

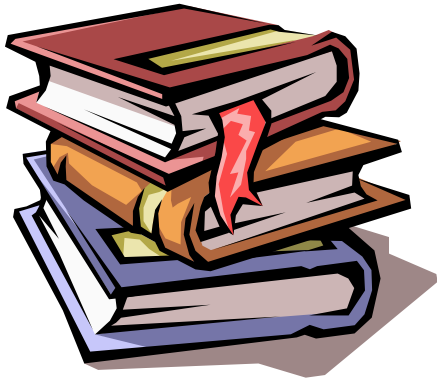
Ho Lap College
(Sponsored by the Sik Sik Yuen)

School Development Plan
2018/19 - 2019/20 - 2020/21

(September 2018 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 popularity 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 of 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 development.

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. The 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 pay less attention to school's collective identity and common good, which might further hinder the learning and personal growth of some students.

Major Concerns 2018 - 2021

- 1. To consolidate reading and learning habits**
- 2. To pursue individual learning progress and team work inside and outside classroom**
- 3. To foster professionalism in learning, teaching and positive intelligence**

I. To consolidate reading and learning habits

Strategies/Tasks	Target Group(s)	Parties In Charge	Success Criteria	Time Scale		
				18/19	19/20	20/21
1. To strengthen reading habits of language subjects	F.1 - 4	Chinese Language English Language	<ul style="list-style-type: none"> ● Students are proficient readers as nurtured and assessed in Extensive Reading Scheme ERS as well as in the intensive reading curriculum ● Students are proficient readers as nurtured and assessed in the intensive reading curriculum ● Students display an increased interest in reading 	√	√	
2. To foster the reading habits in content subjects	F.1 - 6	Committee of Civic Edu across the Curriculum Mathematics Liberal Studies Humanity Subjects Science Subjects	<ul style="list-style-type: none"> ● Reading curriculum is designed to enrich students' reading repertoire and interest by content subjects via their subject scheme and/or class library ● Lunch reading session is added to help promote the newspaper reading habit and ambience 	√	√	
3. To deepen learning habits and thinking skills	F.1 - 5	All Subjects	<ul style="list-style-type: none"> ● Subject instruction exhibits active and self-directed learning and application through peer interaction, presentations, etc ● Widened curriculum to boost learners' application and creativity in the form of Language Art, STEM programs and project work to co-curricular events such as Science Week, Chinese Week, Speech Festival, inter-school IT contests and OLE ● Students' improved performance as 	√	√	√

			evidenced in assignments and assessments			
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II. To pursue individual learning progress and team work inside and outside classroom

Strategies/Tasks	Target Group(s)	Party/Parties In Charge	Success Criteria	Time Scale		
				18/19	19/20	20/21
<p>1. To stress 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 make students stay positive by placing emphasis on individual worth and well-being, accepting one's inadequacies and accepting differences of others</p> <p>4. To teach students to stay positive by encouraging students to focus on individual progress and improvement</p> <p>5. To practise whole-person development and balanced life style</p>	F.1 - 5	Class Teachers Form Coordinators Student Development Board Moral and Civic Education Committee Chinese Language Co-curricular Activities Committee Home Economics	<ul style="list-style-type: none"> Classes take turns to do presentations on core values and their service experiences in assembly Students are able to foster their positive thinking as evident in their regular weekly journals to form teachers Students are able to make good use of the student handbook to build up their study habits and balanced life style Students complete "Towards My Goal" Action Plan and act on it Students aim to get awards in the Improvement Challenge scheme Chinese values education weeks are in place to deepen the thoughts, deeds and empathy 	√	√	√
<p>6. To help students practise collaborative learning mode in class and form peer study group outside classroom</p>	F1-5	All teachers Subject Panels Academic Committee	<ul style="list-style-type: none"> Students exhibit interactive and collaborative mode of learning in class Students are able to form peer study groups after class 	√	√	√

			<ul style="list-style-type: none"> Senior form students are able to perform the role of study buddy and academic prefects for school fellows 			
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III. To promote professionalism

Strategies/Tasks	Target Group(s)	Party/Parties In Charge	Success Criteria	Time Scale		
				18/19	19/20	20/21
1. To study theories of positive intelligence and the ways to practice it	All teachers	Principal, Staff Appraisal Committee, Staff Development Committee	<ul style="list-style-type: none"> Ts are able to guide students to develop positive intelligence in the capacity of class teachers Ts strength the class morale and team spirit of their class 	√	√	
2. To construct a self-direct and collaborative learning mode in class	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 collaborative learning, 'lesson study' and class visits 	√	√	√