
S.K.H. Li Fook Hing Secondary School



School Development Plan
(2009/10 – 2011/12)

S.K.H. Li Fook Hing Secondary School

Our Strengths

- Most teachers are dedicated and own the shared vision of helping students to develop.
- Most teachers are willing to devote their energy and time for even better improvement of the school.
- Teacher-student relationship is good; it promotes a loving and caring atmosphere.
- Relationship between staff is good; it facilitates peer sharing and support.
- The school has built up a good reputation of character education.
- The school has built up some good practices on catering learning diversity of both ends, the weaker and the gifted ones.

Our Weaknesses

- The range of ability among students is very wide.
- Though the value-addedness reports (SVAIS) are fairly good, the public examination passing percentages still have large room for improvement.
- The vertical coordination of curriculum could be further enhanced.
- Middle managers lack a whole school perspective to analysis and tackle issues and problems.
- Facing the fast rapid development of the school as well as the external education system, the school lacks a comprehensive appraisal system as well as administrative system to foster the sustainable development of the school.

Our Opportunities

- The school has gradually gained the recognition of parents and community as an improving school; providing quality whole person education.
- The successful implementation of the programs, especially the annual JS2 English Musical, funded by the English Enhancement Scheme gained recognition from parents and community. It also boosted the morale of teachers and students.
- The implementation of the New Senior Secondary System provides opportunity for the school to revisit her mission. It also provides the school more capacity to develop our students in different aspects.
- The implementation of new Medium of Instruction policy provides the school ample opportunities to develop students' English capacity.

Our Threats

- The restructuring of class establishment due to the physical constraints of the school campus posted “pressure” on teachers. It may affect their working morale.
- Some teachers are too accustomed to the traditional way of handling things and lack of a reflective spirit for further improvement.
- Many students have low aspiration; it affects their behavior as well as their mode of learning.

Major Concerns for 2009/10 – 2011/12

(in order of priority)

1. The school needs extra momentum to go from good to better, as a Church school, we would like to use Christian ethos as our core values to re-visit, reflect, re-engineer and renew our vision, mission, and practices. Also we would like to use Christian values to consolidate all our efforts in building up students' character in the past years.
2. Other than the successful nurturing of the students, there is still a pressing need for the school to help our students to achieve academically. As the ability range is rather wide, a correct understanding of learning diversity is crucial for teachers to develop effective teaching strategies.
3. The strength of a school depends on the strength of her middle management. The school will further enhance our appraisal system as well as administrative system with a view to empower and develop our middle managers.

School Development Plan (2009/10 – 2011/12)

Major Concerns (in order of priority)	Intended Outcomes/Targets	Strategies	Time Scale (Please insert ✓)		
			09/10	10/11	11/12
<p>1. The school needs extra momentum to go from good to better, as a Church school, we would like to use Christian ethos as our core values to re-visit, reflect, re-engineer and renew our vision, mission, and practices. Also we would like to use Christian values to consolidate all our efforts in building up students' character in the past years.</p>	<ul style="list-style-type: none"> ● Teachers fully comprehend and grasp the spirit of our basic belief <u>“As Christians we believe that every one is of infinite worth to God; therefore Council members, the principal, teachers and supporting staff work together to maximize the academic, moral, social and spiritual development of each student in our school”</u> as the school mission and vision. ● Teachers reflect upon their routine practices and seek for further improvement based on our school ethos. ● Teachers being re-energized by the shared vision of providing quality education to our students. ● Integration of all initiatives on character education. ● Students view themselves as valuable beings with many talents yet to be developed. ● Both teachers and students aware that Christian values are the dominant ethos of the school 	<ul style="list-style-type: none"> ● A school visit to the Diocese of Blackburn with an aim to learn from the Church schools there. ● Staff Development Days will be devoted to sharing of visions and formulating practical steps of implementation. ● To set up a School Ethos Building Team to integrate all initiatives of the school in cultivating and fostering school ethos. Members include Heads of student affairs, discipline, counseling and religious affairs. ● Reinforce the sharing of teachers' fellowship and prayer groups as a support for teachers. ● Heads of Functional Groups and Subject Panels are required to evaluate their routine practices under the light of school vision. ● Using the well established Invitational Education spirits to diffuse Christian values and ethos. ● Mass programs to develop students' self-esteem and provide chances for students to exhibit their talents. ● Printing a new hymn book, with powerpoint and music video for students to use in Morning Assemblies and Form Teacher Periods. ● Decorate the schools with Christian images and symbols. 	✓	✓	✓

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2. Other than the successful nurturing of the students, there is still a pressing need for the school to help our students to achieve academically. As the ability range is rather wide, a correct understanding of learning diversity is crucial for teachers to develop effective teaching strategies.	<ul style="list-style-type: none"> ● Panels review the present curriculum in the light of New Senior Secondary system and hence, formulate a school-based curriculum with strong vertical coordination. ● Teachers have a good understanding and grasp of learning diversity and able to employ both drilling exercises and interactive learning to drive effective learning to be taken place. ● Develop Gifted Education Programs to cater for the diverse need of students. ● Students perceive themselves as academic capable students. ● Students willing to try their best in improving themselves academically. ● Increase passing percentage in public examinations. ● Sustain the value-addedness of the students. 	<ul style="list-style-type: none"> ● Lesson study concepts will be built in Quality Circles as a comprehensive professional development and quality assurance mechanism. Monitoring process will be carried out not only within the subject panel but also from the Lesson Study Group ● All Subject Panels need to review the curriculum and formulate the bench mark for every level so that vertical co-ordination of the curriculum could be further enhanced. ● Review the “After School System Practice” for S5 students as to increase the effectiveness of the policy. ● Structure the practices for public examination classes based on the subject track record of Public Examination results as to increase flexibility and space for subject teachers to carry out their own strategies and plans to improve students’ results. ● Restructure the Examination and Test system so as to give more space for the Examination classes and at the same time, match with the pace of public examinations schedule. ● Early start of S5 during summer vacation. ● F.5 and F.7 practices on Saturdays. ● Minimize the numbers of activity for the Public Examination classes. ● English split classes for all forms with extra resources. ● Extra resources will be devoted to after school remedial classes for Mathematics and English. ● Nominate students to attend gifted programs organized by The Hong Kong Academy for Gifted Education, EDB and universities. ● Develop in-house pull out programs for gifted students. 	✓	✓	✓

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3. The strength of a school depends on the strength of her middle management. The school will further enhance our appraisal system as well as administrative system with a view to empower and develop our middle managers.	<ul style="list-style-type: none"> ● Building up of administrative system based on written policies for sustainable development of the school. ● Middle managers able to employ a whole school perspective to tackle issues and challenges. ● Middle managers could own their projects / designated tasks and further develop their administrative skills. ● Building up a comprehensive and well accepted appraisal system based not only on lesson observations, but also different scopes of performance. ● The comprehensive staff appraisal system is also served as the base for promotion as well as lay off. 	<ul style="list-style-type: none"> ● To supplement the School Policy Advisory Committee, Middle Management Committee will be formed with an aim to involve the middle managers in policy making as well as policy transmitting. ● Workshops and in-house training programs will be conducted to further enhance the administrative skills of middle managers. ● Senior management will have a close monitoring on all logistics of the school administration and give timely feedback to middle managers for further improvement. ● Heads of Functional Groups and Subject Panels are required to write down the flow of logistics for each project or activity before they brief the School Office for assistance. ● Develop a comprehensive appraisal system for all staff. ● Carry out the comprehensive staff appraisal annually so as to give feedback to staff for development. ● Staff meetings to remind all staff about the importance and intended purpose of the appraisal results. 	✓	✓	✓