

Wong Shiu Chi Secondary School School Development Plan

2024/25 - 2026/27

1. School Vision and Mission

In the spirit of Christ, we are committed to providing holistic Christian education, which fosters the ethical, intellectual, physical, social, aesthetic and spiritual development of our students.

2. School Goals

Through a harmonious and disciplined campus life, students are encouraged to take the initiative in learning, explore creative solutions and develop individual potential. Nurtured as lifelong learners, students are able to adapt to change and develop self-confidence for contributing positively to the well-being of our community and mother country.

3. School Motto

Learnedness
Love
Dedication
Integrity

4. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

1. To build an effective student-learning community
2. To develop students' sense of responsibility and self-management abilities
3. To enhance teachers' wellness

Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p>Major Concern 1: To strengthen teachers' knowledge and techniques on using effective pedagogies to facilitate students' learning</p> <p>Target(s):</p> <ol style="list-style-type: none"> 1. To cultivate teachers to be life-long learners; 2. To enhance teachers' efficacy by adopting diversified pedagogical strategies 	<ol style="list-style-type: none"> 1. Partly achieved 2. Mostly achieved 	As a routine practice, but will be modified in alignment with one of the major concerns next year	
<p>Major Concern 2: To nurture students to be proactive and positive learners</p> <p>Target(s):</p> <ol style="list-style-type: none"> 1. To enhance students' ability to set and achieve meaningful goals 2. To strengthen students' confidence in their future and work systematically towards their goals 3. To nurture students' capacity to live positively 	<ol style="list-style-type: none"> 1. Partly achieved 2. Partly achieved 3. Partly achieved 	As a routine practice, but will continue to be a target under one of the major concerns next year	
<p>Major Concern 3: To unleash students' potential through experiential learning</p> <p>Target(s):</p> <ol style="list-style-type: none"> 1. To offer diversified opportunities for students with different talents and strengths 2. To widen students' horizons through a diversity of experiences 	<ol style="list-style-type: none"> 1. Fully achieved 2. Fully achieved 	As a routine practice, but will continue to be a target under one of the major concerns next year	

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

How good is my students' performance in achieving the seven learning goals?

1. National and Global Identity

Satisfactory to Good

- Related elements were infused into the routine lessons of all subjects and informal lessons including the assemblies, class teacher periods, cross-boundary exchange tour and cross-boundary online lesson observations (sister schools scheme);
- Participated external activities and competitions organized by the Home Affairs Department;

2. Breadth of knowledge

Good - Excellent

- In addition to the knowledge gained in routine lessons, students' horizons were further widened by participating in different training programmes offered by various organizations and universities such as the gifted education courses. Besides, through participating in different extra-curricular activities, services, visits and competitions, students learnt from experiences;

3. Language proficiency

Satisfactory to Good

- English proficiency enhanced by organizing and joining different English-related extra-curricular activities like speech, drama and debating competitions;
- 2 English Morning Assemblies in each cycle offered a great chance for students to deliver speeches and announcements in English;
- Friday English Speaking Day further encouraged students to communicate with schoolmates and teachers in English;
- The extensive reading scheme in routine lessons, reading programmes organized by the Library Committee offered extra opportunities to enhance English proficiency through reading;
- Japanese classes offered in junior forms as an extracurricular activity and senior forms as an "Other Language elective subject in HKDSE" further enhanced students' proficiency in other languages.

4. Generic skills

Satisfactory to Good

- Different generic skills were stressed and taught in different occasions such as class teacher periods, assemblies, Pre-S1 training day, various service teams' training workshops and camps.

5. Information literacy

Satisfactory to Good

The Computer Literacy lessons in junior forms and the Information and Communication Technology lessons in senior forms will address relevant issues.

- A few assemblies and class teacher periods can deliver relevant issues.

6. Life planning

Good to Excellent

- The CLAP HKBM is a strategy in the 3-year School Development Plan 2021-2024 that all Career and Life Development strategies and activities were implemented according to the 10 Benchmarks.
- The school organized an internal and participating external career expo, visits and internship programmes organized by the Home Affairs Department and other voluntary services organizations.

7. Healthy lifestyle

Good

- The school stresses on a balanced school life by offering quality learning and teaching to students as well as a comprehensive informal curricula with profound combinations of interest groups, school teams, uniform teams, service teams and leadership training opportunities.

How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

Enriching students' learning experiences

Comprehensive Student Development at Our School

Our school is committed to the holistic development of our students through a blend of academic and non-academic activities.

Academic Learning Experiences

We provide a robust academic program that goes beyond the standard curriculum of each subject. Key initiatives include:

- School-Based Programs: Implementation of the "Leader in Me" and "Life Education" lessons specifically in the second year.
- Personal Development: Regular class teacher periods and assemblies are organized to cover various topics and knowledge areas.
- Supportive Education: We offer a variety of enrichment and remedial classes tailored to meet the diverse needs of our students.

Non-Academic Learning Experiences

Our school believes in the importance of extracurricular involvement for well-rounded development:

- Clubs and Teams: Students can choose from over 40 clubs, including sports, cultural, and uniformed groups.
- International Exposure: Opportunities like cross-boundary and overseas exchange tours enrich our students' global perspective.
- Community Engagement: We participated in local and international service learning activities and maintained partnerships with local social service organizations.

Through these comprehensive programs, we aim to nurture our students' intellectual, social, cultural, and personal growth.

How well does my school lead its continuous improvement and development for students' whole-person development and lifelong learning?

For students' whole-person development and lifelong learning, the school played a vital role in the following aspects with the respective effectiveness :

The school stressed on both academic attainment and non-academic achievements & participations;

For the academic side, the school ensure teachers' professional development by formulating school-based criteria as well as quality assurance by a comprehensive staff development strategy and a well-structured and monitored appraisal system; Besides, we offered English Language and Chinese Language split classes to reduce the student-teacher ratio for extra care on students with special educational need (SEN), implementing the Leader in Me lesson in S2 to nurture students' 7 habits for becoming highly effective teenagers. Furthermore, we offered enrichment and remedial classes after school for different students. Gifted students will be nominated to participate in different gifted education programmes offered by various organisations and universities.

For non-academic sides, our committees provided a variety of opportunities for students to join to develop their interests and stretch their potential including cultural and sports teams through training with the guidance of professional coaches and participating in various competitions.

c. How Can My School Be Better

Building on the reflection in the previous part (4b), schools could further consider how they can do better in helping students achieve the seven learning goals based on students' needs and the school's capacity for continuous improvement and development when setting out development priorities. **For details, please refer to paragraph 3.3.1(b) and the appendix of the related compilation guidelines.**

What are my students' needs?

The following learning goals can further be enhanced:

National and Global Identity

- It can be enhanced by organizing more internal activities involving all most or all classes to wide the scope.

Language proficiency

- English Language proficiency can further be enhanced by formulating more concrete, easily assessable and sustainable policies to encourage reading English books.
- The English Language atmosphere can be enriched by given more chance for English speaking such as open English forum and speech in the school open areas.

Generic skills

- It can further be promoted to a wider scope by stressing in routine lessons and different extracurricular activities.

Information Literacy

- Can further be enhanced in both formal and informal curricula like the Computer Literacy lessons and extracurricular activities such as game booths and interclass competitions.

What is my school's capacity for continuous improvement and development?

- The school's capacity is the quality of management, teachers, students and parents.
- All students belongs to band one students in Tai Po District. They are self-disciplined, obedient and willing to align with the school policies.
- Parents trust the school very much and is willing to cooperate in the betterment of their children development both on academic and non-academic areas.
- The teacher team is very stable. Teachers are very experienced and loyal and willing to align with the school policies which are mostly decided with wide opinions collections and discussion among the administrative team.
- The IMC is very open and they fully trust and support the school management team.

What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

After a full evaluation, our teaching team suggested that the following areas should be the most important areas on students' development in the coming 3 years:

- Sense of Responsibility
- Adversity Quotient / Resilience
- Self-regulated learning ability
- Self-Management ability

School Development Plan (2024/25-2026/27)

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)		
1. To build an effective student-learning community	1. To cultivate students to be positive and skillful Learners; 2. To foster student's English language proficiency;	✓	✓	✓	1. To empower students to become self-directed learners equipped with strong study skills and effective learning habits; 2. To foster students' learning attitudes and self-confidence; 3. To enhance students' learning beyond classroom by offering them chances to experience locally and globally; 4. To create a more engaging and effective English learning environment in both formal and informal curricula;	<ul style="list-style-type: none"> • Language Proficiency • Breadth of Knowledge • Information Literacy • Generic skills
2. To develop students' sense of responsibility and self-management abilities	1. To enhance students' well-being and cultivate them to be proactive, responsible and resilient self-leaders; 2. To develop students to be self-disciplined learners with clear life goals; 3. To offer more intensive guidance and support for students by creating a more focus and targeted teacher-student mentoring system;	✓	✓	✓	1. To strengthen students' ability to overcome adversities by adopting the 4Rs Mental Health Charter and the Whole School Health Programme; 2. To integrate the 12 priority values into formal and informal curricula; 3. To partner with local organisations to develop students' healthy lifestyles on physical and mental well-being; 4. To foster students' sense of ownership, service to others, responsibility and accountability via different functional groups in ECAs; 5. To provide students with timely and effective guidance and counselling on their academic pursuits, career exploration, life planning and personal well-being;	<ul style="list-style-type: none"> • National and Global Identity • Generic Skills • Life Planning • Healthy Lifestyle
3. To enhance teachers' wellness	1. To strengthen teachers' physical and mental wellness; 2. To enhance teachers' professionalism on teaching effectiveness;	✓	✓	✓	1. To offer more chances to strengthen teachers' physical and mental wellness; 2. To create more space for teachers and provide more support tools on their teaching; 3. To utilize Differentiated Instruction (DI) strategies to cater for learner diversity; 4. To meet each teacher's 50 CPD hours soft target across a diverse range of areas, including pedagogies, career and life planning, AI elements, and personal wellness;	<ul style="list-style-type: none"> • Generic Skills • Life planning • Healthy Lifestyle