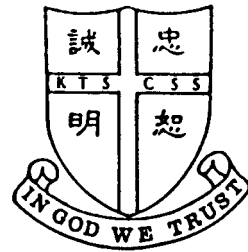


天主教郭得勝中學
KWOK TAK SENG CATHOLIC SECONDARY SCHOOL



School Development Plan

2011/12 - 2013/14

Submitted by: _____

(Principal)

Date: 28th June 2011

Approved by: _____

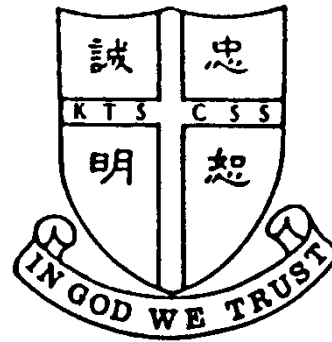
(Chairman of SMC)

Date: 28th June 2011

Our Mission

1. To follow through the educational goals of Diocesan Schools: to make the school a place filled with the spirit of the Gospel and charity; and to spread the teaching of Christ to society.
2. To pass on the virtues of Chinese tradition: to bear “Faithfulness 忠”, “Forgiveness 恕”, “Sincerity 誠” and “Intelligence 明” as our school motto.

Our Emblem



Notes:

Trust in God forms the basic mental and spiritual attitude in our new endeavour in the work of education, for God sees and takes care of everything we do for our students, and brings it to success. With this trust in Him, we are confident of ourselves, and confident that what we do will, with His help, some day bear fruit. “In God We Trust” is, therefore, a motto written down on our school emblem.

Our Education Goals

To achieve an all-round education and maintain a balanced development of the moral, intellectual, physical, social and aesthetic aspects of life.

Moral Education

1. To introduce students the life of Christ and to help them develop a positive and constructive attitude towards life based on the teachings and values of Christ.
2. To foster an open and respectful attitude towards the religion.
3. To instill an idea of self-respect, self-discipline and introspection.

Intellectual Education

4. To guide students in acquiring knowledge in different subject areas to cope with the needs of society; to help students develop their inquiring mind and the ability of self-learning to cope with the ever-changing world.
5. To encourage students to face challenges positively and to be well-equipped with discernment and independent thinking.

Physical Education

6. To provide students with multifarious extra-curricular activities to train students' mind and body, to foster team spirit and cooperation and to help students develop their potentials.

Social Education

7. To help students understand interpersonal relationship and develop proper community life.
8. To cultivate students' sense of belonging to the school.
9. To help students understand their rights and obligations, form civic and democratic minds and develop an awareness of our society.
10. To pass on the virtues of Chinese tradition and instill an idea of patriotism and nationalism.
11. To establish good discipline and maintain a simple school ethos.

Aesthetic Education

12. To help students develop their imagination and creativity.
13. To boost students' interests in and sense of appreciation of fine arts.

Holistic Review: Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up Actions
<p><i>Enhancing value education through all subjects and aspects in school.</i></p> <ul style="list-style-type: none"> - Through the study of different subjects, students can learn more about the spirit of Christ. - Students are exposed to more chances in receiving value education. - Students are able to set up a clear target and know how to handle their own problems when growing up. 	<ul style="list-style-type: none"> - Value education is strengthened through talks given by various speakers invited to the morning assembly and the Health Education Week. - Students conduct “life-long planning” that guides them to set long-term goals in life. In addition, senior form students learn to set learning goals by using academic analyses and data generated by the school. - A social service policy is set up to encourage students to take part in social service activities for a certain number of hours, allowing them a chance to serve the society. - Value education is enhanced in the curriculum of different subjects: concern for the minority groups in LS; respect for different religions in RE; national identity in Chinese History; love for the nature (through the visit to the Hong Kong Wetland Park) in English Language and Integrated Science. 	<ul style="list-style-type: none"> - Continue to keep a lookout for negative, new social trends, and instill the appropriate values in a timely manner. - Due to the negative atmosphere that prevails in society, we should strengthen students’ sense of responsibility, guiding students to be responsible to themselves, to their families, as well as to the society.

<p><i>Grooming self-motivated and self-disciplined students through excellent academic and moral development.</i></p> <ul style="list-style-type: none"> - Students become self-directed learners. - Students become more self-disciplined. 	<ul style="list-style-type: none"> - A self-learning centre is set up, allowing students to learn through the use of computers and audio-visual equipment. Self-learning, an element included in the curriculum of various subjects, is consolidated through the use of taking notes, online discussion forums, etc. Generally speaking, students are capable of exercising self-learning but they still lack the initiative. According to a survey conducted by the Academic Committee, only some students will take the initiative to prepare before the lesson. Therefore, self-learning is an area that needs more effort. - A military training camp to Whampoa is organized for S1 students, and various workshops and talks are organized for class monitors, class monitresses, prefects, and students with potentials. In general, students are polite, well-behaved and well-disciplined. 	<ul style="list-style-type: none"> - Further guidance on self-motivated learning through various subjects is needed. - To strengthen students' capacity for self-directed and independent learning.
--	---	---

<p><i>Widening students' horizons through active participation in extra-/co-curricular activities.</i></p> <ul style="list-style-type: none"> - Students can have more chances to participate in inter-school or territory-wide competitions. - Students can have more chances in showing the fruits of what they have learnt. 	<ul style="list-style-type: none"> - For the past 3 years, students have been taking part in different inter-school competitions, broadening their horizons. In addition to the existing school teams, three new school teams have been formed, achieving outstanding results in inter-school competitions. Besides achievements from gymnastics, drama and debates, we have started to flourish in areas such as dancing, scientific inventions and ball games in these few years. - The Learning Celebration is held annually to showcase students' learning results. Students' performance and results are improving gradually with more and more students taking part. Up to last year, there have been over 700 students who have participated in the event either as student helpers or performers. 	<ul style="list-style-type: none"> - Continue with our current policies: giving students more opportunities to take part in open competitions to broaden their horizons. - Continue with our current policies: organizing the Learning Celebration to display students' learning results to the public.
---	---	---

<p><i>Excelling "learning and teaching"</i></p> <ul style="list-style-type: none"> - Students can master different learning skills and have such skills applied in their daily life. - Enriching learning with authentic experience. - Cater for learning diversities. - To build up a Language-rich environment. - The English standard of the students can be upgraded - Putonghua is used as a tool to teach Chinese in some of the classes in junior level. 	<ul style="list-style-type: none"> - During the bridging course and Form Teacher Period (FTP), courses on study skills are provided for junior form students. Besides, courses on how to improve learning effectiveness are organized for some suitable senior form students. - Information on study skills is added to the Student Handbook, and note-taking is made compulsory for some subjects, accounting for part of the daily marks. - The school is keen on promoting cross-curricular collaboration in the form of activities, visits, field trips, scientific inventions, parades, allowing students the chance to get out of the classrooms and merging knowledge with their daily life. - Based on the results of the first term uniform test, the school closely followed the academic performance of certain targeted students and provided after-school strengthening classes for such students. Meanwhile, the school has set up a Gifted Learning committee which aims to cultivate outstanding students. - 	<ul style="list-style-type: none"> - Students have started to grasp various study skills. However, according to the survey conducted and teachers' observation, there is still room for improvement in pre-lesson preparation and note-taking skills. - The setting up of the Gifted Learning committee is an initial step to discovering students' potentials. However, the committee, being relatively new, lacks clear developmental plans. - - - -
--	---	--

	<ul style="list-style-type: none">- Generally speaking, the school's language environment is consistently progressing after the establishment of the Language Enhancement Team. School notices and handbooks are written in both Chinese and English while assemblies are conducted in English or Putonghua. In addition, students' Putonghua proficiency has improved due to adoption of using Putonghua as the medium of instruction (MOI) in Chinese Language.	<ul style="list-style-type: none">- Ample opportunities to be exposed to English are created, and students are generally confident in using the language. However, there is still room for improvement in terms of fluency and accuracy.
--	---	--

<p><i>Enhancing professional development for realizing the New Senior Secondary Academic Structure</i></p> <ul style="list-style-type: none"> - To complete the school-based NSS curriculum design. - Students can earn more experiences during the OLE period. - All teachers have attended the NSS PDP courses. - Promote Professional Development. - Teachers are able to make full use of I.T. skill for teaching. 	<ul style="list-style-type: none"> - The New Senior Secondary (NSS) curriculum was run smoothly. Up to 12 subjects are available to choose from, and over 86% of the students are satisfied with their subject selection. - Certain lesson time is designated for Other Learning Experiences (OLE) for every form, during which students are able to participate in various kinds of activities such as visits, broadening their horizons. - For the past few years, every Key Learning Area (KLA) has offered professional developmental activities related to NSS. In addition, the school has arranged staff development activities based on “Assessment for Learning” in order to let teachers know more about the concept. - Due to our progress in information technology, more teachers are now using IT in their teaching. The school has also carried out the “one-person-one-computer” scheme so that every teacher is equipped with a computer, facilitating their use of the school’s intranet and online discussion forums. 	<ul style="list-style-type: none"> - After the first Hong Kong Diploma of Secondary Education (HKDSE), the school should make good use of the data such as selection of electives and performance of public examinations to make adjustments on the existing curriculum. - A more systematic planning is needed for OLE activities that involve Art Education.
--	--	--

Evaluation of the School's Overall Performance

PI Areas	Major strength	Areas for Improvement
Management and Organization	<ul style="list-style-type: none"> - The school has a well-established administrative system which could maintain its daily operations with clarity and efficiency. - The school has an open and mature self-reflective culture. This kind of positively-developing self-evaluation culture can enhance continual improvement. - The school has good professional leadership, that helps the school in launching various initiatives to boost education reforms. - There is a devoted team of teachers with good team work. - The relationship between staff is amiable and harmonious. 	<ul style="list-style-type: none"> - The monitoring role of the VP and middle managers should be enhanced. - The evaluation mechanism should be refined with focus on the learning outcomes.
Learning and Teaching	<ul style="list-style-type: none"> - The school curriculum is broad and well balanced, with a wide range of ECA and social services to help nurture students' all-round development. - Teachers are experienced and willing to devote time to students. - The implementation of the NSS Curriculum is smooth. - The school has a clear assignment and assessment policy. - KLA co-ordinators and panel chairs have good knowledge of the curriculum, as well as of the latest educational trend. - Most of the students display a positive and serious attitude towards learning. They are willing to collaborate and share their views with classmates. 	<ul style="list-style-type: none"> - Classroom learning activities are still very much content-oriented, and confined to the average group. Pedagogical strategies should be further refined to meet the diverse needs of students in the classroom. - Many students have good academic potentials, and yet their performance in public exams is only acceptable. Students' self-directed and independent learning should be strengthened to strive for better

		<p>performance in public examination.</p> <ul style="list-style-type: none"> - Policy on gifted education is not clear enough.
<p>Student Support and School Ethos</p>	<ul style="list-style-type: none"> - Students are polite, well-mannered and highly disciplined. They have developed positive values and the spirit of serving others. They display good team spirit and are ready to render support to their peers. - The school has set up a comprehensive support network for students' growth, with a range of preventive and developmental programmes and activities - The school community is filled with a pervasive spirit of harmony, friendship and warmth. Teachers are approachable and friendly. They are concerned about the well-being of students and value their experience and feelings. - The close ties with the PTA and alumni enable the school to accomplish much more with the support of parents and alumni. 	<ul style="list-style-type: none"> - Data generated by the e-portfolio system should be better utilized to evaluate the effectiveness of strategies in enhancing the provision of student support services and ECA. - Clearer learning objectives should be incorporated in Social Service Policy. - To arrange in-depth programmes for students to explore their abilities to further facilitate their goal setting.

Our Major Concerns for 2011/12 – 2013/14

Theme:

1. To strengthen students' capacity for self-directed and independent learning.
2. To nurture students' caring attitude for others and sense of responsibility.
3. To enhance school self-evaluation and professional development for sustainable improvement.

Our Implementation Schedules (2011/12 – 2013/14)

Major Concern 1: To strengthen students’ capacity for self-directed and independent learning.

Targets	Strategies	Time Scale		
		11/12	12/13	13/14
<ul style="list-style-type: none"> - To strengthen student’s study skills for self-directed and independent learning 	<ul style="list-style-type: none"> - Organize workshops for students on various study skills such as time management, mind-map, note-taking, etc. 	✓	✓	✓
	<ul style="list-style-type: none"> - Develop students’ good learning habits by setting subject requirements and reinforcing homework and assessment policies. 	✓	✓	✓
	<ul style="list-style-type: none"> - Enhance peer collaboration and assessment. 		✓	✓
	<ul style="list-style-type: none"> - Devise policy on gifted education to meet the diverse needs of students. 		✓	✓
<ul style="list-style-type: none"> - To let students experience the sense of achievement 	<ul style="list-style-type: none"> - Refine assessments to appropriate level of difficulty which consists elementary and challenging questions. 	✓	✓	✓
	<ul style="list-style-type: none"> - Setting an assessment policy to determine target passing percentage for different subjects. 	✓	✓	✓
	<ul style="list-style-type: none"> - Students display their works/achievements in Learning Celebration or Open Day. 	✓	✓	✓
	<ul style="list-style-type: none"> - Encourage the high-achievers to teach others. 	✓	✓	✓
	<ul style="list-style-type: none"> - Encourage students to participate in open competitions, e.g. Debates, Science projects, etc. 	✓	✓	✓

Targets	Strategies	Time Scale		
		11/12	12/13	13/14
<ul style="list-style-type: none"> - To strengthen students' self-directed learning by making use of assessment data 	<ul style="list-style-type: none"> - Use assessment Data to refine teaching strategies. 	✓	✓	✓
	<ul style="list-style-type: none"> - Students' academic continuous progress should be notified more often. 	✓	✓	✓

Major Concern 2: To nurture students' caring attitude for others and sense of responsibility.

Targets	Strategies	Time Scale		
		11/12	12/13	13/14
<ul style="list-style-type: none"> - To create a caring and harmonious atmosphere among the students. 	<ul style="list-style-type: none"> - Review the school regulations to keep abreast of the time, reaching consensus between the students and the School through consultation. 	✓	✓	✓
	<ul style="list-style-type: none"> - Create opportunities to let students experience affectively the care and concern from the School. 	✓	✓	✓
	<ul style="list-style-type: none"> - Build up the local and global citizenships of the students to care for the vulnerable groups and the needies through widening their social horizons. 	✓	✓	✓
	<ul style="list-style-type: none"> - Set the 'Academy for the Elderly' to foster more opportunities for the students to care for the needies. 	✓	✓	✓
<ul style="list-style-type: none"> - To help the students to become a responsible person. 	<ul style="list-style-type: none"> - Recognize and honor the responsible students and the volunteers. 	✓	✓	✓
	<ul style="list-style-type: none"> - Guide students setting goals and to cultivate their passion for pursuing personal achievements and ideals. 	✓	✓	✓
	<ul style="list-style-type: none"> - Create opportunities for students to take up posts and duties. 	✓	✓	✓
		✓	✓	✓

Major Concern 3: To enhance school self-evaluation and professional development for sustainable improvement.

Targets	Strategies	Time Scale		
		11/12	12/13	13/14
<ul style="list-style-type: none"> - To review and refine the evaluation practices and success criteria to focus more on target-oriented evaluation of the overall effectiveness of the development priorities and the impact on student learning. 	<ul style="list-style-type: none"> - Develop an evaluation mechanism by means of a set of SDT review questionnaire to review the successfulness of the SDP with focus on the learning outcomes. 	✓	✓	✓
	<ul style="list-style-type: none"> - Review the formulation of the ASP to focus on the target oriented actions in alignment with the major concerns. 	✓	✓	✓
	<ul style="list-style-type: none"> - Formulate concrete expectations and success criteria related to student learning outcomes. 	✓	✓	✓

Targets	Strategies	Time Scale		
		11/12	12/13	13/14
<ul style="list-style-type: none"> - To enhance roles of middle managers in monitoring the implementation of curriculum initiatives. 	<ul style="list-style-type: none"> - Conduct the 3-phase Quality Assurance Mechanism on every program by the middle managers: <ul style="list-style-type: none"> Phase 1 - Initial endorsement of the programmes Phase 2 - Intermediate review of the programmes Phase 3 - Final evaluation for further planning 	✓	✓	✓
	<ul style="list-style-type: none"> - Conduct the 3- level Quality Assurance Mechanism on the overall implementation. <ul style="list-style-type: none"> Level 1 - Committee and KLA heads Level 2 - SDT Level 3 - The Principal and Vice-Principals 	✓	✓	✓
<ul style="list-style-type: none"> - To develop more structured Staff Development Programs to further enhance the role as a learning organization. 	<ul style="list-style-type: none"> - Organize Professional Development Programmes in alignment with the major concerns. 	✓	✓	✓
	<ul style="list-style-type: none"> - Equip staff with knowledge and skills for implementation of the relevant strategies and education programs. 	✓	✓	✓
	<ul style="list-style-type: none"> - Conduct cross-KLAs and cross-levels lesson observations, followed by professional dialogues. 	✓	✓	✓