

Tsuen Wan Government Secondary School

School Development Plan

2021/22 - 2023/24

Tsuen Wan Government Secondary School

1. School Vision

Our students will be balanced and capable individuals, equipped to complement ongoing self-fulfillment with a keen sense of social responsibility.

2. School Mission

We are committed to fulfilling the precepts of our school motto 'Integritas'. We will work closely with parents to foster a stimulating and supportive environment which ensures optimal development of our students' moral, intellectual, physical, social and aesthetic potential.

3. School Motto

Integritas

4. Core Values of Education

- (1) Student-oriented – We strive to provide quality education to meet the needs of students who have diverse abilities, interests, learning styles and aspirations.
- (2) Strive for excellence – We believe that every student is unique and able to shine. We encourage and support every student to excel in their endeavors.
- (3) Passion for learning – We cultivate in students a zeal for life-long learning through experiences of success and the challenges and joy associated with learning.
- (4) Character building – We value integrity, fairness, justice, responsibility, perseverance, gratitude, caring and respect for others.
- (5) Communication and collaboration – We collaborate with other stakeholders in mutual trust, respect and collegiality through open, rational and sincere communication.

5. Holistic Review

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

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. To enhance students' motivation and capacity for life-long learning</p> <p>1.1 Learner diversity will be catered to enhance students' motivation and capacity for learning</p> <p>1.2 Reading culture will be cultivated among students</p> <p>1.3 The spirit of enquiry and exploration among students will be fostered by promotion of STEM education</p>	<p>Partly achieved</p> <p>Partly achieved</p> <p>Partly achieved</p>	<p>Continue to be a major concern in the next School Development Plan</p>	
<p>2. To nurture students' positive values and attitudes and to help them develop healthy lifestyles</p> <p>2.1 Students will be responsible, caring and respectful persons</p> <p>2.2 Physical and mental well-being of students will be elevated</p>	<p>Partly achieved</p> <p>Partly achieved</p>	<p>Continue to be a major concern in the next School Development Plan</p>	

6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The SMC is supportive, with extensive membership to take care of the interests of all stakeholders. • The school suitably identifies major concerns that address students' development needs, tapping into both qualitative data such as observation from teachers and parents as well as quantitative data such as SHS, APASO, surveys and internal and external assessment data, etc. • Open and transparent communication with stakeholders allows a clear and shared sense of purpose in helping students to flourish in a scholarly and caring environment. 	<ul style="list-style-type: none"> • Continuous encouragement for teachers to actively participate in decision making and policy formulation could be made.
2. Professional Leadership	<ul style="list-style-type: none"> • The SMC provides guidance on school development but at the same time grants the school leading panel a high degree of trust and professional autonomy. • Committed school leaders and capable middle managers work closely together for continuous school development. • Department and Committee Heads generally exhibit a high level of professionalism that demonstrates competence and commitment in achieving the school's vision and goals. • Staff development is conducted on the school, departmental and individual levels. Staff development programmes are relevant to the major concerns and professional development needs in school. • Professional sharing and collaboration is strengthened. • There is a well-established staff appraisal system to facilitate continuous development of teachers. 	<ul style="list-style-type: none"> • Teachers could be encouraged to map out their short-term and long-term personalized professional development goals. • Succession management could be strengthened.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> • The school curriculum is broad and well-balanced, aligned with students' needs and education development. • The senior curriculum is tailored to incorporate OLE lessons which enhance students' aesthetic development and enrich their careers-related experiences. • Different assessment modes are employed to measure students' learning performance and formative feedback is provided. • Self and peer assessment is deployed to reinforce self-directed learning. • Assessment data is used to evaluate the effectiveness of student learning. 	<ul style="list-style-type: none"> • Cross-subject / KLA collaboration in curriculum planning and implementation could be further enhanced. • Values and life education could be further strengthened.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Students are generally motivated and capable in learning. They adopt a serious attitude to learning and are attentive in lessons. • Teachers can master a rich repertoire of strategies to meet specific learning goals and various needs and abilities of students. • Teachers are devoted and willing to put in extra time and effort to help students achieve in learning activities. • There are many opportunities, such as inter-school competitions and exchange tours, for students to extend their learning outside the classroom or the school campus. 	<ul style="list-style-type: none"> • The diverse learning needs and abilities of students should be catered for when e-learning is adopted. • Students' abilities in self-reflection and setting proper learning goals could be further developed. • A reading culture is to be cultivated to facilitate life-long learning.
5. Student Support	<ul style="list-style-type: none"> • The school cultivates a positive environment and provides rich learning experiences for students' whole-person development. • The school's ECA and OLE serve well to broaden students' learning horizons. • Comprehensive guidance and support are provided to students by various functional teams under the Student Whole-person Development Committee. • There are good teacher-student relationships. 	<ul style="list-style-type: none"> • Students' time management and leadership skills are to be further developed. • Students' resiliency, emotional and mental well-being are to be enhanced.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> • The school cultivates a welcoming atmosphere for parents and alumni. • Parents are well informed of school affairs and its development. Adequate channels for parents to express their views to the school are provided. • The PTA trusts the school and supports its activities and policies. • Alumni provide strong support for the school through sponsorship, scholarships, sharing of their experiences and professional knowledge as well as participation in mentorship schemes. • The school establishes linkages with some external organizations to further its cause of nurturing academic excellence, cultivating exemplary character and developing potentials of the students. 	<ul style="list-style-type: none"> • The school could further explore other professional support from both academic and non-academic external bodies.
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Students in general are disciplined and well-mannered. • Students are motivated and competent in learning. • Peer relationships are harmonious. • Students have a strong sense of belonging to the school and enjoy school life. 	<ul style="list-style-type: none"> • Self-management skills and information literacy of students should be enhanced. • Students should learn to strike a balance between schoolwork and ECA. • Positive thinking could be further promoted.
8. Participation and Achievement	<ul style="list-style-type: none"> • Students attain good performance in HKDSE. • Students participate and perform well in ECA/OLE and external competitions of various natures – academic learning, aesthetics and sports. 	<ul style="list-style-type: none"> • Students’ performance in HKDSE can be further improved. • Students’ initiative in school and community services is to be enhanced.

7.SWOT Analysis

Our Strengths

- The school is blessed with highly motivated students with capabilities to soar in both academic and non-academic aspects.
- Experienced and dedicated teachers closely cooperate with the school management in creating an inviting and caring environment for the learning and growth of students.
- Competent leadership and a well-established administrative system allow the formulation and implementation of appropriate policies which sustain continuous school development.
- A broad and balanced curriculum is provided to cater for the diverse needs and interests of students.
- Close ties with our alumni and the PTA are evident in their enthusiasm and generous support in many aspects of the school's development.
- Our school enjoys recognition from the local community.

Our Weaknesses

- Students rely too much on teachers for learning and their reading habits are to be further developed.
- Students lack self-management and time-management skills as well as perseverance in overcoming obstacles and difficulties.
- Emotional and stress problems of students are becoming more serious.
- The old school building and limited space hinder school development.

Our Opportunities

- Teachers and students are well-adapted to e-learning because of suspension of face-to-face lessons during the COVID-19 pandemic.
- The optimization of the 4 core subjects of the Senior Secondary Curriculum creates space for students to engage in more in-depth study of the elective subjects and diversified OLE activities.
- Increased resources from the EDB such as the Life-wide Learning Grant help enrich students' learning opportunities and OLE experiences.

Our Threats

- Suspension of face-to-face lessons affects learning and teaching effectiveness, impedes students' learning habits and hinders their personal and social development.
- Social disputes and distorted values on mass media as well as the internet confuse students' life and moral values and adversely affect their behaviour.
- Learning diversity among students is getting wider.
- The staffing mechanism of government secondary schools handicaps long-term planning and development of the school.

8. Major Concerns for 2021 – 2024

1. To develop students as proactive life-long learners
2. To nurture students to be future leaders of society

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Major Concerns	Targets	Outline of Strategies	Time Scale (Please Insert ✓)		
			21/22	22/23	23/24
1. To develop students as proactive life-long learners	1.1 Students will be self-regulated learners equipped with effective learning strategies	1.1.1 To equip students with goal-setting and self-reflection skills	✓	✓	✓
		1.1.2 To promote enquiry learning	✓	✓	✓
		1.1.3 To further enhance students' note-making and self / peer assessment skills	✓	✓	
	1.2 Learner diversity will be catered for	1.2.1 To extend the design of challenging bonus questions in the assignments of all subjects in S1 – S3 to uplift the initiative and stretch the potential of students	✓	✓	
		1.2.2 To strengthen gifted education	✓	✓	✓
		1.2.3 To set up learning groups to support students of different learning abilities	✓	✓	
1.3 A reading culture will be cultivated	1.3.1 To promote reading across the curriculum with cross KLA or subject-based reading programmes	✓	✓	✓	
	1.3.2 To organize various reading activities to cater for the interests and needs of students	✓	✓	✓	
2. To nurture students to be future leaders of society	2.1 Students will be committed to on-going self-improvement with a strong sense of responsibility, empathy, perseverance and dedication to service	2.1.1 To develop S1 and S2 students' abilities in goal-setting and self-reflection	✓	✓	✓
		2.1.2 To inculcate in students a sense of responsibility, empathy and perseverance through the formal curriculum and theme-based moral and life education activities	✓	✓	✓
		2.1.3 To promote service education	✓	✓	
		2.1.4 To enhance students' leadership skills	✓	✓	✓
	2.2 Students' mental well-being will be elevated	2.2.1 To strengthen students' stress and emotional management skills	✓	✓	✓
		2.2.2 To broaden students' horizons with diversified life-wide learning experiences	✓	✓	✓

Emphasis for Major Concern 2

Responsibility	Empathy	Perseverance
<ol style="list-style-type: none">1. Self-management and self-discipline;2. Commitment to one's roles in family and school;3. Social responsibility and understanding the country and the world	<ol style="list-style-type: none">1. Cherish yourself and love your family;2. Support peers and respect teachers;3. Care for people in need	<p>Courage and resilience in facing challenges and setbacks</p>