

*Sir Ellis Kadoorie  
Secondary School  
(West Kowloon)*



**School Development Plan  
2009/10 - 2011/12**

# *Sir Ellis Kadoorie Secondary School*

## *(West Kowloon)*

### *Our School Vision*

Appreciating the cultural diversity of the students and reflecting on the changing demands of the modern world, the school aims at the holistic development of each individual student in order to enable them to become lifelong learners, and valuable members of the local and global community.

### *Our School Mission*

To develop in our students:

1. all-roundedness and multiple intelligences
2. respect for other cultures
3. a sense of social awareness and responsibility

### *Our School Motto*

**Carpe diem** – Seize the Day

### *School Values*

<b>S</b>	Synergy
<b>E</b>	Enthusiasm
<b>K</b>	Kindness
<b>S</b>	Self-discipline
<b>S</b>	Service
<b>W</b>	Wisdom
<b>K</b>	Knowledge

## Holistic Review

### Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved, e.g. :  Fully Achieved ; Partly achieved ; Not achieved	Follow-up action, e.g. :  Incorporated as routine work ; Continue to be major concerns in the next SDP ; Others	Remarks
1. Improving the organizational efficiency	Partly achieved	Continue to be major concerns in the next SDP	To enhance positive team culture in the next SDP
2. Strengthening the self-evaluation mechanism	Fully achieved	Incorporated as routine work	
3. Improving the effectiveness of learning and teaching	Partly achieved	Continue to be major concerns in the next SDP	To develop in students the essential virtues conducive to better learning

## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• Staff views solicited before formulating essential school policies and management issues.</li> <li>• Strong middle management in the aspects of Leadership &amp; Monitoring and Collaboration &amp; Support.</li> </ul>	<ul style="list-style-type: none"> <li>• To strengthen the role of middle management in facilitating communication between teachers and the school management</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The school management and subject/committee heads have an amicable working relationship with teachers.</li> <li>• The school management and subject panel / committee heads provide effective guidance to the development of their panels/committees</li> </ul>	<ul style="list-style-type: none"> <li>• To facilitate effective collaboration between teachers and the school management</li> <li>• The middle management takes the initiative to communicate with teachers</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• School-based curriculum with clearly defined objectives and policies</li> <li>• Curriculum development and assessment are in line with the trend of the educational reform</li> </ul>	<ul style="list-style-type: none"> <li>• To further explore the requirement of the NSS curriculum and fine-tune the existing policies</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Parents and students have very positive views upon the learning and teaching of the school</li> </ul>	<ul style="list-style-type: none"> <li>• To maximize the effectiveness of learning and teaching by improving students' learning attitude, confidence and initiative to learn</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>• Diversified modes of encouragement given to support student learning</li> <li>• Student-centred approach to engage students in the learning process</li> </ul>	<ul style="list-style-type: none"> <li>• To help students develop lifelong learning strategies</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>• Sufficient channels for parents to express views to the school</li> <li>• Close collaboration with parents to keep them informed of school affairs and development</li> </ul>	<ul style="list-style-type: none"> <li>• To increase parental involvement in promoting the social, emotional, and academic growth of students</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>• Higher general satisfaction in students towards the school</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance better sense of responsibility and self-discipline in students</li> <li>• To reinforce students' sense of belonging and moral values</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Comparatively higher percentage of senior students participating in territory-wide inter-school competitions</li> <li>• Wide range of activities arranged to cater for diverse student interest</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage more active participation from junior students</li> </ul>

## **SWOT Analysis**

### **Our Strengths**

- A proud tradition of cultural harmony encouraging students of all backgrounds to respect one another's cultures
- Diversified channels of communication with parents

### **Our Weaknesses**

- Passive learning attitudes among some students
- Inadequate sense of responsibility and self-confidence in students

### **Our Opportunities**

- Cultural diversity offering students opportunities to learn from the good models across the spectrum of the various ethnicities
- Extra support for non-Chinese speaking students from the EDB

### **Our Threats**

- A wide spectrum of learner diversity
- Insufficient parental involvement in promoting the social, emotional, and academic growth of students

## **Major Concerns for a period of 3 school years (in order of priority)**

1. Helping students develop essential virtues
2. Improving the effectiveness of learning and teaching
3. Enhancing positive team culture and organizational capacity

## School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. <b>Helping students develop essential virtues</b>	<ul style="list-style-type: none"> <li>• To inculcate a strong sense of responsibility in students</li> </ul>	✓	✓	<ul style="list-style-type: none"> <li>• To run a whole-school programme with a pledge listing the things students should hold responsibility for</li> <li>• Class teachers to set up classroom rules that help cultivate this virtue in students</li> <li>• To arrange special class period / assembly once a month to develop students' sense of responsibility</li> <li>• Students to tidy up their classrooms every day after school</li> <li>• To give awards for full attendance without lateness</li> </ul>	

	<ul style="list-style-type: none"> <li>To foster better self-discipline in students</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>To arrange morning assemblies/ talks to foster the key ingredients of self-discipline in students</li> <li>To organize inter-class competitions (Measurable classroom behaviours, punctuality etc.)</li> <li>Teachers to evaluate students' self-discipline every alternate week</li> </ul>
	<ul style="list-style-type: none"> <li>To strengthen moral values of students</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>To strengthen moral and civic education</li> <li>To enhance more parental involvement in promoting the social, emotional and academic growth of students</li> </ul>

2. <b>Improving the effectiveness of learning and teaching</b>	<ul style="list-style-type: none"> <li>To arouse students' interest and motivation in classroom learning</li> </ul>	✓			<ul style="list-style-type: none"> <li>Teachers to have a clear, student-oriented teaching objective each lesson</li> <li>Teachers to employ diversified strategies to achieve the teaching objective</li> <li>Students to write down some reflections on what they have learnt at the end of each lesson</li> <li>Teachers to learn from one another diversified teaching skills through peer lesson observation</li> <li>To help students develop good study / revision skills and learning strategies</li> </ul>
	<ul style="list-style-type: none"> <li>Enrich students' learning experiences</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>To cultivate a good reading habit among students through subject departments</li> <li>To provide learning experiences outside the classroom to arouse students' interest in learning</li> </ul>
	<ul style="list-style-type: none"> <li>To help students establish positive attitudes towards learning</li> </ul>	✓			<ul style="list-style-type: none"> <li>To reward students with positive attitudes towards learning with an award scheme</li> <li>Goal setting</li> <li>To work closely with parents on the academic development of students</li> </ul>



3. <b>Enhancing positive team culture and organizational capacity</b>	<ul style="list-style-type: none"> <li>To facilitate effective communication among staff</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>To build up better communication among staff through informal gatherings</li> <li>To make use of the Staff Development Days to enhance better rapport among staff</li> <li>To allot at least one period for collaborative lesson preparation in teachers' timetable to facilitate communication among subject department members</li> </ul>
	<ul style="list-style-type: none"> <li>To strengthen teachers' professional development</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>More professional sharing</li> <li>To support teachers' professional development in related areas</li> </ul>
	<ul style="list-style-type: none"> <li>To enhance sense of belonging in staff</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Principal / APs to discuss with individual teachers their needs from time to time</li> <li>To arrange frequent tea gatherings among staff</li> </ul>