



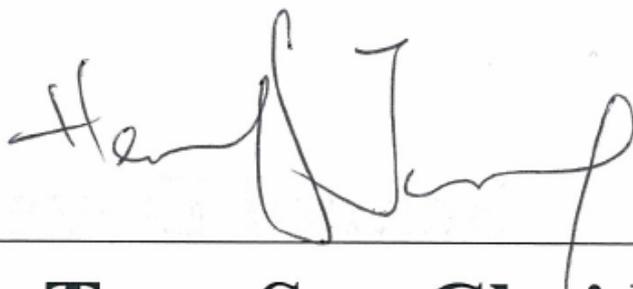
Hong Kong Taoist Association Tang Hin Memorial Secondary School

School Development Plan

2012/13 – 2014/15

School Development Plan

**The following document is the
School Development Plan for
2012-2015.**



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Acting Supervisor

October 2012.

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School Vision & Mission

Introduction

Lao Tzu : “Tao gives birth to the highest virtue; in turn, Te rears it; everything in the universe reveres Tao and honours Te.”

Confucius: “Man glorifies Tao, not vice versa”

Our school was founded by the Hong Kong Taoist Association in September, 1982. Our school is an aided school.

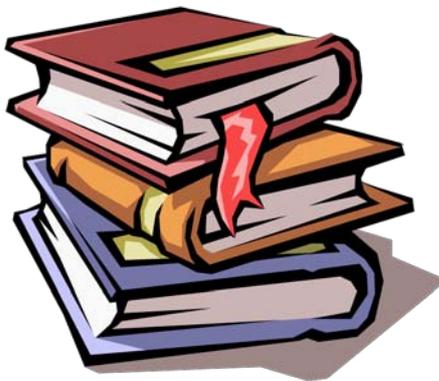
School Mission

Our mission is to provide, with devotion, an all-round education laying equal emphasis on its five aspects: moral, academic, physical, social and aesthetic. We expect all our graduates to be leaders of tomorrow, each possessing profound knowledge and a noble character.

Our Commitments

Our school is committed to the full provision of an all-round education for our students in the following directions:

1. To cultivate a positive attitude towards life.
2. To develop their ability for life-long learning and explore their potential talent to the full.
3. To integrate physical education into daily life and alert students to the value of health.
4. To nurture students’ spirit to serve the community.
5. To foster one art for life.



Context Analysis

Our Strengths

- Our students are not only in the Band One category, but for many years nearly all of them have been MIGA Group I students. Most of them are diligent, eager to learn, and capable of receiving extra workload for high quality education.
- Our teachers are hardworking and enthusiastic.
- Teachers are always striving to upgrade their qualification and improve the quality of their teaching.
- The congenial and harmonious teacher-student relationship contributes to an effective learning environment.
- We have a well-developed Life Education Curriculum.
- Most students accept teacher guidance.
- The school social worker is on site at the school 4 days a week, and helps greatly by providing guidance to students with emotional and behavioural problems.
- S.1 students are required to take one art or music.
- All students, except S.5 and S.7, are required to participate in Extra-curricular activities or services.
- All the teachers of the English Department are teaching English as the major subject in the school.
- The English Department is stocked with a wide range of very helpful teaching materials such as reference books, cassette tapes and video tapes, etc.
- The past examination papers and marking schemes are neatly filed for easy reference.
- Our students have high goals to achieve academic excellence.
- The academic standard for most subjects is high. We have achieved a total pass rate in all subjects in the public examination.
- Most students show interest in reading.
- A reading culture has already been fostered in our school.
- Our library is well equipped with reading materials including books, magazines and newspaper clips.

Our Weaknesses

- Most of the students live in public estates. They come from a low socio-economic background.
- Many students have working parents who find it difficult to give adequate care to the children.
- Some students experience social adjustment problems as part of their adolescent development, and this may result in difficulties in life.
- Some students focus their attention on their studies, paying little attention to human relationships and community affairs.
- Many students lack confidence in speaking and reading aloud in English.
- Some students do not have a good foundation in English.
- Most of the students come from Chinese Primary Schools, so they need time to adapt to EMI teaching.
- Although all students are Band 1 students, there is quite a large diversity in their ability. A small group are of lower ability. These students often lag behind and lose motivation in study.
- Many students have not developed the habit of reading English books in their leisure time.

- We have too many reading award schemes that confuse students.
- Teachers do not have sufficient experience in teaching liberal studies.

Our Opportunities

- The EMB has focused more on moral education training in the current year.
- Enhancement of school development and accountability will encourage the school to develop a better strategic plan and self-evaluation scheme.
- New educational reform encourages students to empower themselves to learn beyond the confines of the classroom, attain all-round education and life-long learning.
- The new NSS educational system offers new dimensions for learning and we can take this opportunity to review our educational programme.
- The provision of the School Value-Added Information System enables the school and individual teachers to evaluate how successful the individual subjects have been.
- A higher proportion of discretionary S.1 places offers the school a better opportunity to recruit more outstanding students from primary schools.
- Reading is one of the major concerns in Educational Reform. It helps to create an atmosphere which fosters in students a love of learning.

Our Threats

- Students excessively admire their idols.
- The social culture of individualism, an affluent lifestyle, free love and gambling has had adverse effects upon some students.
- The popularity of computer games, ICQ, MSN and net blogs adversely affects their moral development.
- The lack of exposure to the English language hinders students' English learning.
- Economic depression and prolonged unemployment in Hong Kong may deprive many students of parental care and emotional support.
- School has to face the impact of legalizing football gambling.
- Under the new SSPA scheme, the ability of students becomes mixed.
- Early University Admission Scheme may affect the normal implementation of matriculation course. This may affect our HKALE results adversely.
- The NSS poses many challenges for the school: curriculum changes (e.g. LS and OLE), pedagogical changes, assessment changes (e.g. SBA), structural changes (class structure) and administrative changes.
- The student population is in decline. Some schools face the problem of depleted numbers or even closure.
- The quality of contents and language varies greatly in different reading materials. The students may be adversely influenced by harmful content.

Major Concerns for 2012/13 - 2014/15 (in order of priority)

1. Effective Learning Programme:

To develop an effective learning to enhance students' ability for life-long learning and to develop students' full academic potential

2. Personal Growth Programme:

To develop a personal growth programme through organizing a well-balanced, all-round educational programme and to help students have the holistic growth with a purpose in life.

H.K.T.A. Tang Hin Memorial Secondary School
School Development Plan (2012/13-2014/15)

Major Concerns (in order of priority)	Intended Outcomes /Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
1. To develop an effective learning programme that enhances students' preparation for life-long learning and to assist students to develop their full academic potential	1.1 To improve the curriculum design in order to help students achieve academic excellence	1.1.1 Revise the teaching objectives and contents after the evaluation of the public exam results and student ability	✓	✓	✓
		1.1.2 Improve teaching strategies with reference to HKDSE requirements and student ability	✓	✓	✓
		1.1.3 Design assignments and test/exam papers in accordance with the requirements and standards of the HKDSE so that students can identify their ability and find ways to upgrade their performance.	✓	✓	✓
		1.1.4 Give more support and advice to the subject panels that have less satisfactory results in the HKDSE.	✓	✓	
		1.1.5 Revise the junior secondary curriculum by referring to the requirements in HKDSE so that students can master the basic knowledge and skills for the NSS.	✓	✓	✓
		1.1.6 Enhance student performance in the core subjects - English	✓	✓	✓

		Language, Chinese Language, Mathematics and Liberal Studies.			
	1.2 To develop effective teaching and learning strategies in order to enhance students' academic performance	1.2.1 Improve classroom teaching practices through the use of appropriate teaching and learning strategies to enhance student thinking	✓	✓	✓
		1.2.2 Promote teacher professional development through peer observation, collaborative teaching, lesson studies and organizing professional development workshops.	✓	✓	✓
		1.2.3 Enhance teaching effectiveness through inviting outstanding teachers to share their good teaching strategies with other teachers	✓	✓	✓
		1.2.4 Improve teachers' motivation through expressions of appreciation.	✓	✓	✓
	1.3 To cater for students with different learning abilities and to help them develop their full academic potential	1.3.1 Improve the current remedial measures for the less able students.	✓	✓	✓
		1.3.2 Encourage students to take part in cultural activities, overseas tours, and other external competitions and courses so that they can develop their special talents according to their interests.	✓	✓	✓

		1.3.3 Review the school-based programmes for gifted students.	✓	✓	✓
		1.3.4 Provide extra teachers to help the weak students in S.4 to S.6 learn the core subjects effectively.	✓	✓	
	1.4 To enhance students' proficiency in English through the implementation of the Refined English Enhancement Scheme	1.4.1 Increase the number of reading tasks in the on-line system	✓	✓	✓
		1.4.2 Improve the monitoring system for the Reading Across the Curriculum.	✓	✓	✓
		1.4.3 Upgrade S.1 and S.2 students' proficiency in English by requiring students to read more, enriching the school's Bridging Programme and giving extra care to the less able students.	✓	✓	✓
		1.4.4 Implement the school-based programmes under the Refined English Enhancement Scheme.	✓	✓	✓

Major Concerns (in order of priority)	Intended Outcomes /Targets	Strategies	Time Scale (Please insert ✓)		
2. To develop a personal growth programme through organizing a well-balanced, all-round educational programme and to help students have the holistic growth with a purpose in life	2.1 To implement the OLE smoothly in school	2.1.1 Heightened sense of responsibility and improved leadership quality in officer-bearers of student organizations	✓	✓	✓
		2.1.2 Students engaged in valuable LWL experiences in line with OLE development	✓	✓	✓
		2.1.3 Students will acquire transferable skills at school and learn how these can be applied to a variety of occupations and changing work requirements.	✓	✓	✓
		2.1.4 Students will understand how education is related to the entry of job market and recognize the importance of continual learning process required at work.	✓	✓	
		2.1.5 Students will gain insight into the competition in the real job market and pick up information on jobs and educational requirements.		✓	✓
		2.1.6 Students will take part in sufficient other learning experiences and give reflection in their learning profile.	✓	✓	✓
	2.2 To strengthen students'	2.2.1 To revise the curriculum and	✓	✓	

	value judgment and affection	teaching materials of S1-3 Life Education			
		2.2.2 To develop Moral and Civic Education from the existing subject Life Education	✓	✓	✓
		2.2.3 To increase students' awareness of social issues and their ability to develop critical thinking skills through the discussion of current affairs	✓	✓	✓
	2.3 To help students develop a positive attitude to face the challenges in life	2.3.1 To enhance students' self-care competence. Students will develop a capacity for managing and regulating themselves.	✓	✓	✓
		2.3.2 To enhance students' critical thinking against the adverse net culture	✓		
		2.3.3 To help students understand the importance of a balanced life	✓	✓	✓