



The Chinese Foundation Secondary School

School Development Plan

2012/13 – 2014/15

The Chinese Foundation Secondary School

1. School Vision & Mission

Our Vision

We aim to help students achieve personal excellence through the nurturing of a set of positive values, the development of commendable attitudes and professional competence conducive to life-long learning, and to sustain a supply of well-educated, loyal and dedicated citizens for the future development of our society.

Our Mission

- To provide quality education;
- To foster students' leadership, critical thinking, creativity and confidence through the use of modern techniques and technology;
- To hasten the integration of newly arrived children and returnees into the local community; and
- To adequately prepare students with the knowledge and skills necessary for substantive contribution to society.

2. School Objectives

In accordance with our vision and mission, our school objectives are to:

- provide quality and diversified education, based on an autonomous, responsive and dynamic school;
- foster equity in educational opportunities for those with special education needs;
- instill appropriate skills and attitudes in students so that they can acquire knowledge in all key learning areas, enhancing quality of life and contribute to society;
- help students achieve high standard of learning, develop self-esteem, self-confidence and commit to personal excellence based on a positive set of values;
- help students develop self-respect, respect for others, appreciation of Chinese cultural heritage, global vision as well as loyalty and affiliation to the HKSAR and China;
- inculcate attitudes and competencies into students for tertiary education, professional training, employment and a foundation for life-long learning;
- recruit qualified and dedicated teachers, providing them with opportunities for enhancement of their qualifications, skills and job satisfaction so as to ensure effective teaching and to progress with the changing education system;
- employ modern technology to ensure high quality, effective and diversified teaching, learning and school administration;
- encourage parental and community participation and help them take pride and partnership in the development of the School.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. Sustainable Development	Fully Achieved	Incorporated as routine work and continue to be major concern in the next School Development Plan (SDP).	<ul style="list-style-type: none"> - To upgrade infrastructures related to sustainable development. - Environmental sustainability principles, awareness and understanding of the principles will continue to be incorporated into the curriculum and co-curricular activities wherever applicable.
2. Student Needs	Fully Achieved	<ul style="list-style-type: none"> - Incorporated as routine work - Incorporated into one of the major concerns in the next SDP 	<ul style="list-style-type: none"> - To be incorporated into Personal and Social Education (PSE)
3. Community Liaison	Mostly Achieved	<ul style="list-style-type: none"> - Incorporated as routine work - Incorporated into one of the major concerns in the next SDP 	<ul style="list-style-type: none"> - To strengthen students' sense of social commitment and responsibility through service at different levels.
4. Science Education Enhancement	Fully Achieved	<ul style="list-style-type: none"> - Incorporated as routine work - Incorporated into one of the major concerns in the next SDP 	<ul style="list-style-type: none"> - A full review will be conducted after the completion of a full cycle L&T, including the teaching hours, supportive resources, student response, HKDSE results etc.
5. IT in Education	Mostly Achieved	<ul style="list-style-type: none"> - Incorporated as routine work - Incorporated into one of the major concerns in the next SDP 	<ul style="list-style-type: none"> - To continuously upgrade facilities and resources to promote effective learning and teaching.
6. Higher-order Thinking in Education	Fully Achieved	Incorporated as routine work	<ul style="list-style-type: none"> - To continue improving the school-based Enrichment Course (EC). - To encourage integration of the skills learnt in EC into all learning and teaching processes.
7. Unity, affiliation and caring for Others	Mostly Achieved	<ul style="list-style-type: none"> - Incorporated as routine work - Incorporated into one of the major concerns in the next SDP 	<ul style="list-style-type: none"> - To formalize the establishment of Alumni Association and encourage alumni to participate actively in school development.
8. Reading enhancement	Mostly Achieved	<ul style="list-style-type: none"> - Incorporated as routine work - Incorporated into one of the major concerns in the next SDP 	<ul style="list-style-type: none"> - To improve the facilities and reading programme in promoting extensive reading - To foster a strong reading culture in the School.

Evaluation of the School's Overall Performance

Performance Indicator Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The School has: <ul style="list-style-type: none"> - Clear direction of development; - Well established empowerment culture and line of reporting; and - Harmonious and pleasant school culture. 	<ul style="list-style-type: none"> • Greater focus is required to maintain priorities amidst such a wide array of available opportunities and programmes in order to optimize the effectiveness of these programmes
2. Professional Leadership	<ul style="list-style-type: none"> • Clear educational vision and guidance are provided to staff. • Mutual trust is established between the heads of all academic departments and team heads. 	<ul style="list-style-type: none"> • Cross-curricula professional sharing and collaboration should be enhanced.
3. Curriculum and Assessment	<ul style="list-style-type: none"> • Good knowledge integration and cohesion exist between junior and senior curricula. • Well-established Enrichment Course encourages students to advance their generic skills needed for self-learning and life-long learning. 	<ul style="list-style-type: none"> • The school-based gifted education programmes should be fine-tuned to enhance the learning process of high achievers. • Assessments should be designed to cater for learning diversity.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Teachers are dedicated, well qualified, energetic and experienced, who believe in the vision and mission of the School and are willing to learn, improve and accept change. • Students are generally creative and have a firm grasp of generic skills needed for life-long learning. 	<ul style="list-style-type: none"> • A full review will be conducted after the completion of a full cycle L&T, including the teaching hours, supportive resources, student response, HKDSE results etc.
5. Student Support	<ul style="list-style-type: none"> • Other Learning Experience (OLE) programme covers a wide array of student interests and needs. 	<ul style="list-style-type: none"> • Personal and Social Education (PSE) will be implemented to reaffirm the core values of students.
6. Partnership	<ul style="list-style-type: none"> • Parents provide strong support to the School. • The School maintains close relationships with universities, HKAGE and other NGOs and strong ties with local community. 	<ul style="list-style-type: none"> • The Alumni Association will be formalized.
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Students are generally well-behaved, cooperative and confident. 	<ul style="list-style-type: none"> • Students' sense of responsibility should be improved.
8. Participation and Achievement	<ul style="list-style-type: none"> • Students are eager to take part in various co-curricular activities. • Students have won many awards at local, national and international levels. 	<ul style="list-style-type: none"> • More social service opportunities will be provided for all students. • Time management programme should be given to students to enable them to participate in activities.

SWOT Analysis

Our Strengths

1. Our school has strong support from the School Management Committee and parents.
2. Teachers are dedicated, well qualified, energetic and experienced. They believe in the vision and mission of the School. They are willing to learn, improve and accept change.
3. The school atmosphere is harmonious and pleasant. Good relationships among teachers, teaching assistants, general grade staff and janitors facilitate close cooperation.
4. Our school has a teacher-to-student ratio below 1:13.5. Small class and split-class policy on most of the subjects facilitate interaction between teachers and students throughout the process of learning and teaching. Remedial teaching of most subjects is provided to students of all forms by teachers and teaching assistants.
5. The School is committed to whole person development of its students. Students are generally well-behaved, cooperative and confident. They are eager to take part in various co-curricular activities and competitions at local, national and international levels.
6. Well-established Enrichment Course at junior levels encourages students to advance their creativity, critical thinking skills and various generic skills needed for self-learning and life-long learning.
7. The School's advanced and up-to-date information technology facilities and resources promote effective learning and teaching.
8. All teachers are engaged in the school-based gifted education programme to provide support to students with different talents.
9. School-based junior curricula have been implemented for better knowledge integration and cohesion with the New Senior Secondary (NSS) curricula.
10. Sustainable development has continuously been one of the areas of major concern of our school for many years. The issue is integrated into multiple aspects of school life. Therefore, teachers and students are increasingly aware of this global issue and its development.

Our Weaknesses (Our Areas for Improvement)

1. The School requires more venues for holding co-curricular activities involving a large number of students and has to resort to renting such venues when required for athletic meets.
2. The School is not centrally located and requires longer commutes for students and staff not living in the immediate vicinity.
3. The School is relatively new as we began operation in 2000 but rapidly gaining recognition from the outstanding achievements of our students academically and otherwise.

4. The School does not have an affiliated feeder primary school and extra effort has to be made for recruiting students.
5. As the School is relatively new, the alumni association is yet to be set up to promote a strong sense of belonging amongst the alumni to support the School's development.

Our Opportunities

1. With the implementation of New Senior Secondary curriculum, new learning and teaching strategies and assessment modes are introduced to strengthen student's generic skills.
2. Increased cooperation with universities, EDB, HKAGE and other NGOs enables further advancement of the school-based Gifted Education programmes.
3. Academic achievement and achievement in competitions at local, national and international levels earn recognition from parents and community.
4. Our school operates under the Direct Subsidy Scheme which allows a great flexibility in allocating human and financial resources to develop school-based programmes.
5. The EDB and other institutions provide teachers with intensive in-service training.

Our Threats (Our Challenges)

1. The current SSPA allocation method results in a great diversity in the learning attitude and ability of the new intake students. The School faces quite a challenge in the planning and implementation of school based programs and curriculum to motivate the students at different learning levels.
2. The School has to juggle with the time-table to accommodate all the subjects in the New Senior Secondary curriculum (NSS) and co-curricular activities and Other Learning Experience (OLE) within the tight time schedule.
3. The teachers have a heavy workload comprising of teaching, co-curricular and administrative duties and adapting to the rapidly changing local education system.
4. More students are choosing the sciences over the humanities subjects in the NSS curriculum and the School has to strike a balance to accommodate the students and ensure the survival of some humanities subjects.
5. The teachers face higher expectations from different stakeholders.
6. The School needs to continue to build up its reputation due to keen competition from the many EMI schools within the district and increased competition from schools offering International Baccalaureate programs as well as international schools.

7. The School needs to make teachers, parents and students more aware of the implications of the NSS system and make adjustments in compliance with EDB policies, HKEAA, universities and other organizations during the implementation of NSS.
8. The School anticipates an increasing number of primary and secondary students being addicted to new technological utilities, computer games, and social networking media and needs to foster a balanced social and personal development through the responsible use of such new technologies.

Major Concerns for 2012/13 – 2014/15 (in order of priority)

1. **To reaffirm CFSS core values through Personal and Social Education (PSE)**
2. **To fine-tune the implementation of NSS for suiting students’ needs in current and further studies, and careers**
3. **To instil sustainable development concepts into all departments**
4. **To further improve the Gifted Education Programme**
5. **To promote students’ active participation in service at different levels**

School Development Plan 2012/13 – 2014/15

Major Concerns	Targets	A General Outline of Strategies	Time Scale		
			12/13	13/14	14/15
1. To reaffirm CFSS core values through Personal and Social Education (PSE)	1.1 To raise the overall quality of students by reaffirming CFSS core values	<ul style="list-style-type: none"> • To adopt PSE programme • To help students seek balance between self needs and social needs in PSE programme • To adopt Planning-Implementation-Evaluation (PIE) Model in all student support programmes 	✓	✓	✓
	1.2 To heighten students' awareness of their roles in their family, society, mother country and the world	<ul style="list-style-type: none"> • To organize activities through Moral and Civic Education and CCA Teams • To encourage students to apply critical thinking skills acquired in Enrichment Course's (EC's) media education module when forming opinions and making decisions 	✓	✓	✓
2. To fine-tune the implementation of NSS for suiting students' needs in current and further studies, and careers	2.1 To fine-tune school-based junior curricula for better knowledge integration and cohesion with the New Senior Secondary (NSS) curricula.	<ul style="list-style-type: none"> • To strengthen the different essential generic skills EC 	✓	✓	✓
		<ul style="list-style-type: none"> • To integrate elements of EC (critical thinking skills, creativity, leadership and other generic skills) effectively into the teaching syllabus and the Learning-Teaching process 			
		<ul style="list-style-type: none"> • To consolidate the junior curriculum as an effective springboard for NSS and encourage cross-curricular cooperation 			
	2.2 To improve the learning and teaching process under NSS	<ul style="list-style-type: none"> • To strengthen the career and further studies planning in both junior and senior levels 			
		<ul style="list-style-type: none"> • To conduct a full review, including the teaching hours, supportive resources, student response, DSE results etc. 	✓	✓	✓
		<ul style="list-style-type: none"> • To implement a 7-session day cycle system to address insufficient allocation of teaching hours in the NSS 			
<ul style="list-style-type: none"> • To revamp the senior secondary subject combination and class structure to meet diversified student interests 					
		<ul style="list-style-type: none"> • To strengthen Chinese and English programmes to help more students achieve university entrance requirements in HKDSE 			
		<ul style="list-style-type: none"> • To upgrade the IT and other facilities reinforce/improve the process of Learning-Teaching 			
		<ul style="list-style-type: none"> • To carry out a review on curriculum-facility interfacing in view of the post-renovation rearrangement of facilities 			

Major Concerns	Targets	A General Outline of Strategies	Time Scale		
			12/13	13/14	14/15
3. To instil sustainable development concepts into all departments	3.1 To improve the Policy and infrastructure support of the programme	• To fine-tune the Policy for Environmental Sustainability	✓	✓	✓
		• To upgrade the renewable energy infrastructures related to sustainable development on the school campus			
		• To carry out a review on curriculum-facility interfacing in view of the post-renovation rearrangement of facilities			
	3.2 To integrate sustainable development concepts into multiple aspects of school life	• To instil environmental sustainability principles, awareness and understanding into the curriculum of all departments wherever applicable	✓	✓	✓
		• To instil sustainable development concepts into co-curricular activities			✓
		• To organize education tours locally and to Mainland China with sustainable development as the theme	✓	✓	✓
		• To organize ecological tours to countries with well-established sustainable culture such as Denmark and Sweden			✓
4. To further improve the Gifted Education Programme	4.1 To fine-tune Tier One school-based Gifted Education curriculum (Gifted Education for all students)	• To evaluate and improve the Tier One school-based Gifted Education curriculum	✓	✓	✓
		• To initiate more cross-curricular Gifted Programmes			
	4.2 To fine-tune Tier Two Gifted Education programme (pull-out programme for students with different talents)	• To evaluate and improve the pull-out programmes, including additional humanities programmes	✓	✓	✓
		• To provide professional assessment to potential gifted students by School Educational Psychologist Service			
		• To implement a gifted programme to support projects self-initiated by students			
	4.3 To fine-tune Tier Three Gifted Programme (referral to universities and other external institutes)	• To improve the connections with universities, industries and NGOs for technical and professional support	✓	✓	✓
	4.4 To provide support for parents of the gifted students	• To organize talks and educational psychology support to parents	✓	✓	✓

Major Concerns	Targets	A General Outline of Strategies	Time Scale		
			12/13	12/13	12/13
5. To promote students' active participation in service at different levels	5.1 To strengthen students' sense of social commitment and responsibility through service at different levels	• To encourage whole school participation in service at the School, local community and global levels	✓	✓	✓
		• To strengthen cooperation with NGOs and local community			
		• To provide abundant service opportunities for students			
	5.2 To foster students' congeniality, caring and respect for others	• To introduce mentorship programme such that senior students will lead junior students to serve the community	✓	✓	✓
• To organize service tours to Mainland China and other countries					