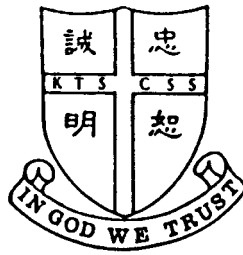


天主教郭得勝中學
KWOK TAK SENG CATHOLIC SECONDARY SCHOOL



School Development Plan

2008/09 - 2010/11

Submitted by: _____

(Principal)

Date: 15th October, 2008

Approved by: _____

(Chairman of SMC)

Date: 15th October, 2008

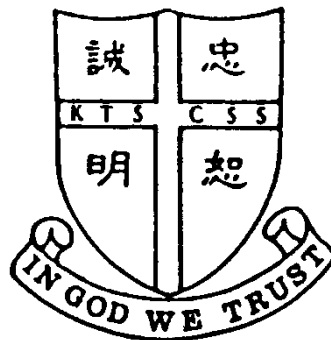
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Our Mission

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.

Our Present Situation

Management and Organization

- Our Strengths:**
- 2 The school has a well-established administrative system which could maintain its daily operations with clarity and efficiency.
 - 2 The school has an open and mature self-reflective culture. This kind of positively-developing self-evaluation culture can enhance continual improvement.
 - 2 The school has good professional leadership, that helps the school in launching various initiatives to boost education reforms.
 - 2 There is a devoted team of teachers with good team work.
 - 2 The relationship between staff is amiable and harmonious.
- Our Weaknesses:**
- 2 Teacher's response to external call of reforms is moderate.
 - 2 Most teaching staff are seldom involved in school administration because of the "one-role-one -post" policy. This is not beneficial to their professional development.
 - 2 As the school executive team puts more emphasis on the efficiency and reduction of the administrative works, it tends to neglect the development of certain aspects (e.g. career guidance).
- Our Opportunities:**
- 2 Teachers are open-minded and understand that accountability to stakeholders should be implemented.
 - 2 School is provided with extra funding (e.g. Capacity Enhancement Grant) to get additional resources to assist teachers.
- Our Threats:**
- 2 There is an ever-increasing workload and pressure due to education reforms.
 - 2 As the birth rate of Hong Kong has decreased sharply, the number and quality of students allocated will drop drastically in the near future.

Learning and Teaching

- Our Strengths:**
- 2 Teachers are experienced and willing to devote time to students.
 - 2 Most of the students display a positive and serious attitude towards learning. The academic performance of students is generally above average.
 - 2 As the “Staff Development Week” has been launched for a few years, the staff are now used to conduct lesson observation which definitely enhances the effectiveness on teaching.
 - 2 Some of the staff are willing to take up new NSS subjects and to undergo trainings.
 - 2 The teachers are well-experienced in teaching Liberal Studies. The junior form Liberal Studies curriculum has already been revised. This could be treated as a good sample for our launching of the NSS Liberal Studies.
- Our Weaknesses:**
- 2 Most students lack confidence in using English or Putonghua to communicate with teachers and peers.
 - 2 There is still much emphasis on summative assessment rather than formative assessment in some subjects.
 - 2 The development of Gifted Education is relatively slow.
- Our Opportunities:**
- 2 The new or revised curriculums, the education reforms initiated by EDB in recent years stimulate new ways of implementing school-based curriculum to arouse students’ interest.
 - 2 The introduction of the new subjects like HMSC and Combined Science has given students more choices.
 - 2 The extra funding provided by EDB can facilitate our curriculum reforms and preparation works for the new 3-year senior secondary curriculum.
 - 2 The more the society demands for Gifted Education, the better chance the school can have in developing such education.
- Our Threats:**
- 2 The review of the language policy will add further demands of teachers’ workload and professional development.
 - 2 As the student population in our district has dropped in the future, it may affect the recruitment of students of high calibre.

School Ethos and Student Support

- Our Strengths:**
- 2 Students are well-mannered and highly disciplined. They have developed positive values and the spirit of serving others. Most students exhibit good social skills and interpersonal relationship.
 - 2 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.
 - 2 The close ties with the PTA and alumni enable the school to accomplish much more with the support of parents and alumni.
 - 2 With the adoption of "Art and Physical Education Policy" and students' learning portfolio for the past 3 years, we can know more about students' participation in extra-curricular activities and voluntary services.
- Our Weaknesses:**
- 2 Student's sense of belonging to school is observed to be not strong enough.
 - 2 Students are inert, depending on teachers to arrange activities to them.
 - 2 The behavioral problems of junior form students are found increasing.
 - 2 "Career Guidance" is not systematic enough.
- Our Opportunities:**
- 2 The capacity enhancement grant enables the provision of diversified activities to attract students.
 - 2 The introduction of the "Other Learning Experiences" and the "Student Learning Profile" by EDB and parent's increasing concern can encourage students to participate more into extra-curricular activities and voluntary services.
 - 2 As more students can attend S6 after 2009, the needs for "Career Guidance" become more urgent.
- Our Threats:**
- 2 Both students and parents still attach much importance to examination results, thus neglecting the importance of extra-curricular activities and developing social relationships.
 - 2 Senior form students may have negative feeling due to huge pressure of public examination.

Our Major Concerns for 2008/09 – 2010/11

Theme: *We Soar with God's given talents. We serve with God's unceasing love.*

1. **Enhancing value education through all subjects and aspects in school.**
2. **Grooming self-motivated and self-disciplined students through excellent academic and moral development.**
3. **Widening students' horizons through active participation in extra-/co-curricular activities.**
4. **Excelling "learning and teaching".**
5. **Enhancing professional development for realizing the New Senior Secondary Academic Structure.**

Our Implementation Schedules (2007/08 – 2010/11)

Major Concern 1: *Enhancing value education through all subjects and aspects in school.*

| Targets | Strategies | Time Scale | | | In-charge |
|---|--|------------|-------|-------|---|
| | | 08/09 | 09/10 | 10/11 | |
| <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. | 1.1. Value education is expected to be enhanced not only in classroom, but also through assembly, form-teacher period or OLE period. | ü | ü | ü | Moral & Religious & Pastoral Care Committee |
| | 1.2. The religious moral team will set up a guideline so that the teaching of Christ could be step-by-step conveyed in different subjects. | | ü | ü | Moral & Religious Committee |
| | 1.3. Seminars will be held by the Pastoral Care Committee in response to certain hot issues in society. | ü | ü | ü | Pastoral Care Committee |
| | 1.4. A weekly sharing session in the hall will be arranged to share positive values with our students. | ü | ü | ü | Pastoral Care Committee |
| | 1.5. A culture of positive value is advocated through the promotion of 'appreciation education'. | ü | ü | ü | S.D.T. |
| | 1.6. The co-class teacher scheme will be run in S.2 and S.3 to ensure those junior form students can be taken care of and guided thoroughly. | ü | ü | ü | S.D.T. & class-teachers |

Major Concern 2: *Grooming self-motivated and self-disciplined students through excellent academic and moral development.*

| Targets | Strategies | Time Scale | | | In-charge | |
|---|------------|--|-------|-------|-----------|--|
| | | 08/09 | 09/10 | 10/11 | | |
| <ul style="list-style-type: none"> - Students become self-directed learners. - Students become more self-disciplined. | 2.1. | To set up a self-learning centre to facilitate students to understand the importance of self-learning in coordination with the Library and various subjects. | ü | ü | ü | Academic Committee & all KLAs Chinese & English KLA Pastoral Care Committee, Moral & Religious Committee, S.E.T. |
| | 2.2. | Students are encouraged to get used to self-learning via online programmes such as “one passage a day” or “On-Line-English learning programme”. | ü | ü | ü | |
| | 2.3. | To run different training programmes to train students’ talents and their self-discipline. For instance, S.2 military training camp, training programme for prefect, class-monitor/ monitress , leadership-skill programme and S.6 orientation camp. | ü | ü | ü | |

Major Concern 3: *To sustain the whole person development of students with focus on broadening their perspectives.*

| Targets | Strategies | Time Scale | | | In-charge |
|---|---|------------|-------|-------|-------------------------------|
| | | 08/09 | 09/10 | 10/11 | |
| <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. | 3.1. Every KLA has to take part in at least 1 inter-school or territory-wide competition/interflow activity each year, aiming at building up students' self-confidence and exploring their latent potentials. | ü | ü | ü | All KLAs |
| | 3.2. Teachers will be encouraged to set up new school teams or clubs so that students can have more chances in participating in various competitions and interflow programs both inside or outside school. | ü | | | S.E.T. |
| | 3.3. To organise Learning Celebration for our students to exhibit their product of learning to the public. | ü | ü | ü | Academic Committee & all KLAs |
| | 3.4. To make use of video conference to establish a close connection with schools in mainland China so as to widen the perspective of our students. | ü | ü | ü | S.E.T. & S.D.T. |
| | 3.5. To prepare for the 25 th Anniversary. | | ü | ü | S.E.T. |

Major Concern 4: *Excelling "learning and teaching".*

| Targets | Strategies | Time Scale | | | In-charge |
|---|--|------------|-------|-------|-------------------------------|
| | | 08/09 | 09/10 | 10/11 | |
| – Students can master different learning skills and have such skills applied in their daily life. | 4.1. Seminars and workshops will be held to guide students of junior levels to set up targets and learn the concept of time management. They will also learn different study skills during the seminars. | ü | ü | ü | Academic Committee |
| | 4.2. As different KLA may have their own distant techniques in studying, students in different levels will learn different skills and are encouraged to have such different skills applied in their study. | ü | ü | ü | Academic Committee & all KLAs |
| – Enriching learning with authentic experience. | 4.3. Provide students with various learning experiences and let them have more chance to demonstrate their learning achievement. | ü | ü | ü | Academic Committee & all KLAs |
| | 4.4. Enhancing students' generic skills through project learning. | ü | ü | ü | |
| – Cater for learning diversities. | 4.5. Organise and conduct pull-out programmes (e.g. Olympics in Mathematics or debate training) in specific areas for gifted students. | ü | ü | ü | Academic Committee |
| | 4.6. Arrange enhancement programme for academic low achievers | ü | ü | ü | |
| | 4.7. Establish a task force to promote the school-based gifted development programmes. | | ü | ü | |

| Targets | Strategies | Time Scale | | | In-charge |
|---|--|------------|-------|-------|--|
| | | 08/09 | 09/10 | 10/11 | |
| <ul style="list-style-type: none"> - 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. | 4.8. Set up a “Language Enhancement Team” to work in coordination with all relevant activities proposed by all curriculum. | ü | ü | ü | Language Enhancemnet Team & various KLAs |
| | 4.9. By using the subsidies provided by government in the scheme of ‘Additional Support for Secondary Schools adopting EMI’, more English-learning-related activities can be held in the school: <ul style="list-style-type: none"> - To organise an interactive drama performance by a professional group for all students. - To hire service to conduct an English Ambassador training course. - To hire service to conduct an in-class drama training course for all S2 students. - Give students a wider repertoire of spoken English / Putonghua opportunities. | ü | ü | | |
| | | ü | | | English KLA |
| | | ü | | | English KLA |
| | | ü | ü | ü | English & Chinese KLA |
| 4.10. Using Putonghua as the teaching language in some classes of S.1 and S.2. | | | ü | ü | Chinese KLA |

Major Concern 5: *To Enhancing professional development for realizing the New Senior Secondary Academic Structure*

| Targets | Strategies | Time Scale | | | In-charge |
|--|---|------------|-------|-------|--------------------|
| | | 08/09 | 09/10 | 10/11 | |
| <ul style="list-style-type: none"> - To complete the school-based NSS curriculum design. - Students can earn more experiences during the OLE period. | 5.1. Collect ideas on the NSS studies from S2 & S3 students as a reference for better planning and designing of the NSS curriculum. | ü | ü | ü | Academic Committee |
| | 5.2. A teaching plan for each subject is to be submitted one year before the implementation of NSS curriculums. | ü | ü | ü | Academic Committee |
| | 5.3. Set up the 'life-wide learning session' and to arrange various learning experiences during the OLE period. | ü | ü | ü | S.E.T. |
| <ul style="list-style-type: none"> - All teachers have attended the NSS PDP courses. - Promote Professional Development. - Teachers are able to make full use of I.T. skill for teaching. | 5.4. Through frequent academic committee meetings, we have a better understanding on our staff's status in preparation of NSS. | ü | ü | | Academic Committee |
| | 5.5. Teachers to develop effective pedagogy through the staff development days, professional development week and other workshops. | ü | ü | ü | S.D.T. |
| | 5.6. To implement "1-teacher-1-computer" scheme and through professional development activities, teachers are able to make full use of I.T. skill for teaching. | ü | | | S.E.T. |