

School Development Plan 2018 – 2021

Major Concern I	Targets	Timescale			Outline of strategies
		18/19	19/20	20/21	
To equip students as competent learners in the 21 st century	To cultivate students' interest in Science, Technology, Engineering and Mathematics	✓	✓	✓	<ul style="list-style-type: none"> • To renew the curricula of the Science, Technology and Mathematics Education KLAs • To collect, design and provide learning and teaching resources in STEM disciplines • To enhance students' knowledge of STEM • To provide more chances for students to participate in school-based and external STEM projects and activities • To offer more chances for high achievers to participate in external STEM competitions • To enhance the professional development of teachers in STEM education and the use of IT • To develop a comprehensive system in identifying students' strength and offer chances for further development • To enhance learning and teaching effectiveness through e-learning and e-teaching strategies • To strengthen the Moodle platform in developing students' self-regulated learning habits • To enhance students' interaction in lessons • To adopt strategies in catering for the learners' diversity • To conduct reviews and disseminate good practices.
	To develop among students a solid knowledge base of STEM	✓	✓	✓	
	To strengthen students' ability to integrate and apply knowledge and skills across different STEM disciplines		✓	✓	
	To enhance students' ability of analysis, synthesis and evaluation through the use of IT interactively		✓	✓	
	To enhance the effectiveness of learning and secure quality learning experiences with IT or other strategies proven successful	✓	✓	✓	

Major Concern 2	Targets	Timescale			Outline of strategies
		18/19	19/20	20/21	
To develop students' leadership traits through character building	To help students set and achieve meaningful goals	✓	✓	✓	<ul style="list-style-type: none"> To help students set and evaluate the Goals on <ol style="list-style-type: none"> academic performance extra-curricular activities career and life planning through improvement in Life Building Scheme (LBS) and other formal and informal functions To offer chances to strengthen students' sense of responsibility and to train them to help one another in learning (e.g. peer learning through forming study groups in School Prefects' team in which students act as tutors and tutees) To develop 'The Leader in Me' training programme for all students To encourage students to achieve their set goals through activities and awards schemes To strengthen the role of Teachers by giving them through student portfolios so that they could advise and help students better in setting and evaluating their set goals To strengthen the role of parents in guiding students towards their set goals through parent meetings and parents' education
	To help students take responsibility for every aspect in their life	✓	✓	✓	
	To help students work well with others under mutual respect	✓	✓	✓	
	To help students unleash their potentials to better themselves, their families, the school and the community		✓	✓	
	To instill positive attitude and philanthropic values in students		✓	✓	

The Leader in Me (Stephen R. Covey, Sean Covey):

The Leader in Me is a whole school transformation process in teaching 21st century leadership and life skills to students so as to create a culture of student empowerment based on the idea that every child can be a leader.

Major Concern 3	Targets	Timescale			Outline of strategies
		18/19	19/20	20/21	
To fully explore and develop the potential of gifted students	To nurture students' diverse talents	✓	✓	✓	<ul style="list-style-type: none"> • To strengthen "The three-tiered implementation mode" in gifted education that has fully realized the spirit of curriculum reform • To strengthen the three key elements of gifted education (high-order thinking skills, creativity and personal-social competence) align with the nine generic skills, positive values and attitudes, advocated in the curriculum reform • To provide the enrichment and extension activities across most of the subjects by breadth and depth to allow differentiated teaching strategies and learning opportunities for high potential students inside the regular classroom. • To conduct pull-out programmes outside the regular classroom for the gifted students to have systematic training as a homogeneous group • To enhance teacher-student communication so that teachers have better understanding of students' individual differences • To develop the atmosphere to recognize and appreciate students' achievements, strengths and contributions to school in different occasions through award schemes and various acknowledgement strategies • To provide more opportunities for students to explore and develop their talents through comprehensive nomination schemes e.g. awards, trainings and career attachment programmes (EDB and Alumni) • To offer more chances for students to approach and contribute to the community and nation through local voluntary work and services in sister schools in the Mainland respectively • To strengthen the role played by students in cross-boundary exchanges and overseas tours
	To provide sequential and multiple educational activities to gifted students at different levels	✓	✓	✓	