



Law Ting Pong Secondary School School Development Plan

2022-2025

School Vision & Mission

All for Our Children

Every Student a STAR Every Teacher a MENTOR Every Staff Member a MODEL

Our School aims to bring out the best in our students along the moral, intellectual, physical, social and aesthetic domains so they can develop into informed and responsible citizens.

School Goals & Values of Education

LTPSS seeks to create a learning environment where students work together in harmonious cooperation with each other and with the teachers to enhance teaching and learning effectiveness. The school's emphasis on holistic education is realized through a comprehensive curriculum that equips our students with skills that will allow them to succeed anywhere in the world. Such skills entail teaching students to think critically, to solve problems, to present ideas to others in clear and logical language, to be able to access knowledge and information quickly, easily and skillfully, and to work with others in a caring, empathetic and equitable environment that they themselves construct through sensitive awareness of the needs of others.

The school recognizes its mission to teach students to look beyond the horizons and have a global outlook so that they have a choice in life: a choice that will enable them to apply their skills and knowledge wherever they go. Here at LTPSS, we are constantly reviewing both the curriculum and pedagogy to prepare students for the complex world they will inherit.

School Motto

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Sincerity Righteousness Contemplation Practice

Sincerity The more sincere we are in investigating things, the more clearly we comprehend.

Righteousness 'Mencius tells us, "Righteousness is the proper way of life."

Contemplation Contemplation leads to the understanding of the ways of the world and the laws of nature.

Practice Practice consolidates our theoretical understanding. It transforms our contemplation into action.

Holistic Review

Effectiveness of the previous School Development Plan (2019-2022)

Major Concerns	Extent of targets achieved	Follow-up action
1. To engage students in rigorous learning experiences.	Partly Achieved	In order to raise students' academic achievement in the next SDP, the school will look into how to enhance the effectiveness via strategic curriculum & assessment design and effective learning and teaching activities.
2. To cater for diversity.	Partly Achieved	
3. To cultivate a growth mindset culture.	Partly Achieved	In order to nurture students' values and qualities to foster whole person development, this will be modified to be part of major concern in the next SDP.
4. To sustain a competent and caring learning community.	Not Achieved	To better prepare and equip staff to contribute to the school developmental needs and groom teachers for succession planning, the current mentorship programme and other staff development programmes will be incorporated as routine work.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The school has a clear vision and mission. The new developments in the school are strategically formulated in line with the directions of the school's developmental needs. • The IMC is committed and gives full support to the school. 	<ul style="list-style-type: none"> • The monitoring of the implementation of departmental and committee plans could be further strengthened. • To train-up the next generation of middle managers to take up leadership roles.
2. Professional Leadership	<ul style="list-style-type: none"> • The Principal is committed to leading the School to strive for a higher level of achievement and to provide a conducive learning environment for the whole person development of students. With dedication and a strong sense of commitment, the Principal is ready to give prompt response to practices and policies to foster the school's substantive development. • The Vice Principals are ready to take up responsibilities and work congenially with their colleagues. They serve effectively as a bridge between the School Administration and the staff, as well as coordinate effectively among subject departments and committees. 	<ul style="list-style-type: none"> • The School should enhance the administrative capabilities of teachers by empowering them to take up a greater share of administrative work and curriculum planning. • Teachers can be entrusted with tasks covering a broader basis to allow them to enrich their experience in planning, implementing and evaluating and to enable them to put forward initiatives.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> • A quality assurance mechanism for monitoring curriculum implementation has been established. Different means, such as lesson observation and assignment inspection, are adopted to review and understand the progress and effectiveness of the curriculum plans. • Most KLAs implement the school assessment policy with concrete strategies. They can generally grasp the concept of Assessment for Learning. 	<ul style="list-style-type: none"> • Management of knowledge data on student learning and teaching to evaluate the implementation of the curriculum • Equipping students with necessary academic competence to meet the societal and parental expectations and aspirations
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Teachers are able to use learning materials and teaching resources appropriate to the learning objectives • Teachers assess students' learning progress through different assessment modes. 	<ul style="list-style-type: none"> • Cross-KLA collaboration through the exchange of strategies and practices to enhance teaching and learning • Catering for individual learning differences at group level and addressing the language competence of the students • The emphasis on STEM education enhances students' interest and ability in studying science subjects, mathematics and technology can be further enhanced.
5. Student Support	<ul style="list-style-type: none"> • The school offers ample OLE opportunities to all students to acquire a variety of learning experience and skills • The school offers emotional and psychological support to students through preventive, developmental programmes and individual counseling 	<ul style="list-style-type: none"> • More systematic arrangements and scheduling will be made to allow teachers of different KLAs to receive SEN and gifted education training. • More space should be created for teachers to strengthen student-teacher relations, give students guidance on personal development and growth.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> • The school has a strategy in promoting parental involvement in the school's development • The school maintains liaison with the community and external organizations to garner support for the implementation of various activities and programmes 	<ul style="list-style-type: none"> • Encourage parents to be more actively engaged in the lives of their child's, in school and PTA activities
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Most students abide by the school regulations. • Students get along well with their classmates and have maintained a trusting and harmonious relationship with their teachers. • There is a wide range of opportunities opened to students to develop leadership, to serve the school and the community, as well as to support their peers. 	<ul style="list-style-type: none"> • More training and guidance can be given to students to train up their self-management and resilient skills. • A wider range of structured programmes can be conducted to further help students to pursue a virtuous and purposeful life and to build up positive attitudes towards their self, their community and their country.
8. Participation and Achievement	<ul style="list-style-type: none"> • Our students are given plenty of opportunities to plan and to host major school functions to hone their leadership abilities and presentation skills. • The students' academic result is gradually improving and students in senior forms take their studies very seriously. 	<ul style="list-style-type: none"> • The School would continue to look for suitable programmes to enhance the learning capabilities and experience of students of average and lower abilities beyond classrooms. • The School hopes to bring in a larger number of students who will take active participation in a broader range of activities and competitions.

SWOT Analysis

Our Strengths

- The IMC and School leadership are responsive to changes in education. Plans for the school's sustainable development are set under a well-established and effective IMC and school leadership.
- The school has established and maintained congenial relationships with parents, the community, NGOs and governmental organizations which enhances the continuous development.
- The teachers are devoted in nurturing and fostering our students. The teachers share their views freely to the school management and work closely amongst the team collaboratively and harmoniously.
- Our students are well-behaved and have good potential in higher and larger scale of achievements both in academics and non-academics.

Our Weaknesses

- Some students in senior forms lacked coping strategies with academics resulting in emotional or psychological problems.
- There are still students who are relatively passive, and lack of self-confidence whereby they missed opportunities to unleash or showcase their talents in their non-academic aspects.
- The mean age of the staff is low hence requires time to develop the staff to take-up responsibilities in major school committees and contribute to the decision-making process on school's policy formulation.

Our Opportunities

- The directional recommendations of the Taskforce on Review of School Curriculum create an opportunity for the school to review, revamp and rejuvenate the schooling experiences to our students.
- The emphasis of STEM and proximity to Science Park can heighten students' interest in learning and cultivate the respective generic skills and opportunities for our students.

Our Threats

- The drop in student population may have negative impact on some of our development initiatives.
- The job opportunities available in aided schools exerts pressure on the school's sustainable development and succession planning to key posts and duties.

School Development Plan (2022-2025)
Major Concerns for a period of 3 school years (in order of priority)

1. Raise students' academic achievement through strategic curriculum and assessment design as well as effective teaching and learning activities.
2. Nurture students' values and qualities to foster whole person development through diversified learning experiences

Major Concern 1: Raise students’ academic achievement through strategic curriculum and assessment design as well as effective teaching and learning activities.

Targets	Time Scale (Please insert ✓)			Outline of Strategies
	Year 1	Year 2	Year 3	
<ul style="list-style-type: none"> To enhance classroom learning in junior forms 	✓	✓	✓	<ul style="list-style-type: none"> Provide students with training courses in effective study skills and project skills Incorporate in each subject the teaching of at least one effective study skill strategy (notetaking, mnemonics, graphic organizers, comprehension strategies or pre-lesson preparation) through explicit instruction, modelling as well as guided and independent practice Devise clear subject guidelines for pedagogical practices to promote higher-order thinking skills, which is to be set as one of the lesson observation focuses Organise staff development workshops and experience sharing on teaching of study skills strategies and higher-order thinking skills
<ul style="list-style-type: none"> To consolidate and extend students’ learning outside classroom 	✓	✓	✓	<ul style="list-style-type: none"> Review subject homework policy to maximise the effectiveness of homework Give recognition for students submitting homework punctually and their quality works through award scheme and display on bulletin boards Promote students’ extended learning through participation in self-directed learning award schemes Organised a school-based self-directed learning award scheme

<ul style="list-style-type: none"> To refine assessment practices to boost students' confidence in learning 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> Set exam papers based on the principle of “easy to pass but difficult to ace”, with appropriate proportion of core and challenging questions Teach students revision skills and provide daily drilling exercises for students to familiarize themselves with exam formats, contents and skills Develop students' habit of self-regulation through self-evaluation on test/examination performance with reference to mark analyses provided
<ul style="list-style-type: none"> To promote STEAM education across school curriculum for development of students' 21st century skills 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> Enrich the junior curriculums of STEAM-related subjects to strengthen students' relevant knowledge and skills Promote junior form students' STEAM literacy through reading STEAM topics during morning reading time and enrichment of library resources on STEAM Implement multi-disciplinary STEAM project on climate change in S1 and S2 Promote on- and off-site STEAM-related activities and competitions for interested students Organise a learning fair to showcase students' learning outcomes in STEAM Teachers of STEAM-related subjects attend at least one relevant professional training programme Establish a talent pool for the gifted in STEAM Develop a STEAM makerspace through QEF Fund

Major Concern 2: Nurture students’ values and qualities to foster whole person development through diversified learning experiences

<ul style="list-style-type: none"> To develop students with positive school life experiences 	✓	✓	✓	<ul style="list-style-type: none"> Install an effective operating class association structure Provide comprehensive pastoral care by both class and subject teachers Adopt 4E (Exposure, Engagement, Enlightenment and Empowerment) model to groom talents Foster service programmes to encourage students to serve family, school and community Design Value-Ed curriculum framework to inculcate the priority values and attitudes based on forms
<ul style="list-style-type: none"> To enable teachers and students to internalize the core values of STAR and EDB’s priority values. 	✓	✓	✓	<ul style="list-style-type: none"> Adopt multi-perspectives strategies to develop students with good qualities in line with the theme of the forms. Incorporate values education in all KLA’s curricula to promote understanding of the positive values Develop students with a gratitude mindset to show appreciation to others.