

SKH Bishop Mok Sau Tseng Secondary School



School Development Plan 2022/23 - 2024/25

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The Vision and Mission of the School

Vision

The School aspires to be an outstanding Christian school in Hong Kong providing for quality education and whole-person development to students.

Mission

Basing on the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality.

The School shall:

- (i) provide for a caring and loving environment where everyone is regarded with mutual trust, respect and love to make the years spent in the School a most nurturing and happy experience;
- (ii) foster students' Christian life values and a constructive attitude; and
- (iii) equip students with a range of skills and develop their potential enabling them to participate fully in society and be responsible citizens of the world.

Review of the effectiveness of the previous School Development Plan (2018/19 – 2021/22)

Due to COVID -19 pandemic situation, the School Development Plan (2018/19 – 2020/21) is extended by one year.

Major concern 1	Intended Outcomes / Targets	Strategies / tasks	To what extent are Targets achieved and Follow up
To enhance learning and teaching effectiveness through optimization of learning and teaching strategies	1. More diversified learning and teaching strategies to facilitate learning are adopted.	• To make use of e-learning tools in lessons	Mostly achieved
		• To provide opportunities for students to play a more active role through effective questioning, group discussion, and presentation	Will be incorporated as routine work
		• To enrich students' learning experience through learning activities and opportunities beyond the classroom	
	2. Self-directed learning is enhanced.	• To enhance self-directed learning through cross-curriculum project learning in junior forms	Mostly achieved
		• To enhance self-directed learning through reading across curricula	Will be incorporated as routine work
		• To make use of information technology to enhance self-directed learning	
	3. Students' academic self-concept is enhanced.	• To appreciate students' effort and exhibit students' achievements	Mostly achieved
		• To cultivate the atmosphere of peer learning among students	Will be incorporated as routine work

	4. STEM education is promoted.	<ul style="list-style-type: none"> To strengthen the collaboration among the Science, Technology and Mathematics KLAs in promoting STEM education 	<p>Mostly achieved</p> <p>Will continue to be targets in the major concerns in the next SDP to further strengthen the implementation of STEM education</p>
		<ul style="list-style-type: none"> To review and fine-tune the junior form Science, Computer literacy, and Mathematics learning elements to make them more in line with the essence of STEM education 	
		<ul style="list-style-type: none"> To encourage more students to take part in STEM related activities / competitions outside school 	

Major concern 2	Intended Outcomes / Targets	Strategies / tasks	To what extent are Targets achieved and Follow up
To cultivate students' positive values and capability conducive to their whole person development	1. Students embrace Christian values	<ul style="list-style-type: none"> To nurture students' Christian values of Faithfulness (信實), Thankfulness (感恩), Hope (盼望) 	<p>Fully achieved</p> <p>Will continue to be targets in the major concerns in the next SDP and nurture other Christian values</p>
	2. Students are to be perseverant	<ul style="list-style-type: none"> To empower students to overcome challenges and failures with courage and perseverance 	<p>Mostly achieved</p> <p>Will continue to be targets in the major concerns in the next SDP</p>
	3. Students become more aware of the unhealthy elements in our society and learn to resist temptation	<ul style="list-style-type: none"> To raise the awareness of unhealthy elements in our society among teachers and parents 	<p>Mostly achieved</p> <p>Will continue to be targets in the major concerns in the next SDP</p>
		<ul style="list-style-type: none"> To alert students of the unhealthy elements in our society and enable them to make rational judgement 	

Context (SWOT) Analysis

Strengths

- The school has a clear vision and mission which is supported by all its stakeholders.
- The school is well-established in the district and is well-liked by parents.
- The school management and the middle management work with an open attitude and mutual trust. They are responsive to changes in society and education, setting directions and devising plans for further development.
- Good staff relationship, teacher-student and students' peer relationship have been established in the school.
- The school provides ample opportunities to foster students' all-round development and leadership. The students are eager to engage in the activities both inside and outside school, making achievements in different areas.
- Our senior secondary curriculum provides students with greater freedom and flexibility in their choice of subjects and pursuit of interests.
- The school has a good relationship with IMC members, parents, alumni and The SKH Church of Our Saviour, who have strong support for our school.
- Teachers are committed, well-qualified and professional.
- Students are well-behaved, good natured, caring, respectful to teachers, and have a strong sense of belonging to the school.

Weaknesses

- Students' learning strategies and self-management need to be further strengthened so that they can become more responsible about their own learning.
- Students' academic self-concept does not match their good academic performance, and students' self-image and self-confidence need to be boosted.
- Students' motivation in learning needs to be further developed.
- Some students still do not have a keen interest in reading at their leisure. A reading culture has yet to be fostered.
- More diversified teaching strategies is suggested. Interactive learning environment and student's participation should be enhanced in the classroom teaching.

Opportunities

- EDB, HKEAA, various tertiary institutions and NGOs conduct relevant professional development courses for teachers, students and parents.
- The provision of education tools and data by the EDB and HKEAA enables the school and individual teachers to plan and evaluate their work more efficiently in various domains.
- NGOs, EDB and the other government departments provide various learning opportunities, such as talks, visits, tours, exchange programmes and competitions for both teachers and students.
- EDB and the other government departments provide financial resources and teacher training to promote e-learning and Science, Technology, Engineering and Mathematics (STEM) education.
- The provision of Life Wide Learning (LWL) Grant enables students to have more diverse activities outside classroom learning. Teachers' workload could also be reduced by hiring professionals / coaches to help schools organise life-wide learning activities.
- The optimised curriculum of secondary school core subjects released more learning time for elective subjects, and more space is created for students to engage in other learning experiences.
- The EDB provides extra financial resources to strengthen manpower (for example, provision of an Executive officer and an extra vice-principal), which enhances the efficiency of administrative work, collaboration, and communication among staff.

Threats

- Teachers have a heavy workload and limited time to address the needs of every student.
- Students' value systems and attitudes are being adversely affected by unhealthy elements in our society, especially the Internet and social media.
- Students' ability becomes more diverse and there is a need to cater for learner diversity. Due to the Covid-19 pandemic situation, some students might not be able to build up a solid knowledge foundation, and the diversity between the high achievers and the low achievers widened.
- Hong Kong students, in general, are under stress from parents, friends and society. The growing stress of students and the lack of skills in facing adversity and handling emotions adversely affect the studies and daily life of students.
- Due to the COVID -19 pandemic situation, learning and teaching are adversely affected. Teachers might need to address the students having face-to-face and online lessons at the same time.
- Due to the COVID -19 pandemic situation, students, especially cross-border students (CBS), have fewer chances to participate in extra-curricular activities, visits, cross-border exchange programmes. It weakens their interpersonal skills, teacher-student relationship, students' peer relationship, and the development of students' multi-talents.

School Development Plan 2022/23 - 2024/25

Major concern 1	Intended Outcomes / Targets	Strategies / tasks	Time Scale		
			22-23	23-24	24-25
To enhance learning and teaching effectiveness	1. Embrace learner diversity and stretch students' potential to the fullest	• Implement Lift-off classes in core subjects to enhance the capacity to cater for learner diversity	✓	✓	✓
		• Strengthen the support for S6 students in preparing for HKDSE	✓	✓	✓
		• Enrich students' learning experience through learning activities and opportunities beyond the classroom	✓	✓	✓
	2. A collaborative culture in learning and teaching is developed.	• Nurture a collaborative culture among students	✓	✓	✓
		• Nurture a collaborative culture and professional sharing among teachers	✓	✓	✓
	3. The 3-tier framework is implemented in promoting STEM education.	• Embed the elements of STEM education in related subjects' curricula (KLAs of Science, Technology and Mathematics Education)	✓	✓	✓
		• Hold school-based events/extracurricular activities/workshops with STEM elements	✓	✓	✓
		• Engage students in various programmes offered by professional bodies or tertiary institutions/competitions/events related to STEM education	✓	✓	✓

Major concern 2	Intended Outcomes / Targets	Strategies / tasks	Time Scale		
			22-23	23-24	24-25
To cultivate students' positive values and capability conducive to their whole person development	1. Students embrace Christian values	<ul style="list-style-type: none"> Nurture students' Christian values of Love (仁愛), Integrity (誠信), Empathy (同理心) 	✓	✓	✓
	2. Enhance students' sense of national identity, nurturing students as good law-abiding citizens.	<ul style="list-style-type: none"> Nurture students to become responsible leaders with positive values 	✓	✓	✓
		<ul style="list-style-type: none"> Foster students' national identity and develop students' positive attitudes and values 	✓	✓	✓
	3. Students are to be perseverant	<ul style="list-style-type: none"> Enhance students' physical, mental well-being and resilience towards adverse situations 	✓	✓	✓
		<ul style="list-style-type: none"> Promote self-appreciation, self-confidence and the appreciation of beauty and excellence around us 	✓	✓	✓
	4. Students become more aware of the unhealthy elements in our society and learn to resist temptation	<ul style="list-style-type: none"> Strengthen teachers and parents' skills in analysing and identifying students' potential problems, especially cyber addiction 	✓	✓	✓
		<ul style="list-style-type: none"> Raise students' awareness of the negative impact of video games, social media and electronic devices addiction 	✓	✓	✓