

**St. Joseph's College**

**School Development Plan**

**2012/13 - 2014/15**

**St. Joseph's College**  
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**2012/13 - 2014/15**

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# St. Joseph's College

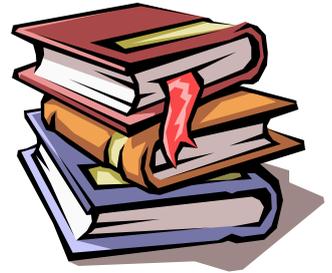
## School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

## School Mission

The mission of St. Joseph's College is to educate students in domains of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with FAITH and ZEAL.



We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teachers and students help one another grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

Our mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

# St. Joseph's College

## School Goals

SJC will keep its rich legacy and long heritage in education on the one hand, and respond to the changing needs of the students, the parents, the local community, the country and the world on the other. All our students will:

- enjoy learning, be proficient in communication (bi-literate & tri-lingual), be creative, and have sense of commitment;
- have all-round development (including excellence in academic work and IT competence);
- be capable of life-long learning; and
- make contributions to the society, mainland China and the world.

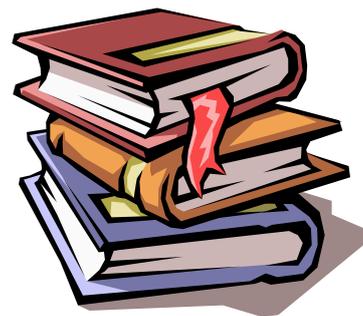
## School Motto

"LABORE ET VIRTUTE"

## Core Value of Education (School Spirit)

St. Joseph's College is a well-established school with good traditions. School Spirit can be seen in students' loyalty to God, their commitment to their school duties and their care and concern for others.

Our school therefore expects students to acquire good practices like: Punctuality, respect for their teachers and schoolmates, personal discipline, obedience, honesty, integrity and sportsmanship.



**Holistic Review of the School Development Plan 2009/10-11/12**  
**Effectiveness of the previous School Development Plan**

Major Concerns	Extent of targets achieved. (Fully/Partially/Not achieved.)	Follow-up action (Incorporated as routine work; continue to be major concerns in the next SDP; Others)	Remarks
<p><b>1. Building a harmonious school environment</b></p>	<p>1.1 <i>Cultivating students' positive self image and moral values</i> This target is fully achieved.</p> <p>1.2 <i>Fostering our students' loving and caring relationships with family members, teachers and schoolmates</i> This target is fully achieved.</p> <p>1.3 <i>Nurturing students to become law-abiding, responsible and socially conscious citizens willing to serve the society</i> This target is fully achieved.</p>	<ul style="list-style-type: none"> <li>• We will terminate adopting this theme as a school major concern. But “building a harmonious school environment for SJC” will continue to be one of our school concerns. It is long-term and continuous work.</li> <li>• Many of the activities and functions developed in this school development plan are proved to be very useful and they can be carried out as routine work in the coming years.</li> </ul>	<p>The detailed evaluation can be found in the school report 2011-2012.</p>
<p><b>2. Catering For Learner Diversity in Chinese, English and Math Subjects</b></p>	<p>2.1 <i>Enhancing students' sense of achievement</i> This target is partially achieved.</p> <p>2.2 <i>Enhancing students' learning efficiency and effectiveness</i> This target is fully achieved.</p> <p>2.3 <i>Broadening the horizons of gifted students</i> This target is fully achieved.</p>	<p>We should take “catering for learner diversity” as one of the major concerns in the next school development plan because:</p> <ol style="list-style-type: none"> <li>1. This practice has begun to take root,</li> <li>2. The school environment requires us to look into this issue seriously, and</li> <li>3. Some strategies have become routine work, and yet further development is still under way.</li> </ol>	<p>The detailed evaluation can be found in the school report 2011-2012.</p>

<p><b>3. To ensure a smooth and successful implementation of the NSS curriculum</b></p>	<p><b><u>Curriculum</u></b></p> <p>3.1 <i>Developing and implementing the curricula for the core and elective subjects</i> This target is fully achieved.</p> <p>3.2 <i>Exploring opportunities for introducing ApL and Other Subjects</i> This target is fully achieved.</p> <p>3.3 <i>Developing systematic learning programmes in OLE</i> This target is fully achieved.</p> <p><b><u>Teaching and Learning</u></b></p> <p>3.4 <i>Enhancing students' independent learning and generic skills to prepare them for life-long learning</i> This target is fully achieved.</p> <p>3.5 <i>Restructuring the timetable to accommodate different requirements of the NSS curriculum</i> This target is fully achieved.</p> <p>3.6 <i>Enhancing teachers' capacities in adopting new strategies for effective learning and teaching of the NSS curriculum</i> This target is fully achieved.</p> <p>3.7 <i>Improving learning effectiveness through more strategic planning of split classes/small classes to cater for learner differences.</i> This target is fully achieved.</p>	<p>We are pleased to see that we have ensured a smooth and successful implementation of the NSS curriculum in the last three years. The results of DSE of the first cohort and the experience gained in the last three years have given us a lot of insights, and they are useful in helping us to make future planning. With these connections, the implementation of the NSS curriculum should continue to be one of our major concerns in the next school development plan. We will focus on reviewing, refining and strengthening the current curriculum provisions in the following aspects:</p> <ol style="list-style-type: none"> <li>1. the all-round development of our students,</li> <li>2. the curriculum framework,</li> <li>3. the interface between junior and senior curriculum,</li> <li>4. administrative support,</li> <li>5. the deployment of manpower,</li> <li>6. the promotion and allocation of other resources like grants, donations, rooms, timetables, external support, etc.</li> </ol>	<p>The detailed evaluation can be found in the school report 2011-2012.</p>
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	<p><b><u>Assessment</u></b></p> <p>3.8 <i>Coordinating school-based assessment for all levels in related subjects</i> This target is fully achieved.</p> <p>3.9 <i>Developing the Student Learning Profile (SLP) for S4-6 students for recording students' achievements both inside and outside the school as well as for reflective learning</i> This target is fully achieved.</p> <p>3.10 <i>Developing formative and summative forms of assessment to achieve the goal of assessment for learning</i> This target is fully achieved.</p> <p><b><u>Resources</u></b></p> <p>3.11 <i>Deployment of resources to meet the demands of the NSS Curriculum and continuous professional development for teachers for the NSS curriculum</i> This target is fully achieved.</p> <p>3.12 <i>Developing an electronic platform to facilitate the management of data and files for SLP.</i> This target is fully achieved.</p>		
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**Holistic Review of the School Development Plan 2009/10-11/12**  
**Evaluation of the School's Overall Performance**

PI Areas	Major Strengths	Areas for Improvement
<p><b>1. Management and Organization</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Implementation</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• A self-evaluation culture has been effectively developed in the school. Most teachers accept the practice of SSE, and three prefects-of-studies are responsible for coordinating and monitoring the planning, implementation and evaluation processes under their domains. The SSE mechanism is well in place.</li> <li>• Transparency and accountability are keenly observed in all planning, implementation and evaluation procedures. All parties of stake holders are well involved in these procedures.</li> <li>• The school authority insists on formulating development priorities with full consideration of its mission and vision, students' needs and attributes, self-evaluation findings (SWOT analysis), tradition and heritage, and parent and community expectations.</li> <li>• The middle managers including the department heads and functional heads are keen on integrating the priority tasks into their programme plans.</li> <li>• Circulation of Bi-Weekly bulletins and easy access to documents in Server "S" facilitate information flow and cooperation among teachers and departments.</li> <li>• With donations from parents and old boys, additional resources can be deployed to implement priority tasks.</li> <li>• The school makes good use of the SSE tools provided by the EDB and the tools developed on its own to help planning and evaluation work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers tend to focus on task completion when evaluating their own plans and programmes. They should be encouraged to make more specific recommendations so as to improve subsequent planning.</li> </ul>
<p><b>2. Professional Leadership</b></p> <ul style="list-style-type: none"> <li>• Leadership and monitoring</li> <li>• Collaboration and support</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a visionary supervisor who manifests his care and love and practices servant leadership. He knows all the teachers and most of the students by name.</li> <li>• SJC commits to the visionary guidance and leadership of the LaSallian Foundation and maintains strong ties with its sister schools.</li> <li>• The SMC is very supportive and informative. Our parents and old boys also give us</li> </ul>	<ul style="list-style-type: none"> <li>• The Incorporate Management Committee has yet to be set up.</li> <li>• There are not enough trained counseling/ECA/SEN teachers.</li> <li>• Teachers are scattered in six staff</li> </ul>

	<p>full support.</p> <ul style="list-style-type: none"> <li>• The principal endorses professional leadership. She achieves high CPD hours since taking up office in September 2010. She is very approachable; she patrols the school and interviews teachers regularly.</li> <li>• The school management is keen on creating a harmonious working atmosphere. The vice-principals are supportive. The middle managers work in close collaboration. The teaching staff is competent, innovative and knowledgeable.</li> <li>• The school is eager to utilize internal and external resources to strengthen professional development. It pays due attention to collaborating with and seeking assistance from external bodies. It encourages teachers to enhance their own capacity with reimbursement of course fees. New teachers must go through induction programmes and mentors are also arranged for them.</li> <li>• Most teachers and middle managers are self-motivated to learn new teaching methods and education development through professional training programmes.</li> <li>• The school makes good use of a number of measures like staff appraisal, staff self-evaluation, book inspection, peer lesson observation and peer lesson preparation to drive for work performance as well as continuous development.</li> </ul>	<p>rooms and this harnesses further staff collaboration.</p>
<p><b>3. Curriculum and Assessment</b></p> <ul style="list-style-type: none"> <li>• Curriculum organization</li> <li>• Curriculum implementation</li> <li>• Performance assessment</li> <li>• Curriculum evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• The school closely aligns its curriculum with the school’s vision and mission of fostering students’ all-round development.</li> <li>• The principal supports education reform and curriculum development to match changing needs. She knows the latest curriculum development in the school in detail.</li> <li>• The school adopts a broad and balanced curriculum framework. It organizes various kinds of extra-curricular activities to extend students’ learning experience and train up their generic skills.</li> <li>• The school has been successful in getting QEF (e.g. Aesthetic Education in S.4 and S.5) and specialist support from the EDB (e.g. English subject and Liberal Education in S4 to S6) to facilitate its school-based curriculum development in the last few years.</li> <li>• The school keeps the needs of students in mind. It caters for learner diversity and</li> </ul>	<ul style="list-style-type: none"> <li>• The teachers involved in teaching M1 and M2 are mostly new teachers.</li> <li>• The school-based curriculum of various subjects needs further fine-tuning in view of the release of the first HKDSE results.</li> <li>• There is the need to review the curriculum in the junior forms in order to giving better support to the curriculum in the senior forms.</li> </ul>

	<p>provides further learning opportunities for students with special needs.</p> <ul style="list-style-type: none"> <li>• The school adopts English as the MOI and maintains an English-rich learning environment. PTH is employed as the MOI for selected students to learn Chinese Language in lower forms.</li> <li>• The school is keen on utilizing extra resources from both internal and external sources to enhance students' learning opportunities.</li> <li>• Continuous assessment is adopted in most subjects. Teachers are able to utilize both internal and external assessment data to monitor the effectiveness of their own subjects, gauge students' progress and explore the strengths and weaknesses of their lessons.</li> <li>• Panel heads are able to monitor learning and teaching activities through holding regular meetings, observing lessons, reviewing homework and tests/exam papers, and evaluating students' academic results.</li> <li>• The school assigns a prefect of studies to oversee the school curriculum and the principal takes the lead in making curriculum evaluation regularly to enable further planning and development.</li> </ul>	
<p><b>4. Student Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>• Learning process</li> <li>• Learning performance</li> <li>• Teaching organization</li> <li>• Teaching process</li> <li>• Feedback and follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Students are high in intellectual capacity and positive in learning attitude. They are attentive in class, committed to life-wide learning activities and eager to go top.</li> <li>• Teachers possess good subject knowledge. They are responsible, supportive and adhere to the school's policy on the use of English as the MOI. They often arrange tutorial classes after lesson.</li> <li>• The panel system is well in place.</li> <li>• IT and other classroom equipments are frequently updated to facilitate the teaching and learning processes. The e-Class platform is used to deliver and collect students' work.</li> <li>• The school arranges split class teaching for English in S1 and S2 and small class teaching for all subjects from S4 to S6.</li> <li>• Bearing learner diversity in mind, teachers arrange group and pair work in lessons and set different test papers for students of different ability groups.</li> <li>• Various departments, including Chinese Language, English Language, Liberal Studies,</li> </ul>	<ul style="list-style-type: none"> <li>• Better coordination on SBA should be promoted among and within subject panels to foster students' learning and reduce teachers' workload.</li> <li>• Small class teaching should be better utilized.</li> <li>• School library is underutilized.</li> <li>• There is the need to further promote the concept of assessment for learning among the teachers.</li> </ul>

	<p>Integrated Humanities and Business Fundamentals, adopt strategies such as collaborative lesson planning, lesson observations and conducting co-teaching to explore more effective ways for teaching and learning.</p> <ul style="list-style-type: none"> <li>• The school sets out clear assessment policy and stipulates the frequency as well as amount of homework and tests for different subjects.</li> <li>• Substantial support is given to new teachers through induction programmes and mentoring schemes.</li> <li>• Teachers are getting more familiar with the use of assessment data for evaluation and planning.</li> <li>• There is good collaboration among subjects to promote project learning.</li> <li>• The principal commits herself to professional leadership. She delegates responsibilities to panel heads, respects their authority and gives them guidance and support when necessity arises. She attends all subject panel meetings.</li> </ul>	
<p><b>5. Student Support</b></p> <ul style="list-style-type: none"> <li>• Support for student development</li> <li>• School climate</li> </ul>	<ul style="list-style-type: none"> <li>• The school is an established school with a history of 137 years. It is proud of its heritage and takes building a harmonious school environment as its major concern. It maintains a free and open atmosphere for learning and teaching.</li> <li>• The school places strong emphasis on touching the hearts of the students and hopes that they in turn will touch the hearts of many more in society.</li> <li>• The supervisor and the principal pay class visits frequently. They often join student activities to boost the school spirit and go on study trips with them.</li> <li>• There has been increasing co-ordination among the various student support teams to render student support.</li> <li>• There is a good supporting network for students. It renders appropriate support where necessary.</li> <li>• The school promotes student autonomy. Students are given a free hand to organize all school functions and learn from them.</li> <li>• There are plenty of opportunities for students to acquire learning experiences through various extra-curricular activities including inter-school and international competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• There is the need for enhancing the partnership among various student support teams and committees.</li> <li>• Instead of the programme by programme evaluation, an overall evaluation of the effectiveness of school plans focusing on students' outcome is required</li> <li>• More teachers should be given training to address counseling as well as special education needs.</li> </ul>

<p><b>6. Partnership</b></p> <ul style="list-style-type: none"> <li>• Home-school cooperation</li> <li>• Links with external organizations</li> </ul>	<ul style="list-style-type: none"> <li>• The school collaborates with parents, alumni and external organizations and adopts a whole-school approach to drive for the holistic development of students.</li> <li>• The school lays emphasis on school-parent cooperation. Parents can gain easy access to the school and teachers through emails, school website, circulations and teachers' desk-top telephone.</li> <li>• The Parent-Teacher Association is very active. It holds Coffee Corners to enhance communication and understanding, organizes talks and seminars for parents, provides financial support for students in need and gives out scholarship and awards. The principal and vice-principals attend these functions regularly.</li> <li>• The SJCOBA provides a lot of support and assistance for their alma mater. These include fund-raising to improve school facilities, conducting mentorship schemes, giving career talks, providing financial assistance to needy students, giving out scholarships for outstanding performance and sponsoring students for various extra-curricular activities.</li> <li>• The school enjoys collaboration with education institutions like HKUST, CUHK, City University and the EDB as well as non-education organizations like Rotary Club, Jockey Club, Caritas, Scouts, Red Cross, Hong Kong Police and St. John's Ambulance so as to open up opportunities for students to gain further learning experience, take part in community services and widen their horizons.</li> </ul>	<ul style="list-style-type: none"> <li>• We should seek more co-operation opportunities with NGOs so as to organize more activities for the students.</li> <li>• We should look for opportunities to work with different tertiary institutions and external organizations from overseas to provide varieties of learning experiences for students.</li> </ul>
<p><b>7. Attitude and Behaviour</b></p> <ul style="list-style-type: none"> <li>• Affective development and attitude</li> <li>• Social development</li> </ul>	<ul style="list-style-type: none"> <li>• Students clearly take pride in being a member of the Josephian family. They love the school and enjoy the opportunities provided by the school.</li> <li>• Students have a positive self concept and are well-disciplined. They are attentive and hold positive attitude towards learning.</li> <li>• Students possess excellent communication skills and demonstrate full confidence in expressing their own views during class and school functions.</li> <li>• Students enjoy a close relationship with their teachers and peers.</li> <li>• Senior form students demonstrate good leadership attributes. They organize activities for their peers and deliver annual school programmes. Student leaders are keen on</li> </ul>	<ul style="list-style-type: none"> <li>• More enrichment and support should be provided to enhance students' learning efficiency, self-discovery and self-actualization.</li> <li>• Further effort should be made to encourage the less motivated students.</li> </ul>

	<p>serving fellow students and the Students' Union can act effectively as a bridge of communication between the school and the students.</p>	
<p><b>8. Participation and Achievement</b></p> <ul style="list-style-type: none"> <li>• Academic performance</li> <li>• Non-academic performance</li> </ul>	<ul style="list-style-type: none"> <li>• The school excels in public examinations every year. The passing rates in all the subjects taken in the HKALE and HKCEE are well above the territory average.</li> <li>• In comparison with schools with similar S1 intake, the school performs excellently in public exams.</li> <li>• The percentages of students awarded the minimum entrance requirements for local degree courses are well above the territory average in the HKALE.</li> <li>• Students excel in various writing, speech, music and sports interschool competitions.</li> <li>• Quite a number of students obtain outstanding student awards every year.</li> <li>• We topped all schools in Hong Kong in 2010 with four students obtaining ten distinctions in the last HKCEE. The same cohort of students, being S.7 students in 2012, attained very pleasing results once again in this year's HKALE. Our S.6 students also performed very well in the first ever HKDSE, and as a result, seven of them have been admitted into the Medical Faculty of HKU and CUHK, eight into the Law Faculty, five to study Actuarial, two to study Pharmacy as well as many others who have been admitted into faculties of their first choice. Besides those admitted into local universities, many S.6 and S.7 students have had offers from Oxford University, London School of Economics, Imperial College and University College London.</li> </ul>	

# Where We are Now

## Our Strengths

- St. Joseph's College is a Catholic school which embraces the vision of all-round education for students. The school has a long and prestigious history of over 137 years. With the dedication and effort of the Lasallian Brothers, the long-established tradition and culture has been well accepted by all sectors of the community.
- The school's mission and vision has given us the opportunity to build on our strengths, which reinforce the all-round education policy that we have been focusing on over the years.
- As the majority of our students come from our feeder primary school, students have relatively little problem in adapting to the life in St. Joseph's. The students display a keen sense of belonging to, pride on and concern for the school. The senior form students also demonstrate good leadership.
- The school authority and the student body have built up a strong sense of trust and cooperation. While students are given freedom, autonomy and opportunities to lead and organize various types of activities in school that are part of our well-developed Life Education Curriculum, they are very truthful and sincere with their commitment. This partnership arrangement has in turn nurtured many outstanding Josephians over the years. The Life Education Curriculum not only encompasses a great variety of extra-curricular activities to expose students to different learning experiences and to help them explore their potentials, but also enables them to experience different cultures through various exchange programmes and overseas study trips.
- The school has an excellent team of teachers and supporting staff led by our Supervisor. It is their expertise, dedication and devotion that have resulted in the outstanding performance of our students in public examinations, universities as well as the community.
- Counselling and guidance are taken care of by a strong counselling team. The team members are experienced and devoted. The school social worker, who stays at the school premises 3 days a week, helps a lot by providing professional guidance for students with emotional and behavioural problems.
- The school authority has regular consultation with staff. The decision-making process is transparent and involves the participation of all panel/functional heads through formal and informal meetings. Self-evaluation culture has been fostered in the school under the guidance of School Development Committee.
- Cross-department collaboration has been developed to share learning and teaching strategies. In-depth evaluation on students' performance in uniform tests and examinations has been conducted. In NSS curriculum, review policies of streaming, change of electives, transfer of class and policies with regard to dropping electives are well established.
- The school has supportive and understanding parents. The PTA was established in 1995. They give all kinds of financial, moral and spiritual support to the school, our staff and students. A wide range of meaningful and

educational activities are held, enhancing home-school co-operation and equipping the parents with the knowledge and skill they need to educate their children.

- The school also has a strong Old Boys' Association. They are always ready to offer help and support to the school. In 2005, the school's Foundation Fund was formed with the aim of raising money to improve and up-grade the school facilities.
- The school has close liaison links with the community and external organizations. Through these links students can easily participate in community service and interschool functions/projects so as to broaden their horizons.

### **Our Weaknesses**

- As our school is situated in the prime location of the city, it makes the extension of the school campus difficult. The physical constraint has resulted in limitation in carrying out many of the new teaching strategies.
- Although most of our students are Band 1 students, there is still a large diversity in their learning ability.
- Despite the fact that the self-reading scheme has been launched quite successfully, some students still do not show much interest in reading at their leisure. Statistics show that the School Library is under-utilized. A culture of reading has yet to be fostered.
- Our students take a positive attitude towards life as well as their future and career though there is still room for further improvement in terms of students' ethical conduct, emphasis on social harmony, stress and emotional management.
- In the next couple of years, some experienced teachers will be retiring. While we appreciate the new ideas brought in by the new generation of young teachers, we have worries of up-keeping our excellent and well-established culture.
- Some lessons may not be interactive enough and a wider range of teaching strategies should be explored.
- Some teachers who have received SEN training left the school. Since SJC is committed to implementing integrated education for students with Special Educational Needs, we would continue to recommend teachers to attend SEN courses.

### **Our Opportunities**

- The EDB has focused more on moral education training in the Education Reform and by eliminating the Advanced Level Examinations, the NSS system provides more time and room for the school to cultivate students' character.
- The NSS curriculum emphasizes "Assessment for Learning", inquiry learning activities and flexible curriculum

planning. It enables the school/teachers to enjoy more autonomy in curriculum development. The New Academic Structure has been implemented for one cycle, it provides us with an opportunity to revamp and enhance the interface between the junior and senior secondary curricula.

- Various tertiary institutions have offered numerous courses and school-support projects to schools and teachers. These are chances to upgrade our ‘teaching and learning skills.
- External government sources such as Quality Education Fund are readily available for application. QEF gives priority consideration to themes like “Creative Arts and Culture Education”, which is suitable for the NSS aesthetic development area of our school, as we hope that through comprehensive and yet diversified aesthetic programmes, students can develop their talents in the aesthetic area. “Teacher Wellness” is another primary focus of the fund, which is closely related to one of our major concerns – Healthy School.
- The provision of evaluation tools and data by the EDB such as Key Performance Measures, Stakeholder Survey, SVAIS, and APASO enables the school and individual teachers to evaluate their work more effectively in various domains.
- The EDB announces a school-based Healthy School Policy (HSP) with an anti-drug element to address the developmental needs of students in Circular No 2/2010. Schools are recommended to incorporate this policy into the next school development plan and some resources are also provided. The objective of the HSP is to help students reach a state of physical, mental and social well-being. The focus is on developing students' healthy lifestyles, positive attitudes and values, practical life skills and refusal skills to resist temptation.

### **Our Threats**

- The school is facing keen competition from DSS schools and international schools. While students and parents do appreciate the outstanding education we offer, we are of no match with these schools in terms of facilities and campus space.
- There are growing problems in students’ families – parents’ divorce, overprotection of children, and imposition of pressure on school. This has shifted the parents’ responsibility of their children’s upbringing to teachers. Also the SEN students’ population is increasing in Hong Kong, so we have a higher chance of receiving these kinds of students allocated by EDB.
- The popularity of computer games, instant online messenger, facebook, smartphone devices and weblogs adversely affects the learning attitude and studies of students.
- Teachers are overburdened with demands of the Education Reform initiatives and ever-changing education policies, like IES, SBA and Moral and National Education.
- Evidence shows that many senior form students are planning to study abroad to evade the HKDSE.

- The decline in the number of students entering secondary schools because of the low birth rate and less band 1 boys than girls has posed a threat to our admission of good students. The problem will further deteriorate when our feeder primary school cuts down the classes from eight to five in 2013-2014.
- Many NSS fundings will no longer be provided by the EDB. The school has to explore other resources so that it can continue to provide quality education for our students.
- In a fast-changing world with the rapid advancement of technology, teenagers, in their development, often have to encounter different kinds of temptation and difficulties, and to cope with adversity and pressure. A careless slip could lead them astray. In recent years, there is a worrying trend of an increasing number of young people abusing psychotropic substances and a lowering of age of the drug abusers.

## **Major Concerns for 2012/13 – 2014/15 (in order of priority)**

- 1. First Major Concern: Fostering a healthy school to empower students with positive values and skills to face the challenges in personal growth**
- 2. Second Major concern: Further exploring and implementing strategies to cater for learner diversity**
- 3. Third Major Concern: Reviewing and Strengthening the Senior Secondary Academic System**

## Our Plan

**Major Concern 1: Fostering a healthy school to empower students with positive values and skills to face the challenges in personal growth**

Targets	Time Scale			Strategies
	12/13	13/14	14/15	
1. Developing a management and organisation system for coordinating health matters	✓			1.1 To set a healthy school committee (with members from counselling, MCE, discipline, PTA, career team, SEN and OLE teams) responsible for the overall health issues within the school  1.2 To formulate and review the school-based healthy school policy (by identifying the needs of students and school's focus)  1.3 To develop procedures for identifying and handling needy students and putting a referral system in place
	✓	✓ (review)		
	✓	✓ (review)		

<p>2. Fostering a healthy school environment to promote and maintain the physical and psychological well-being of students</p>	<p>✓  ✓  ✓  ✓  ✓</p>	<p>✓  ✓  ✓  ✓  ✓</p>	<p>✓  ✓  ✓  ✓  ✓</p>	<p>2.1 To provide a healthy school environment for students (promoting a clean and inviting school campus, improving the school facilities such as the washrooms, implement environment protection projects)</p> <p>2.2 To encourage students to actively participate in students' health service to ensure the physical and mental well-being of students</p> <p>2.3 To adopt a whole school approach to guidance and discipline and foster a caring, supportive school ethos</p> <p>2.4 To review and plan for the continuous professional development of teachers</p> <p>2.5 To strengthen relationships with parents and the community in order to solicit their support to foster an environment conducive to the healthy development for students and teachers</p>
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<p>3. Developing students' healthy lifestyles through education programmes, thereby enhancing their resilience and immunisation against adversity</p>	<p>✓ ✓ ✓ ✓</p>	<p>✓ ✓ ✓</p>	<p>✓ ✓ ✓</p>	<p>3.1 To review school curriculum to ensure knowledge, skills and attitude of healthy lifestyle are adequately covered</p> <p>3.2 To encourage students to participate in life-wide learning activities to cultivate positive values among students</p> <p>3.3 To arrange specific education programmes organised by various NGOs to enhance students' knowledge on health issues</p> <p>3.4 To strengthen cooperation and collaboration with parents through every means including providing training for parents on parenting skills</p>
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## Major Concern 2: Further exploring and implementing strategies to cater for learner diversity

Targets	Time Scale			Strategies
	12/13	13/14	14/15	
1. Further developing and improving student support and enhancement programs	✓	✓	✓	<p>1.1 To develop tailor-made materials that are of a variety of flexible options through which students can demonstrate their competence</p> <p>1.2 To organize self-directed programs (supplementary classes for weaker students, enhancement programme for elite students, opportunities for less active students ... )</p>
2. Improving teachers' pedagogical strategies for handling learner diversity through professional training	✓	✓	✓	<p>2.1 To encourage teachers to attend workshops/talks provided by the school or external organizations on different pedagogical strategies</p> <p>2.2 To implement collaborative lesson planning to handle learner diversity.</p>
3. Enhancing students' learning efficiency and effectiveness through good teaching practices	✓	✓	✓	<p>3.1 To encourage teachers in each subject department to conduct professional - exchange to identify students' strengths and weaknesses</p> <p>3.2 To implement good learning and teaching practices, such as:</p> <ul style="list-style-type: none"> <li>(a) asking students challenging and thought provoking questions to encourage students to tap their existing mental models and build upon previous knowledge,</li> <li>(b) including more open-ended questions in homework, tests and exam</li> <li>(c) giving more specific remarks and action points to help students identify their areas of improvement,</li> </ul> <p>3.3 Each subject department to try out at least one new pedagogical strategy in each academic year</p> <p>3.4 To share good teaching practices (within the same department and across different departments)</p>

### Major Concern 3: Reviewing and Strengthening the Senior Secondary Academic System

Targets	Time Scale			Strategies
	12/13	13/14	14/15	
<b>Curriculum</b>				
1. Reviewing / refining the curriculum plan	✓	✓		1.1 To review the school curriculum (S1-6) 1.2 To review the subject curriculum in view of cognitive development of students and the balance between “breath” and “depth” of content 1.3 To revise implementation plans for junior and senior levels by subject departments. 1.4 To refine the timetable and class arrangement for better effectiveness and efficiency in learning and teaching
2. Enhancing bridging between junior (S1-3) forms and senior (S4-6) forms	✓	✓		2.1 To review the current bridging arrangements in core subjects between junior levels and senior levels 2.2 To Set up committees to enhance the coherence and smooth transition in related subjects of the same KLA between junior and senior levels (e.g. Integrated Science → Physics, Chemistry, Biology)
3. Reviewing the current OLE arrangement	✓	✓	✓	3.1 To promote service learning among KLAs 3.2 To refine the arrangement (e.g. timetable) for AE
<b>Administration</b>				
4. Reviewing the structure of the SS Committee to meet the changing demand of SSC	✓			4.1 To form sub-committees on different aspects regarding SSC (e.g. coordination of SBA arrangement, streaming of classes and electives, arrangement of taking extra subjects)
5. Reviewing the arrangement of class and electives	✓	✓		5.1 To review and refine the policies of students taking ApL / extra subjects, or switching classes / electives 5.2 To review and finalize SBA appeals policy 5.3 To explore the possibility of the “set-class system”

<b>Resources</b>				
6. Reviewing the (internal) manpower available for supporting the SS committee works	✓	✓	✓	6.1 To review the planning of AE courses and explore the possibility of applying for new QE funds 6.2 To explore the arrangement for the 'initial period' of the MNE
7. Exploring better utilization of rooms and facilities in school premises	✓	✓		7.1 To explore the possibility of upgrading / refurbishing the laboratories / classrooms / campus TV / distance learning room 7.2 To facilitate L&T by improving school facilities (e.g.. Lecture room )
8. Establishment of IMC	✓			8.1 To differentiate the records of School Funds and Assets sourced from the sponsoring body of the school, the school and the government before the incorporation of IMC. 8.2 To set up an inventory record system. 8.3 To audit Annual Accounts for the SMC-IMC cohort year. 8.4 To review existing accounting system and setting up of new accounting system (if necessary).