# Yaumati Kaifong Association School

## School Development Plan

2018/19 – 2021/22

# Yaumati Kaifong Association School

**School Mission**

To provide education for students from all walks of life and of different cultural backgrounds. To tailor teaching to meet their diverse needs so that their talents and potential can be fully developed.

**School Motto**

Our school motto is Honesty and Honour. Honesty is how our students are nurtured to be honest, thereby being fair, truthful and morally upright. Honour is for them to gain the respect they deserve and be the source of pride to their alma mater, parents and teachers.

**Our Goals**

Our school epitomizes a global cultural community, with students of various countries around the world. We hold the belief that education should be impartial and the rights of all students, regardless of culture, language or religion. English is the medium of instruction in all subjects except Chinese; however we stress on bilingualism in school, thus equipping our students with the basic knowledge of Chinese to help their integration into the society.

School Development Plan (SDP)

# Holistic Review

## Effectiveness of the previous School Development Plan (2015-2018)

| Major Concerns | Extent of targets achieved | Follow-up action | Remarks |
|---|---|---|---|
| 1. Implementation of e learning in curriculum | Fully Achieved | Extending e learning to a more specific area of STEM | School Well equipped school with all the necessary electronic devices required for students' and teachers' learning and teaching respectively。Complementary to school main curriculum imposed in classroom learning, interest groups were help students to expand their abilities in utilization of e-learning devices to create new findings and products.<br><br>On the other hand, school succeeded arranging teachers to take related workshops to their subject of teaching.<br><br>Lesson observations were implemented smoothly by subject panels and curriculum coordinators. Teachers observed classes with their same level of teaching. Teachers had met our school CPD hours. In order to enhance teachers' professional e-learning teaching skills, guest speakers from corresponding companies were arranged to give workshops in school. For examples: book publishing company representatives explained more about how to use their digital resources to help students' learning. |

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| 2. Enhancing student's self -learning | Partly Achieved | Incorporated as routine class work | Teachers had the abilities to design their lessons to motivate students to learn. These lessons involved with group collaborative work or works in pairs. Students under the environmental requirements of the lessons, gradually built up a concept of being responsible to their groups or partners while pursuing their knowledge. This motivate them to go forward to explore knowledge on their own. They were observed to be active learners. |
| 3. Strengthen classroom management strategy | Mostly Achieved | Incorporated as routine work | Under our supervision and plans, we arranged workshops on class room managements. Peer group teachers lesson observations are conducted formally and informally in school. Observed teachers tend more to use positive language to encourage students to modify students, misbehavior. Hand in hand with school social worker's scheme, such as "PROUD CARD" , school can provide an encouraging and positive environment in students' classroom learning. |

## Evaluation of the School's Overall Performance (2015–2018)

| **PI Areas** | **Major Strengths** | **Areas for Improvement** |
|---|---|---|
| 1. School Management | • Good support from the S.M.C.<br>• Clear and concise management committees<br>• Mentorship program provides a proper channel of communication<br>• Good feedback from parents in stakeholder report<br>• Receiving zero complain from regional office | • More solidarity and cooperation are needed<br>• Provide more opportunities for new staff to integrate into the school environment and culture<br>• Toward teachers' needs, more and deeper communication between frontier teachers and management team should be done regularly. |
| 2. Professional Leadership | • Good leadership<br>• Good management of resources | • More precise in task objective/objectives |
| 3. Curriculum and Assessment | • Curriculum caters to suit the needs of the school<br>• Constantly evaluated and reviewed<br>• Students' secondary school allocation reflected more diversified schools accepting our students' applications | • Students can be further classified into different learning abilities to better cater to their needs<br>• Chinese & Mathematics; integration of TSA based items into the school curriculum<br>• Better coordinated cross-curricular collaboration |
| 4. Student Learning and Teaching | • Very enthusiastic students<br>• A good variety of teaching activities; e.g. excursion, school exchanges etc.<br>• Very positive learning attitude | • Limited school facilities for activities<br>• Limited school tailor made e-learning application for students' learning<br>• Students' visiting and participating in outside school activities need to be more diversify in their modes of presentation. For instance: Students should be introduced more other new activities instead restricted to old options like dancing and football…etc. |

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| 5. Student Support | • Provide a need-base assessment for student<br>• Provide a solid learning foundation for students | • Limited resources<br>• Students in the borderline category need to be looked into<br>• Provide more professional training for teachers to deal with special needs students |
| 6. Partnership | • Good parent-school relationship<br>• SEN – Special education group<br>• Social Guidance Personnel; speech therapy, | • More participation and involvement by the staff as a whole<br>• More workshops concerning about students' special behaviors should be given to parents. This will help parents to find out their children's problems and brought them to have assessment earlier. More understanding of their children's learning inadequacy |
| 7. Attitude and Behavior | • Students are participative and friendly<br>• Students are active and cheerful | • Social skills have room for improvement<br>• Though, students' personal responsibilities were improving, however, more successful cases were required. |
| 8. Participation and Achievement | • Actively involved in community and non-Chinese events and function<br>• Participated actively in extracurricular activities like interschool speech and music Festival, sporting events, arts and handicraft competition. | • Academic performance has room for improvement<br>• More explanation of the objectives of each arranged activity to students in terms of their academic and social impact and relationship to students' learning<br>• Classifications of the natures of activities should be done in order to pin point to provide the right directions and resources to assist students' learning. |

# SWOT Analysis

## Our Strengths

- Clear objectives and mission.
- Qualifies teachers that are experienced in teaching non-Chinese students.
- Nearly half of school teachers had their university studies aboard and they had past experience living and studying with ethnic minority. Thus they not only understand their students' study deeply but their behaviors, too because they were ethnic minority before when the time they were studying in others' countries.
- Students are adapted to English as the medium of instruction.
- Recognition from both parents and the Education Bureau as a school that caters to the needs of non-Chinese students.
- Good teacher-student relationship.  They can relate to them genuinely because they were like them before.
- After school tutorial classes to help students who are identified with learning difficulties.
- The school organizes activities that cater to the needs of its students.
- Endless supports from IMC, providing students opportunities to participate in varieties of community activities.

  Helping school to have donations from outside charitable organizations.
- Parents' support in outside school activities
- The improvement of our school students both in academics and attitude, pave a positive path for them to be admitted by some prestigious school in Hong Kong.
- Our curriculums, especially Chinese and English had endless support and cooperation from and with Education Department in terms of the Space Town and Chinese Taylor made curriculum for Ethnic Minority respectively.
- Our school has good connection and relationship with many different varieties of secondary schools which could provide students different types of school lives according to students' personal potentials. Thus School has great experience for helping ethnic minority students to be allocate to their most appropriate schools.

## Our Weaknesses

- The Chinese curriculum for non-Chinese students is still developing.
- Less support for Chinese language in students' homes, because Chinese is not their parents' mother language
- Small school premises restrict the learning potential of students.
- Cultural differences among certain ethnic groups hinder the involvement of parents in school.
- Great diversities between students' level of ability within the same class.
- Parents' participation in Teacher Parent Association work is not encouraging, owing to the fact that most of our parents are occupied with their work.

## Our Opportunities

- The recognition of the school among parents as one that caters to non-Chinese students allows great potential (to the school) for further expansion and learning opportunities for non-Chinese students in the district.
- The participation of experienced personnel from the education sectors allows the school good opportunities for growth.
- A good social connection between our school and the neighboring communities. Greater chance of receiving public donation to school for school development
- Many prestigious school in Hong Kong recognized our school students with good attitude and ample potential in their study.

  They start to accept our school students in their secondary school
- School can break through the traditional classroom teaching and learning environments for students, who have chances to travel to other places to understand other cultures and this paves a good foundations for them to work and study with other peoples from different backgrounds.
- Mainstream school are accepting non-Chinese students and this provides a good competitive environment for our school to grow to search for new resources and methods enhance their school competitive factors.

## Our Threats

- Mainstream schools are accepting non-Chinese students.

- In facing the various issues with non-Chinese students and parents, as well as involvement with ethnic minorities functions and events, teachers bear additional workload as compared to mainstream teachers.

- In facing ongoing changes of government policies towards school teachers' qualifications and recognitions, school has to work hardly to reorganize and reallocate school internal man power accordingly.

- Facing the increasing diversified numbers of school activities, there is a demand for excessive spaces for students' activities. Our school is small though so this will restrict students' opportunities of participation. Thus our school activities may not satisfy to majority of our school students. However, most other school can satisfy the above demands in terms of space and students' opportunities.

# Major Concerns for a period of 3 school years*

*Due to the outbreak of covid-19 and suspension of the school, we did not have enough time to accomplish the major concerns of 2019-2020, after the discussion with IMC and our teaching staff, the school development plan will be extended one year to the school year of 2021-2022.

1. Promote reading for learning through STEM activities
2. Develop students' critical and logical thinking through STEM based activities.
3. To develop students' Self-directed learning to enhance academic and social skills

## School Development Plan ( 3 – school – year period )

| Major Concerns | Targets | Time Scale | | | A General Outline of Strategies |
|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | |
| 1. Promote reading for learning through STEM activities | **Promote reading and Stem activities.** STEM based activities will promote reading such as: Learning to read instructions, learning to do research, learning to read data for analysis works, and learning to read analytic result and do reports.<br><br>**Promote students' interest in reading STEM activities**<br>Apart from reading STEM materials in school, students show ability and skills by extending what they have learned about reading to explore other subject materials in order to enrich their knowledge. | ✓<br>✓<br>✓ | ✓<br>✓<br>✓ | ✓<br>✓<br>✓ | Co-planning lessons to use STEM activities for students' earning: Teachers from same level and subject of teaching design their lessons through mutual partnership and discussion.<br><br>Staff Development: Teachers experience more teaching methods by visiting school using STEM or through guest speakers coming to school to talk teaching using STEM curriculum Peer observation: Teachers arrange lesson observation by their fellow teachers. Workshops: Recommended by school and panels concerning STEM<br><br>Giving STEM projects to do both in school and at home. |

| Major Concerns | Targets | Time Scale | | | A General Outline of Strategies |
|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | |
| 2.Develop students' critical and logical thinkings through STEM based activities. | Through STEM activities, students show they are able to think logically and critically both in their process and products/results of their activities and projects. | ✓ | ✓ | ✓ | During activities, teachers have to provide suitable examples of facts to students on the subjects they are learning. Helping students to deduct the reasons of phenomena, such as the cause/causes and effect/effects of happenings. STEM activities and learning environments must be arranged in order to help students to deduce from their past experience to lay down an hypothesis. |
| | Students become independent thinkers , seek and use their knowledge for a purpose, in other words they are a rational thinker. | ✓ | ✓ | ✓ | Students' self-direct learning interest and ability, will be aroused and observed respectively during their learning which based on the above methodology. Teachers have to make sure that students are learning properly in a scientific manner.<br>Well prepared lessons, teachers encourage students to ask questions. Open questions facilitate students to think. Give enough models or examples of how people solve their problems. Giving enough and proper stimuli, students will learn from the processes of how other people tackle problems. Giving students chances to present their works. Each participation and merit from their work/ works will give students a positive reciprocity and reinforcement to move forward and being aggressive in their learning. |

| Major Concerns | Targets | Time Scale | | | A General Outline of Strategies |
|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | |
| 3.To develop students' Self-directed learning to enhance academics and social skills | Setting up an environment, students can do self learning at home, in school and any places.<br><br>A comprehensive procedure for teachers to help students to build up a positive independent attitude of learning . Designated areas in school well designed to provide students a comfortable environment to share learning (either tangible or intangible) with their fellow school mates.<br><br>Students are able to implement their self-learned knowledge in a collaborating environment. | ✓<br>✓<br>✓ | ✓<br>✓<br>✓ | ✓<br>✓<br>✓ | School provides a holistic electronic environment for students' learning. Students have continuing exposure to learning applications and software. Students had strong support from school digital devices to perfect their learning and building up their projects. Apart from formal learning process of teachers as the providers of knowledge, school lay a digital platform to students to pursuit their curiosities through I Pads and laptops which are provided for them during lessons, recess and ECA periods.<br>School stresses on students' learning apart from school environment. Student can access their subject knowledge from their home devices. They can reach the study platforms that school has prepared for them. Students can have variety of applications to enhance and review their study at home. Such as Chinese, English , Maths and General Studies resources.<br>A smart attitude of how to employ public IT devices to help ones' exploring knowledge must be built up during students' young ages.<br>Teachers should be provided with workshops on classroom management, especially those concerning special needs students<br><br>Teachers are responsible to design more learning environments for students to learn in groups and more activities for students to use their knowledge to build up own products which may be a piece of drawing or experimental reports and computer Coding…etc. |