

School Development Plan 2012/13 – 2014/15

Major Concern	Reasons Behind	Intended Outcomes	Strategies	Time Scale		
				12/13	13/14	14/15
1. Curriculum Development (i) Junior Secondary Curriculum	<p>The Chinese and English Language Curricula have been undergoing some school-based curriculum changes in the past 1 or 2 years, careful and close review and polishing are needed to ensure the curricula could cater for the diverse needs of the students.</p> <p>The junior form PSHE curriculum was revisited and discussed among all PSHE panel heads and members and a need for change was identified.</p> <p>As there will be more groups for ‘pure’ Science electives in the Senior Secondary curriculum of the school, a solid foundation in the junior form is needed. The Junior Secondary science curriculum will be revisited and strengthened to provide better interface between the JS and SS curricula.</p>	1) Development of learning and teaching packages for different levels for the various curricula 2) Improvement in students’ academic performance 3) Students be more motivated in learning	1) School-based Support Service project offered by EDB and school-based curriculum design organized at subject departments to develop curriculum of appropriate levels and strategies in teaching the new materials in Chinese and English.	✓	✓	✓
			2) Rewrite the Junior Form Integrated Humanities curricula to be changed to Liberal Studies with a focus on developing students’ critical thinking skills.	✓	✓	✓
			3) Reinstate the junior form Geography Curriculum in 3 years.	✓	✓	✓
			4) Funding used for employment of extra strength to help review and design the junior science teaching activities and teaching materials to arouse students’ interest in Science and to consolidate their learning	✓	✓	

Major Concern	Reasons Behind	Intended Outcomes	Strategies	Time Scale		
				12/13	13/14	14/15
(ii) Senior Secondary Curriculum	As discussed with all panel heads, it was opined that with the HKDSE having started for 3 years, it's a time to change the electives to be offered, their combinations, as well as no. of electives to be taken by students, etc.	1) Improvement in students' academic performance 2) Students be more motivated in learning	5) Constant review of student performance and strength to tailor an elective profile that would benefit student learning more	✓	✓	✓
(iii) Formative & Summative Assessment	As identified by teachers, students may not always be able to express their answers well enough to meet the requirement of the subject. More formative and summative assessments would be used to provide constructive feedback to students to enhance their learning and expression of their own learning outcome	1) Students and teachers become more used to peer assessment 2) Improvement in students' academic performance	6) Development of teachers on different ways of formative assessment on a subject department level through professional sharing among teachers 7) Strengthen the use of formative assessment to be integrated into teaching pedagogies in the classroom. 8) Further develop useful rubrics to provide more substantial feedback to students to facilitate their understanding of the direction to advance their performance	✓	✓	✓

Major Concern	Reasons Behind	Intended Outcomes	Strategies	Time Scale		
				12/13	13/14	14/15
2. Student Development (i) Knowledge & skills	Teachers have identified that some students could not always manage themselves well, resulting in their inability in performing to the best of their potential	1) Students be able to acquire learning / study skills that are general or specific to different subjects	1) To teach students general or specific acquisition of learning / study skills through class assembly time or different subject lessons.	✓	✓	✓
		2) Students be able to acquire self-management skills to better manage their use of time and emotional well-being.	2) To teach students various self-management skills through class assembly time, life education classes, LS classes, Guidance Committee activities, etc.	✓	✓	✓
		3) Students could be more confident in their learning.	3) Teachers to increase in praises and encouragement to students and to provide various guidance activities related to self-esteem, self-image, self-confidence, etc.	✓	✓	✓
		4) Teachers to be able to adopt different strategies to cater for different learning styles or abilities that students may have	4) Teachers to adopt various questioning techniques, formative assessment methods to cater for the learner diversity and to stretch the potential of students.	✓	✓	✓
	The world is evolving and there has been the trend of e-learning ongoing in the education field	5) Teachers to integrate e-learning in their teaching to facilitate both classroom learning as well as students' self-directed learning	5) Teachers to source relevant e-learning materials with support from the school to install required e-learning equipments as far as possible.	✓	✓	✓

Major Concern	Reasons Behind	Intended Outcomes	Strategies	Time Scale		
				12/13	13/14	14/15
(ii) Values & Attitudes	Teachers all agreed to the importance of the building of students' character apart from just developing their academic potential. Concluding from the evaluation meeting of the Values Education Committee and School Improvement Team, a number of values and attitudes have been suggested to be the focus of the upcoming 3 years	1) Students can be further developed in how they see and live out justice, continuing from what they have looked at in 2011/2012.	1) A whole school approach will be adopting with the focus on 4 values: justice, faith, love and peace. Morning prayers, subject lessons, special talks, daily interaction between teachers, etc. will all be platforms for instilling such values into the students.	✓	✓	✓
		2) Students can develop a clearer understanding and deeper integration of faith, love and peace in their daily life.	2) Developing and adopting a systematic framework to facilitate character building in students through the Values Education Committee and its coordination with various departments and groups e.g. Religious Education Department.	✓	✓	✓
		3) Students be able to apply their learning of the above values as expressed in their increased sense of responsibility, respect for self and others, sense of belonging to the school and self-discipline.	3) Organisation of various activities to help students to learn about the values and attitudes, to reflect on them, as well as present what they have learnt e.g. through talks and presentations in special assemblies	✓	✓	✓
			4) Support by the church through co-organising in-school activities	✓	✓	✓

Major Concern	Reasons Behind	Intended Outcomes	Strategies	Time Scale		
				12/13	13/14	14/15
3. School Development (i) To prepare for and to set up the IMC	1) To follow up on the requirement of the EDB	1) To establish the IMC	1) To work according to directions and suggestions from the School Sponsoring Body	✓	✓	✓
			2) To attend relevant seminars to understand more about the detailed requirement of the establishment of the IMC	✓	✓	
			3) To organize seminars and meetings for teachers, parents to introduce IMC to them and to prepare them for election to become teacher school manager / parent school manager in the IMC	✓	✓	