

**Hoi Ping Chamber of Commerce
Secondary School**

School Development Plan

**3-school-year period
(2021/22-2023/24)**

Content

1.	School Vision and Mission	----	P.2
2.	Core Values of Education	----	P.3
3.	Holistic Review	----	P.4
4.	Evaluation of the School's Overall Performance	----	P.6
5.	SWOT Analysis	----	P.16
6.	Major Concern 1	----	P.17
7.	Major Concern 2	----	P.18
8.	Healthy School Policy	----	P.19
9.	School-based Medium of Instruction Plan for Junior Secondary Levels	----	P.20

School Vision & Mission

School Motto: Morality, Wisdom, Health and Diligence

In keeping to this school motto, we are committed to:

- providing an all-round education for the development of high morals and positive values in our students;
- cultivating among our students' kindness, a sense of responsibility, moral integrity and social awareness;
- providing students with the knowledge and skills to cope with work and study and helping students develop independent thinking skills and become autonomous learners;
- helping students maintain physical and mental health; and
- encouraging students to make every endeavour to excel.

School Goals

- (1) To enable every student to have all-round and unique development in the areas of ethics, intellect, physique, social skills and aesthetics.
- (2) To enable every student to have a holistic and unique development in respect of character building. He/She should be self-disciplined, polite, rule-abiding, caring, accepting, responsible, civic-minded, environment-conscious and able to tell the right from the wrong.
- (3) To enable every student to
 - (a) acquire a basic level of linguistic competence in Chinese and English, and communicate with others in Cantonese, English and Putonghua.
 - (b) acquire basic skills in computation and in reading charts and diagrams.
 - (c) master self-learning skills, show competence in IT, and develop skills for collecting and utilizing information.
 - (d) develop skills for innovation so as to cope with changes and solve problems.
 - (e) master high-order thinking skills, including the ability to understand, apply, analyse, integrate and evaluate knowledge.
- (4) To foster good inter-personal skills and to prepare students to serve the community.
- (5) To cultivate every student an interest in appreciating arts and foster in his/her acceptance of differences and diversity.

Core Values of Education

Our school believes that every student has his/her talent and potential. In preparing our students for adult life and hoping that they can contribute to the betterment of the community, our school nurtures in them moral values and strives to fully develop their potential.

Holistic Review

Major Concern 1: To strengthen students' sense of commitment in their respective roles

Targets	Extent of targets achieved	Follow-up action, e.g.: Incorporated as routine work; continued to be major concerns in the next SDP; others	Remarks
1. To better equip students with the attitude and skills to fulfill the expectations of their respective roles	Mostly Achieved	Students with responsible posts have been equipped with the attitude and skills to fulfill the expectations of their respective roles. The whole-school approach on the expectation of students' behaviour will be incorporated as routine work.	Students who lack self-discipline were found lagged behind and lost self-confidence. More opportunities should be provided to unleash students' potential so as to boost their self-confidence.
2. To cultivate students' character strengths	Partly Achieved	Students identified with their character strengths. Due to the pandemic, students did not have many opportunities to draw on their character strengths and help their class. More student-led service learning programmes will be implemented	Students may get worn down by all the things that they are missing out or cannot do. A culture of appreciation should be nurtured by practising gratitude and appreciating the things, people, abilities and opportunities that they have.
3. To cater for the different growth needs of students	Partly Achieved	The school has started to make use of both internal and external performance data to evaluate the growth needs of students. Students need more guidance and support to make informed and responsible choices on their learning and careers goals. Life planning programmes to build up a sense of direction in career planning will be strengthened in coming school's major concern.	The student support system has been reviewed in order to support students' personal development. To further cater for the needs of students, academic counsellors will be introduced to provide assistance and guidance to students in making the right choices in their studies and career aspirations.

Major Concern 2: To nurture reflective learners

Targets	Extent of targets achieved	Follow-up action, e.g.: Incorporated as routine work; continued to be major concerns in the next SDP; others	Remarks
1. To nurture student's attitude and skills to become reflective learners	Mostly Achieved	Students and teachers have cultivated the habit of reflection on learning and teaching. Students can generally master the reflection skills and habits nurtured and they can point out their own strengths, weaknesses and learning styles.	To address most students' learning needs after reflections, creation of a positive learning atmosphere and a learning community can be included in the coming school's major concern.
2. To enhance teachers' professional capacity on cultivating students as reflective learners	Partly Achieved	Teachers' professional capacity on cultivating students as reflective learners is enhanced through staff development programmes. Some students were encouraged to complete questionnaire to reflect on own learning in certain subjects as well as to inform teachers the learning needs of students in their subjects.	Teachers are highly aware of the importance of using data for more effective reflection. Data should be collected and analyzed strategically to better inform teachers the effective way to improve learning and teaching. More advanced and professional data analysis should be addressed in coming school's major concern.
3. Catering for different growth needs of students	Mostly Achieved	The school has started to make use of both internal and external performance data to evaluate the learning styles & learning needs of students. The importance of digitalization of students' data has been addressed and will be strengthened in coming school's major concern. STEM education is developing so as to cater for the learner diversities. Ample opportunities should be provided for gifted students by earlier identification.	The student support system has been reviewed in order to support students' learning and personal development. The effectiveness of class teacher period can be further enhanced with stronger coordination among committees.

Evaluation of the School's Overall Performance

Domain I Management and Organization

Performance Indicator Areas	Major Strengths	Areas for improvement
Area 1 • School Management	<ul style="list-style-type: none"> ➤ The overall planning of the school considers and balances the comprehensive review of the school's strengths and weaknesses, ongoing societal changes, current education environment, educational policies in the territory and students' learning and developmental needs. ➤ The school is able to keep enhancing communication and collaboration among various panels and committees to facilitate the planning, implementation and evaluation of school policies. Teachers are well informed of the rationale of major school policies. New platforms for more effective communication are provided. The imparting or exchanging of information are frequent and constructive due to the availability of multiple channels. Teachers' feedback is always taken into account during the P-I-E process. ➤ Major decisions are discussed in the SAC and SEC meetings, ensuring the transparency and extensive participation of teachers. ➤ The school deploys resources effectively for the implementation of priority tasks to promote student 	<ul style="list-style-type: none"> ➤ The Major Concerns system is well established. However, the schools' core and shared values, routine work and updated school policies can be better embedded in the school's major concerns. ➤ Coordination and implementation of priority tasks can be further enhanced by abolishing and restructuring existing departments, and establishing new departments. ➤ Administrative efficiency can be optimized by digitalizing student profiles. ➤ Self-evaluation mechanism has been well-established. To further enhance its effectiveness, it can be conducted more strategically by taking into consideration our school's uniqueness and overall performance.

	<p>learning, to strengthen student support and to enhance the effectiveness of school management. Tasks are allocated according to teachers' strengths, talents, interests and potentials, instead of a pursuit of equal division of labor.</p> <ul style="list-style-type: none"> ➤ Self-reflection and self-evaluation are highly encouraged. Redundant tasks are replaced by time and space for individual introspection and reflection on own experience. ➤ The school makes full and good use of multiple source of data to feedback on planning. Both quantitative and qualitative data are taken into account. Data are collected from teachers, middle managers, students, parents and all sorts of past performance. 	
<p>Area 2 • Professional Leadership</p>	<ul style="list-style-type: none"> ➤ The Principal shows inspirational leadership by considering both the well-established school culture and the evolving educational landscape. He is capable in leading members of the school to build common vision, shared values, team spirit and collegiality with his dedication and leadership. ➤ The SEC has the advantage of a mixture of a deep understanding of school culture and tradition and new insights from external educational organizations. Members meet frequently to facilitate the planning, coordination and monitoring progress of major school policies. 	<ul style="list-style-type: none"> ➤ The existing lesson observation system should be reviewed and refined so as to provide more effective support to teachers as well as to enhance the professional development of the teaching force. ➤ Various staff appraisal tools, for example, assignment inspection reports, can be further utilized to promote professional dialogues. Good samples should be kept and shared to recognize teachers' achievement as well as to cultivate a climate of professional sharing.

	<ul style="list-style-type: none"> ➤ The school management and middle managers are committed and industrious, with a focus on students' learning outcome and whole person development. They keep abreast of the latest trends in educational development, and are willing to lead their corresponding teams to handle exigencies that affect student learning. ➤ The relationship among the school management, the middle managers and teachers is harmonious. This allows effective and constructive communication which foster collaboration and thus school effectiveness. ➤ Basic rank teachers are supported by the Staff Development Team and other middle managers. Their individual learning needs are collected by various channels such as online questionnaire. Newly appointed teachers are supported by induction programme which includes mentoring scheme and peer lesson observations. ➤ The school management has a clear goal to form learning communities among teachers by cultivating a climate of professional sharing. 	<ul style="list-style-type: none"> ➤ School leaders, particularly the novice managers have to build external ties and make good use of external resources. Beyond the school borders, school leaders can connect and adapt schools to changing external environments. They should also take opportunities to expand and benefit from external sources.
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Domain II Learning and Teaching

Performance Indicator Areas	Major Strengths	Areas for Improvement
<p>Area 2 • Curriculum and assessment</p> <p>Area 4 • Student Learning & Teaching</p>	<ul style="list-style-type: none"> ➤ The school seeks to offer a diversified learning experiences to enable students to have all-round and unique development in the areas of ethics, intellect, physique, social skills and aesthetics. ➤ Under the school’s Major Concern 2, emphasis has been placed on nurturing reflective learners by equipping students with essential skills to evaluate their strengths and weaknesses and nourishing their habit of self-reflection. ➤ The school offers various supportive measures to help cater for learner diversity. To offer students additional support, small class teaching for English, Chinese and Mathematics is adopted in S1 remedial classes and after-school enhancement classes are organised for both junior and senior form students. ➤ To unleash students’ potential, in addition to offering after-school gifted classes for senior form students, the school provides students with opportunities to participate in various academic-related activities and competitions. ➤ A rich language learning environment has been created to foster students’ language acquisition. English has been effectively adopted as the MOI not 	<ul style="list-style-type: none"> ➤ In light of the recent education changes and curriculum renewals, the current Academic Committee, which resembles a joint panel head meeting, can be re-structured into a smaller committee of a few appointed panel heads for more effective discussion, planning, and implementation of school-based curriculum reforms. The roles of KLA coordinators in curriculum evaluation and implementation can also be strengthened. ➤ With a growing learner diversity, there is a need to ensure a smooth transition from primary to secondary level by developing a school-based curriculum that caters to students’ needs and enables them to master the learning skills needed at secondary level. ➤ There is a need to evaluate the effectiveness of after-school remedial and enhancement measures for less capable students, with better coordination with other committees such as Discipline Committee and ECA Committee as to ensure that the best arrangement is made for individual students according to their needs. ➤ Given the autonomy to choose a range of elective combinations at senior levels, students should be better equipped with the knowledge and skills to make a well-informed decision that takes into account their

	<p>only for all academic subjects (except Chinese-related ones) but also in most school functions and activities. In particular, the culture of reading has been improved significantly with the book fairs and book recommendation by teachers in Chinese and English Reading Weeks.</p> <ul style="list-style-type: none"> ➤ To promote STEM education, a new subject - STEM & IT – has been introduced in S1 and S2 to replace Computer Literacy. Elements of STEM & IT have been infused into Project Learning in S2 to enable students to integrate and apply knowledge and skills in STEM and IT to solve authentic problems. ➤ At senior levels, students are given autonomy to pursue their academic interests by choosing a range of elective combinations. ➤ Each academic department has a clear assignment policy. A variety of assessment methods such as open-ended/ extended response questions, quizzes, self/peer evaluation, projects, online assessments, etc. are adopted to facilitate learning. Some are included as continuous assessments which count towards examinations to allow diversified modes of assessments. ➤ The school also makes use of different assessment data such as internal test/ exam statistics, markers' reports, TSA, SVAIS, PISA, DSE results, and students' questionnaires to evaluate students' learning. 	<p>academic/ career pursuit, their interests, the synergy effects between elective subjects, etc.</p> <ul style="list-style-type: none"> ➤ While assessment data have been used, it will be more effective if the data can be analysed holistically to evaluate students' academic performance and to offer insights for curriculum planning and implementation. ➤ With online lessons and e-learning becoming more and more crucial, there is a need to offer more professional development for teachers and good practices can be shared to enhance learning effectiveness.
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	<ul style="list-style-type: none">➤ Our students are attentive, responsive and motivated. With positive learning attitude and reflective and effective learning skills, most students can grasp knowledge and acquire skills, and understand their own strengths and weaknesses for self-improvement.➤ Most students can apply various strategies and make use of different resources to enhance learning efficiency. They understand the learning targets and can apply the different generic skills in different situations, such as applying I.T. in learning, working collaboratively to solve problems and demonstrating good communication skills. Also, some have shown a strong passion in learning, complete and hand in assignments properly and punctually.➤ Teachers mark assignments in detail and give students constructive feedback to further improve their performance.➤ Teachers are conscientious, enthusiastic, experienced, professional, knowledgeable, friendly and supportive. They set clear teaching objectives that suit students' needs and abilities. Frequent reviews in panel meetings and form meetings allow teachers to adjust the teaching contents according to students' learning progress in lessons.	
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Domain III School Ethos and Student Support

Performance Indicator Areas	Major Strengths	Areas for improvement
<p>Area 5• Student Support and School Ethos</p>	<ul style="list-style-type: none"> ➤ The school has successfully created a caring and supportive school atmosphere. There is good teacher-student rapport. Teachers provide pertinent support for students showing signs of social or emotional problems. Students are willing to seek advice from teachers. Students have close, positive and supportive relationships with the teachers. ➤ With a well-established whole-school approach, the school collects opinions from an array of channels, which allows it to promptly identify students’ needs effectively with concerted efforts. Different committees and departments collaborate well and coordinate closely to plan student support programmes. The effectiveness of the support service programme is aptly evaluated through different tools and platforms. The good communication between teachers and students facilitates garnering feedbacks from students. Timely adjustments and follow-up actions were taken when needed. ➤ The school is committed to providing an all-round education for students. Various posts of responsibility of a challenging nature are provided to equip students with different life skills and to enhance their interpersonal relationships. The service-learning opportunities both inside and outside school raise students’ sense of social 	<ul style="list-style-type: none"> ➤ Students’ sense of belonging need to be enhanced by providing more platforms for students to unleash their potentials. ➤ Students are overwhelmed with their academic performance, leading to stress. Better life-planning education should be provided for students. Students should learn how to set goals with broader perspectives.

	<p>responsibility and enable them to serve people in need and cultivate positive value. Students have also been provided with a spectrum of experiences and training in self-recognition and nurture high morals and positive values, such as a wide range of life-wide learning activities, counselling services, leadership training and teachers' sharing.</p> <ul style="list-style-type: none">➤ A close-knit student support is in place to develop students' potential. Senior students actively support the juniors is well-established. Students enjoyed amicable relationships with schoolmates and actively engage in school activities.➤ A well-defined mechanism has been established to ensure early identification of students of SEN. The school cooperated with various professional, such as the educational psychologist and speech therapist to support students with SEN. To better support students of SEN with their learning, various supportive measures have been provided, such as assessment accommodation and special arrangements in assignments, tutorial classes and mentorship programme.➤ The school environment is open and pleasant. Staff have a strong sense of belonging. There is mutual trust and a strong team spirit. The staff has appropriate expectations of the students and encourages them to strive for excellence. Traditional activities are honoured, which unite different stakeholders of the school community.	
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<p>Area 6• Partnership</p>	<ul style="list-style-type: none"> ➤ The Parent-Teacher Association (PTA) is a close partner of the school and serves as an effective communication channel between the school and parents. Parents generally trust and support the school as the school maintains close dialogues with parents and values their opinions. Parents are supportive of the school and are willing to serve as volunteers in various school activities like Life Week, Christmas Party, Teachers’ Day as well as School Fair. ➤ The school maintains a close and harmonious relationship with the alumni. The Alumni Association is very supportive of the school and renders support in a range of activities for the benefit of their fellow schoolmates. Alumni scholarships have been set up and careers talks by alumni are arranged regularly. ➤ The school maintains good links with various external organisations. The services of government departments as well as non-governmental organisations are actively sought to promote support services for students. 	<ul style="list-style-type: none"> • To enhance teachers’ professional capacity, more links with other education organizations like universities should be initiated. • Stronger links, in terms of dialogue and professional exchange, with other schools could be forged to further initiate pedagogical change among teachers.
<p>Area 7•Attitude and Behaviour</p>	<ul style="list-style-type: none"> ➤ Students are polite, well-disciplined and are conscientious in their work. They pursue simplicity in life and are respectful to teachers. ➤ Students possess good social skills and maintain harmonious relationships with their peers. Most of them demonstrate good social and interpersonal skills. Senior form students are ready and eager to offer assistance to their junior form counterparts. Student leaders are devoted and they demonstrate impressive abilities to organise activities on their own. 	<ul style="list-style-type: none"> ➤ Time management and facing adversity skills of students need to be further enhanced. ➤ The whole-school and standardized approach towards the moral qualities our school hopes to nurture should be further strengthened.

Domain IV Student Performance

Performance Indicator Areas	Major Strengths	Areas for improvement
Area 8•Participation and Achievement	<ul style="list-style-type: none"> ➤ Students have good academic performance in public examinations. ➤ The percentages of students awarded with the minimum entrance requirement for local degree courses are significantly above the territory averages for day-school students. ➤ Students participate in a wide range of activities, including trips to other countries, cultural visits, sports, service and aesthetic activities. They have attained good achievements in competitions including sports, dance, music, verse speaking, STEM and those concerning the environment. They have made impressive achievements in a range of inter-school academic and non-academic competitions. 	<ul style="list-style-type: none"> ➤ More encouragement should be given to students to arouse their interest in activities of international level.

SWOT Analysis

Our Strengths:

Good reputation; friendly and inviting environment; successful all-round development programmes; modest and well-behaved students who cherish a simple way of life; committed, responsible and caring teachers; good succession planning; ample opportunities for teachers to express their opinions; supportive parents, school managers and alumni; strong sense of belonging and harmonious atmosphere;

Our Weaknesses:

Insufficient space for expansion of extra-curricular activities and small group teaching; students' potentials have not been fully developed; learners' diversity has widened; students' confidence, motivation and persistence to be improved; teachers' increasing workload;

Our Opportunities:

New school management team can create new opportunities; good intake of S1 students; available surplus for additional manpower; development opportunities from Quality Education Fund Project on STEM and Career and Life Planning Grant on preparing for students' future; increased support from alumni accumulated over 40 years of school history;

Our Threats:

Migration wave in the recent years; falling secondary school population in Hong Kong; greater learner diversity; trend of internet and smart phone addiction among young people; students' self-discipline and self-management to be improved;

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

1. Enhancing life planning education and nurturing a culture of appreciation
2. Nurturing a learning community by strengthening students' learning skills and enhancing their learning motivation

School Development Plan (3-school-year period) (2021-2024)

Major Concern 1: Enhancing life planning education and nurturing a culture of appreciation

Major Concern	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Yr 1	Yr 2	Yr 3	
Enhancing life planning education and nurturing a culture of appreciation	1. A whole-school approach to career guidance and life planning	√	√	√	1.1 Further consolidate teachers' awareness and understanding of careers and life planning through different programmes and activities both inside and outside school
		√	√	√	1.2 Equip teachers with life-planning counselling skills to play the role as academic counsellors
		√	√	√	1.3 Implement academic counselling scheme
		√	√	√	1.4 Revise the timetable to include two consecutive periods with an assembly and a class teacher period to enhance the personal growth of students
		√	√	√	1.5 Integrate life-planning elements in the curriculum of Life & Society
	2. Appreciate and cultivate positive value among students	√	√	√	2.1 Provide opportunities for students/teachers/staff to show respect, recognition and benevolence in school campus
		√	√	√	2.2 Provide visual cues nurturing appreciation in school campus
		√	√	√	2.3 Organize talks to encourage appreciation / gratitude among stakeholders in school
	3. Unleash students' potential	√	√	√	3.1 Recruit 'Little Instructors' to organize different ECA / academic groups.
		√	√	√	3.2 Arrange students' sharing in the morning assembly
		√	√	√	3.3 Provide opportunities for S4 and S5 students to lead different activities and serve both inside and outside the school
		√	√	√	3.4 Class teacher periods organized by class teacher convenors who have prepared different foci for diverse needs of students in different forms
		√	√	√	3.5 Establish a 'Talent Pool' which aims to develop the talent of students with high abilities

Major Concern 2: Nurturing a learning community by strengthening students’ learning skills and enhancing their learning motivation

Major Concern	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Yr 1	Yr 2	Yr 3	
Nurturing a learning community by strengthening students’ learning skills and enhancing their learning motivation	1. Strengthen students’ learning skills to build a solid foundation for their learning	√	√	√	1.1 Equip students with learning skills by incorporating them in the curriculum
		√	√	√	1.2 Sharpen students’ time management skills
	2. Strengthen students’ learning motivation in their pursuit of knowledge	√	√	√	2.1 Cultivate a more conducive learning atmosphere for students
		√	√	√	2.2 Fine-tune the academic policies to better cater for students’ needs
	3. Nurture a learning community to collaborate to promote shared learning among students and professional exchange among teachers	√	√	√	3.1 Foster peer learning opportunities for students to gain insights from the experiences of their peers
		√	√	√	3.2 Enhance teachers’ professional exchange by making use of analysis of student data to enhance learning and teaching

Healthy School Policy

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
To cultivate a healthy school environment	1. To develop healthy living habits	✓	✓	✓	1.1 S1-S3, S4-5 Class teacher period 1.2 S1 to S3 Anti-drug Addiction Talk, Anti-smoking and Anti-alcohol Talks or workshop 1.3 Health Ambassador Scheme (S1-S2) 1.4 Healthy Packed Lunch Scheme 1.5 Measure Blood Pressure Scheme 1.6 Fruit Day 1.7 Healthy Drink 1.8 Fitness Center (HPCCSS) 1.9 Incorporate the element of health education in the PE and HE syllabuses 1.10 Incorporate sex education programme into S1-S6 lessons
	2. To foster students' whole person development	✓	✓	✓	2.1 Peer Tutor Scheme 2.2 Prefect Mentoring Scheme 2.3 Social Service scheme for S1-S5 2.4 S1-S6 Career programme
	3. To equip students with skills to deal with adversity and temptation	✓	✓	✓	3.1 S4-6 Talk on Stress Management 3.2 Organize programmes on positive emotions and resilience building
	4. To strengthen teachers' skills in handling suspected drug addicts	✓	✓	✓	4.1 Compile procedures of handling suspected drug addicts

School-based Medium of Instruction Plan for Junior Secondary Levels **(2016/17-2021/22)**

The MOI plan of our school has been devised in accordance with the EDB prescribed criteria of the MOI policy for the junior secondary levels, our school circumstances and students' needs.

The Language Policy:

As before, our school will adopt **EMI** for **ALL classes and ALL subjects** other than Chinese Language, Chinese Literature, Chinese History and Putonghua.

The Rationale:

1. Student Ability

Our school has fulfilled the “student ability” criterion set by EDB.

2. Teacher capability

All our teachers adopting English as the MOI have fulfilled the required qualifications.

3. Support Measures

Our school has created an atmosphere that is conducive to learning in English through the following measures:

- S.1 Bridging Programme
- English drama lessons
- English remedial classes
- After school English tutorial classes
- English speaking classes with international school students
- English Extensive Reading Scheme and Reading Award Scheme
- Morning assemblies conducted in English
- Notices and circulars in English
- School functions conducted in English (e.g. Speech Day, Athletics Meet)
- Internal English activities (e.g. Inter-class English Debate Competition, English Week, Book Exhibition, Drama performance, Poetry and Drama Competition, Meeting the authors, etc)
- External English Activities (e.g. HK Schools Speech Festival, HK Schools Drama Festival, Drama Fest, NESTA Debate, Battle of Books, etc)
- English Study Tours (e.g. Australia Study Tour, New Zealand Study Tour, London Study Tour)