Ying Wa College
2013 – 2018
5-Year School Development Plan

Major Concerns	Targets	Strategies (To Do List)	2013-14	2014-15	2015-16	2016-17	2017-18	Success Criteria / Expected Outcomes
1. Academic Development	1.1 Catering for Learning Diversity	• Setting up of remedial / enhancement curriculum • Developing gifted curriculum • Promoting pedagogical changes through lesson collaboration and peer observation • Modifying assessment format • Consolidating language ability	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	• Progress in students' academic results • Increase in manpower to cater for LD and to try out new pedagogies • Positive response in students' feedback survey • Students having strong ownership of their study
	1.2 Enhancement of learning atmosphere & attitude	• Promoting e-learning through interactive media • Promoting assessment for / as learning • Promoting self-regulated learning • Promoting co-curricular activities to support students' learning • Fostering strong academic atmosphere in campus	 ✓ ✓ ✓	 ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	• Progress in students' academic learning • Increase in e-learning resources • Positive response in students' feedback survey • Development of co-curricular activities
	1.3 Development of teachers' professionalism	• Organizing staff development programs on pedagogy e.g. skills in interactive IT medias, assessment for / as learning, small class teaching; questioning techniques, classroom management etc. • Promoting sharing of good practices in / across departments • Supporting teachers to participate in invitational posts e.g. secondment, teacher advisor, exam moderators of EDB / CDC / HKEAA	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	• Arrangement of staff development program • Positive response in students' feedback survey • Increase in number of teachers participating in external academic institutes
	1.4 Strengthening the role of personnel in middle management	• Enhancing knowledge management of department • Developing instructional leadership • Coordinating junior and senior curriculum • Enhancing PIME cycle	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	• Setting up of shared folders to be accessed by teachers of the same subject • Coordination in junior and senior curriculum
	1.5 Excellence in public examinations	• Developing subject-based study plans e.g. tutorials, analysis of DSE exam questions, talks on examination skills • Conducting curriculum-planning e.g. choice of electives, time-tabling • Promoting assessment of learning • Coordinating district resources • Participating in public examinations other than HKDSE e.g. IELTS, ICGSE, ICAS etc.	✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	• Improvement in students' performance in public examinations • Organization / participation of joint-school or district exam practices • Number of students joining public exams other than HKDSE

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2. Student Support	2.1 Development of a student support curriculum with clear themes across the whole year	• SSDC formulating student support curriculum by reviewing, refining and enhancing current programs and add new ones in response to the development needs of students	✓	✓				• Student support curriculum acknowledged by all staff and students
		• Highlighting core values / themes: - self-discipline - positive thinking and appreciation - brotherhood and peer support - healthy self-image - goal-driven life	✓	✓	✓	✓	✓	• All staff members integrating the core values in planning their teaching and non-teaching programs
	2.2 Establishment of a whole–school student support framework	• Enhancing synergistic collaboration of committees under SSDC	✓	✓	✓			• All staff & students aware of the main theme
		• Enhancing form committee which comprises class teachers and SSDC member to implement and monitor student support program effectiveness	✓	✓	✓	✓	✓	• Students showing qualities and positive characters in different aspects of school life
		• Promoting core values through themed based multi-level implementation - mass programs, class-level workshops, assemblies, OLE, etc.	✓	✓	✓	✓	✓	• Better understanding of students across classes
		• Developing form councils to enhance class building and inter-class cooperation	✓	✓	✓	✓	✓	• Good S-S & T-S relationships
	2.3 Collaboration with Parents	• Organizing well-structured parent education programs (courses, seminar talks) which echo student support themes and values	✓	✓	✓	✓	✓	• Parents aware of the requirements of the school
		• Strengthening communication channel	✓	✓	✓			• Parents using the electronic means of communication comfortably
		• Making school information readily available	✓	✓	✓			• Enhanced school web page providing easy access to school information
	2.4 SEN student support	• Giving higher priority to SEN support for teachers	✓	✓	✓			• Teachers showing confidence in handling SEN
		• Encouraging & supporting teachers to receive professional training	✓	✓	✓	✓	✓	
		• Promoting good practice sharing in case conference	✓	✓	✓	✓	✓	• SEN guidelines and workflow shared by staff
		• Refining school-based guidelines and workflow in handling SEN cases	✓	✓	✓			

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3. Through-train Development	3.1 Improvement in the collaboration between YWC & YWPS	• Organizing joint-section activities between teaching staff from YWC and YWPS	✓	✓	✓	✓	✓	• Activities and meetings organized between YWC and YWPS in different levels such as school leaders, teachers, students and parents
		• Organizing joint-section activities between YWC and YWPS students	✓	✓	✓	✓	✓	
		• Inviting YWPS parents to attend activities held by the PTA of YWC, such as seminars		✓	✓	✓	✓	
		• Organizing joint-section formal meetings between different departments of YWC and YWPS	✓	✓	✓	✓	✓	• Records of all the meetings between YWPS and YWC
		• Keeping documents of all the meetings between YWC and YWPS	✓	✓	✓	✓	✓	
	3.2 Further development in the ele-middle stage curriculum	• Improving the mutual understanding of the students' characteristics and teaching approaches adopted by teachers by means of reciprocal lesson observation between YWC and YWPS	✓	✓	✓	✓	✓	• Reciprocal lesson observations conducted, followed by debriefing sessions and exchange of teaching ideas
		• Developing subject-based common practices to be followed in both YWC and YWPS		✓	✓	✓	✓	• Subject-based common practices developed
		• Exchanging the summary of class academic results, TSA and AT.	✓	✓	✓	✓	✓	• Academic results exchanged
		• Exchanging the teaching pedagogy between YWC and YWPS				✓	✓	• Exchange in pedagogies and preparation for the curriculum reform
	3.3 Development of common campus routines	• Developing common practices or habits to be followed by students in both YWC and YWPS	✓	✓	✓	✓	✓	• Common campus practices agreed by both YWC and YWPS
		• Organizing more taster programs for YWPS students to cultivate the sense of belongings of YWPS students	✓	✓	✓	✓	✓	• Taster programs held for YWPS students in different departments

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4. Strengthening School Administration, Management and Leadership	4.1 Development in consensus and team spirit on commonly shared vision	• Organizing staff retreat, school-review, self-reflection and team building activities • Organizing staff professional development activities for building consensus on the commonly shared vision as well as the changes and innovations needed	✓ ✓	✓ ✓	✓	✓	✓	• Retreat and activities being held, with desirable response from staff • Reaching consensus on the vision, with concrete direction on changes
	4.2 Re-structure of organization framework and duty re-allocation	• Re-framing organizational chart by simplifying, merging, clarifying responsibilities and representatives • Re-allocating teachers' duties • Re-allocating duties of supporting staff members by re-engineering the General Office	✓ ✓ ✓	✓ ✓				• New, simplified and effective organization chart being set • Teachers' duty being re-allocated to meet the school needs • Supporting staff members' duty being re-allocated to meet the school needs
	4.3 Leadership enhancement for school effectiveness	• Consolidating the Core Team to enhance group leadership & to gather critical mass to enhance the competencies of middle-managers for school changes • Enhancing leadership of middle-managers by helping them to set up targets and expectations, and by promoting professional training • Developing the monitoring practice in PIME cycle	✓ ✓ ✓	✓ ✓ ✓	 ✓ ✓	 ✓ ✓	 ✓ ✓	• Change strategies being consolidated by the Core Team • Desirable leadership performance being observed: high expectation, consensus building, role-modeling, collaborative measures • Middle-managers receiving relevant professional training • Effective monitoring on PIME cycle in school level and subject panel / team level being observed
	4.4 Strengthening static management	• Revising staff procedural manual to meet the need of the school and the new standard of DSS schools • Consolidating and refining work calendars with work description and standard specification for subject panels / units and teams	✓ ✓	✓ ✓	 ✓	 ✓	 ✓	• New staff procedural manual being set • Checklist of DSS administration and management being fulfilled • Detailed work calendars of subject panels / units and teams being set appropriately
	4.5 Strengthening human resources management	• Revising and strengthening the enforcement of staff appraisal system • Rewarding / recognizing high-performing staff members • Facilitating staff collaboration	✓ ✓ ✓	✓ ✓ ✓	 ✓ ✓	 ✓ ✓	 ✓ ✓	• Staff appraisal system being revised and implemented • More and more high-performing staff members being recognized • Productive and positive team-building work culture being observed
	4.6 Enhancing efficiency and effectiveness of school administration	• Setting up electronic administration system	✓	✓				• Electronic administration system being set • Efficiency and effectiveness on school administration being observed