



# **SHUNG TAK CATHOLIC ENGLISH COLLEGE**

## **School Development Plan**

### **2009-2012**

#### **Motto**

Ora et Labora (Prayer and Work)

#### **Mission Statement**

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.

#### **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.

#### **Three-Year Major Concerns (2009-2012)**

1. To strengthen our identity as a Catholic school.
2. To affirm students’ talents and raise their social awareness to ensure they meet the challenges of our diverse and ever-changing world. help students take initiative and responsibility for their own learning
3. To refine our teaching strategies, curriculum and assessment criteria to fit the rationale behind the NSS reform.

## **Our strengths**

- Teachers are experienced, co-operative, hard-working and dedicated.
- Teachers are well-versed in the new secondary curriculum.
- Our students are renowned for their academic achievements and good manner.
- We have very supportive parents who contribute to the growth of the school.
- The alumni have a strong sense of belonging that enables the school to get additional support for learning and teaching.
- Middle managers conscientiously plan and implement school programmes related to development and respond positively to measures to enhance the quality of education. They support the mission and vision of the school.
- All teachers and staff can participate in formulating school policies.
- The use of English as the medium of instruction starting from junior forms is widely accepted by parents.
- Teachers have a good communication with parents and can effectively care for students' personal growth.
- The Sun Hung Kai Property Ltd. Education Fund allows us to conduct enrichment and remedial classes and our past students offer an available resource and high-quality source of help.
- Our strong links with bodies overseas enables us to provide worldwide and global opportunities for our students.

## **Our threats**

- The falling population of the Secondary 1 age-group children is a major worry. The exodus of teachers from various subject departments to seminars, workshops, training courses, inter-school observation and sharing sessions can adversely affect the normal operation of lessons.
- The fine-tuning of the English medium policy means that there is more competition for the top-banding students.
- Some teachers concern for completion of syllabus prevents them from having more interactive classes.
- Value-addedness of certain subjects in public exams requires improvement.
- Learning abilities among students vary and this increases the difficulty in catering for individual needs.
- Some students lack initiative to learn and highly rely on teachers' guidance.

| Three-year major Concerns  | Intended Outcomes/Targets   | Strategies/Tasks   | Date that development goal will be implemented (✓ as appropriate) |           |           |
|--|---|--|---|-----------|-----------|
|  |   |  | 2009-2010   | 2010-2011 | 2011-2012 |
| 1. To strengthen our identity as a Catholic school.  | <ul style="list-style-type: none"> <li>• Develop a sense of moral righteousness among students</li> <li>• Raise students' awareness about injustice in society</li> <li>• Foster a positive attitude of self</li> <li>• Cultivate social consciousness</li> <li>• Facilitate a sense of mutual respect and harmony among students</li> <li>• Students are inspired by religious instruction and faith</li> </ul>  | Strengthen the role of class teachers in providing moral support and encouragement to students   | ✓   | ✓         | ✓         |
|  |   | Foster the development of Christian virtues of justice, love, mercy, peace, spirituality among all members of the school   | ✓   | ✓         | ✓         |
|  |   | Encourage students' participation in services and evaluate its effectiveness   | ✓   | ✓         | ✓         |
|  |   | Formulate a Healthy School Policy  |   | ✓         | ✓         |
|  |   | Implement the Spiritual Education Project  |   | ✓         | ✓         |
| 2. To affirm students' talents and raise their social awareness to ensure they meet the challenges of our diverse and ever changing world. | <ul style="list-style-type: none"> <li>• Nurture confidence and responsibility among students</li> <li>• Provoke students to think critically and to have high-order thinking</li> <li>• Help students develop skills of self-learning</li> <li>• Further develop Students' potential for creativity</li> <li>• The use of English and Putonghua becomes the norm on the school campus.</li> <li>• Students are more assertive and questioning</li> <li>• Develop a whole school approach to maximize the effectiveness of the measure implemented for the promotion of reading.</li> </ul> | Further develop skills and motivation in self-directed learning by helping them to build a habit of reflection during the learning process and providing constructive feedback and encouragement | ✓   | ✓         | ✓         |
|  |   | Provide more cross-curriculum and life-wide learning opportunities for students  | ✓   | ✓         | ✓         |
|  |   | Further refine the schemes for enhancement of reading habit and reading to learn   | ✓   | ✓         | ✓         |
|  |   | Provide more chances for interactions with other schools across Hong Kong and the world  | ✓   | ✓         | ✓         |
|  |   | Further develop English for All Day and Putonghua Days   | ✓   | ✓         | ✓         |
|  |   | Enhance pre-lesson preparation and note-taking skills  |   | ✓         | ✓         |

| Three-year major Concerns  | Intended Outcomes/Targets  | Strategies/Tasks   | Date that development goal will be implemented (✓ as appropriate) |           |           |
|--|--|--|---|-----------|-----------|
|  |  |  | 2009-2010   | 2010-2011 | 2011-2012 |
| 3. To refine our teaching strategies, curriculum and assessment criteria to fit the rationale behind the NSS reform. | <ul style="list-style-type: none"> <li>• A shift in the balance of teaching methodology away from teacher direction and instructions towards greater student involvement and autonomy</li> <li>• More collaboration across departments and more systematic professional sharing among teachers for enhancement of learning effectiveness</li> <li>• Raise teachers' awareness of the importance of interaction, praise and questioning in classrooms</li> <li>• Training and sharing on assessment for learning and feedback and school-based assessment for teachers</li> </ul> | Draft vertical curriculum for Maths, English and Chinese KLAs  | ✓   |           |           |
|  |  | Arrange interschool lesson observation in key subject areas  | ✓   |           |           |
|  |  | Draft vertical curriculum in other KLAs  |   | ✓         |           |
|  |  | Provide more chances for teachers to come together to design, plan and share preparation of curriculum.      | ✓   | ✓         | ✓         |
|  |  | Arrange more collaborative teaching strategies which encourage interaction among students                    | ✓   | ✓         | ✓         |
|  |  | Teachers make good use of lesson observation findings and assessment findings to improve learning & teaching | ✓   | ✓         | ✓         |
|  |  | Setting up a school level assignment policy  |   | ✓         |           |
|  |  | Review staff appraisal system and themes of staff development  | ✓   |           |           |
|  |  | Introduce continuous assessment reporting in senior classes  | ✓   |           |           |