

# Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery



## School Development Plan 2015/16 – 2017/18

# Contents

|   | Page |
|---|------|
| Mission Statement                           | 1    |
| School Goals                                | 2    |
| Holistic Review                             | 3    |
| SWOT Analysis                               | 5    |
| Major Concerns                              |      |
| 1. Diligence for Academic Excellence        | 10   |
| 2. Responsibility for All-round Personality | 11   |

## 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 (SDP)

An External School Review (ESR) was conducted by the Quality Assurance Section of the Education Bureau (EDB) in December 2014. Moreover, the school carried out a survey in March 2015 to collect teachers' opinions on the effectiveness of the 2012-2015 SDP. The following conclusions were based on the ESR report and the results of the survey.

| Major Concern                     | Extent of targets achieved  | Follow-up action and Remarks   |
|-----------------------------------|---|--|
| 1. Enhancing Effective Learning   | <p>According to the survey responded by 56 teachers, 33 teachers and 39 teachers agreed that the target "Enhancing Teachers' Teaching" and "Improving the Implementation of the NSS Academic Structure" were fully achieved. 20 teachers agreed that the other two targets "Enhancing Effective Learning" and "Catering to Learning Diversity" were fully achieved. 35 teachers suggested that the target "Enhancing Effective Learning" should continue to be a major concern area in the next SDP. The ESR team appreciated the effort paid by the school on students' learning and the achievements made by students in public examinations. They also suggested the school pay more effort to enhance students' self-directed learning, promote interactive learning and cater for learner diversity.</p> | <p>The school has established an effective system for quality assurance. Students' self-directed learning and learning skills should be enhanced. To cater for learning diversity, design and adaptation of resource materials as well as the adoption of effective teaching strategies and questioning techniques are necessary. Curriculum adaptation and graded exercises are effective measures. Sharing among teachers and collaborative lesson preparation can promote effective teaching.</p> |
| 2. Nurturing Responsible Citizens | <p>According to the survey, 21 teachers agreed that the target "Revising School Regulations to Emphasize Students' Responsibility" was fully achieved. However, 45 teachers agreed that the target "Enhancing Students' Responsibility" was only partly achieved. 39 teachers suggested that it should continue to be a major concern area in the next SDP. For the target "Promoting Moral and Civic Education", 37 teachers agreed that it was only partly achieved and 27 teachers suggested that it should continue to be a major concern area in the next SDP.</p>   | <p>Teachers and the ESR team generally agree that our students are self-disciplined and obedient. There is still much room for improvement for students' sense of responsibility. For example, classroom management, submission of school documents and attendance rate in school activities.</p>  |

2. Evaluation of the School’s Overall Performance

| PI Areas                    | Major Strengths  | Areas for Improvement   |
|-----------------------------|--|---|
| <p>1. School Management</p> | <p>The school is led by committed school leaders who are supported by a team of hardworking and responsible middle managers. The Incorporated Management Committee (IMC) is very supportive of the Principal. The Supervisor provides enthusiastic support to the Principal in steering the school's development. The Principal is hardworking and has tremendous drive to lead the school. He has been able to grasp the development needs of the school and the students. He is able to make good use of the various resources to address the development of the school He cares about students and keeps close contact with his colleagues, students and parents for seeking their views.</p> <p>The Vice-principal has a thorough understanding of the school's tradition and culture. He renders strong support to the Principal. He is committed and well-versed in the areas of work under his purview, and has a strong sense of dedication to the school.</p> <p>The middle managers are generally conscientious, hardworking and competent in supporting curriculum and student development. They keep themselves updated through continuous professional development and generally perform their coordinating and monitoring roles effectively.</p> | <p>The school could consider allowing wider staff participation in the School Council to cultivate a stronger sense of ownership for school policies. The IMC lacks representation from alumni and parents and so the school should identify the appropriate members in accordance with the government framework as soon as possible.</p> |

|                                   |   |   |
|-----------------------------------|---|---|
| <p>2. Professional Leadership</p> | <p>The school has developed an effective system for quality assurance such as the establishment of a QA team by senior teachers. A good range of school-based staff development programmes and exchange visits to other school has been strategically organized. The topics covered are closely aligned with the MCs of the school and teachers' needs. Common periods are allocated for most subject panels to conduct collaborative lesson planning (CLP). There is mentoring programme for new teachers so as to facilitate the exchange of experience between mentors and mentees. The school has adopted a comprehensive staff appraisal system. With a component of self-evaluation, teachers find that it can encourage self-reflection.</p> | <p>Most subject panels discuss only the administrative affairs in the CLP periods, and it is suggested that students' learning difficulties and the ways to deal with difficulties could be given greater emphasis. The school management should ensure that knowledge sharing be applied at all levels in order to facilitate the school in becoming a learning organization. The appraisal data could be more systematically compiled and consolidated to better inform the school management of teachers' needs in professional development and to provide feedback on the needs of individual staff members</p> |
|-----------------------------------|---|---|

| PI Areas                            | Major Strengths  | Areas for Improvement   |
|-------------------------------------|--|---|
| <p>3. Curriculum and Assessment</p> | <p>A considerable effort has been made to provide a broad curriculum with extensive learning opportunities for facilitating students' whole-person development and widening their horizons. A wide range of subject choices including Applied Learning courses and other language subjects is available at senior secondary levels. Students are provided with other learning experiences to support their all-round development at both junior and senior levels. Good endeavours are seen to broaden students' perspective and enrich their learning experiences. The school's assessment policies and guidelines on assignments are formulated in great detail and are recorded in subject handbooks. Weekly assignment hours for each level and subject are clearly written for teachers to follow. A mechanism is in place to monitor the setting of examination papers. The quality of marking is safeguarded by standardized marking schemes and check marking made by subject panel chairpersons. Some subject panels make use of the data to reorganize teaching schedules, revise the school-based curriculum or make suggestions on doing more public examination past papers and drilling.</p> | <p>More strategic planning on how to implement assessment for learning and assessment as learning at subject panel and classroom levels is necessary to echo the school's development focus on self-directed learning. The school should continue to explore more specific and effective measures to enhance learning and teaching in term of curriculum adaption and pedagogical design.</p> |

|   |  |   |
|---|--|---|
| <p>4. Student Learning and Teaching</p> | <p>Teachers are friendly and maintain a good rapport with their students. Students are attentive, cooperative and engaged in learning activities. Lessons are designed with clear objectives. Teachers can make use of IT resources and subject resources. Learner diversity is mainly addressed through monitoring students' progress and rendering support to those who lag behind. Some teachers can adjust the pace of teaching and individual teachers provide extended tasks to students who have accomplished their assigned tasks. Classroom atmosphere is lively and supportive to learning. Teachers can effectively build on the prior knowledge of students and guide them to critically review and analyze subject content.</p> | <p>Self-directed learning, interactive learning and cater for learner diversity in lessons can be enhanced. Professional dialogues among subject panels can be strengthened on curriculum planning, in particular the design and adaption of resource materials as well as the adoption of effective teaching strategies and questioning techniques. Teachers could further facilitate learning through encouraging and guiding students to express their views and promoting meaningful discussion among students. The abilities of more able students can be further stretched through assigning them more challenging tasks. Students' pre-lesson preparation and skills of note taking can be further enhanced.</p> |
|---|--|---|

| PI Areas                  | Major Strengths  | Areas for Improvement   |
|---------------------------|--|---|
| <p>5. Student Support</p> | <p>The school has various strategies and programmes to nurture students' positive values of being a respectful and responsible person: Homework Submission Scheme, value education in class periods, assemblies, curriculum integration, moral and civic education curriculum, subject of BSS, Civic Education Ambassadors, moral and civic education activities, community services, Buddy Scheme, various Awards Schemes. The Student Development Committee (SDC) oversees the student support services which are systematically planned and delivered with the concerted efforts of other committees. They can generally identify the needs of the students from APASO and programme evaluation. e.g. mandatory "One Student One Musical Instrument", "One Student One Service" and "One Student and PE". The school also arranges various activities to cultivate students' sense of belonging to school such as inter-class competition and F.1 Life Camp. Student Ambassadors and Prefects are involved actively in promoting a caring and harmonious campus. The Buddy Scheme works in parallel with the Dual Class Teachers system from S1 to S4 to strengthen the support for students. The school makes sustained efforts to strengthen students' leadership skills through the provision of a good range of external and internal leadership training programmes for student leaders. Besides a strong prefect team, there are many leadership roles: student ambassadors, Chairladies of SC, clubs and societies and leaders of uniform groups.</p> <p>The Career and Studies Committee works collaboratively with the Academic Committee and the SDC to nurture students' whole-person development. Various career guidance programmes such as "Alumni Mentoring Scheme", university campus and workplace visits and job shadowing are arranged. The school helps foster students' self-understanding and appreciation of the significance of setting personal goals among the multiple pathways for lifelong learning.</p> | <p>There are always clashes on after-school activities such as detention class, tutorial classes and co-curricular activities. Teachers have not sufficient time to provide individual support to weak students. Support to the increasing number of non-Chinese speaking students (NCSS) students with special education needs is a challenge to the school.</p> |

| PI Areas                         | Major Strengths   | Areas for Improvement   |
|----------------------------------|---|---|
| 6. Partnership                   | The school has maintained close ties with external organizations such as EDB, NGOs, primary schools, secondary schools, tertiary institutions and overseas institutions to get updated information and support from time to time. A wide range of support programmes and interflow activities have been held in recent years. The Parents-Teachers Association (PTA) and Alumni Association also offer great support to the school. The PTA participates in various school activities and PTA offers scholarships to students with excellent performance or have made significant improvement. Alumni often generously donate funds for school development and set up scholarships to students. They also actively support the mentoring scheme for senior form students. | Parents and Alumni can play a more important role in the school management by having a representative in the IMC.   |
| 7. Attitude and Behaviour        | Students are generally well-behaved and respect their teachers. They enjoy school life and are enthusiastic in various co-curricular activities and social services. Student leaders display a strong commitment in serving the school and their junior counterparts with good leadership and self-management skills demonstrated.  | There is still much room for improvement in students' sense of responsibility and sense of belonging to the school. Classroom management, diligence and attitude towards learning should be improved. Some students lack self-confidence in learning and their self-expectation is low. |
| 8. Participation and Achievement | The school organizes diversified life-wide learning activities for students. Much more local and overseas interflows have been held in recent years. Students participate actively in a wide range of academic, aesthetic, social service and sports activities. Students perform well in debate, speech and music competitions and are awarded a number of group and individual prizes.  | The school can give more chances for less well-performed students to present themselves / help with some events. Students are not active enough to participate in activities (especially academic activities).  |

## SWOT Analysis

### Our Strengths

1. 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 above the territory average of day school students.
2. 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.
3. 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 co-curricular activities are well developed, providing a great variety of clubs for students to choose, covering academic studies, interests, religion, service and sports.
4. Girls, 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.
5. Our students are well-known for their excellent conduct in the district. They have a neat and tidy appearance and self-disciplined; they are courteous and civic-minded.
6. 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.
7. 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.
8. 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 urgent financial support to students.
9. 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 example, career mentoring scheme and talks for tertiary education.
10. 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 located in a remote area in Tuen Mun without public housing nearby. Moreover, our campus is old and small compared with other schools. These drawbacks have affected our development.
2. Some students are more susceptible to temptation outside the school and their perseverance and willpower are weak.
3. The analytical ability and problem-solving ability of some students are obviously weak.
4. Some students in the school are more introverted and passive. Generally they lack confidence and need constant encouragement.
5. Students generally lack endurance and self-esteem.
6. Some students lack responsibility and the sense of belonging to school.
7. Students' standards vary a lot; individual differences are very large. In recent years, there has been an increase in the number of non-Chinese speaking students. Diversified student abilities backgrounds are challenges to teachers.
8. 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 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 grant is provided by EDB in recent years for enhancing careers and studies guidance.
2. The 334 new academic structure has reduced the number of public examinations. It brings more opportunities for students to develop in various aspects.
3. We have recruited 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 ethics of the mass media is deteriorating. The undesirable social atmosphere has adverse effects on students' conduct, making teaching more difficult.
3. Behavioural problems of teenagers such as drug abuse and Internet abuse have become serious in recent years.

## School Development Plan

| Major Concern                     | Targets  | Time Scale |       |       | Strategies   |
|-----------------------------------|--|------------|-------|-------|--|
|                                   |  | 15/16      | 16/17 | 17/18 |  |
| Diligence for Academic Excellence | 1. To enhance students' self-directed learning       | ✓          | ✓     | ✓     | - To promote active learning by pre-lesson preparation   |
|                                   |  | ✓          | ✓     | ✓     | - To sponsor the use of e-class and e-learning   |
|                                   |  |            | ✓     | ✓     | - To coordinate inquiry-based learning conference, seminars and competitions   |
|                                   | 2. To strengthen students' learning and study skills | ✓          | ✓     | ✓     | - To equip students with note taking, mind mapping and essay writing   |
|                                   |  | ✓          | ✓     | ✓     | - To acquire memorization and time management skills   |
|                                   |  |            | ✓     | ✓     | - To read effectively and critically   |
|                                   | 3. To cater for learner's diversity                  | ✓          | ✓     | ✓     | - To promote a diligent and proactive learning attitude  |
|                                   |  | ✓          | ✓     | ✓     | - To provide opportunities for students with high potential to stretch themselves in different areas   |
|                                   |  | ✓          | ✓     | ✓     | - To sponsor enrichment and remedial programmes outside school hours   |
|                                   |  |            | ✓     | ✓     | - To regulate subject-based curriculum / strategies  |
|                                   |  | ✓          | ✓     | ✓     | - To provide services to cater for students with special education needs and non-Chinese speaking students                                   |
|                                   | 4. To intensify teaching strategies                  | ✓          | ✓     | ✓     | - To design suitable pedagogy to deal with students' learning difficulties through collaborative lesson planning                             |
|                                   |  |            | ✓     | ✓     | - To engage students to ask questions  |
|                                   |  | ✓          | ✓     | ✓     | - To increase lesson interaction and promote higher-order thinking by using appropriate questioning skills                                   |
|                                   |  | ✓          | ✓     | ✓     | - To assure the teaching and learning quality through lesson patrol, lesson observation, assignment inspection and sharing in Staff Meetings |

| Major Concern                            | Targets  | Time Scale |       |       | Strategies  |
|--|--|------------|-------|-------|---|
|  |  | 15/16      | 16/17 | 17/18 |   |
| Responsibility for All-round Personality | 1. To enforce students' responsibility                     | ✓          | ✓     | ✓     | - To foster students' sense of responsibility with regard to the submission of school documents |
|  |  | ✓          | ✓     | ✓     | - To enhance students' responsibility in their academic studies                                 |
|  |  | ✓          | ✓     | ✓     | - To nurture students' perseverance through co-curricular activities                            |
|  |  | ✓          | ✓     | ✓     | - To show appreciation of students' sense of responsibility on their report cards               |
|  |  |            | ✓     | ✓     | - To optimize the 'Class Management' scheme   |
|  | 2. To strength students' sense of belonging                | ✓          | ✓     | ✓     | - To build a good relationship between FMs and students   |
|  |  | ✓          | ✓     | ✓     | - To refine the award / punishment system   |
|  |  | ✓          | ✓     | ✓     | - To launch the Big Sisters' scheme and Smart Teen programmes for Form 2 & 3 students           |
|  |  | ✓          | ✓     | ✓     | - To extend afternoon FM time for moral and civic education                                     |
|  |  |            | ✓     | ✓     | - To arrange after-school thematic workshops on OLE days  |
|  |  | ✓          | ✓     | ✓     | - To cultivate students with a graceful and thankful heart                                      |
|  | 3. To strength on career and life planning (CLP) education | ✓          | ✓     | ✓     | - To raise students' awareness of the importance of life-long career development planning       |
|  |  | ✓          | ✓     | ✓     | - To make good use of the alumni network for career mentoring                                   |
|  |  |            | ✓     | ✓     | - To assist students to make wise and informed career decisions                                 |
|  |  |            | ✓     | ✓     | - To integrate CLP elements into other learning experience                                      |