

School Development Plan 2006/07 - 2008/09

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			06/07	07/08	08/09
1. To promote teaching-learning effectiveness by catering for the diverse needs of students and teachers.	<ul style="list-style-type: none"> • Strengthening of teachers' roles at administrative and middle levels • Catering for the diverse needs of students. 	<ul style="list-style-type: none"> • Closer collaboration between subject panels and functional committees via the school intranet. 	✓	✓	✓
		<ul style="list-style-type: none"> • Support measures to be provided as a means of enhancing staff's professional needs and development. 	✓	✓	✓
		<ul style="list-style-type: none"> • More split classes to support students of different abilities in language learning at junior and senior forms. 	✓	✓	✓
		<ul style="list-style-type: none"> • Both enrichment and consolidation classes to be implemented after school or on Saturdays as an additional support. 	✓	✓	✓
		<ul style="list-style-type: none"> • Students with special talents encouraged to take part in cultural activities or sports, and to develop their potentials. 	✓	✓	✓

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2. To enhance students' proficiency in English and Putonghua through various formal and non-formal programmes.	<ul style="list-style-type: none"> English is made mandatory in EMI classrooms. Secondary 1 students can understand and learn effectively in English 	<ul style="list-style-type: none"> Subject panels to revise teaching strategies which would help students master their specific subject languages in English. Subject teachers to encourage students to speak English proactively in classrooms. Pre-S.1 Summer Bridge Programme and remedial/intensive classes to prepare new S1 students for the EMI learning environment. English-across-the-curriculum Committee to collaborate with S.1 form subject teachers for review of classroom language at transient stage. 	✓	✓	✓
			✓	✓	✓
			✓	✓	✓
			✓	✓	✓

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2 cont'd	<ul style="list-style-type: none"> Students have more exposure to English in school campus. Students are encouraged to use Putonghua outside classrooms with confidence. 	<ul style="list-style-type: none"> A language rich policy to be implemented: students are trained to make more announcements, presentations, and sharing in English in public. Theme-based English activities to be organized jointly by the English Panel and other clubs. English debates and cross-curricular projects to be introduced and increased in quantities progressively. Print-rich environment to be provided: more English in School Newspaper 'Exordium', notices, posters, leaflets, photo captions etc. Information Technology in Education Committee to apportion more funding in support of students' autonomous /programmed learning e.g. self-access learning softwares. Putonghua Promotion Group to make announcements in Putonghua, and to organize extracurricular activities such as Putonghua Expedition and Song Dedication. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓

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3. To enrich students' life-wide learning experiences by exploring a school-based Life Building Scheme	<ul style="list-style-type: none"> • Students take the initiative in planning and implementing their personal developmental plans. • Each student keeps his/her own personal portfolio, either in hard copy or digital format, as is a record of his/her involvements and self-reflections. • The four virtues stated in the school motto as Learnedness, Love, Dedication and Integrity serve as the core values in the setting goal in a student's self development plan. • Learning experiences are designed to facilitate a student's development that is in line with the school motto. • Parents are involved in setting up and implementing a student's development plan. • Every student receives timely guidance from his/her teacher adviser in implementing his/her development plan. 	<ul style="list-style-type: none"> • A pilot project is conducted to involve students from S1, and progressively to S3 in 3-year time, and as well as student leaders from the Prefects and Student Helpers throughout the project. • A value matrix is developed to illustrate how the four virtues of the school motto can be applied in six different areas: personal, family, school, society, national and global. • Regular review on the value matrix. • Talks, services or visits are arranged regularly to enrich students' learning experiences. • Parents give remark on students' performance half-yearly. • In 2006/2007, the project coordinator supervises all the S1 students. Form 2007/2008 onwards, students are assigned to their teacher advisers in a ratio of about 20:1 	✓	✓	✓
			✓		
			✓	✓	✓
			✓	✓	✓
			✓	✓	✓