserve of curriculum expertise and resources cumulated over the years.

The school culture of staging English Musical annually has helped built the school's English reputation in the community as well as of students' positive self image.

The through train policy of the School Sponsoring Body has envisaged the 12 years of aligned schooling for students from primary to secondary education. One concrete realization of such is the use of a unified and consistent teaching strategy of cooperative learning across primary and secondary stages, which will subsequently promote professional and teaching effectiveness, as well as benefit students in their learning efficacy, social skills and personal development as a whole.

(d) Threats

The double cohort year will exert strains in school administration and recruitment, which is the common problem of all schools in the territory.

The through train policy involving four schools, two primary and two secondary, will provide a unique challenge to the teaching teams.

3. Major Concerns for the three years 2009/10, 2010/11 to 2011/2012

The school has identified the following as major concerns for the coming three years, and will plan and implement various measures to address them. Details will be evolved and reported in the respective Annual School Plans in due course:

- (1) enhancement of student learning and teaching effectiveness;
- (2) establishment of a global perspective in students and a serving culture among students;
and
- (3) building a learning community among students, teachers and parents.

Major Concerns	Intended Outcomes/Targets	Strategies	Time Scale		
			09/10	10/11	11/12
(1) Enhancement of Student Learning and Teaching Effectiveness	<ul style="list-style-type: none"> ➤ Concerted teaching efforts in utilizing the teaching strategy of cooperative learning ➤ Enhancing instructional competence in the alignment between teaching content and assessments ➤ Use of cooperative learning mode to cultivate students' productive habits of mind, interactive learning skills and positive attitude and perception about learning ➤ Promotion of English proficiency through English Musical, cross-language (L1L2) and cross-subject curricula ➤ Enhancement of generic skills, thinking skills and content literacy 	1. Provision to all teachers the professional development course on cooperative learning and the concrete implementation and monitoring plan at school level	✓	✓	
		2. Implementation plan and learning logs of cooperative learning at teacher level	✓	✓	
		3. Lesson planning and teaching evaluation stressing outcome based assessment	✓	✓	
		4. Revision of assessment standards by subject faculties across levels in preparation for NSS	✓	✓	
		5. Continuing capitalization on the public performance of English Musical to enhance confidence and proficiency in English, language arts, musical and related arts, social and interaction skills	✓		
		6. Continuing development of cross-language L1L2 curriculum in speaking and writing	✓	✓	✓
		7. Cross-subject (English and non-English subjects) curricula in using English for Academic Purpose (EAP)	✓	✓	✓
		8. Continuing effort in strengthening project learning in Liberal Studies and Science	✓	✓	✓
		9. Pilot scheme of Saturday School for S5 students for enhancing subject competences in HKCEE	✓		
		10. Continuing development in Saturday School on Nature Touch for S4 students	✓		

Major Concerns	Intended Outcomes/Targets	Strategies	Time Scale		
			09/10	10/11	11/12
(2) Establishment of a global perspective in students and a serving culture among students	<ul style="list-style-type: none"> ➤ Strengthened civic sense in terms of regional, national and world citizenship ➤ Preparation for the establishment of student union ➤ Enhanced students' work and involvement in being a contributive, positive member in school, society and the world 	1. S1-3 Liberal Studies curriculum and S4 NSS Independent Enquiring Studies in strengthening civic awareness, cross-disciplinary perspectives and civic duties	✓	✓	
		2. Civic Education Committee involving students in formulating school policy on matters related to student hygiene, nutrition and extended activities in order to promote civic rights and responsibilities in school life	✓	✓	✓
		3. Community Service Committee cultivating a service culture among students at S3 and S4 with a view to practicing the values and principles of Inclusive Society	✓	✓	
		4. Strengthening the notion of global citizenship by taking part in international and inter-school events and competitions on sustainable development	✓	✓	

Major Concerns	Intended Outcomes/Targets	Strategies	Time Scale		
			09/10	10/11	11/12
(3) Building a learning community among students, teachers and parents	<ul style="list-style-type: none"> ➤ Enhanced communication and interactive learning skills in students ➤ Enhanced teachers' professional dialogues and exchanges in collaborative professional development groups ➤ Increased learning experiences undertaken by parents 	1. Cultivate students' social and interactive learning skills inside and outside classroom through cooperative learning	✓	✓	
		2. Continue to record professional development in teachers' learning logs	✓	✓	✓
		3. Continue to share experience and resources among teachers in groups of collaborative professional development and in regular professional sharing sessions	✓	✓	
		4. QTS parents' enrolment in the adult education courses as co-organized by EPO and OUHK, which the school facilitates by providing the teaching venues and liaison services	✓	✓	