

School Development Plan 2015 – 2018

Major Concern I	Targets	Timescale			Outline of strategies
		15/16	16/17	17/18	
Improving students' academic performance through self-regulated learning	a. Elements of metacognitive learning are strengthened in lessons and curriculum	✓	✓	✓	<ol style="list-style-type: none"> 1. To coordinate the applications of selected metacognitive tools across the school curriculum by Academic Committee 2. To increase the applications of metacognitive teaching and learning in school curriculum and lessons 3. To compile coursework (including handbook, talks and class teacher lessons) on self-regulated learning for students 4. To provide detailed teaching schedules and revised student handbooks for students' better planning of their studies 5. To enrich and diversify subjects' online learning resources for students' self-regulated learning 6. To refine the curriculum and assessment of subjects to encourage students to use eLearning 7. To organize development programmes to enhance teachers' awareness of metacognitive skills in teaching & eLearning by Staff Development Committee
	b. Metacognitive learning is better coordinated across the curriculum	✓	✓	✓	
	c. Subjects develop coursework on self-regulated learning for junior-form students	✓	✓	✓	
	d. Departments enrich their eLearning resources for students' self-regulated learning	✓	✓	✓	
	e. Teachers show better mastery of the skills related to metacognitive teaching and eLearning	✓	✓	✓	
	f. Students make better use of eLearning to cater for their learning needs	✓	✓	✓	
	g. Students strengthen their habit and ability in self-monitoring & reflecting in their learning	✓	✓	✓	
	h. General improvement in students' learning attitude and outcome		✓	✓	

Major Concern II	Targets	Time Scale			Outline of Strategies
		15/16	16/17	17/18	
Building Students' capacity in managing their development plan	a. Students have better understanding of their strengths, weaknesses and personal attainment	✓	✓	✓	1. To develop a systematic data bank for tracing individual students' performance and development, both academic and non-academic 2. To integrate aptitude assessment and individual consultation at appropriate stages for facilitating the establishment of students' self-understanding
	b. Students are able to make informed choices in their further studies and future careers, and understand the necessary preparations	✓	✓	✓	3. To provide systematic exposure to different careers through the network of alumni or other connections 4. To instill among students the positive attitude and qualities that are required in the working world
	c. Students are able to draft and realize their own development plan	✓	✓	✓	5. To equip students with the skills and knowledge necessary for setting goals, compiling relevant action plans and evaluating the progress

Major Concern III	Targets	Time Scale			Outline of Strategies
		15/16	16/17	17/18	
Strengthening professional dialogue among staff for building a shared vision	a. Teachers enhance their professional dialogue	✓	✓	✓	1. To arrange sessions for teachers to share their practice on the staff development days and in staff meetings.
	b. Teachers' communications are enhanced through better administrative support	✓	✓	✓	2. To launch the e-Class teachers' app to enhance formal and informal communication among staff.
		✓	✓	✓	3. To provide more channels for staff to contribute their ideas in school policy formulation.
	c. Teachers enhance the culture of sharing their concerns in school context	✓	✓	✓	4. To organize sharing groups to explore the "Hidden Knowledge" among staff.
	d. Teachers have better understanding of school performance	✓	✓	✓	5. To build a new taxonomy for the knowledge repository to facilitate retrieval of school data and information
	e. Teachers have better understanding of students' performance	✓	✓	✓	6. To establish a data bank for students' non-academic achievements and awards records.
		✓	✓	✓	7. To develop a databank to analyze students' academic data
			✓	✓	8. To make use of tools for interpreting students' performance in individual subject and test & examination papers.