

SHUNG TAK CATHOLIC ENGLISH COLLEGE SCHOOL DEVELOPMENT PLAN 2012-2015



1. School Vision & Mission

School Vision

We hope all our graduates, in addition to achieving value-added academic performance, will develop a well-balanced character and value systems compatible with Catholicism.

School Mission

We follow our school motto ‘Ora et Labora (Pray and Work)’: we encourage our students to do their best in academic pursuits and glorify the Creator with their work.

We provide students with quality education which prepares them to become citizens with independent thinking and full social awareness in order to play a positive role in the ever-changing world.

Bilingualism is an important objective of the college. Through enhancement of knowledge and basic skills in English and Chinese, students will become better able to face the cultural diversity and challenges of Hong Kong.

2. School Goals

(a) Related to Outcomes for Students

- (i) Help students build a strong foundation of literacy and numeracy.
- (ii) Ensure that students acquire basic knowledge and develop independent thinking.
- (iii) Develop students' ability to use English and Chinese as a successful tool of learning and communication.
- (iv) Equip students with the knowledge and skills required to meet the challenges of a dynamic and changing world.
- (v) Develop students' capabilities in analysis, judgment, and problem solving and decision-making.
- (vi) Develop the individual potential of students and foster a spirit of cooperation and service.
- (vii) Develop students' leadership skills and the readiness to accept different views.
- (viii) Promote conscientiousness, civic-mindedness and good interpersonal relationships both on the campus and outside school.
- (ix) Raise students' self-esteem and self-respect in the process of learning that ultimately leads to higher learning autonomy.
- (x) Help students establish their identities, values and goals in life.
- (xi) Help students develop a sense of morality.

(b) Related to Learning Experiences for Students

- (i) Provide a learning environment that enables students to appreciate the beauty of life and build a positive attitude towards life.
- (ii) Provide a learning environment conducive to enhancing students' interactive skills in group discussion, project work and interviews with peers, schoolmates and those in authority.
- (iii) Provide freedom and support in students' choice of interests and pursuits in academic, social, aesthetic and religious aspects.
- (iv) Provide varied learning opportunities for students to develop their personal talents, qualities and abilities through the study of different subjects.
- (v) Provide co-curricular activities to meet the various needs of students so as to develop their leadership, potential, incentive, initiative and cooperation.
- (vi) Help students think logically, independently and creatively, make rational decisions and solve problems independently.
- (vii) Stimulate students' interest in learning to enable them to cultivate self-motivation, self-evaluation, self-respect and self-discipline.
- (viii) Encourage students to participate in community service so as to cultivate responsibility and willingness to assist.
- (ix) Encourage students to behave well in public and achieve good academic results so as to promote the school image and build up a sense of belonging.

(c) *Related to Provision of Resources*

- (i) Update school resources to help teachers and students meet the varied needs of students and the curriculum.
- (ii) Provide sufficient reference books, equipment and audio-visual aids to facilitate efficient and interesting teaching.
- (iii) Provide students with well-equipped facilities to strike a balance between academic work and co-curricular activities.
- (iv) Provide diversified modern technological knowledge to help both teachers and students adapt easily to the ever-changing world.
- (v) Continue the development of the school as an aesthetically pleasing environment designed to best meet the needs of our students and improve their sense of belonging.
- (vi) Improve the facilities and environment of the library as a learning centre to promote students' reading interest and self-learning ability.
- (vii) Manage the existing school resources systematically and efficiently.
- (viii) Improve the facilities and furniture in staff rooms, classrooms as well as special rooms.
- (ix) Promote the appropriate use of the community and its members as a school resource.

(d) *Related to Management of School*

- (i) Evaluate the performance of the students in academic, cultural and moral aspects.
- (ii) Encourage cooperation and set up a harmonious and congenial atmosphere among all school members.
- (iii) Carry out school policies thoroughly, consistently and perseveringly.
- (iv) Provide communication channels among school managers, teachers, administrative staff, parents, and students to continue improving relationship among them.
- (v) Provide opportunities to teachers, parents, and students for decision-making leading to improvement of the school administration.
- (vi) Formulate school policies in line with the needs of the school and to work towards the glorifying of God our Creator.
- (vii) Develop a democratic, systematic, fair and transparent working system.
- (viii) Identify posts and responsibilities clearly and allocate them fairly among staff.
- (ix) Develop a fair system for substitution, invigilation, lesson and duty allocation.
- (x) Assign teachers to teach subjects they are proficient and qualified to teach so as to achieve better teaching and learning effectiveness.
- (xi) Encourage teachers' participation in in-service training in relevant disciplines.
- (xii) Reduce teachers' non-teaching duties so as to improve teaching quality.
- (xiii) Develop evaluation techniques for staff performance so as to improve the quality of teaching and learning.

3. School Motto

Ora et Labora.

4. Core Values of Education

Service

We believe in unselfish service for it is through this that we can achieve the common good of society which is at the heart of education. We work towards a greater understanding of ‘service’ which manifest a strong sense of responsibility, accountability, competence and professionalism.

Excellence

We work to achieve the highest standards of academic excellence. We are committed to regularly re-examining and strengthening our teaching to make it relevant and responsive to learner needs and the changing times. We strive to develop in teachers, the professional competencies expected of them.

Discipline

In order to create a conducive environment for teaching and learning, norms of conduct are expected of members of our community. These regulations help to govern the behavior that help our school to function effectively, and help maintain a healthy school atmosphere conducive to the promotion and preservation of effective teaching and learning.

Commitment

We endeavor to provide a variety of learning experiences as we feel having this breadth and depth will not only reinforce classroom learning but also enable students to find their strengths. These programmes also contribute to students who are well rounded.

Holistic Review

Effectiveness of the School Development Plan 2009- 2012

Major Concerns	Extent of targets achieved,	Follow-up action	Remarks
<p>1. To strengthen our identity as a Catholic school.</p>	Partly achieved	Continue to be a major concern in the next SDP	As a Catholic school, this lies at the heart of our education. We envision an education that will develop in our students a consciousness of God in their journey towards self-realization, in their commitments and social responsibilities and their mission to glorify our Creator with their work. Christ is and will always be the center of our lives and our school's major concern.
<p>2. To affirm students' talents and raise their social awareness to ensure they meet the challenges of our diverse and ever-changing world and to help students take initiative and responsibility for their own learning.</p>	Partly achieved	Continue to be a major concern in the next SDP	Some students still tend to be too dependent on teachers and need to be encouraged to participate in the range of activities we offer. We shall continue to work on building confidence so that students begin to take initiative.
<p>3. To refine our teaching strategies, curriculum and assessment criteria to fit the rationale behind the NSS reform.</p>	Fully achieved	Incorporated as routine work	Results of the 1 st cohort of students following the New Academic Structure curriculum did do well in the HKDSE examinations. Nearly all students are pursuing their studies in one form or other.

Evaluation of the School's Overall Performance

Performance Indicator Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The College has a clear direction of development. • She strategically formulates her development plans in line with her direction of development. • The school managers have a good understanding of the needs and background of the school and are supportive of the work of the school. 	<ul style="list-style-type: none"> • Encouraged by a significant improvement in staff perception and overall morale, the College will continue to enhance the transparency of the decision making process. • Some reluctance by teachers in moving to more senior leadership posts.
2. Professional Leadership	<ul style="list-style-type: none"> • The Senior Management and Middle Management Team work closely with the Principal to provide effective guidance to the continuous development of the College and oversee schoolwork effectively. • Subject / Committee heads and teachers have an amicable working relationship. • Some heads are well prepared to undertake new responsibilities and are quick to enroll on further development courses to equip themselves with necessary knowledge and skills. 	<ul style="list-style-type: none"> • Deployment of staff to optimize their potential. • Frequent change of Principal requires time for both the Principal and staff to adapt and understand the expectations and working styles of each other.
3. Curriculum and Assessment	<ul style="list-style-type: none"> • This is in line with the goals of the Education Reform. • The School strategically utilizes different learning modes and offers opportunities to students to cater to their abilities, interests and needs. • Deep and thorough understanding of the new curriculum and SBA of the Senior Management team created strong leadership for the school to move into SBA and readiness for the challenges of the NAS. • Creation of an Appeal Policy for SBA ensured that queries were dealt with in fair manner. • Strong middle managers who have an understanding and ability to use data from past public examinations to create a system that facilitated systematic and informed Career Guidance for students on JUPAS. 	<ul style="list-style-type: none"> • All middle managers need to be able to understand, analyze data available so that they can lead their panels in a more effective manner. • More effective use of supporting staff could be considered. • Data input procedures need to be better streamlined. • Stronger and more capable supporting staff who are willing to stay on.

4. Student Learning and Teaching	<ul style="list-style-type: none"> • Most students are interested in learning. • Teachers work hard to provide additional support for students who are unable to understand work. • Teachers are widening their repertoire of strategies so that they can adjust according to students' learning progress. • Learning climate is highly positive. • Teachers are very committed to the school and are able to work independently. 	<ul style="list-style-type: none"> • Cross-KLA collaboration through the exchange of strategies and practices to enhance teaching and learning. • Offer more opportunities to engage students in leisure reading and outside classroom learning. • Students need to be more self-motivated and confident. • Classrooms are still very teacher-centered.
5. Student Support	<ul style="list-style-type: none"> • The College offers ample OLE opportunities to all students to acquire a variety of learning experiences and skills. • Students have access to a variety of staff in counseling and pastoral work. • Parents help out at lunchtime with 1st formers. • Many committees and panels made use of senior formers to support junior formers in learning. • Alumni are a strong source of support for remedial work. • Alumni return to give advice on multiple pathways upon graduation. 	<ul style="list-style-type: none"> • Teachers to play a more active role in the personal development of students. • Creation of more time for teachers to counsel students. • Better system so that there will not be over-dependence of certain groups for support.
6. Partnership	<ul style="list-style-type: none"> • Parents are informed of school affairs and her development. • Adequate channels for parents to express their views to the College. • Parents are actively engaged in school and PTA activities. • Parents are generally supportive and understanding of school policies. • The Alumni is a strong working partner of the school and are active in the school by providing additional resources and also man-hours for a variety of needs. 	<ul style="list-style-type: none"> • Stronger partnerships with other organizations and outside bodies so that a broader variety of experiences can be provided in more of the Key Learning Areas.
7. Attitude and Behavior	<ul style="list-style-type: none"> • Teachers and students have a harmonious relationship. • Students enjoy school life. 	<ul style="list-style-type: none"> • More actively respond to the individual needs of students.
8. Participation and Achievement	<ul style="list-style-type: none"> • The College provides adequate opportunities to foster student leadership. • Students actively participate in the wide variety of OLE Programmes available to them. • The College actively helps students to develop and excel as all-rounders. • Students have access to a variety of competitions and activities that help them to improve language skills and at the same time contribute to the community. 	<ul style="list-style-type: none"> • To ease the anxiety to compete among students and help them grow at their own pace through formal sessions to identify their strengths and set personal goals. • To help students gain confidence to make use of opportunities for their growth. • To get students to actively volunteer for a variety of tasks.

SWOT Analysis

Our Strengths

- The College is blessed with capable staff and students.
- There is a strong culture and good traditions because of the history of the school.
- The administration, staff and students are adaptable and open-minded.
- The College enjoys ample chances of external exposure through community service, affiliation with the Gifted Education Section of the EDB and overseas exchange partners.
- The College has a very strong English language speaking culture.
- The English language skills of students mean they have acquired the necessary tools to learn.
- The College enjoys a campus that is continuously undergoing updates and improvements to support teaching and learning.
- The close ties with our Alumni, PTA and various organizations and institutions allow the College to accomplish much more with the support of parents, alumni and different partners.

Our Weaknesses

- Our students tend to be overly dependent on guidance of teachers.
- Our students are easily satisfied with their achievements and lack the characteristics and personality to fight for further opportunities of growth.
- Some students are overly protected and lack the discernment to build healthy boundaries.
- Work done regularly can continue to be better streamlined and coordinated to improve on efficiency.
- There is not enough fortitude to look for ways of further improvement, as people are too easily content with what has been achieved.

Our Opportunities

- The College and our students enjoy recognition from the local community.
- Some departments have established a collaboration network in Hong Kong and in other countries to implement the formal curriculum and other learning programmes.
- The College has had a strong promising start with the new Hong Kong Diploma of Secondary Education Examination and a fairly young and innovative team to lead it forward.
- The Optimization of Class Structure Scheme allows us space and time to cater for learner diversity.

Our Threats

- The local education reforms are still ongoing and have yet to earn the trust of parents and students.
- The local education system do not offer sufficient pathways to S6 graduates for receiving university education, so some of them leave for overseas study opportunities without completing their years with us.

Major Concerns for 2012-2015

1. To help each individual understand Christ as a servant and offer service from the heart in their daily life.
2. To provide various learning opportunities for students to develop their abilities, set their own targets and find avenues to reach them independently.
3. To foster the holistic development of students so that they will become assertive, caring, responsible and respectful persons, being able to meet the challenges in life and making contribution to society.

School Development Plan (2012-2015)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2012-2013	2013-2014	2014-2015	
1. To help each individual understand Christ as a servant and offer service from the heart in their daily life.	Students will be given opportunities to learn about Christ and His servant characteristics and they themselves develop characteristics in keeping with Christ through the offering of service to family, the school, the community, Hong Kong and the world.	✓	✓	✓	1. Emphasis will be put on promoting the teachings of Christ and how He serves the people in the morning assemblies, sharing and in ERE lessons.
		✓	✓	✓	2. Recognition will be given to students giving service to others by presenting them as role models for other students so that they too can provide chances for students to serve other students in their homes, school, the community, Hong Kong and the world.
		✓	✓	✓	3. Use of current issues to highlight the concepts of service to the community and create opportunities for students to follow Christ through the offering of service to the community.
	Students develop more positive values and awareness of others, cultivate responsibility and willingness to assist and become more pro-active in giving service to those around them.	✓	✓	✓	4. Find relevant examples in the teaching of different subjects and highlight service to the community/world.
		✓	✓	✓	5. Offer opportunities for students in the subject panels and in school activities to understand the needs of different people.
		✓	✓	✓	6. Reading materials, activities and board displays will focus on the service to the community and the world at large.
		✓	✓	✓	7. Highlight the concept of service in their sessions with students and encourage them to act in the image of Christ.

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2012-2013	2013-2014	2014-2015	
2. To provide various learning opportunities for students to develop their abilities, set their own targets and find avenues to reach them independently.	<p>Students are more aware and able to identify their areas of strengths, understand their talents, and this understanding of their strengths and weaknesses will guide them in goal setting and planning for further studies/work.</p> <p>Students are able to develop their strengths and find satisfaction in achieving their goals.</p> <p>Students' ability to understand themselves can enhance their confidence and they can find happiness in their achievements.</p>	✓	✓	✓	1. To monitor the academic achievement and to systematically provide authentic data for planning the curriculum and supporting programmes to ensure the success of every Shungtakian.
		✓	✓	✓	2. Develop a policy on homework and assignments so that students will not be overloaded and will be able to develop self-management and study skills for effective learning.
		✓	✓	✓	3. Review the policy on assessment, emphasizing assessment for learning and further develop assessment methods to challenge students' critical thinking.
		✓	✓	✓	4. To prepare for the additional/alternative curriculum to meet varying needs.
		✓	✓	✓	5. To explore, redesign and offer other learning experiences for the NSS.
		✓	✓	✓	6. To foster collaboration with tertiary institutions to provide applied learning and diversified programmes to enrich students' learning experience.
		✓	✓	✓	7. To stream and to offer enrichment opportunities and accelerated curriculum to cater for individual differences and to meet the diverse needs of students.
		✓	✓	✓	8. S1 students will be guided by Student Counsellors to set goals.
		✓	✓	✓	9. High aspirations and the concept of greatness will be promoted through reading activities e.g. display of books on great men and women in the many different facets of life.
		✓	✓	✓	10. Appropriate time during OLE sessions will be devoted to promoting high aspirations.
		✓	✓	✓	11. To give the necessary support, guidance and help to students in Career-related activities so that students have the necessary knowledge and resources to help them find their targets.
		✓	✓	✓	12. To develop students' electronic learning portfolio and e-learning platforms to enhance students' lifelong learning skills and all-round development.
		✓	✓	✓	13. Offer a variety of tasks and activities in each subject area, in and out of the classroom, so that students are able to develop their strengths.
		✓	✓	✓	14. Further refine teaching strategies to promote Higher Order Thinking Skills (HOTS); to support and encourage students' self-directed learning; to cater for individual differences; to tap external resources and opportunities to enrich students' learning experiences.

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2012-2013	2013-2014	2014-2015	
3. To foster the holistic development of students so that they will become assertive, caring, responsible and respectful persons, being able to meet the challenges in life and making contribution to society.	Students become more assertive, caring, responsible and respectful persons, and readily and actively make contribution to the society.	✓	✓	✓	1. On different occasions the three values will be the theme of communion e.g. whole school OLE sessions, Class-Teacher sessions, and Level-based programmes.
		✓	✓	✓	2. Awards / recognitions will be given to students that put the values into practice and exemplify the three key values.
	Students are more respectful of others as they understand differences, and more tolerant about differences, and through this are better equipped to meet the challenges in life.	✓	✓	✓	3. Students are grouped with students of different learning needs and abilities, to enhance peer support and peer learning so that all values are developed.
		✓	✓	✓	4. Highlight the three values at appropriate time during lessons.
		✓	✓	✓	5. To build in concepts of caring, responsibility and respect in the teaching curriculum.
		✓	✓	✓	6. Use the three values of care, responsibility and respect as themes or subject matter for students' daily work, competitions or school-based activities e.g. compositions, debates, drama, poster design, video production etc.
		✓	✓	✓	7. Develop a code of behaviour or a code of respect that students agree to adhere to.



Shung Tak Catholic English College
School Development Plan 2012-2015