

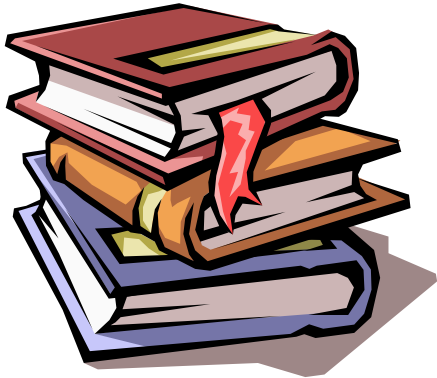
Ho Lap College
(Sponsored by the Sik Sik Yuen)

School Development Plan
2015/16 - 2016/17 - 2017/18

(October 2015 version)

Ho Lap College (Sponsored by the Sik Sik Yuen)

School 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 in students moral values. With the school motto of ‘To teach benevolence and to act benevolently’, the school develops students 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.

Current Situation

Strengths:

1. The school enjoys high regard in the district, with a well-established school culture to uphold the school reputation.
2. Teachers are professional, enterprising, cooperative, experienced and dedicated to education.
3. Students are competent and have potential in learning. Teachers and parents have high expectations on them.
4. There is a strong sense of belonging among alumni and parents. Both parties provide active support to school activities and school development.
5. Sik Sik Yuen and the IMC have vision and mission in education and fully support the school in student growth and school betterment.

Weaknesses:

6. The teaching culture in the school has to further adapt itself in overcoming the difficulty arising from the rapid and continual changes in society and in education.
7. Owing to limited family support and undesirable trends in society, our students, though with potential, need further strengthening in their self-directed learning skills, their habits of minds and positive intelligence.

Opportunities:

8. The culture of self-reflection and self-betterment for professional development has set root among the teaching staff.
9. Stakeholders, including the IMC, teaching staff, parents, students and alumni, have a shared vision of the continuous development of the school.

Threats:

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

Major Concerns 2015 - 2018

- 1. To enhance learning skills and learning competence**
- 2. To pursue individual progress and collective betterment**
- 3. To foster professionalism**

I. To enhance learning skills and learning competence

Strategies/Tasks	Target Group(s)	Parties In Charge	Success Criteria	Time Scale		
				15/16	16/17	17/18
1. To enhance learning skills in languages	F.1 - 4	Chinese Language English Language	<ul style="list-style-type: none"> ● Students have proficient information literacy to improve on language use ● Students have proficient information literacy and analytic framework to comprehend and construct knowledge ● Students are able to direct themselves and collaborate together to apply language in group work and language arts 	√	√	
2. To foster the self-study skills in content subjects	F.1 - 6	Mathematics Liberal Studies Humanity Subjects Science Subjects	<ul style="list-style-type: none"> ● Students are equipped with self-study skills and subject-related analytic framework so as to produce quantities of self-direct assignments and projects ● Students have proficient information literacy and analytic framework to be deft at topic research to find out answers and relevant materials ● Students apply their learning skills and analytic framework to make improvements in assignments and assessments 	√	√	
3. To deepen language and content knowledge across subjects	F.1 - 6	LAC Committee of Civic Education across the Curriculum	<ul style="list-style-type: none"> ● Students make improvements on both content and language knowledge as evident in assignments and assessments 	√	√	√

II. To pursue individual progress and collective betterment

Strategies/Tasks	Target Group(s)	Party/Parties In Charge	Success Criteria	Time Scale		
				15/16	16/17	17/18
<p>1. To instill the core values of gratitude, respect, perseverance, benevolence and serving others in students' study and daily life</p> <p>2. To cultivate students' habits of mind and positive intelligence</p> <p>3. To provide more opportunities to students to actualize the core values and practise positive thinking</p> <p>4. To encourage students to stretch themselves and broaden their horizons inside & outside school campus and beyond borders</p>	F.1 - 6	<p>Student Development Board</p> <p>Moral and Civic Education Committee</p> <p>Co-curricular Activities Committee</p> <p>Discipline Board</p> <p>Counseling Committee</p> <p>Careers and Life Planning Committee</p> <p>Academic Committee</p> <p>Academic Clubs</p>	<ul style="list-style-type: none"> ● Classes take turns to do presentations on core values in assembly ● Students complete "Towards My Goal" Action Plan with refinement and review by semester ● Students are able to foster their positive thinking as evident in their regular journals ● All F3 and F4 students must take up at least one committee post to serve others and to enhance themselves in skills of communication, organization and leadership ● All F3 and F4 students must take part in community service and learn from it ● Students shall do assembly presentation to share their learning in service, excursions, internship, summer institutes and overseas study trips ● Ts design subject-specific and cross-subject learning activities, inside and outside classroom, to raise students' desire to learn, to transfer subject knowledge and skills to meaningful contexts, to deepen understanding and to enhance retention 	√	√	√

5. To help students set improvement goals in their studies and achieve them		Student Development Board Class Teachers Academic Committee	<ul style="list-style-type: none"> ● Students complete “Towards My Goal” Action Plan and act on it ● Students are able to foster their positive thinking habit and monitor their own progress as evident in their regular journals ● Students are able to achieve subject improvement targets as set by teachers in internal and external assessments 			
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III. To foster professionalism

Strategies/Tasks	Target Group(s)	Party/Parties In Charge	Success Criteria	Time Scale		
				15/16	16/17	17/18
1. To pursue continual professional development towards school improvement and developmental needs	All teachers	Principal, Staff Appraisal Committee, Staff Development Committee	<ul style="list-style-type: none"> ● Ts shall reiterate their educational aspiration to address the developmental needs of both students and school ● Ts incorporate HOM in their regular instruction and teaching 	√	√	
2. To construct a positive, empathetic atmosphere and practice of professional dialogue and sharing.	All teachers	Principal, Staff Appraisal Committee, Staff Development Committee, All Subjects and Committees	<ul style="list-style-type: none"> ● Ts enhance professional sharing by use of ‘lesson study’ 	√	√	√