



Tin Ka Ping Secondary School

School Development Plan (2015-2018)

# **I Mission**

Founded by the Tin Ka Ping Foundation, our school upholds the ideal of whole-person education and puts it into practice. We provide a holistic and balanced curriculum infused with instructional programmes, guidance services, co-curricular activities, and civic/life education programmes to shape students into lifelong learners with sound values and good habits.

We believe education is noble and students are teachable; we value the importance of every student and we place their pursuit of learning as our primary concern. We unite efforts from our staff, who respect, care, and support one another, to demonstrate the shared beliefs and values. They have fostered a deep sense of belonging to the school, where modest ethos, rigorous standards, and unity from school members are valued. Moreover, we promote professional development of our staff, an essential part of the teaching-learning synergy and key to fulfilling our commitment.

We cater to students' capabilities and interests by providing fine-structured lessons and activities aided with audio-visual materials. We commit ourselves to enhancing students' potential, motivating them to become self-learners and developing their passion for learning; the prerequisite for a lifelong learner.

We integrate discipline with counseling on the basis of conducive teacher-student relationship and with collaboration from parents, to encircle our students with love, care and guidance. Though our academic standards and code of conduct are rigorous, students will find their campus experience enjoyable above all.

We deem co-curricular activities part of the curriculum/students' learning experience and launch activities for students' overall well-being, at the same time withstand the world's degenerating values and practices.

We address the demands of the changing world; we provide diverse life/civic education lessons, along with morning and weekly assemblies, to facilitate students' character development and habit formation, and furthermore, to deepen their love for their homes and the country. We look forward to seeing our students become ambassadors of Chinese culture, citizens with global outlook, and leaders of their generation.

We Have a Dream :

**Quality Education for Leaders of Tomorrow**

## II Major Concerns (2015-2018)

- I Maintain the effectiveness of the existing strengths with focuses on teaching and learning and student development.
- II Equip staff members (especially middle managers) with concepts and practices of Self-directed Learning (SDL)\*
- III Reflection and planning on implementation of Self-directed Learning (SDL)\* in the school at different level(s)

### \* Highlights of Conceptual Framework of Self-directed Learning (SDL)

	Characteristics of Self-directed Learning (self-directed learning under teacher guidance at both collective / individual level)
Guidance of Learning	Partly student-directed, partly teacher-guided class activities
Teacher's Role	Learning taking place inside or outside the school with teachers as the guide facilitating students' learning
Responsibility to Learn	Shared responsibility by teachers and students
Learning Style	Learning objectives, contents and progress are well set
Organization of Learning	Self-directed learning is in essence collective learning activity. Learning activities are carried out within the provision of school resources including teachers, facilities and policies.

Highlights of Theoretical Framework for Developing Self-directed Learning			
Focus		Academic Achievement	Personal Growth
Desire to learn	Motivation	Academic aspirations/goals, interests, values (significance), self-effectiveness, self-confidence, ...	Career aspirations/goals, motives behind the pursuit of the life purposes, multiple objectives (in sports, dancing, leadership/competition, etc), rigorous but joyful school life, self-confidence, interests, ...
Capability to learn	Learning Methods	Time management, learning strategies (note-taking, outlining, mind-mapping, etc), self-evaluation, organization and transfer of knowledge, seeking help, ...	Horizon expansion, attempts, quality training, practices, time management, a balance between academic pursuits and non-academic activities, ...
Perception of self-learning	Awareness	Meta-cognition, intentionally monitor, control and adjust the learning process including planning, outcome reviewing and remedial measures, ...	Monitoring of the above balance, re-adjustment of the balance point, outcome reviewing, taking alternative remedies, making choices, ...
Persistence in Learning	Self-control	Persist in learning regardless of physical and mental weariness, difficulty in understanding, bad feelings, distractions, etc.	Willpower to overcome the life/growth barriers caused by the family, peers or interpersonal relationships between the opposite sex, ...

### III School Development Plan (2015-2018)

Major Concern(I): Maintain the effectiveness of the existing strengths with focuses on teaching and learning and student development					
Focus / Objective	Strategy	Expected Outcome	Schedule		
			15/16	16/17	17/18
1. Constructivist and Cooperative Learning (CCL)	1.1 To develop CCL as an SDL strategy for enhancing self-learning	<input type="checkbox"/> Subject-based CCL instructional strategies developed in major subjects for enhancing self-directed learning <input type="checkbox"/> CL base groups in S.2 developed for self-management	✓	✓	✓
2. Academic Achievements	2.1 To analyze the existing curriculum and find out the areas needed to be improved	<input type="checkbox"/> Percentage of students achieving Level Five or above can be elevated.	✓	✓	✓
	2.2 To make good use of the analysis report of HKDSE results	<input type="checkbox"/> Percentage of students enrolling in universities can be gradually elevated	✓	✓	✓
	2.3 To optimize various supportive measures		✓	✓	✓
3. Student's Personal Development	3.1 To boost students' self-knowledge and help them with goal setting	<input type="checkbox"/> Details of the expected outcome can be found in the program plans of each unit of Joint Committee on Student Affairs	✓	✓	✓
	3.2 To create more opportunities for students of different personality traits		✓	✓	✓
	3.3 To raise students' awareness and understanding of the needs of the community		✓	✓	✓
	3.4 To enhance students' willingness To serve and their participation in community services		✓	✓	✓
	3.5 To enhance the effectiveness of the committee members of JCSA at both administrative and managerial levels		✓	✓	✓
	3.6 To foster the committee members' professional development		✓	✓	✓
	3.7 To optimize class teachers' work		✓	✓	✓

**Major Concern (I): Maintain the effectiveness of the existing strengths with focuses on teaching and learning and student development**

Focus / Objective	Strategy	Expected Outcome	Schedule		
			15/16	16/17	17/18
4. Staff Professional Development	4.1 To optimize appraisal system in school for long-term staff development	<input type="checkbox"/> Existing appraisal system be reviewed and revised according to long-term staff development needs	✓	✓	✓
5. School Administration and Development	5.1 To optimize the school administration and management	<input type="checkbox"/> Revision and well processing of existing tendering / quotation procedures according to the guidelines stipulated by the EDB <input type="checkbox"/> School premises and facilities / equipment are under good maintenance <input type="checkbox"/> Promotion of school image at both district and territory level <input type="checkbox"/> Smooth implementation of external examinations held in school <input type="checkbox"/> Organization of study tours to broaden the horizon of students	✓	✓	✓
	5.2 To monitor and support the improvement measures at committee / unit / subject level as suggested in the ESR Report	<input type="checkbox"/> An inventory covering all improvement items in different aspects as stated in the ESR Report will be set to monitor the progress of improvement <input type="checkbox"/> Refinement of the logistics of signing and collection of minutes of committees/units/subjects <input type="checkbox"/> A database will be set up to keep all the data generated from the Stakeholders' surveys to facilitate a longitudinal analysis	✓	✓	✓

**Major Concern (I): Maintain the effectiveness of the existing strengths with focuses on teaching and learning and student development**

Focus / Objective	Strategy	Expected Outcome	Schedule		
			15/16	16/17	17/18
	5.3 To foster an English-rich environment in campus	<ul style="list-style-type: none"> <li><input type="checkbox"/> All bulletin boards in the campus will be well monitored by ADC so as to ensure English language is used</li> <li><input type="checkbox"/> More English Days are held by ECPU and more students' sharing in morning assembly with a collaboration with Life Education Unit</li> <li><input type="checkbox"/> Daily English announcements and wise-sayings are conducted by students</li> <li><input type="checkbox"/> More English activities including study tours targeted for students of different forms are organized throughout the years</li> <li><input type="checkbox"/> Administrative papers (e.g. documents of meetings, policy papers, instructions, guidelines) in the campus are mainly in English</li> </ul>	✓	✓	✓

**Major Concern (II) : Equip staff members (especially middle managers) with concepts and practices of Self-directed Learning (SDL)**

Focus / Objective	Strategy	Expected Outcome	Schedule		
			15/16	16/17	17/18
1. To increase colleagues' awareness on training students' Self-directed Learning	1.1 To facilitate professional sharing and exchange	<input type="checkbox"/> Consolidation of rationales and experiences shared	✓	✓	✓
	1.2 To facilitate teachers' self-reflections	<input type="checkbox"/> Increased awareness indicated in teachers' reflection	✓	✓	✓
2. To equip colleagues with theories and skills in training students' Self-directed Learning	2.1 To develop a practical theoretical model for SDL	<input type="checkbox"/> A practical theoretical model developed <input type="checkbox"/> More than 50% of colleagues shows understanding of the model	✓	✓	✓
	2.2 To train teachers on how to train students self-learning and self-management skills	<input type="checkbox"/> Equipped teachers with confidence in training students self-learning and self-management skills	✓	✓	✓
	2.3 To facilitate professional sharing within school and exchanges with external organizations	<input type="checkbox"/> Consolidation of theories and experiences shared <input type="checkbox"/> Derivation of strategies in enhancing SDL	✓	✓	✓

**Major Concern (III) : Reflection and planning on implementation of Self-directed Learning (SDL) in the school at different level(s)**

Focus / Objective	Strategy	Expected Outcome	Schedule		
			15/16	16/17	17/18
1. Reflections and planning at Academic Committee and Subject Level : Teaching and Learning	1.1 To enhance the leadership role of the major subject panel heads when implementing CCL	<input type="checkbox"/> Colleagues have awareness and confident to implement self-directed learning <input type="checkbox"/> Students have confident and are keen in learning. <input type="checkbox"/> Students can master appropriate learning skills to improve their performance	✓	✓	✓
	1.2 To uplift the confidence of subject teachers when implementing self-directed learning		✓	✓	✓
	1.3 To enhance students' interest in learning and foster their motivation of self- directed learning through the development of e-learning programme		✓	✓	✓
	1.4 To enhance the teaching of 'How to Learn'		✓	✓	✓
2. Reflections and planning at JCSA Level : Personal Development	2.1 To set development frameworks For students of different stages	<input type="checkbox"/> Details of the expected outcome can be found in the program plans of each unit of Joint Committee on Student Affairs	✓		
	2.2 To modify the work of different units to build a solid foundation for development		✓	✓	
	2.3 To focus on the major concerns Of JCSA while improving the cooperation among all units			✓	✓
	2.4 To tap into the external resources for optimizing student development frameworks		✓	✓	✓



**Major Concern (III) : Reflection and planning on implementation of Self-directed Learning (SDL) in the school at different level(s)**

Focus / Objective	Strategy	Expected Outcome	Schedule		
			15/16	16/17	17/18
3. Reflection and planning at Staff Professional Development Unit Level	3.1 To review and optimize appraisal system in school	<input type="checkbox"/> See Major Concern (I) Item 4.1	✓	✓	✓
	3.2 To develop mutual support system	<input type="checkbox"/> A report / update (if needed) on the mutual support system will be produced at the end of each academic year, including the following items : <ul style="list-style-type: none"> <li>● Exploration on the feasibility of mutual support system</li> <li>● Proposed mutual support system</li> <li>● Evaluation on the implementation of the system</li> </ul>	✓	✓	✓
4. Reflection and planning at School Administration Level	4.1 To review the exiting work operated by the ADC in connection with SDL	<input type="checkbox"/> A scheme of work can be worked out to facilitate the implementation of the SDL in different aspects of school administration	✓	✓	
	4.2 To render administrative support to relevant committees/ units/subjects when planning and implementing SDL	<input type="checkbox"/> Discussions on implementation of the SDL will be carried out between committees/ units/subjects and the ADC	✓	✓	✓