

## School Development Plan 2012/2013 – 2014/2015

**Major Concern I: To enhance students’ learning outcome through improving language proficiency, developing self-regulatory learning habits and addressing diverse learning needs**

Intended Outcome / Objectives	Strategies	Time Scale			Success criteria
		12/13	13/14	14/15	
<b>Enhancement of students’ English proficiency</b>	<ul style="list-style-type: none"> <li>To create the collaboration platform between English Department and EMI Departments through the implementation of the Language-across-the-Curriculum Project</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Higher % of students with grade II and V in HKDSE English examination</li> <li>Higher % of students with grade II and V in HKDSE EMI subject examinations</li> <li>Higher attainment in TSA and internal examinations (English &amp; EMI subjects)</li> <li>Higher score of Stakeholder Survey(Student) Q9</li> <li>Higher score in Teaching Performance Survey Q10 &amp; Q35</li> </ul>
	<ul style="list-style-type: none"> <li>To compile a master reading strategy for promoting reading in different subject context</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To further enhance the effectiveness of English lessons</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To strengthen the EMI skills of non-language EMI subject teachers</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To build an English-rich campus that encourages the use of English by students in all aspects of school life</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To implement more remedial and enhancement measures to meet the needs of students of different English abilities</li> </ul>	✓	✓	✓	
<b>Nurturing students as lifelong learners</b>	<ul style="list-style-type: none"> <li>To strengthen students’ metacognitive skills and ability of high-order thinking through curriculum tailoring and pedagogical adjustments</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Higher overall value addedness of students between S1 &amp; S6</li> <li>Higher score in Stakeholder Survey(Student) Q8, 9, 10, 12, 13</li> <li>Higher score in TPS Q32 &amp; Q36</li> </ul>
	<ul style="list-style-type: none"> <li>To cultivate the habits of self-regulated learning among students</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To promote the habits and skills of reading by (i) promoting extensive reading, and (ii) nurturing students’ reading skills</li> </ul>	✓	✓	✓	
<b>Better attendance of learners’ diversity</b>	<p><b>CLASS LEVEL:</b></p> <ul style="list-style-type: none"> <li>To handle learners’ diversity better in class context</li> <li>To make better use of small class size in junior-form lessons to cater for diversity</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Higher overall value addedness of students between S1 &amp; S6</li> <li>Higher attainment in TSA and internal examinations</li> <li>Higher score in Teaching Performance Survey Q1, 2, 3,</li> </ul>
	<p><b>SUBJECT LEVEL:</b></p> <ul style="list-style-type: none"> <li>To have subject curriculums tailored to cater for students’ diversified abilities and aptitudes</li> </ul>	✓	✓	✓	

	<ul style="list-style-type: none"> <li>To arrange enhancement classes or other activities for high achievers to prepare them for examinations or broaden their horizons at department level</li> </ul>				<ul style="list-style-type: none"> <li>4, 5 &amp; 6, 27, 28</li> <li>Higher score in Stakeholder Survey(Parent) Q1, 3, 10 &amp; (Student) Q21</li> </ul>
	<p><b>SCHOOL LEVEL:</b></p> <ul style="list-style-type: none"> <li>To coordinate the nomination of more gifted students and high-achievers to participate in external competitions and conferences</li> <li>To better coordinate the after-school remedial classes to meet the needs of below-par students</li> <li>To conduct small-class teaching of English and Chinese in some S3 classes as a remedial measure</li> </ul>	✓	✓	✓	

### Major Concern II: To enable students to fully realize their potentials through character-building

Intended Outcomes / Objectives	Strategies	Time Scale			Success Criteria
		12/13	13/14	14/15	
Enhancement of students' self-discipline	<p><b>SCHOOL LEVEL:</b></p> <ul style="list-style-type: none"> <li>To establish a disciplined campus atmosphere through the emphasis of daily campus routines</li> <li>To reinforce students' self-disciplined behaviour through the commendations and awards scheme of the Discipline Committee and the Life Education Committee</li> <li>To organize more counseling groups for students with learning and behaviour difficulties by the Guidance Committee and the School Social Workers</li> <li>To organize various activities and programmes to improve the liaison with parents so as to enhance the home-school cooperation</li> </ul> <p><b>CLASS LEVEL:</b></p> <ul style="list-style-type: none"> <li>To assist students to set goals with the elements of self discipline incorporated in the Life Building Scheme</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Overall improvements in the Discipline record</li> <li>Overall improvements in the performance in assemblies</li> <li>Stakeholder survey (student) Q16 with 4.0 or above</li> <li>Improvements in the APASO on the area of "emotional stability"</li> <li>Improvements in the areas "My view on support for student development" (Q6 to Q10) and "My views on home-school cooperation" (Q17 to 23)</li> </ul>
Reinforcing students' sense of responsibility	<p><b>SCHOOL LEVEL:</b></p> <ul style="list-style-type: none"> <li>To instill the virtue of responsibility among student leaders through leadership training programmes</li> <li>To nurture students' awareness of the importance of responsibility through their participation in the Student Council</li> </ul> <p><b>CLASS LEVEL:</b></p> <ul style="list-style-type: none"> <li>To strengthen the interaction between teachers and students</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Reduction of discipline record due to irresponsible behaviour</li> <li>Stakeholder survey (teacher) Q49 with 4.0 or above</li> <li>Students' performance as audience in the Assemblies</li> </ul>

	through the Life Building Scheme and the Co-class Teachers System				<ul style="list-style-type: none"> <li>on Monday and Thursday</li> <li>Students are able to produce their development plans and make self evaluation periodically under the supervision of their class teachers concerned</li> <li>Improvements in the APASO in the area of “Goal Setting” and “Commitment”</li> </ul>
<b>Strengthening students’ self-confidence</b>	<p><b>SCHOOL LEVEL:</b></p> <ul style="list-style-type: none"> <li>To nominate more students to participate in various internal and external extracurricular activities</li> <li>To organize training programmes for student leaders with external professional organizations</li> <li>To develop students’ career aspiration through career mapping programmes</li> <li>To provide more platforms for the display students’ achievements.</li> </ul> <p><b>CLASS LEVEL:</b></p> <ul style="list-style-type: none"> <li>To strengthen the interaction between teachers and students through the Life Building Scheme and the Co-class teachers system</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Successful nominations of students to different training activities and awards</li> <li>Successful organization of training camps and workshops meeting the expected number of participants</li> <li>Stakeholder survey (student) Q17, Q18 and Q27 with 4.0 or above</li> <li>Improvements in the APASO in the area of “Perseverance”, “Social Integration” and “Interpersonal Competence”.</li> </ul>
<b>Widening students’ exposure</b>	<p><b>SCHOOL LEVEL:</b></p> <ul style="list-style-type: none"> <li>To nominate students to participate in various award schemes inside and outside school</li> <li>To widen students’ horizon on different careers and professions through the Alumni Mentorship Scheme.</li> <li>To organize local or overseas’ visiting tours</li> <li>To organize one “Cross Boundary Learning Activity” for F.2 and F.5 respectively <ul style="list-style-type: none"> <li>➤ 40 students in each form in 2012/2013</li> <li>➤ Half of the students in each form 2013/2014</li> <li>➤ All students in each form 2014/2015</li> </ul> </li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Successful nomination of students to cross boundary learning activities organized by EDB or relevant reputable organizations</li> <li>Successful organization of one school-based “Cross Boundary Learning Activity”</li> <li>Successful organization of field study programs</li> <li>Improvement in the</li> </ul>

	<p><b>CLASS LEVEL:</b></p> <ul style="list-style-type: none"> <li>To arrange various field study programmes of different subjects</li> </ul>	✓	✓	✓	<p>Stakeholder Survey (students) Q1</p> <ul style="list-style-type: none"> <li>Improvements in the APASO in the area of “Opportunity” and “Emotional Attachment to the Nation”</li> </ul>
<p><b>Early intervention to meet students’ identified needs</b></p>	<p><b>SCHOOL LEVEL:</b></p> <ul style="list-style-type: none"> <li>To develop a more comprehensive centralized students’ portfolio for keeping track on students’ needs and potentials</li> <li>To support students in needs through early intervention by referring to guidance teachers, social workers, educational psychologists and also by applying for the necessary funding from EDB</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Successful collection of the information from pre-S1 parents and students</li> <li>Successful completion of various invention procedures and careful monitoring by the Guidance Committee.</li> </ul>

### Major Concern III: To Develop the School into a Learning Organization

Intended outcome	Strategies	Timescale			Success criteria
		12/13	13/14	14/15	
<p><b>Development of an environment that encourages professional dialogues for pursuing improvement</b></p>	<ul style="list-style-type: none"> <li>To reinforce the sharing of good practice identified in Collaborative Lesson Planning and routine school practice</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Higher score in Stakeholder Survey (Teacher) Q14- 16, 19 &amp; 21-25</li> <li>Agreement among the majority of teachers of having more professional dialogues about teaching</li> </ul>
	<ul style="list-style-type: none"> <li>To integrate the Collaborative Lesson Planning with the Staff Development Days to create synergy among them.</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To develop preliminary quality circles in teaching from existing Collaborative Lesson Planning practice</li> </ul>		✓	✓	
	<ul style="list-style-type: none"> <li>To better analyze the findings from the staff appraisal system to provide more information &amp; insight for staff development.</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To increase the number of staff development days to provide more room for training</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To review the Induction Programme to give comprehensive guidance and support to new teachers</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To nominate strategically staff members to attend training considered helpful to the fulfillment of School’s major concerns</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To further enhance the role of class teachers in the Co-class Teachers System by providing a more comprehensive job description, guidelines and related reading materials</li> <li>To create more chances for the sharing of experiences between</li> </ul>	✓	✓	✓	

	<ul style="list-style-type: none"> <li>class teachers on class management and the Life Building Scheme</li> <li>To offer professional training for teachers, such as those related to group dynamics, relationship and trust building</li> </ul>				
<b>Improvement of the school planning-implementation-evaluation (PIE) cycle</b>	<ul style="list-style-type: none"> <li>To make better use of data from self-evaluation and staff appraisal for planning by Subject panels and committees</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Higher score in Stakeholder Survey (Teacher) Q2-4, Q16-18</li> <li>Agreement among the majority of teachers for having better PIE awareness</li> </ul>
	<ul style="list-style-type: none"> <li>To refine the setting, implementation and evaluation of School Annual Plans by (i) reasonable allocation of duties, and (ii) better use of data from self-evaluation and other sources</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To further refine the existing data from various surveys and assessments to provide more insights for improvement</li> </ul>	✓	✓	✓	
<b>Building shared vision among staff of different aptitudes and points of view</b>	<ul style="list-style-type: none"> <li>To align teachers' view upon school policies and their implementation through active involvement of all staff in School plan formulation and evaluation</li> </ul>	✓	✓	✓	
	<ul style="list-style-type: none"> <li>To encourage staff to achieve jointly the schools' goals through better focusing and prioritizing</li> </ul>	✓	✓	✓	