Po On Commercial Association Wong Siu Ching Secondary School

School Development Plan

2022/23 - 2024/25

Po On Commercial Association Wong Siu Ching Secondary School

1. School Vision & Mission

Our mission is to educate students to be sensible, aspiring, law-abiding and disciplined young people, by cultivating their moral sense and integrity and bringing forth their potentials so that they will excel in learning and conduct and become competent and virtuous individuals who can contribute to the well-being of society and humankind.

2. School Motto

Our school motto is "Reverence, Humility, Perseverance and Earnestness".

3. Core Values of Education

On the basis of our school motto, we educate our students in the following principles:

- (1) Devotion to knowledge and truth, with love and respect for self and others;
- (2) Humility as self-discipline, and honesty as guiding principle;
- (3) Advancement with the times, with self-enhancement as the means;
- (4) Prudence in thought and readiness in deed, with care and concern for society.

4. Holistic Review

Effectiveness of the previous School Development Plan (2019/20 - 2021/22)

Major Concerns	Follow-up action	Remarks									
1. To enhance the effective	thance the effectiveness of instruction										
1.1. To enhance curriculum effectiveness through strengthening interdisciplinary collaborations and comprehensive training for students	Strengthening interdisciplinary collaborations: fully achieved The 8 KLA Coordinators were one of the KLA Division Chairs who were members of the Academic Affair Committee and met three times a year to discuss cross-disciplinary collaboration. Each KLA met three times a year to discuss cross-curricular collaboration. The Vice Principal participated in these meetings and provided support in all aspects of cross-KLA and administrative coordination. According to the PSHE, Technology and Science KLAs Coordinated Teacher Report, teachers from each KLA worked together to discuss curriculum alignment at all levels or to provide cross-curricular learning activities for students, e.g. F1 Study Skills; F2 STEM learning activities; F3 Higher-level Thinking Training	Continue as routine work									
	Providing comprehensive training for student: partly achieved The learning skills training provided to students included: F1: Study Skills (Theme: Our Hong Kong) F2: STEM and Creative Thinking F.3 and above: Higher Level Thinking	Continue to be major concerns in the next SDP									
	In addition, the English Language Arts program provided curriculum-related reading materials for students at all levels of instruction. According to the stakeholder survey, although about 70% of teachers agreed that teachers used cross-curricular collaboration to help students integrate knowledge across subjects, less than 40% of students agreed; 76.6% of teachers agreed that the school curriculum focused on developing students' generic skills; but only 49.3% of students agreed. According to the three-year plan evaluation by all colleagues, more than 60% of the colleagues said that the curriculum was only partially completed and should continue to be a concern for the next three-year plan. According to the stakeholder survey, only 50% of teachers and students agreed that the school provided sufficient resources to promote reading.	Reading will be a major concern in the next SDP									

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1.2. To develop diversified teaching strategies and utilise information technology for effective teaching	Developing diversified teaching strategies: partly achieved According to the Technology KLA report, the STEM learning activities were affected by the epidemic, and the curriculum restructuring was not implemented due to the lack of class time and manpower. PSHE coordinator reported that in the past two years, many cross-curricular learning activities, such as debates and expeditions, were cancelled due to the pandemic; students' learning skills training was also not implemented due to the epidemic and the lack of class time. According to the stakeholders' survey, only 54.9% of students agreed that teachers had different ways to cater to the learning needs of students with different levels.	Continue to be major concerns in the next SDP	
	Utilising information technology for effective teaching: fully achieved. According to PSHE, Technology and Science KLAs coordinators: due to the pandemic, student became used to learn through internet. Video watching with Google form response, Kahoot, online quizzes, flipped classroom, etc were provided to student.	Continue as routine work	
1.3. To develop diversified assessment methods and utilise data to enhance teaching quality	Partly achieved According to the third meeting of subject teachers, all teachers teaching senior form used DSE data to refine their teaching strategies; some subjects like Physics did analysis of students' MCQ. However, few subjects used internal test paper for analysis and improve teaching. In addition, only the Technology KLA coordinated the reporting. Self-assessment and peer assessment were incorporated into the STEM learning activities. According to the summaries of the three-year plan by all colleagues, 80% of the colleagues thought that the development of diversified assessment methods was only partly achieved.	Continue to be major concerns in the next SDP	
1.4. To offer relevant professional training for the enhancement of teachers' capacities and confidence in implementing new teaching strategies	Fully achieved The Teacher Development Unit is responsible for providing teacher staff with each of the learning skills training, including study skills, creative thinking, logical thinking skills training and LaC, etc. on Teacher Development Days. The training for teachers on learning and teaching was customised to meet the needs of school development.	Incorporated as routine work Further strengthen the professional discussion among teachers	
1.5. To review the mechanism for the choice of elective subjects in senior forms	Partly achieved In the past three years, the school schedule has been changed to nine periods in senior form and eight periods in junior form. According to the minutes of the department panels' meeting, the nine-period arrangement brought problems in learning effectiveness and students' whole-person development, so the feasibility of implementing a seven-day cycle schedule was explored.	Continue to be major concerns in the next SDP	The possibility of a new timetable is under consideration

	Major Concerns	Extent of targets achieved	Follow-up action	Remarks							
2.	2. To strengthen students' learning efficacy – building a solid foundation progressively										
2.1	To enhance students' efficacy in self-directed learning	Partly achieved According to the stakeholder survey, only 53.4% of students agreed that they would like to have more self-learning opportunities to develop their different learning skills. 64.5% of students agreed that the quality of their learning at home could have been improved.	Continue to be major concerns in the next SDP	Refer to 1.1 for another review of students' learning ability.							
2.2	To widen students' basic knowledge and cultivate IT literacy	Partly achieved According to the stakeholder survey, only 50% of teachers and 52.1% of students agreed that the school had provided sufficient resources to promote reading. According to the summary of the three-year plan, 83% of the colleagues said that cross-curricular reading and promotional reading were only partially achieved.	Reading will be a major concern in the next SDP								
3.	To foster students' pos	itive values and develop essential life skills for better connection with the people around									
3.1	To uphold the moral and ethical standard of students and nurture good habits	Partly achieved Due to the previous social unrest and the unprecedented pandemic, interpersonal relationships have been tremendously affected. The school theme: "caring, respect and empathy" has been exceptionally reused and the situation in school has been under control.	Positive education and values education advocated by the EDB will be a major concern in the next SDP								
3.2	To develop students' life skills through Other Learning Experiences and Life Planning Education	Partly achieved Owing to the previous social unrest and the unprecedented pandemic, most face-to-face activities were replaced by online activities, resulting in lower effectiveness in general. Leadership training was also cancelled so the succession of the roles of chairpersons has become more difficult.	All the activities are expected to resume in face-to-face mode once the vaccination rate has reached the requirement								
3.3	To strengthen student support and their connection with the people around	Partly achieved Emotional support was constantly provided to students according to their needs. To maximize students' benefit, flexible arrangements have been made after striking a balance between the urgency of the cases and the restrictions due to pandemic.	Student Counseling & Support Team (including school social workers and education psychologists) continue to find out hidden cases proactively Dual Class Teacher system can also provide better support to individual students								

7. Major Concerns for a period of 3 school years

- 1. To enhance teaching effectiveness through interdisciplinary collaboration and better use of assessment data.
- 2. Enhance students' learning capacity through reading and reading across the curriculum.
- 3. To foster students' well-being by incorporating positive education into school

School Development Plan (2022/23 – 2024/25)

Major Concerns	Targets	Time Scale			Outling of Stuatogics
		Year 1	Year 2	Year 3	Outline of Strategies
1 To enhance teaching effectiveness through	1.1 Enhance the quality of the curriculum through cross-disciplinary collaboration	✓			To improve the composition and structure of the Academic Affairs Committee.
interdisciplinary collaboration and better		✓	✓	√	To expand the space for professional exchange
use of assessment data				√	To enhance the quality of professional communication: Teaching content, assignment design, co-curricular activities or assessment modes of each KLA subject in the junior form are adjusted due to cross-curricular collaboration
	1.2 Integrate various competency training into the curriculum to enhance students' learning ability	√	√	√	Through professional communication, various competencies are integrated with various subjects, including: Form 1: Learning Skills Form 2: Creative thinking Form 3: Advanced thinking training
			√	√	To develop Gifted Education through Competency Training
				√	To introduce more appropriate competency training to meet the needs of students.
	1.3 Develop diversified assessments and use assessment data for teaching feedback.	✓	✓	✓	To participate in the Quality School Improvement Project (QSiP) to improve the quality of data analysis in all subjects
		√	✓	✓	To deepen and standardise assessment strategies across subjects After a pilot scheme in one form (e.g. S1) and a sharing on Staff Development Day, the strategies will be extended to other forms

Major Concerns	Targets	Time Scale			Outling of Strategies
		Year 1	Year 2	Year 3	Outline of Strategies
2 Enhance students' learning capacity through reading and reading across the curriculum	2.1 Create a reading atmosphere	✓			To establish Reading and LAC unit to launch reading sessions
		✓	√	√	To organize reading activities, such as teacher-student reading sharing, book floating, etc.
deress the carriestant	2.2 Increase the variety of reading resources	✓			To make good use of existing reading resources in Chinese and English
	of reading resources	✓	✓	√	To collaborate with school library; To utilise other community resources such as EdCity, public libraries, etc.
	2.3 Develop interdisciplinary reading to broaden students' knowledge.		√	√	To compile booklets with cross-curricular topics with concerted efforts by various disciplines
				√	To adjust all subjects' assignments and learning activities with the incorporation of reading element
3 To foster students' well-being by incorporating positive	3.1 To realize students' strengths and potentials and to develop students' positive life values	✓	✓		To organize training workshops and talks about positive education and the development of character strengths for teachers, parents, and students.
education into school		✓	√	√	To introduce scientific psychological tools which enable students to clarify their self-concept and explore their full potential To introduce Applied Learning (ApL) courses held outside school for F4 students
		✓	√	√	To promote Values Education through nurturing different values and attitudes, including the sense of national identity
	3.2 To strengthen school connectedness and develop positive relationships in school and the community	✓	✓	✓	To improve the campus environment and decoration
		✓	✓	√	To organize community service learning programs
		✓	√	√	To cultivate the culture of gratitude, various activities will be organised
		✓	√	√	To hold programmes like Alumni Sharing, Mentorship Scheme
		✓	✓	✓	To introduce a dual class-teacher system

Major Concerns	Targets	Time Scale			Outline of Strategies
wajor Concerns		Year 1	Year 2	Year 3	Outline of Strategies
sense of accomplis	accomplishment	✓	√	√	To organize diverse types of OLE activities to cater for students with different interests and capabilities To restructure the previous timetable which provides a half day for activities every week
	through meaningful engagement in diverse types of activities	✓	✓	√	To provide leadership training opportunities in the form of experiential learning programs for potential student leaders
		✓	√	√	To recognize students' engagement via various means, such as an improved merit-giving system, outstanding students' elections, monthly or yearly-held praising or prize-giving sessions and so on
		✓	√	√	To utilize the use of relevant platforms (e.g. "My Life Planning Portfolio" developed by the Education Bureau) to strengthen students' experiential learning in a reflective and committed manner
	3.4 To promote students' mental health and develop their positive emotions	✓	✓	√	To launch student developmental programs using external resources to develop students' resilience and concept of self-love
		✓	✓	√	To teach students self-regulatory skills, the importance of healthy lifestyles and a proper understanding of emotions
		✓	✓	✓	To strenghthen individual or group guidance and counselling