

Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery



School Development Plan 2022/23 – 2024/25

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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. Effectives of the previous School Development Plan (2018-2021)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To develop effective learning and teaching strategies for academic advancement			
a. To strengthen the learning habits of students	Partially achieved	Incorporated as routine work	<u>Curriculum</u> <ul style="list-style-type: none"> - Tailoring syllabuses with reference to HKDSE assessment frameworks to cater for varied students' abilities - Setting teaching objectives to build students' positive learning attitudes, to create happy learning experiences and success in lessons - Strengthening the English usage environment to incorporate the new learning and teaching strategies. <u>Learning & Teaching Strategies</u> <ul style="list-style-type: none"> - Sensitizing students to find out their learning styles, abilities and study skills/ habits that work best for them - Polishing students' English skills and enhance their confidence in using the language in class and different reading activities
b. To create learning atmosphere and to enhance students' learning attitude	Partially achieved	Incorporated as routine work	
c. To enhance effective and innovative teaching	Partially achieved	Incorporated as routine work	
d. To cater for learner diversity	Partially achieved	Incorporated as routine work	
e. To cultivate students' reading habit	Partially achieved	Incorporated as routine work	<u>Assessment</u> <ul style="list-style-type: none"> - Setting questions and /or tasks of different modes to assess self-directed learning - Adopting multiple means of assessment to cater for different learning styles - Apportioning marks for questions of different levels of difficulties to ensure the assessments are manageable and challenging <u>Overall</u> <ul style="list-style-type: none"> - Teaching strategies including e-learning, experiential learning and peer tutoring will be adopted to enhance self-directed learning – a major concern in the next SDP - Enhancement of colleagues' and students' understanding and practice of lesson planning, assessment literacy and self-directed learning through extensive knowledge management (note-taking/ keeping, data-analysis, and learning reflection) mechanisms.

2. To foster the whole-person development of students			
a. To foster students' positive values and attitude	Fully achieved	Incorporated as routine work	<p><u>Self-Understanding</u></p> <ul style="list-style-type: none"> - Promoting activities for students to have a better self-understanding and develop self-recognition - Supporting students to explore their strengths in different disciplines / providing platforms to showcase their strengths - Reflecting upon their strengths and weaknesses when taking up different roles and responsibilities in organizing activities - Exploring and adopting a positive attitude towards and respect one's unique features through Buddhist Education and 8 LKL Qualities <p><u>Attaining a balanced development</u></p> <ul style="list-style-type: none"> - Guiding students in needed in self-management and habit formation / setting achievable targets and to make progress - Giving positive reinforcement as a recognition of students' achieved targets and progress - Encouraging students to participating in courses / programmes / competitions run by external organizations <p><u>Overall</u></p> <ul style="list-style-type: none"> - Providing pastoral care and addressing diverse learning needs are areas to be further strengthened in the next SDP - Ongoing work to develop greater mindfulness building across the school through various channels including core (LKL Qualities, diligence, and empathy) values of nurturing women leaders of the 21st century - Opportunities/ conditions are to be created for students to put into practice positive values and attitudes on campus and beyond the classroom, so as to enhance their global perspectives.
b. To create a caring and supportive environment	Fully achieved	Incorporated as routine work	
c. To enrich students' experience and exposure	Partially achieved	Incorporated as routine work	
d. To nurture student leaders	Partially achieved	Incorporated as routine work	
e. To enhance life planning education	Fully achieved	Incorporated as routine work	
3. To enhance staff development for building a learning community			
a. To promote collaborations among teachers	Fully achieved	Incorporated as routine work	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> - Sharing good practices / professional sharing at departmental level - Focusing on peer lesson observation - Helping colleagues to learn more about well-being, mindfulness and crisis management
b. To enrich teachers' experience and exposure	Partially achieved	Incorporated as routine work	

2. Evaluation of the School's Overall Performance

PI Areas	Major Strengthens	Areas for Improvement
<p>1. School Management</p>	<ul style="list-style-type: none"> - The school adopts suitable plans and strategies to address its major concerns with sufficient time and resources given to ensure smooth implementation - The school promotes internal promotion across the school community - Strong administrative and IT support is given to teachers to enable them to focus on their teaching duties 	<ul style="list-style-type: none"> - Enhance staff to take initiative in the act of giving with humility
<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> - The senior and middle management are committed to high standards of professionalism and demonstrate dedication and effectiveness in overseeing their respective work areas to achieve objectives set in alignment with the school's vision and goals - The subject and committee heads have an amicable working relationship with the teachers - The school promotes and facilitates professional sharing and collaboration among teachers - The school ensures rigorous attention is given towards the fulfilment of professional development needs 	<ul style="list-style-type: none"> - Enhance opportunities for staff to understand own strengths and weaknesses
<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> - Students, with over 90% of them being offered their most preferred subject combination and small group size accommodated for less popular subjects - The junior curriculum is suitably aligned with HKDSE to ensure students are well prepared for their studies in the senior form - The school uses assessment data rigorously to evaluate the effectiveness of student learning 	<ul style="list-style-type: none"> - Enhance evaluation tools and data to monitor the effectiveness of learning and teaching, as well as to strengthen the overall curriculum development

<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> - The school welcomes teachers to use various e-learning platforms and tools to enhance teaching and learning - Teachers are willing to adjust their teaching contents and strategies to suit different learning needs - Teachers often share good practices among themselves for continuous improvement in teaching within and across subject departments - Opportunities to share ideas and experience in teaching and marking HKDSE allow teachers to enrich their perspectives on teaching and learning 	<ul style="list-style-type: none"> - Enhance self-directed learning through the use of self-reflection tools and different strategies such as e-learning, experiential learning and peer tutoring
<p>5. Student Support</p>	<ul style="list-style-type: none"> - Students have plenty of exposure to a wide range of experiences through experiential learning and extra-curricular activities inside and outside school - The school encourages and provides opportunities for both junior and senior form students to take up leadership roles - The school promotes and provides opportunities for students to develop academically, aesthetically and physically as a whole person - Students are provided good support in their career and life planning through a comprehensive programme spanning across the different stages of development 	<ul style="list-style-type: none"> - Access to opportunities to learn, excel and be recognized for students with different needs and abilities - Enhance teachers' capacity in providing pastoral care and supporting SEN students - Enhance students' resilience to problems encountered in their growing process
<p>6. Partnership</p>	<ul style="list-style-type: none"> - Close collaboration with some primary schools in the district to facilitate smooth transition from P6 to F1 - The PTA plans and implements activities and events in line with the school's vision - Exchange programmes with sister schools provide valuable learning opportunities for students and enhance international-mindedness in the school community 	<ul style="list-style-type: none"> - Enhance mentorship programme for F.5 or F.6 students with strong support from the alumni

7. Attitude and Behaviour	<ul style="list-style-type: none"> - Students strive to do well in both academic and non-academic pursuits - Peer relationships are harmonious 	<ul style="list-style-type: none"> - Enhance students' motivation and competency in learning - Enhance students' time management skills
8. Participation and Achievement	<ul style="list-style-type: none"> - Some students achieve outstanding results in HKDSE and other programmes - Students participate in a wide range of local and international activities and competitions of various nature and achieve excellent results 	<ul style="list-style-type: none"> - Enhance strategies to empower students to learn on their own effectively / sense of control and metacognitive skills

1. Effectiveness of the previous School Development Plan (SDP)

The school carried out a survey in April 2018 to collect teachers' opinions on the effectiveness of the 2015-2018 SDP. 61 teachers, including the Principal, responded the questionnaires. The following conclusions were based results of the survey.

Major Concern	Extent of targets achieved	Follow-up actions and Remarks
<p>1. Diligence for Academic Excellence</p> <p>Target 1: To enhance students' self-directed learning</p> <p>Target 2: To strengthen students' learning and study skills</p> <p>Target 3: To cater for learners' diversity</p> <p>Target 4: To intensify teaching strategies</p>	<p>Most teachers agreed that the 4 targets were partly achieved (with 48, 51, 53 and 44 teachers respectively). The response for target 4 was the most positive. 14 teachers agreed that it was fully achieved. Only a few teachers thought that the 4 targets were not achieved (with 8, 3, 2 and 1 teachers respectively).</p>	<p>Many teachers agreed that the first three targets should continue to be a major concern in the next SDP (with 39, 33 and 30 teachers respectively). 27 and 36 teachers agreed that target 3 and 4 should be incorporated as routine work respectively.</p> <p>Moreover, some teachers gave the following suggestions: motivating students to learn, tackling the problem of learners' diversity, promoting self-directed learning and inviting speakers to teach senior form students study strategies.</p>

<p>2. Responsibility for All-round Personality</p> <p>Target 1: To enforce students' responsibility</p> <p>Target 2: To strengthen students' sense of belonging</p> <p>Target 3: To strengthen on career and life planning (CLP) education</p>	<p>Most teachers agreed that the 3 targets were partly achieved (with 48, 47 and 40 teachers respectively). The response for target 3 was the most positive. 17 teachers agreed that it is fully achieved. Only a few teachers thought that the 3 targets were not achieved (with 6, 1 and 0 teachers respectively).</p>	<p>There are many teachers agreed that the 3 targets should be incorporated as routine work and also continue to be a major concern in the next SDP. For target 1, the numbers of teachers are 21 and 36 respectively. While for target 2, the numbers are both 29; for target 3, the numbers are 27 and 26 respectively.</p> <p>Teachers also gave the following suggestions: improving students' responsibility is still necessary, giving more support to NCS and SEN students, promoting help and love in school.</p>
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SWOT Analysis

Our Strengths

1. Our school has a long history and good reputation in west New Territories. Moreover, we are the only girls' school in the district.
2. Students are given opportunities to develop academically, aesthetically, and physically as a whole person; numerous opportunities for students to showcase their talents, enabling students to develop their talents, sense of confidence and achievement
3. Our students are well-known for their excellent conduct and good school spirit in the district. They have a neat and tidy appearance and self-disciplined. They are courteous and respect their teachers. They are also civic-minded and willing to devote themselves in social services.
4. There are a variety of choices of electives for students to choose from with a junior form curriculum that can prepare students for all choices.
5. Beside academic results, our students also perform well in diversified activities such as outstanding student selections in Tuen Mun, the New Territories and Hong Kong, leadership training and gifted education provided by the EDB, tertiary institutions and other external organizations.
6. Students can develop their leadership and the spirit to serve through their participation in the Students' Council, houses, prefect team, civic education ambassador team, environmental protection ambassador team, social service group and other school clubs. Our co-curricular activities are well developed, providing a great variety of clubs for students to choose, covering academic studies, interests, religion, service and sports.
7. Girls, in general, have a strong speaking ability; thus performing well in speech and debating events as well as performing arts. In recent years, the AFS Intercultural Exchange Programme and a certain number of non-Chinese speaking students enrolled have helped to create a better English learning environment. Hence students always get remarkable achievements in Chinese and English recitations, debates and English drama. Moreover, diversified OLEs are provided to students during recent years, they always perform excellently in external competitions of music, sports, dance, visual arts, STEM, etc.
8. 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 and curriculum reforms. New teachers are energetic and enthusiastic about teaching.
9. There are strong administrative and IT support given to the teaching staff to enable them to focus on their teaching duties with a good mentorship awareness for new teachers.

10. There is a wide range of staff development programmes offered to strengthen staff capacity and development.
11. The school is led by committed school leaders who are supported by a team of hardworking and responsible middle managers. The IMC is very supportive to the school in steering the school's development.
12. Parents trust our school and are pleased to cooperate with our school to improve student learning. The Parents-Teachers Association fully supports school activities and offers scholarships and financial support to students.
13. Alumni are also an invaluable asset of our school. Our school maintains a close contact with our alumnae and they always contribute much to school activities, for examples, career mentoring scheme, talks for tertiary education and scholarship schemes.

Our Weaknesses

1. The limited space in the campus results in the competition for venues among different departments and teams, which limit the frequency, format and variety of curricular and extracurricular activities.
2. The incentives for teachers to keep up during hectic condition in Hong Kong is challenging.
3. There is a need to have an enhancement in the skills and knowledge of teachers handling discipline issues, dealing with students with special educational needs (SEN) students, learners' diversity in the classroom, and parents' needs.
4. There is a need to have an improvement in the promotion of international mindedness in all students.
5. There is a need to have an enhancement of value education activities to develop our students' moral character, perseverance and resilience.
6. There is a need to have an enhancement of knowledge management culture to strengthen the daily learning routines, assessment blueprints, and strategic learning habit.

Our Opportunities

1. The future development of Greater Bay Area has obtained the heavy focus from the government to develop our community / long term boarders to attract better students to move in and experience living in our community and develop a fortunate sense of better intake.
2. As a reputed Buddhist School in the district, we can further develop our students into responsible global citizens with an awareness of international affairs through school-based activities, international exchanges, and regional conferences.
3. Together with the flexibility of MOI, we may explore wider variety of learning opportunities in the classroom to build on students' better understanding and application so as to develop our students into self-directed life-long learners.
4. In recent years, the population in Lam Tei and Hung Shui Kiu was increased due to the completion of many residential properties. According to the

Government's planning of the Hung Shui Kiu New Development Area, the population will even increase in a faster rate.

5. Our school makes use of grants from EDB to improve student learning, for example, employing more teachers and teaching assistants to implement strategies such as school-based small class teaching, student support programmes and customized tutorial classes for lower achievers and gifted students. Additional grants are provided by EDB in recent years for enhancing careers and studies guidance, promoting eLearning, STEM education and e-administration. We have made good use of these grants to improve our quality of education.

Our Threats

1. In order to equip our teachers with relevant skills to provide pastoral care to students with learning needs; student diversity is our main challenge as aside from students in different needs, to help cater to students across the border with their return and blend in.
2. The new expectations of the new education system and the fine-tuning of MOI create stress to teachers and students.
3. The more competitive atmosphere which might not have been so explicit in primary school life causes stress among students and gives rise to mental health issues.
4. A number of experienced senior teachers will retire with different pursuit, and hence giving rise to the urgency for succession planning.

**Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery
School Development Plan, 2022 – 2025**

Major concerns	Targets	Strategies	Time scale		
			2022/23	2023/24	2024/25
<p><u>Learning and teaching</u> Inspiring and supporting students of different abilities to become strategic learners and excel in multiple academic endeavors in life-long learning</p>	<ul style="list-style-type: none"> • To nurture academic excellence with good learning habits and refined teaching practices • To fine tune curriculum, pedagogy and assessment via lesson study and strengthened collaboration • To enable students of different abilities to strive for excellence 	➤ To promote students’ participation in lessons by continuing 5-minute surprise and starting 10-minute peer collaboration.	✓		
		➤ To devise pre-lesson preparation work so that students of different abilities can benefit from doing pre-lesson preparation and be ready for lessons		✓	✓
		➤ To refine formative assessment to promote students’ holistic learning performance	✓	✓	
		➤ To continue peer lesson observation for trying out collaboratively devised lesson plans for exploring effective classroom practices	✓		
		➤ To conduct lesson study for effective lesson planning, implementation and evaluation		✓	✓
		➤ To adopt data analysis for better post-examination follow-up	✓	✓	
		➤ To refine assessment design and incorporate the elements of self-study and striving for excellence		✓	✓
		➤ To help students cultivate the habit of note-taking, notes keeping and regular subject-based learning reflection	✓	✓	
		➤ To refine group work by role-assigning		✓	
		➤ To further enhance the effectiveness of group work by incorporating peer teaching			✓

Major concerns	Targets	Strategies	Time scale		
			2022/23	2023/24	2024/25
<p><u>Student development</u> Cultivating positive values (perseverance, diligence, integrity and empathy), leadership and life planning skills to foster students' whole-person development</p>	<ul style="list-style-type: none"> • To facilitate the building of core values and sense of belonging through class morale building • To unleash students' leadership potential by strengthening students' confidence and reflective practices in a supported environment • To guide students in forming personalized goals and life planning skills 	➤ To make good use of refined class arrangement	✓	✓	
		➤ To promote class morale starting from homerooms/classes as units via understanding one another	✓		
		➤ To deepen class solidarity under the theme 'caring and support'		✓	
		➤ To reinforce the sense of belonging to the school through appreciating and being thankful			✓
		➤ To revamp extra lesson schedules to release room for teachers and students	✓		
		➤ To allow systematic succession and leadership training by student leaders/mentors		✓	
		➤ To strengthen the core values in relation to the school motto via meditation of the whole school	✓	✓	
		➤ To incorporate My Portfolio to pave the way for reflective practices		✓	✓
		➤ To provide guidance and support after Mock and public examinations	✓		
		➤ To implement systematic whole-school approach to developing students' life planning skills		✓	✓

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