



Ho Lap College
(Sponsored by Sik Sik Yuen)

School Development Plan

2021/22 - 2023/24

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1. School Vision & Mission

As a subsidized school sponsored by Sik Sik Yuen, Ho Lap College aims at providing secondary school education and cultivating elites for society.

In line with the mission of Sik Sik Yuen, the school promotes the teachings of Confucianism, Buddhism and Taoism and instills moral values into students. With the school motto of 'to teach benevolence and to act benevolently', the school develops students with a spirit of benevolence and an eagerness to serve. The balanced curriculum of moral, intellectual, physical, social and aesthetic education nurtures sensible and capable all-rounders.

To enhance quality education, the school values the professional development of the teaching staff, the communication with parents and the cooperation with other social service groups and, most importantly, the creation of a desirable learning environment.

2. School Motto

We shepherd the hearts of our students leading them to embrace the Taoist philosophy through a life of dedication and commitment to the helpless and the disadvantaged, and enlightening them to reach spiritual serenity.

3. Core Values of Education

We believe that every student is educable. Every student has the right to receive high quality educational opportunities to meet their needs. With a school environment full of encouragement, care, appreciation, acceptance and tolerance, students are able to develop diverse talents to their fullest potential, grow strong, and become confident, respectful and responsible youths.

4. Holistic Review

Effectiveness of the previous School Development Plan (2018-2021)

Major Concerns	Extent of targets achieved,	Follow-up action	Remarks
1. To consolidate reading and learning habits	Partially achieved	<ul style="list-style-type: none"> • Continue to be major concerns in the next SDP with refinement 	<ul style="list-style-type: none"> • Keep on improving and fine-tuning the related policies and strategies for better effectiveness. • Professional trainings to teachers and sharing among teachers about the usages of different learning platforms are encouraged.
2. To pursue individual learning progress and team work inside and outside classroom	Partially achieved	<ul style="list-style-type: none"> • Incorporated as routine work for further exploration and refinement 	<ul style="list-style-type: none"> • Sustain and explore opportunities for more learning experience outside classroom. • Encourage students to participate more outside school programs and offer them support. • Continue to provide students with more balanced learning experiences in areas of aesthetic, physical, civic and moral development. • Cultivation of positive values and attitudes will be further developed. • Planning about whole person development would be revised and further developed.

<p>3. To foster professionalism in learning, teaching and positive intelligence</p>	<p>Partially achieved</p>	<ul style="list-style-type: none"> • Continue to be major concerns in the next SDP with refinement 	<ul style="list-style-type: none"> • Continue to promote teachers' professional growth and enhance teachers' professional status according to the Professional Ladder set by EDB. • Cultivate a climate of professional sharing and facilitate the development of the school into a learning community through a more systematic professional development plan.
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5. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ● The school has formulated clear development goals and implementation strategies in line with its mission, vision and trends in education policies. ● The school IMC has rich experience in school-based management. The managers have participated in school visits and lesson observation to understand the school's actual situation and the quality of learning and teaching. Timely support and guidance have been provided. ● Holistic review and reflection with reference to the data of KPM and SHS, as well as other evidence were discussed in staff development day before formulating a new SDP. ● The formulation of policies was generally based on the evidence collected or students' needs and discussed in SADC and staff meeting. The school informed stakeholders through various channels such as staff meeting, Parents' Day and monthly circular. ● The P-I-E SSE cycle has put into practice. Evaluation tools have been introduced for self-evaluation and improvement. 	<ul style="list-style-type: none"> ● Manpower and resources are to allocate more properly so that staff members can contribute their expertise and optimize their potential and thus foster school development. ● The transparency of school management can be further enhanced. ● Make better use of external resources to carry out priority tasks and to enhance the effectiveness of school management. ● There is a need for better cross-panel/committee collaboration to facilitate the implementation of school plans. ● There is a need to build up a set of more comprehensive and clear school procedures and guidelines.
2. Professional Leadership	<ul style="list-style-type: none"> ● The school management and the middle managers have rich professional knowledge and are conversant with the latest education trends they work in ● SADC (School Administration and Development Committee) and KLA coordinators play an effective role in planning and coordination of different committees and subject departments. Moreover, they also monitor the progress and quality of work at appropriate intervals, and render support to basic rank teachers in need. ● Professional sharing is encouraged, e.g. SSY joint-school lesson observation, curriculum planning in joint-school MCE curriculum, peer observation among teachers from different departments. A learning community by cultivating a climate of professional sharing is being developed. ● Teachers have shown a more positive view on principal's professional leadership, vice-principal's professional leadership 	<ul style="list-style-type: none"> ● The school would keep organizing various training courses to widen teachers' horizons and enhance their professional competence as according to the Professional Ladder set by EDB. ● Professional sharing should be further enhanced in order to cultivate a climate of professional sharing and facilitate the development of the school into a learning community through a more systematic professional development plan. ● The school management should deploy manpower so as to ensure teachers are given appropriate chances to contribute their expertise. In addition, the school should make effective use of appraisal to identify teachers' strengths and weaknesses and formulate continuing professional development plans. ● The professional training on special educational needs should be enhanced.

	<p>and subject panel/committee heads professional in cross year comparison.</p> <ul style="list-style-type: none"> ● The teachers' perception of professional leadership has been increased in cross year comparison. 	
3. Curriculum and Assessment	<ul style="list-style-type: none"> ● The curriculum development of the school is in line with the trend of the education development. Our school follows the instructions given by the EDB to offer a curriculum covering the key learning areas. ● Our school has effectively deployed resources to support the curriculum implementation of various KLA and strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs. ● The performance assessment methods adopted by subject panels effectively assess students' performance. ● The Academic Committee has optimized the logistics for internal assessments and public examination. Different reports of assessment data (e.g. items analysis of MC papers, school statistical reports for HKDSE from HKEAA, etc.) are provided. It allows subject panels to give timely and effective feedback to students with regards to their performance. ● Regular subject meetings or collaborative lesson planning are arranged. Through sharing and discussion, teachers review the curriculum framework and design as well as students' performance in internal and external activities. 	<ul style="list-style-type: none"> ● School-based curricula of values education and STEM education should be enhanced. ● Further reinforcement of high order thinking skills is needed. ● Remedial support for low achievers and enhancement programs for high achievers should be provided. ● More effective assignments should be designed and assessment for learning should also be implemented to help students connect assessment with learning so as to develop self-directed learning. ● Collaboration among subject panels, committees and the school library could be strengthened to develop students' self-directed learning habits and abilities.
4. Student Learning and Teaching	<p>Learning Process & Learning Performance</p> <ul style="list-style-type: none"> ● Students are interested in learning and taking part in activities following teachers' instructions. They are attentive and generally observe class discipline. They are also willing to learn under teachers' guidance and respond to teachers' questions. Teachers are very positive towards their teaching. <p>Teaching Organization & Teaching Process</p> <ul style="list-style-type: none"> ● In line with students' prior knowledge, motivation, interest and abilities, teachers are able to set appropriate teaching objectives with suitable learning content, flexibly adopt teaching strategies, provide students with a variety of interactive learning opportunities and meaningful learning contexts, and relate the content suitably to students' daily-life experiences. ● Teachers could create learning environments conducive to 	<ul style="list-style-type: none"> ● Students' initiative in learning should be strengthened. Students in general could satisfactorily express their ideas clearly when answering questions and giving oral presentations. Self-directed learning should be promoted. ● Though teachers are able to use suitable learning materials and teaching resources in their lessons, they should fully consider the learning needs of students of different abilities when designing and conducting learning activities. ● Teachers could incorporate different learning activities with the aim of maximizing students' learning. Interactive learning activities such as group discussion and presentations should be regularly conducted. E-learning tools could be applied effectively in lessons. ● Teachers should timely praise students, which helps motivate them. ● Teachers should also provide useful and specific feedback on their strengths and areas for improvement. All these could effectively

	<ul style="list-style-type: none"> ● enriching students' experiences and fostering their self-learning. Teachers could engage students in ample exchange of ideas, collaboration and experiential learning. <p>Feedback and Follow-up</p> <ul style="list-style-type: none"> ● In general, teachers could suitably use students' self-assessment and peer assessment to facilitate self-reflection from different perspectives. Teachers could conduct evaluation with students concerning their learning progress. Students are able to utilize feedback to improve their learning. Teachers could always give students guidance and advice about their learning progress. 	boost students' learning.
5. Student Support	<p>Support for Student Development</p> <ul style="list-style-type: none"> ● There is a "referral mechanism" for teachers to identify and refer students with special education needs. ● Teachers take the initiative to organize learning activities for students with learning, emotional or social problems. ● Regular case conferences and evaluation meetings are held to review the progress of the team and the students. <p>School Climate</p> <ul style="list-style-type: none"> ● The management and middle managers of the school can maintain a harmonious working relationship among the staff. Teacher-student and student-student relationships are generally good. ● The staff identifies with the school's vision and mission and members duly perform their duties. Based on the school motto "to act benevolently and to teach benevolence", values education has been implemented in our school. 	<ul style="list-style-type: none"> ● Encourage all teachers to acquire knowledge and strategies for helping SEN students and low achievers so as to facilitate an inclusive and helping culture at school. ● Enhance the connection between the school and the parents. ● More comprehensive life planning education should be provided at school at different developmental stages. Individual support for students, individual guidance for students in life planning can be strengthened. ● Enhance students' self-discipline and routines. Values education should be further enhanced. ● A strategic plan for developmental, preventive and remedial services should be formulated to cater students' needs.
6. Partnership	<ul style="list-style-type: none"> ● Parents are supportive and have constructed a good relationship with our school. ● The PTA helps organize or arrange various activities to enhance home-school cooperation. ● Our school has established good relationships with numerous primary schools in WTS district, as well as the Federation of Parent-Teacher Associations of WTS. Their trust and support facilitate school development needs. ● The alumni care about the development of the school and always provide support to the school's sustainable development e.g offering subject prizes or scholarship to outstanding students in various aspects. 	<ul style="list-style-type: none"> ● Provide more diversified parent education activities, including those from EDB or external organisations, to parents to strengthen family's resources and help parents foster their children's growth. ● Develop more links with external organizations to provide chances to students to learn outside classrooms, e.g. participating in social services, joining interflow activities.

7. Attitude and Behaviour	<ul style="list-style-type: none"> ● With clearer messages expressed to students on their expected behaviour and related school policies (school uniform & hairstyle checks, beat system, Self-improvement Scheme, etc.), students' behaviour and attitude have been improved. ● Various activities (F.6 Farewell Assembly, Commendable Teacher Election) and Caring Week are held to enhance students' caring attitude and instill core values in them. These help to improve the school climate. ● We have adopted the Department of Health's Adolescent Health Programme (AHP) in junior forms to enhance students' life skills, social skills and adversity quotient. ● Students in general are obedient and willing to share their views with teachers and accept teachers' advice on various issues (including social harmony). 	<ul style="list-style-type: none"> ● An SSY MCE curriculum would be phased in from F.1 next year to provide more comprehensive value education (including NS Education) to enhance students' life skills, social skills, adversity quotient and self-discipline. ● The class suspension disrupted student learning, especially the less motivated ones. The school would keep the F.1-3 Enhancement Programme to support them. ● Digital citizenship education should be further enhanced to improve self-discipline and social skills. ● Student learning and learning confidence need to be improved via more comprehensive career education and support from a range of subjects.
8. Participation and Achievement	<p>Academic Performance:</p> <ul style="list-style-type: none"> ● In internal assessment, teachers make use of the Assessment Quality-assurance Platform (AQP) for data analysis to identify areas for improvement. The predicted DSE grades help F.5 and F.6 students understand their standards. In Hong Kong Attainment Test results, the average raw scores of Chinese, English and Mathematics of our students are all higher than Hong Kong schools. In HKDSE results, the percentage of most subjects obtaining level 3 are generally higher than Hong Kong schools. ● In other academic-related areas, many scholarships and awards have been obtained throughout the years, results are satisfactory. <p>Non-academic Performance:</p> <ul style="list-style-type: none"> ● Diversified co-curricular activities are provided to cater different students' interests. ● Funding and flexibility for activity implementation are sufficient, especially from the newly-refined Life-wide Learning Grant. ● Different programmes aiming at raising the physical fitness of students are launched, including the morning run scheme, Jockey Club 'Flying High' Sports programmes, fitness leader awards scheme, etc. 	<p>Academic Performance:</p> <ul style="list-style-type: none"> ● The value-added results of most subjects were rather disappointing. To enhance teaching and learning effectiveness, a student-centered learning approach should be further adopted. The self-regulated and collaborative learning modes should be facilitated. Various up-to-date teaching methods, including IT in education, should be enhanced ● Participation at external competitions such as STEM project competitions should be stressed so as to provide opportunities for students to strive for excellence. <p>Non-academic Performance:</p> <ul style="list-style-type: none"> ● More student interflow trips can be arranged to encourage students to stretch themselves and broaden their horizons inside and outside school campus and beyond borders. ● More leadership training can be provided to enhance students' initiative together with leadership and increase their resilience through overcoming challenges.

6. SWOT Analysis

Our Strengths

- The school has a long history with good traditions and reputation for being one of the EMI secondary schools in WTS district.
- Teachers are professional, enterprising, cooperative, experienced and dedicated to education.
- Most students have high potential and good relationship with teachers. Most of them are positive and serious towards learning. They are also able to follow instructions and guidelines and complete the assigned tasks and exercises accordingly.
- There is a strong sense of belonging among alumni and parents. Both parties provide active support to school activities and school development.
- Sik Sik Yuen and the IMC have vision and mission in education and fully support the school in student growth and school development.

Our Weaknesses

- The teaching culture in the school has to be further refined in order to deal with the challenges arising from the rapid and continual changes in society and education.
- Owing to limited family support and undesirable trends in society, our students, though with potentials, need further strengthening in their self-directed learning skills, their habits of minds and positive intelligence.

Our Opportunities

- The outbreak of pandemic has created a chance for most teachers to explore and develop more comprehensive use of IT in assigning pre-lesson tasks, worksheets for consolidation. Tasks for validating students learning outcomes, short revision quiz and tests have also been implemented in various interactive online platforms. A more frequent use of interactive teaching activities has been observed across different subjects, which strongly enable our students to foster an effective student-student interactions (like the use of break-out rooms and polling functions during zoom lessons).
- The culture of self-reflection and self-betterment for professional development has set root among the teaching staff.

- Stakeholders, including the IMC, teaching staff, parents, students and alumni, have a shared vision of the continuous development of the school.

Our Threats

- The teaching profession as a whole is facing the challenges of catering for learning diversity and need deliberate efforts on expanding and updating teachers' repertoire of curriculum and instruction theory and practice.
- Influenced by the prevalent trend of hedonism, students tend to be more individualistic and pay less attention to school's collective identity and common good, which might further hinder the learning and personal growth of some students.

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

1. To equip students as competent learners in the 21st century.
2. To foster students' self-actualization in a caring and thriving campus.
3. To enhance teachers' professional capacity through building a professional learning community.

School Development Plan (2021-2024)

Major Concerns	Targets	Time Scale			Outline of Strategies
		21/22	22/23	23/24	
1. To equip students as competent learners in the 21 st century	● To nurture students' learning capabilities	✓	✓	✓	<ul style="list-style-type: none"> ➤ Reinforce self-regulated learning ability and habit of students ➤ Create opportunities for peer and collaborative learning within and beyond the classroom ➤ Equip students with better comprehensive skills through reading across the curriculum ➤ Enhance students' high order thinking skills through diversified learning activities and assessments ➤ Cater for different learning needs ➤ Utilize different evaluation findings to analyse and keep following up on students' performance and learning difficulties
	● To foster the spirit of enquiry and exploration among students	✓	✓	✓	<ul style="list-style-type: none"> ➤ Promote and embed STEM education in the curriculum ➤ Promote STEM activities with collaboration of different departments ➤ Utilize different e-learning platforms to facilitate more effective learning and teaching ➤ Encourage more project-based or problem-based assignments or competition to broaden students' experiences in reaching their aspirations
	● Foster on-going professional development of teachers on new education trends and pedagogical skills that enhance students' learning capacity	✓	✓	✓	<ul style="list-style-type: none"> ➤ Develop a broader repertoires of teachers' pedagogical skills, different modes of assessments and learning activities to nurture students' learning capabilities ➤ Establish learning community to share good practices among teachers

Major Concerns	Targets	Time Scale			Outline of Strategies
		21/22	22/23	23/24	
2. To foster students' self-actualization in a caring and thriving campus	● To enhance students' resilience and self-discipline	✓	✓		<ul style="list-style-type: none"> ➤ Enhance the system of monitoring and reporting students' behaviour ➤ Enhance students' understanding and recognition of the importance of self-discipline and law-abidingness ➤ Provide programmes/activities inside and outside school to strengthen students' self-discipline and foster their abilities on resilience ➤ Optimize the award and punishment system
	● To build a caring and thriving campus	✓	✓	✓	<ul style="list-style-type: none"> ➤ Strengthen peer relationship among students ➤ Promote value education by using themed months and teachers' sharing to build a grateful and caring campus ➤ Encourage students to participate in internal and external competitions and scholarships to help them strive for excellence ➤ Enhance the communication among parents, students and the school to align expectations ➤ Formulate a strategic plan for developmental, preventive and remedial purposes to cater for students' needs ➤ Make effective utilization of internal and external resources
	● To enhance students' life planning and broaden their horizon	✓	✓	✓	<ul style="list-style-type: none"> ➤ Provide internal and external activities, services and training for students ➤ Enhance career and life planning programmes at different development stages and provide individual guidance for students ➤ Provide opportunities for students to understand and act on social and global issues

Major Concerns	Targets	Time Scale			Outline of Strategies
		21/22	22/23	23/24	
3. To Enhance teachers' professional capacity through building a professional learning community	To enhance teachers' professional status according to the Professional Ladder set by EDB	✓	✓		<ul style="list-style-type: none"> ➤ Promote or organize various training courses to widen teachers' horizons and enhance their professional competences as teachers ➤ Utilize internal and external resources to strengthen teachers' professional exchange ➤ More support to new teachers through a more comprehensive mentoring system
	To promote a collaborative culture	✓	✓	✓	<ul style="list-style-type: none"> ➤ Arrange collaborative lesson planning and peer lesson observation of same KLA and cross KLA with specific themes and focuses
	To build a culture of appreciation	✓	✓		<ul style="list-style-type: none"> ➤ Organize sharing of good practice among teachers