

Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery



School Development Plan 2018/19 – 2020/21

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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.

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 adopting English as MOI in the district.
2. 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 contribute in social services.
3. Students have shown good performance in the HKDSE examination. The percentage of students meeting the general entrance requirements for local university programmes and sub-degree courses is well above the territory average of day school students.
4. Beside academic results, our students also perform well in diversified activities such as outstanding student selections in Tuen Mun, New Territories and Hong Kong, leadership training and gifted education provided by the EDB, tertiary institutions and other external organizations.
5. 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.
6. 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 the increasing 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.
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 and curriculum reforms. New teachers are energetic and enthusiastic about teaching.
8. 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.
9. 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.
10. Alumni are also a valuable 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 and talks for tertiary education.

11. Interflows, both local and outside Hong Kong, were highly promoted in recent years. These activities have provided much OLE to students and broadened their horizon.

Our Weaknesses

1. Our school is not located in the centre of Tuen Mun and there are not many housing estates nearby. Our campus is small when compared with other schools.
2. Some students are more susceptible to temptation outside the school. There is room for improvement for their perseverance and willpower.
3. Some students are rather introverted and not active enough. They should be encouraged to be more confident.
4. Students' standards vary a lot; individual differences are large. Diversified student abilities and backgrounds are challenges to teachers.
5. Some 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 challenges to the school as they expect that the school will do their part of parenting.

Our Opportunities

1. The trend of decreasing of school-age children in the district stops from 2018-2019. In addition, we have paid great effort in teaching and student support and also promoting our image to outsiders in recent years. As a result, the number of 2018-2019 F.1 applicants and the academic standard of students enrolled has a significant increase.
2. 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.
3. 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 eAdministration. We have made good use of these grants to improve our quality of education.

Our Threats

1. The number of school-age children in the district has been decreasing for many years. Students admitted in recent years are more diversified.
2. More and more teenagers have the problem of misusing mobile phone, social network and online games. This brings adverse effects on students' reading habit and also performance in conduct and learning.
3. The resilience and endurance of teenagers are declining in recent years. This brings challenges to our work.

School Development Plan 2018-2021

| Major Concerns | Targets | Time Scale | | | Strategies | |
|---|--|------------|-------|-------|--|--|
| | | 18/19 | 19/20 | 20/21 | | |
| 1. To develop effective learning and teaching strategies for academic advancement | <ul style="list-style-type: none"> To strengthen the learning habits of students | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> To reinforce the implementation of classroom routine. To strengthen the measures for homework submission. To organize workshops on learning skills and revision skills. | |
| | <ul style="list-style-type: none"> To create learning atmosphere and to enhance students' learning attitude | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> To encourage students with good learning attitude by students' appreciation cards and stars of the class scheme. To recognize students' academic achievements by prize presentations, board/poster/online displays and publication of good works. To restructure supplementary lessons for senior forms. 3 academic weeks are organized each year. Learning skills are shared during morning assemblies. To enrich the English environment. | |
| | | | ✓ | ✓ | <ul style="list-style-type: none"> To structure subject-based academic programs/activities/competitions during lunchtime. | |
| | <ul style="list-style-type: none"> To enhance effective and innovative teaching methodologies | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> Each subject tries to adopt e-learning and the experiences are shared among teachers. To promote cross-subject collaborations. To promote the sharing and inspiration of teaching pedagogies by lesson observations and open classes. To provide small boards in classrooms to facilitate group discussions and presentations. To provide students' survey form for teachers' reflection. | |
| | | | | ✓ | ✓ | <ul style="list-style-type: none"> To develop lesson study to enhance teaching effectiveness. |
| | | | | | | |

| Major Concerns | Targets | Time Scale | | | Strategies | |
|---|--|------------|-------|-------|--|---|
| | | 18/19 | 19/20 | 20/21 | | |
| 1. To develop effective learning and teaching strategies for academic advancement | <ul style="list-style-type: none"> To cater for learner diversity | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> To organize structured afterschool elite and remedial programs in junior forms (Chi, Eng and Maths). To organize summer learning programs. To review the class streaming, spilt class and assessment arrangements. Support measures are provided for SEN and NCS students. To promote gifted education and to develop the talent pool of the school. To organize programs for academically high-achievers and low-achievers respectively. | |
| | <ul style="list-style-type: none"> To cultivate students' reading habit | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> To have designated reading time once a week. Book corner is set up in each class. To organize reading activities such as book sharing sessions and reader award scheme. To organize book fairs, talks by authors and visits to book stores/ public libraries. To enhance the trainings for student librarians. | |
| | | | | ✓ | ✓ | <ul style="list-style-type: none"> To organize a reading forum in school. |
| | | | | | ✓ | <ul style="list-style-type: none"> To organize an inter-school reading activity. |

| Major Concerns | Targets | Time Scale | | | Strategies |
|---|--|------------|-------|-------|--|
| | | 18/19 | 19/20 | 20/21 | |
| 2. To foster the whole-person development of students | <ul style="list-style-type: none"> To foster students' positive values and attitude | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> To promote the qualities of LKL girls through sharing, competitions, essay writings and reward scheme. To improve students' attendance, punctuality and discipline through activities, competitions, regular checking and reminders. To foster students' positive values through various programs such as assemblies, form-based programs, mental health programs, moral and civic education programs and service learning. To boost students' self-confidence and sense of belonging through performances such as anniversary gala. |
| | <ul style="list-style-type: none"> To create a caring and supportive environment | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> To foster positive and supportive teacher-student relationship through activities like teachers' day, F.1 life camp, F.1 buddy scheme, caring patrol, DSE goal setting and farewell assembly. To strengthen positive and supportive student-student relationship through activities like class prefects scheme, blessing for F.6 students and peer mediation project. To promote home-school collaboration through parents' day, F.1 orientation and various PTA programs. To recognize students' non-academic achievements by prize presentations, announcements through campus TV/ central broadcast system and board/poster/online displays. To deliver positive and supportive messages through campus beautification such as murals, posters and slogan displays. |

| Major Concerns | Targets | Time Scale | | | Strategies |
|---|---|------------|-------|-------|---|
| | | 18/19 | 19/20 | 20/21 | |
| 2. To foster the whole-person development of students | <ul style="list-style-type: none"> To enrich students' experience and exposure | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> To organize more overseas tours to broaden students' horizons. Whole-form tours are organized: F3 (Macau/Mainland, 18/19 onwards) F5 (Asian countries/ cities, 20/21 onwards) |
| | | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> To encourage students to join external activities, competitions, workshops and visits. All students should participate in at least one external event. To develop an online platform to disseminate activity information to students. |
| | | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> To provide more opportunities for students from various forms to participate in school activities and services, e.g. serve as helpers, committee members, MC of assemblies and school functions etc. Opportunities for new activities will be explored such as dragon boat racing, outward bound, wild camping, adventure ship and running a stall at flower market. Subject-based visits, external activities and inter-school competitions/ activities are organized. Two OLE days are organized each year. F2 student exchange program with other schools. Courses for learning foreign languages are organized. To explore opportunities for our students to be exchange students in other countries. |

| Major Concerns | Targets | Time Scale | | | Strategies |
|---|--|------------|-------|-------|---|
| | | 18/19 | 19/20 | 20/21 | |
| 2. To foster the whole-person development of students | <ul style="list-style-type: none"> To nurture student leaders | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ➤ Handover of clubs/societies is done in April/May to allow students to take up posts earlier. ➤ To provide leadership training programs to student leaders. ➤ To promote the image of student leaders through delivering public speeches, writings, poster displays and badges etc. ➤ To strengthen the role of houses. ➤ To provide more opportunities for students to organize and lead activities/ programs. ➤ To encourage student leaders to organize joint-school functions. |
| | <ul style="list-style-type: none"> To enhance life planning education | ✓ | | | <ul style="list-style-type: none"> ➤ To review the life planning goals and elements across all forms. |
| | | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ➤ To guide students to understand their goals, interests and abilities and make optimal choices among the multiple pathways. ➤ To organize visits and summer internship programs to provide students with systematic exposure to different careers. ➤ To organize activities/workshops for students to understand the qualities needed in working environment and to develop the related skills like time management and collaboration skills. ➤ To organize visits/ tours to local/ overseas tertiary education institutions. |
| | | | ✓ | ✓ | <ul style="list-style-type: none"> ➤ To arrange mock interviews for students. ➤ To organize a high table dinner to invite alumni/ guests to share their experience in studies and careers with students. |

| Major Concerns | Targets | Time Scale | | | Strategies |
|---|---|------------|-------|-------|---|
| | | 18/19 | 19/20 | 20/21 | |
| 3. To enhance staff development for building a learning community | <ul style="list-style-type: none"> To promote collaborations among teachers | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ➤ Each subject has at least one collaboration with another subject every year. ➤ Open classes are organized to facilitate the exchange of ideas and experience. ➤ Good practices are shared at staff meetings or staff development days. |
| | | | ✓ | ✓ | <ul style="list-style-type: none"> ➤ To arrange cross-subject assignment sharing. |
| | <ul style="list-style-type: none"> To enrich teachers' experience and exposure | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ➤ To encourage teachers to attend courses/ workshops for professional development. ➤ To facilitate teachers to be DSE markers/ oral examiners. ➤ To arrange teachers to visit other schools. ➤ To explore the opportunities for teachers to attend international conferences/ workshops. |
| | | ✓ | | ✓ | <ul style="list-style-type: none"> ➤ Joint-school staff development days are organized. |
| | | | ✓ | | <ul style="list-style-type: none"> ➤ To organize teacher exchange program with another school. |
| | | | | ✓ | <ul style="list-style-type: none"> ➤ Each subject has at least one inter-school academic collaboration with other schools. |