

# DELIA MEMORIAL SCHOOL (BROADWAY)

## School Development Plan

2005/06 – 2007/08

### Academic - Learning and Teaching

#### Vision

Diversity and Harmony

### **Our strengths:**

- We have a team of experienced, energetic and hard-working staff
- Teachers are co-operative and committed to life-long learning
- Teachers have strong sense of belonging to the school.
- The school is recognized and welcome by the parents.
- Teacher-pupil relationship is good

### **Our weaknesses:**

- The school building is too old and the facilities are not up-to-date.
- Some students are lack of motivation for learning.
- The students' Mathematics and French standard are low
- English as the learning medium is not the first language of most of the students
- The teaching approach is mostly teacher-centered.

### **Our opportunities:**

- Teaching staff could sense the crisis ahead.
- Tailored made curriculum to suit the needs of the students and the society
- Splitting lessons and elective subjects for students with different interests and abilities
- The enrollment of junior form students is encouraging

### **Our threats:**

- The students' performance in HKCEE and HKAL is not satisfactory.

## **Major Concerns**

1. Implementation of the Four Key Tasks – Achieving Learning To Learning
2. Reinforcing the training of students’ thinking skills such as communication skills, critical thinking, problem-solving skills and creative skills
3. Implementation of School-based curriculum supporting scheme
4. Adaptation of new curriculum
5. Implementation of various types of assessment
6. Arranging tutorial lessons / Homework Guidance lessons for students with different abilities

Major Concerns	Intended Outcomes/Targets	Strategies	Time Scale		
			05-06	06-07	07-08
1. Implementation of the Four Key Tasks – Achieving Learning To Learning: Reading to Learn and Moral Education	<ul style="list-style-type: none"> <li>• Students using the standard form for reporting the reading progress</li> <li>• Students get certain marks after they have present the book report record.</li> <li>• Correct attitude for the copy rights</li> <li>• Can keep the school environment clean</li> <li>• No bullying in campus</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of books relating to the 8 learning areas</li> <li>• Monitoring the progress of reading</li> <li>• Encouraging the students to join the Internal and external reading scheme and competition</li> <li>• Encouraging the students to join the Books Exhibition</li> <li>• Putting the reading assessment in the year total of the report Card</li> <li>•</li> </ul>	✓	✓	✓
2 Reinforcing the training of students’ thinking skills such as communication skills, critical thinking, problem-solving skills and creative skills	<ul style="list-style-type: none"> <li>• Students can answer the questions.</li> <li>• Finishing the tasks set by the teachers</li> <li>• Getting reward</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal question relating the higher order thinking skills in the lessons</li> <li>• Setting certain questions in the test and examination papers</li> <li>• Encouraging the students to join the external and internal competition</li> <li>• Assigning the project work to students</li> </ul>	✓	✓	✓

Major Concerns	Intended Outcomes/Targets	Strategies	Time Scale		
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3. Implementation of School-based curriculum supporting scheme	<ul style="list-style-type: none"> <li>Resources from CDI can be used for teaching and students' learning</li> </ul>	<ul style="list-style-type: none"> <li>Collecting ideas and support form the CDI</li> </ul>	✓	✓	✓
4. Adaptation of new curriculum: Chinese as second language (CSL), Science & Technology, S4-5 Social Studies and S6 Psychology	<ul style="list-style-type: none"> <li>Resources can be used for teaching and students' learning</li> <li>Teachers using the student-centered d approach in their lessons</li> </ul>	<ul style="list-style-type: none"> <li>Collecting learning and teaching resources form CDI</li> <li>Regular training and sharing sessions</li> </ul>	✓	✓	✓

Major Concerns	Intended Outcomes/Targets	Strategies	Time Scale		
			05-06	06-07	07-08
5. Implementation of various types of assessment	<ul style="list-style-type: none"> <li>• Students show progress after the previous assessment</li> <li>• Students show improvement in the summative assessment</li> <li>• Comments are useful for students' understanding</li> <li>• Students can score certain marks (more than 70%)</li> <li>• Students getting certain marks</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing formative assessment for Reading to Learn, Project Learning and at the end of a lesson/module</li> <li>• Be sensitive to student responses in class and giving verbal comments</li> <li>• Setting a 10-minute assessment at the end of each learning unit to identify student weakness early and address them</li> <li>• Putting the performance in Reading to learn and project Learning in the Year Total.</li> </ul>	✓	✓	✓
6. Arranging tutorial lessons / Homework Guidance lessons for students with different abilities	<ul style="list-style-type: none"> <li>• Attendance of the tutorial lessons</li> <li>• Students show improvement in the said subjects</li> <li>• Students show interest to learn the said subjects</li> <li>• Students getting good results in internal and external examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Arranging tutorial lessons/Homework Guidance lessons especially for Mathematics and French in Junior forms</li> <li>• Arranging CE /AL tutorial lessons for senior forms</li> </ul>	✓	✓	✓