Tseung Kwan O Government Secondary School

School Development Plan
2015-2018
Tseung Kwan O Government Secondary School

1. Mission Statement
   To help students be proficient in English, Chinese and Putonghua; to provide an all-round education that develops moral, intellectual, physical, interpersonal and aesthetic potential in students; and to promote collaboration among staff so as to facilitate a positive learning environment.

2. School Mission
   To develop students’ potential so as to enable them to contribute to society.

3. School Vision
   To nurture talent and to pursue excellence

4. School Motto
   Prepare yourself that you may serve

5. School Goals
   We provide our students with a balanced curriculum and a harmonious learning environment conducive to their moral, intellectual, physical, interpersonal and aesthetic development.

   We strive to pursue an all-round education, to develop a positive attitude towards life and an appreciation of Chinese heritage and culture.

   We recognise the importance of enhancing the self-esteem of students through care and mutual respect. We also encourage students to develop good personal conduct, to take an active part in extra-curricular activities and to serve the community.

   In a concerted effort with parents and the community, we aim to develop in students a sense of commitment and responsibility towards the school, family and society.

   We endeavour to create a harmonious and supportive atmosphere where staff may participate in school development and realize their professional goals.
Tseung Kwan O Government Secondary School
Major Concerns
(2015-2018)

1. Encouraging students to take the initiative to learn, enhancing their motivation, and fully developing their potential
2. Sustaining whole-person development, helping students set their goals and encouraging them to strive for the best in the future

Profile

**Strengths**

I. Management and organization of the school
   - We stick steadfastly to the cycle of Planning, implementation and Evaluation (PIE), we stress self-evaluation, and are able to collect systematically different data and feedback and revise our plans accordingly.
   - The school has a clearly defined direction for development, being able to formulate Development Plan in the light of the school’s current situation and needs. In the next three years, we are going to focus on enhancing the efficiency of “Learning and Teaching” and “Life Planning”, tasks which are concerned with case and love for student.
   - The School Management Committee, the Parent-Teacher Association and the Old Student Association have been in existence for many years. They all have a tightly-limit organization and display close co-operation. They fully support the development of the school.
   - The school can draw upon a wealth of community resources for its development.

II. Learning and teaching
   - The student put a premium on academic results. They are eager to learn, and are glad to work in tandem with teachers activities. The public exam results are generally good, with the pass percentages of the subjects well above the average performance of Hong Kong students.
• With a wealth of teaching experience, our teachers are glad to take part in continued professional development of teachers. They frequently exchange ideas and learn from one another, being concerned about the enhancement of teaching and learning efficiency. Most of them have a strong sense of commitment and responsibility, and are able to point out effectively the learning problems of students. They are willing to provide after-school support for needy pupils.

• Several years ago, we established and promoted the “learning circle” and “collaborative learning”, which feature joint lesson preparation, peer observation and commentary. These well-established practices are conducive to professional exchange between teachers.

• We stress teacher’s self-reflection. Through the questionnaire on “effectiveness of Classroom Learning”, we come to realize the situation of students’ learning. The questionnaire gives feedback on the teaching.

• There is a growing tendency towards catering for both the gifted and the weaker students. The Old Students Association in offering its full support by arranging remedial classes for our students during holidays, thus helping to deal with the learning difference.

• The implementation of LAC can enhance the confidence and ability of students in learning English.

III. The school ethos and student support

• Being courteous and well-behaved, our students are willing to work in tandem with the school’s various measures and policies: they have high attendance rates, low dropout rates, etc., thus reflecting their love for school life.

• Harmony prevails among the students, and contraventions of school rules and behavioral problems are not serious.

• The prefects and uniformed corps serve the school enthusiastically and they act as models for other students.

• With different groupings and a concern for whole-person development, the school is able to offer support to students of different groupings.

• Having been allocated with a psychologist on the campus, we are able to offer counselling and service for students with special education needs.

IV. Student Performance

• Students put a premium on their studies and performance in other learning experiences. They are eager to develop themselves and glad to take part in different kinds of competitions and exchange activities. Their academic results and performance are good.

• Thanks to the overall good performance of the students, the school has built up a good reputation for itself in the community, which would be conducive to promoting the school’s influence.
Weaknesses

I. Management and organization of the school
   - Recruitment of teachers is not dominated by the school. Some teachers have not been integrated into the school’s culture and development trend, thus emitting negative emotions and needing time for adjustment.
   - Frequent personal changes in School General Office are affecting administrative work.
   - The high turnover of Teaching Assistants has likewise affected teaching and administrative work.

II. Learning and teaching
   - The growing complexity of teaching work and an increasing teaching and administrative workload for teachers have meant that they have less time than before for lesson preparation and relaxation, thus affecting the efficacy of teaching.

III. The school ethos and student support
   - The overall negative emotions of our students are higher than the Hong Kong norm. The test anxiety index of senior students is slightly higher the Hong Kong norm. This reflect that our students’ ability to cope with negative emotions and stress has yet to be strengthened.
   - Our students have great expectations for university studies. However, they face great pressure given the inadequate resources now available to them.
   - Learning efficiency has been affected given the widening gap in student ability. Some of them lack self-confidence and perseverance.

IV. Student Performance
   - An increasing number of students have shown special education needs, and learning differences are getting more noticeable. Teaching is becoming increasingly difficult, and the performance of teaching and learning is thus affected.
Opportunities

I. Management and organization of the school
   ● The school has been proactive in seeking external resources to facilitate the growth support for students. Collaborating with other academic organizations, the school has been bent upon developing gifted education, enhancing its reputation and competitiveness.
   ● The former chairman of Lions Clubs, Senior Training Consultant of VTC, has been invited to join the School Management Committee, thus eliciting outside support and resources and enhancing the efficiency of the school’s professional leadership.
   ● Actively organizing activities and inviting primary schools in the district to participate, the school propagates (or advertises) itself and has already established a good self-image in the neighbourhood, thus attracting more primary pupils with good potential to enroll in the school.

II. Learning and teaching
   ● As revealed by “APASO”, our students take their studies seriously and enjoy reading, which facilitates the propagation of teaching and learning.
   ● Through actively participating in the school support service of the Education Bureau, and drawing upon the experiences of other schools, we try to promote the professional development of teachers, hence enhancing the efficiency of teaching and learning.

III. The school ethos and student support
   ● Thanks to an additional Careers and Life Planning Grant, the cash subsidy model enables the school to use its resources flexibly, thus effectively supporting the work of life planning education. Hence we have been able to strengthen the overall planning of careers work and the related learning experiences.
   ● We have actively invited various social organizations to join the school, thus helping the growth and development of our students and enriching their learning experiences.
   ● We have invited social celebrities, school directors, parents and alumni to share their job experiences with our students, providing them with probationary employment opportunities, experiences in the workplace and the mentor scheme. In this way we have been trying to give our students an insight into various aspects of the workplace and enable them to do life planning properly.
   ● The school has been offering a variety of joint-school activities, overseas learning opportunities, exchange and training tours, which are conducive to broadening the horizons of our students.
   ● Parents subscribe to the school’s mission and its set of ideals and beliefs, and are pleased to enroll their children in our institute, thus leading to smooth parents-school co-operation.
   ● Teachers of the Counselling Team, with a wealth of experience, have been helping and supporting students with special education needs.
IV. Student Performance

- Our students have often taken the initiative to participate in activities run by the school and the community, to enrich their learning experience.
- With a plethora of external resources made available to the school, our teachers have been able to make use of them and let students participate in the relevant activities, thus saving the school’s expenditures and time for organizing activities.

Threats

I. Management and Organization of the school

- The transfers of teachers occasioned by the spate of retirements of school principals have affected the stability of the various functional teams in the school.
- The peculiarly large number of secondary schools in the district, especially the increase of the Direct Subsidy schools, has inevitably exacerbated competition among schools.

II. Learning and Teaching

- With a surplus of school places in the district, coupled with a predilection of TKO children for secondary schooling on Hong Kong Island, we have suffered a quality decline in the S1 intakes. The poor English proficiency of some students has made it difficult for them to adjust to study in an EMI environment. Problem with self-confidence, behavior, emotional development and time management have yet to be improved.
- Some students tend to be passive, with low learning motivation. They also tend to be dependent on others, and their learning efficiency has been affected.
- A slight increase in students with learning difficulties has broadened the learning differences, thus compounding the difficulty of teaching.

III. The school ethos and student support

- A big discrepancy in parents’ socioeconomic status and a decline in population has made it increasingly difficult for the school to offer pastoral care to students.

IV. Student Performance

- Participation in activities has been confined to only some students. Some of them find it hard to cope with both study and activities, thus affecting the overall performance.
- Students’ learning effectiveness has been greatly affected by the popularity of and their indulgence in the use of smart phones, social networking sites and online games.
# Effectiveness of the previous School Development Plan

<table>
<thead>
<tr>
<th>Major Concerns</th>
<th>Extent of targets achieved</th>
<th>Follow-up action</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthening the organization as a ‘Learning Community’</td>
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<tr>
<td>● To design a holistic curriculum</td>
<td>Fully Achieved</td>
<td>Fully Achieved</td>
<td>Incorporated as routine work</td>
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<tr>
<td>● Strengthen learning by teachers &amp; promote their professional development</td>
<td>Fully Achieved</td>
<td>Fully Achieved</td>
<td>Incorporated as routine work</td>
</tr>
<tr>
<td>● To cater for students’ learning diversity</td>
<td>Fully Achieved</td>
<td></td>
<td>Continue to be major concerns in the next SDP</td>
</tr>
<tr>
<td>2. Enhancing the quality of life of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● To enhance the positive qualities of individuals</td>
<td>Fully Achieved</td>
<td></td>
<td>Incorporated as routine work</td>
</tr>
<tr>
<td>● To help students set personal goals</td>
<td>Fully Achieved</td>
<td></td>
<td>Continue to be major concerns in the next SDP</td>
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## School Development Programme (2015-2018)
### Major Concern (1)

### Encouraging students to take the initiative to learn, enhancing their motivation, and fully developing their potential

<table>
<thead>
<tr>
<th>Major Concern</th>
<th>Objectives</th>
<th>Strategies</th>
<th>Schedule</th>
</tr>
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</table>
|               | 1. To help students build up proactive learning habits by taking the initiative | 1. To strengthen instruction through pre-lesson preparation and displaying the result/achievement of preparation, so as to enhance their learning motivation and participation in class activities.  
2. Through “group discussion” and “collaborative learning” strategies, to cultivate in students the ability to give feedback/reports and to learn with their peers, so that interactive learning can take place among students of different abilities. | ![Checkmark] | ![Checkmark] | ![Checkmark] |
|               | 2. To promote cross-curricular learning activities so as to cultivate in students a problem-solving ability | 1. To introduce topics related to students’ daily lives, in order to enhance their learning motivation and problem-solving ability.  
2. To promote “theme learning” and carry out cross-curricular collaborative teaching, so as to cultivate generic/common ability and problem-solving ability  
3. To strengthen exchanges between teachers of the same subject and of different subjects (cross-curricular) through the “peer observation” and “collaborative lesson preparation”, so as to implement the above items. | ![Checkmark] | ![Checkmark] | ![Checkmark] |
<p>|               | 3. To cultivate in students the ability to do higher-ordered thinking and to reflect on themselves | 1. To strengthen training in these abilities by incorporating in coursework (homework) and tests/examinations questions which require the ability to do higher-ordered thinking and to reflect on themselves | ![Checkmark] | ![Checkmark] | ![Checkmark] |</p>
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<td>To enhance students learning motivation</td>
<td>1. To enhance students’ confidence and learning motivation through paying heed to their differences in learning ability</td>
<td>1. To enhance the learning effects/outcomes of students of different abilities by making the best possible use of external resources and strengthening the training of talented students.</td>
<td>✓  ✓  ✓</td>
</tr>
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</table>
|                                   | 2. To promote electronic learning so as to enhance students’ mastery of information technology | 1. Through the introduction of diversity of electronic learning tools (eg. lap top computer, power lesson), to enhance students’ learning motivation and the effectiveness of learning and teaching.  
2. Through the introduction of 3-dimensional printer and the technology, to promote cross-curricular teaching and learning activities; and to enhance students learning motivation and interest by making use of the teaching materials and aids jointly created by teachers and students.  
3. To construct a variety of cross-curricular teaching data banks; to promote creative and multiple-intelligence electronic teaching through teacher training; to encourage teachers of different subjects to use a variety of electronic equipment/teaching materials and to try out creative class teaching models, and to implement electronic teaching in different subjects and in extracurricular activities; to store the teaching packages and videos of class activities in the school intranet for reference by teachers of different subjects so that they can learn from one another, and also with a view to promoting the development of the teachers as a professional team.  
4. To upgrade the current computer hardware and wireless loop system so as to perfect the electronic learning environment. | ✓  ✓  ✓  |

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## Major Concern (2)

Sustaining whole-person development, helping students set their goals and encouraging them to strive for the best in the future

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| To develop positive values     | 1. To inculcate into students seven top-priority values and attitudes: perseverance, respect for others, a sense of responsibility, one’s national identity, a sense of commitment, sincerity and care and love for others as the main direction for the implementation of moral and civic education, so as to make them good citizens | 1. To inculcate into students positive life values through arrangements in the regular and hidden curriculum (examples of the latter are seminars and different kinds of activities)  
2. To develop a positive self-image in students by strengthening leadership training and helping students to understand their strengths and limitations  
3. To implement civic education through the morning assembly, form period and appropriate activities, so as to help students understand their personal rights and the obligations they should discharge, so that they can make a judicious judgement | ✓        | ✓        | ✓        |
| To broaden the horizons of students | 1. To broaden the international horizons of students, so that they may build up their self-confidence, life goals and ideals | 1. To encourage exchange activities outside the school, and to organize joint school activities and competitions  
2. To maintain close contact with our alumni, sister schools and outside organizations; to conduct a variety of activities so as to enable students to broaden their horizons and to inculcate in their different skills | ✓        | ✓        | ✓        |
<table>
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| To strengthen life planning and explore different pathways | 1. To help students at different developmental stages set up clear objectives for further studies and employment, so as to enhance their personal conduct and academic achievement  
2. To give students a deeper insight into life planning  
3. In response to the development of the New Senior Secondary Curriculum, to organize different learning activities to let students understand different pathways for further education and employment  
4. To encourage students to explore different pathways and devise their implementation plan | S1 to S2  
1. Students set up their learning goals; class teachers review them regularly with students  
2. To prepare students for further education and employment through cross-curricular collaboration/project learning  
S3  
1. Seminar on selection of subjects for S3  
S4-S5  
1. To set up in senior classrooms a careers corner and to provide relevant information periodically  
2. To conduct careers talks (on further education and employment), provide publications and organise visits and learning activities  
3. To examine students’ personal ambitions, help them set up implementation plans and provide relevant support  
S6  
1. To provide students with careers information by holding Career Exploration Day and Mock release of DSE results  
2. To provide individual counselling with regard to careers planning  
  - Board of directors of school/parents/alumni/social celebrities can share their job experiences, and provide temporary job opportunities/mentor programme  
  - Make good use of external resources to provide information on life planning, careers expo and other activities  
  - Make good use of the networks of alumni and our partners, and organise different learning activities for our students  
  - Through experiential activities, we try to make students reflect on their strengths and limitations as well as personal interests, and do their life planning early | ✓       | ✓       | ✓       |