

Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery



School Development Plan
2009/10 - 2011/12

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Mission Statement

Based on Buddha's teaching of relief through mercy and compassion, the mission of the school is to implement moral and educational programmes. Thus, the school aims to nurture the all-round development of students so that they develop a positive attitude towards life and become active, responsible and contributing members of society.

School Goals

Upholding Buddha's teaching of relief through mercy and compassion and the school motto, 'Realizing Buddha's Nature through Mind Enlightenment', the school provides quality education for girls in the western New Territories.

The school places an emphasis on the holistic personal development of each student and encompasses ethical, intellectual, physical, aesthetic and social development. To meet the different needs of society and to cope with new challenges, students are provided with opportunities to develop multiple forms of intelligence through the school curriculum and extra-curricular activities. The school aims to produce good citizens and bi-literate and trilingual professionals.

Holistic Review

1. Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action and Remarks
1. Promoting Students' Motivation to Learn	A survey was carried out in May 2009 to collect teachers' opinions on the effectiveness of the School Development Plan. Among the replied questionnaires, most teachers agreed that the targets were partly achieved.	Teachers agreed that the tasks should be incorporated as a routine or continue to be a major concern in the next SDP. They agreed that students' learning attitude was still a problem, especially for those students with weaker learning ability, although some improvement was shown. For example, some students still have serious homework problems. Some students still lack learning goals, learning skills and self-confidence. The school must take some actions to enhance students learning both in skills and responsibility. The survey also reflected that teachers' team spirit and sense of belonging should also be enhanced although the school has provided many opportunities for teachers' professional development. Teachers generally agreed that the school should establish a clearer and more encouraging system to recognize teachers' good performance and contribution.
2. Prepare Well for the New Senior Secondary Academic Structure	According to the survey carried out in May 2009, teachers generally recognized the preparation work of the NSS done by the school. Among the replied questionnaires, most teachers agreed that the targets were at least partly achieved and should be incorporated as a routine.	Most teachers agreed that the school should continue to provide sufficient professional development opportunities for teachers. On the other hand, more OLEs such as inter-school activities and social services should be provided for students, especially those who are weak in academic performance.

2. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	The school has developed a system to collect data about teaching and learning in order to monitor students' progress.	The school should establish a clearer and more encouraging system to recognize teachers' good performance and contribution.
2. Professional Leadership	The school has developed an effective system to monitor teachers' performance and provide sufficient opportunities for teachers' professional development.	Collaboration among different departments and committees can be enhanced.
3. Curriculum and Assessment	All subject panels have developed an effective way to assess students' performance. Continuous assessment is adopted in most subjects.	Many students in senior forms still think that the school does not offer sufficient subjects for them to select.
4. Student Learning and Teaching	Students can make use of learning materials from various sources beyond text books. Teachers are eager to teach and willing to spend extra time helping students.	Students' study skills should be enhanced. Students generally lack confidence in learning.
5. Student Support	The school provides many opportunities for students to develop their leadership skills. The school provides activities of various types to broaden students' learning experience.	The school should pay more effort to cultivate students self-values so that they can have a clearer target of learning.
6. Partnership	The school cooperates with the EDB and external organizations to provide more learning experience for students and to help with school development.	Collaboration with other schools can be enhanced.
7. Attitude and Behaviour	Students generally engage in good conduct and respect their teachers.	Students' learning attitude and responsibility should be enhanced.
8. Participation and Achievement	Many students have performed well in life-wide learning activities and gifted education.	More students, especially those who are weak in academic performance, can be involved in life-wide learning activities.

SWOT Analysis

Our Strengths

1. Our students are mainly Band 1 students with good conduct.
2. Students have shown good performance in the HKCEE and HKALE with an A-C and A-E percentage higher than that of students in other day schools in Hong Kong.
3. Besides academic results, our students' also perform well in various activities such as outstanding students selections in Tuen Mun, New Territories and Hong Kong, leadership trainings and gifted education provided by the EDB, tertiary institutions and other external organizations.
4. Students can develop their leadership and the spirit to serve through their participation in the Students' Council, houses, prefect team, guidance prefect team, civic education ambassador team, environmental protection ambassador team, social service group and other school clubs. Our extra-curricular activities are well developed, providing a great variety of clubs for students to choose, covering academic studies, interests, religion, service and sports.
5. Girl students, in general, have a strong speaking ability, thus performing well in speech and debating events as well as performing arts, showing remarkable achievements especially in Chinese and English recitation as well as music, having won numerous awards.
6. Our students are well-known for their excellent conduct in the district. They have a neat and tidy appearance and emphasize discipline; they are courteous and civic-minded.
7. There is an even distribution of years of teaching experience among our teachers, with both experienced teachers and new teachers. Senior teachers have rich administrative experience and good ability to lead other teachers to cope with education reforms and curriculum reforms. New teachers are energetic and enthusiastic about teaching.
8. Our teachers show active participation in various teacher training courses and seminars about the new curriculum for the 344 New Senior Secondary; some even attend master courses in Liberal Studies.
9. Our school utilizes many community resources effectively, bringing students' activity area to the community level. For example, we have participated in EDB's Seed School Scheme (gifted education), Jockey Club's PATHS (Path to Adulthood Youth Enhancement Scheme), CUHK's 'Network of Leaders', the Salvation Army's 'Leader Training Scheme' and so on.
10. Our school has planned different policies and strategies to facilitate the transition between the new and the old academic structure, for example, the present Integrated Humanities and Project Learning in the junior form can link up to Liberal Studies in the New Senior Secondary.
11. Parents trust our school and are pleased to cooperate with our school to improve student learning. The organization of the Parent-Teacher Association supports school activities fully.

Our Weaknesses

1. Some students are more susceptible to temptation outside the school and their perseverance and willpower are weak.
2. The analytical ability and problem-solving ability of some students are obviously weak.
3. Some students in the school are more introverted and passive. Generally they lack confidence and need constant encouragement.
4. Students generally lack endurance and self-esteem.
5. Students' standards vary a lot; individual differences are as large as normally found in schools and are a challenge for teachers.
6. Students generally lack life goals. Hence, their learning attitude is not positive enough and they are not attentive enough during lessons.
7. Students' lateness, absence and failure to hand in assignments on time continue to be of concern. Some students appear to lose confidence in them.
8. As quite a few experienced teachers have quit, our school is facing a leadership gap in the transition.
9. Most parents of our students are salary or wage earners; they are busy making a living. Hence, time and resources for their children's learning is insufficient; some do not know how to manage their children well. This poses problems on the school as they expect that the school will do their part of parenting.

Our Opportunities

1. Our school makes use of EDB's grants to improve student learning, for example, employing more teachers and implementing small-class teaching on a school basis.
2. Fewer external examinations provides more opportunities for students to develop in various aspects.
3. Our teachers participate in the Seed School Scheme for gifted education and receive training for different courses offered by EDB and tertiary institutions, thus improving teaching strategies.
4. We are offered the chance of recruiting younger and more energetic teachers who may bring with them new ideas and vitality to school.

Our Threats

1. The number of school-age children in the district is decreasing, and schools in the district are confronted with the crisis of class cutting and school closure.
2. The new language policy of the EDB may bring negative effects to the development of the school.
3. The ethics of the mass media is deteriorating. The undesirable social atmosphere has adverse effects on students' conduct, making teaching more difficult.
4. Behavioural problems of teenagers such as drug abuse, Internet abuse and Enjo kosai (i.e. compensated dating) have become serious in recent years.
5. The implementation of Integrated Education brings challenge to our school.

School Development Plan

Major Concerns	Targets	Time Scale			Strategies
		09/10	10/11	11/12	
Enhancing Students' Academic Performance	1. Enhance students' learning skills.				
	Life Planning Workshop	✓	✓	✓	Enable students to learn methods and skills of time management through talks and group activities.
	Enhance Students' Learning Skills	✓	✓		Enable students to develop and practise study skills <ul style="list-style-type: none"> - identifying key words; - underlining texts/passages to locate main ideas; and - patterning notes so that they can learn how to study effectively.
	Enhance Students' Self-confidence	✓	✓	✓	Prepare Students' Appreciation Cards for teachers to encourage those students who perform well academically. Carry out the Academic Award Scheme to appreciate the Top 5 students in each subject for each class in Uniform Tests and Examinations.
	2. Catering to Learning Diversity				
	Buddy System	✓	✓		Students will be required to learn independently as well as in groups. Through buddy system, pair work and study groups, students should be able to help each other to consolidate their knowledge and build confidence. That will be learning to be responsible for their own work and the work of their team.
After-school Tutorial Classes	✓	✓	✓	Weak students in Form 1 in will be identified based on their results obtained in the Uniform Tests or Mid-year Examination. The students will then be divided into groups of 20 and required to attend tutorial classes after school meet once a week to improve their learning.	

Major Concerns	Targets	Time Scale			Strategies
		09/10	10/11	11/12	
Enhancing Students' Academic Performance	3. Enhancing Teachers' Teaching				
	Mentoring Scheme for New Teachers	✓	✓	✓	Every new teacher (mentee) is mentored by an experienced teacher (mentor). Mentees can easily seek help from their mentors when they have problems in <ul style="list-style-type: none"> - classroom management; - teaching; - handling students' discipline problems; - carrying out F/M duties; and - other school work
	Enhance Teachers' Team Spirit and Sense of Belonging	✓	✓	✓	Hold more informal gatherings among teachers.
	Obtain More Support from Non-teaching Staff	✓	✓	✓	One teaching assistant is assigned to each staff room to help teachers concerned to handle non-teaching duties. A list of non-teaching duties is prepared.
	Integrated Education	✓	✓	✓	To encourage school head, teachers and teaching assistants to participate in the courses for Special Education Needs (SEN) offered by the EDB or tertiary institutions. To supervise the Teacher Professional Development Framework on Integrated Education (IE).
	4. Improving the Implementation of the NSS Academic Structure				
	Provide more professional development opportunities for teachers.	✓	✓		Encourage teachers' participation in the Continuous Professional Development Programmes (CPDP) offered by the EDB or tertiary institutions.
	Review Subject Groups offered to students	✓	✓		Check the student satisfaction rate after the subject allocation exercise. Conduct a student survey for Form 3 students after the Mid-year Examination.
	Prepare well for the Double-cohort year 2011-12	✓	✓	✓	Review the deployment of manpower in 2011-12 by simulation. Adjust the number of remedial classes and subject groups after reviewing the school resources by simulation.

Major Concerns	Targets	Time Scale			Strategies
		09/10	10/11	11/12	
Cultivating Students' Self-values	1. Promote responsibility and respect to others				
	Emphasize the importance of submitting homework punctually.	✓	✓		Centralize the collection of homework and offer detention classes. Appreciate classes with good performance.
	Improve classroom management.	✓	✓		Create a classroom diary for each class. Set up general classroom discipline guidelines. Set up class-based classroom discipline guidelines. Appreciate classes with good performance.
	Create a quiet learning environment.	✓	✓		Improve the discipline during changing classrooms. Improve the discipline in weekly assemblies.
	2. Provide more OLEs for students.				
	Encourage more participation in extra-curricular activities.	✓	✓	✓	Fewer public examinations provide room for student development in OLEs. Encourage students to participate in generally recognized activities and social services.
	Offer more social services opportunities to students.	✓	✓	✓	
	Provide more opportunities for weak students.	✓	✓		Offer service posts such as librarians, IT helpers, and receptions in school functions to weak students.
	3. Enhance the award and punishment system				
	Acknowledge students' achievements.	✓			More prize giving in morning assemblies and weekly assemblies. Publish students' news of award winning on mass media. Upload videos of prize giving and school activities, such as Music Contest and Annual Athletic Meet, to the campus TV.
	Provide more supports for weak students to show improvement.	✓	✓	✓	Improve the existing system and procedure to give more supports to the weak students.
	Develop a more transparent conduct grade system.	✓	✓	✓	Change the existing conduct grade system so that the conduct grade is determined by components. Let students offset their bad records by good performance.