

*Curious Learner*

*Life Explorer*

## **School Development Plan 2015 - 2018 (2016 - 2017)**

*We aim at providing an all-round education of Christian values and formation of the heart to empower our youngsters to be women of integrity and versatility with global awareness.*



# **School Development Plan 2015 – 2018 (2016 – 2017)**

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## **I. School Mission**

**We aim at providing an all-round education of Christian values and formation of the heart to empower our youngsters to be women of integrity and versatility with global awareness.**

**A Sacred Heartist will set the following goals:**

### **A. As an individual**

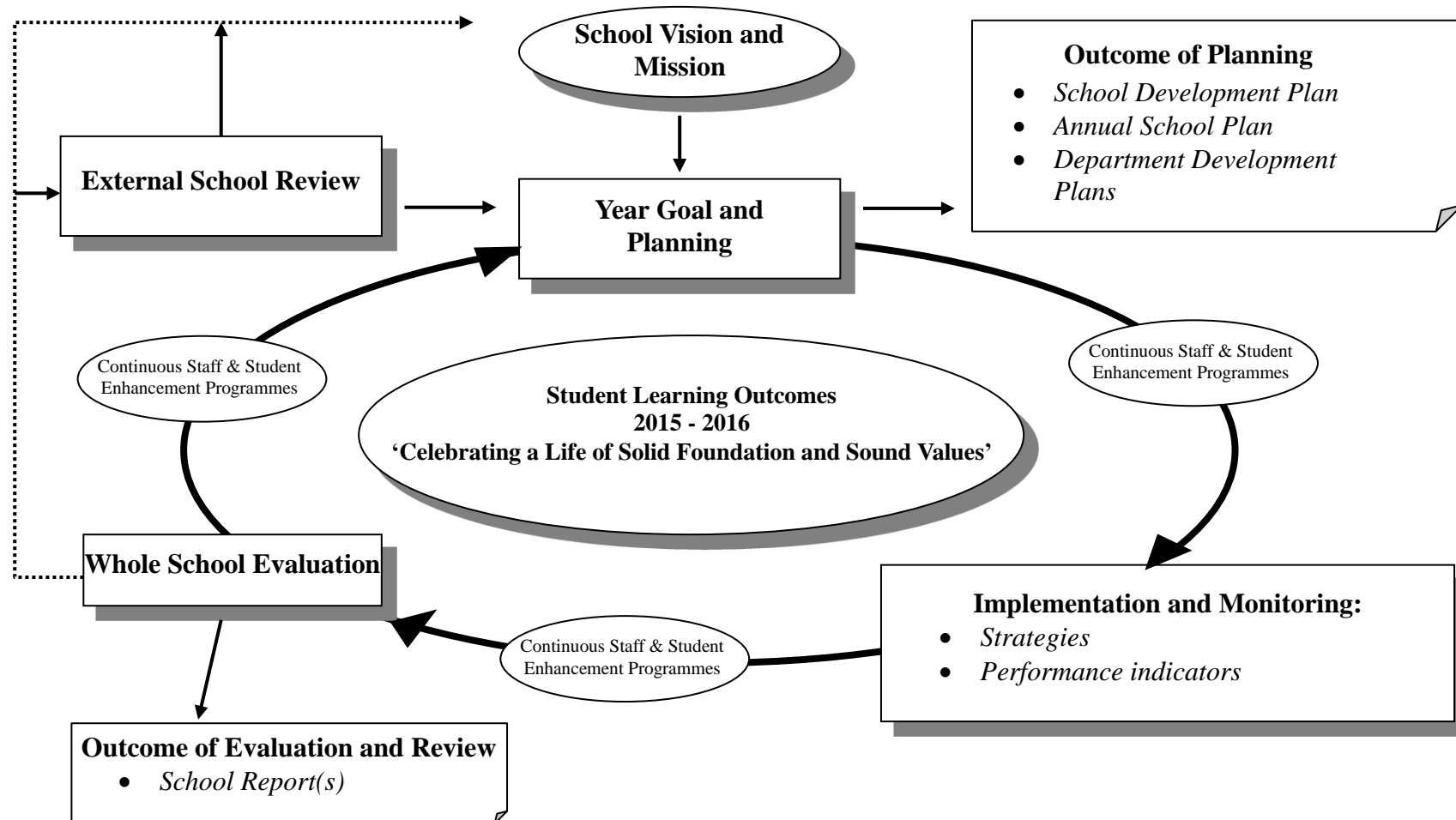
1. Master the basic learning skills.
2. Possess the knowledge needed for living and working in society.
3. Develop the ability to think creatively, solve problems and reason independently.
4. Have the ability to communicate effectively in English as well as in Chinese, Putonghua and Cantonese, possibly develop a third language.
5. Develop special interests and abilities through OLE and extra-curricular activities.
6. Learn to recognise true moral values and develop a code of conduct based upon a sense of personal worth and dignity.
7. Develop the ability to think and act honestly, courageously and responsibly.
8. Seek betterment in all aspects of learning and develop a sense of pride in personal effort.
9. Cultivate appreciation for natural beauty as well as aesthetic qualities in art, music, literature, dance and other forms.
10. Develop creative self-expression in arts and humanities.
11. Understand the need for good physical and mental health and develop healthy attitudes and practices.
12. Develop versatility to meet challenges in a fast-changing world.
13. Develop spiritually with Christian values cherished and cultivate respect for other religions through knowledge.

### **B. As a member of a community**

1. Cultivate love and respect for the less fortunate and needy through active and creative services in the community.
2. Acquire knowledge of and respect for our own and other religions and cultures.
3. Develop an understanding of the value of the natural environment and human resources, and the need to protect them.
4. Develop an understanding of and appreciation for the responsibilities of citizens in a democratic society.
5. Cultivate a global vision to understand international issues and act accordingly.

## II. School Self-Evaluation Model

Our school development plans on a three year cycle, following the P-I-E model. To identify the strengths and weaknesses of the school, teachers and principals take part in the annual self-review, department and whole school evaluations, lesson observations as well as performance appraisals. Teachers' feedback to school principal and students' feedback to teachers are collected to give a more comprehensive view towards school leadership as well as learning and teaching. Parents' views on the performance of the school are also sought through surveys and parents' nights. Student voices are collected through surveys, student representatives in SDAC and various student forums.



### III. Our Present Situation and Our Future

Strengths	Opportunities
<p>1. Clear orientation of school development plan, effective school self-evaluation and established organisation structure help ensure a vivid and dynamic school development through the concerted effort of all staff.</p> <p>2. The school has a team of caring and dedicated staff who are willing to devote their time and energy for the benefit of the students. School-based professional development programmes designed in line with the school theme provide teachers with the necessary skills and knowledge to support the school development.</p>	<p>1. Once the staff members understand the school goals, they can have a clear focus and make concerted effort to achieve the common goals.</p> <p>2. (a) The continuous practice of differentiated instruction strategies at departmental level and on a whole school scale has paved the way for the development of learner autonomy. DI strategies can be further explored in areas such as curriculum planning, teaching strategies, assignment design and assessment tools. Sharing on questioning techniques leading to higher order thinking skills can be encouraged.</p> <p>(b) Staff development programmes in line with the direction of school development are held for capacity building.</p> <p>(c) School visits widen the exposure of teachers. Professional dialogues with other schools may provide inspiration for teachers to refine their learning and teaching strategies.</p> <p>(d) Sharing of good practices among teachers can enhance the quality of learning and teaching. Specific feedback from colleagues and students has served as the starting point for the development of reflective learning of teachers. More in-depth discussions after peer lesson observations will allow teachers to further reflect on their own teaching practices.</p>

Strengths	Opportunities
<p>3. The school has a strong tradition of value formation and character development for students. Staff members are aware of the importance that the school places on value and character formation. Core values of the school are introduced to staff members on various occasions such as staff development day and staff meetings. These core values are shared by the student body as well.</p>	<p>3. Staff members share the core values of the school and they are the role models of students, helping and encouraging them to appreciate and uphold the core values in their lives. Positive attitudes and healthy lifestyles can be further promoted in the SHCC community. An example of such is the promotion of more creative green practices on school campus, based on the existing practices. Students can be encouraged to have more in-depth reflections on their relationship with the world and the people around. They can also be ambassadors spreading green messages.</p>
<p>4. Despite the presence of increasing learner diversity, students are bestowed with different talents and gifts. Most students have potential to achieve.</p>	<p>4. With appropriate opportunities provided and in-depth reflections on their experiences, students are able to perform better.</p>
<p>5. Sacred Heart has established connections with schools and institutions, both local and overseas. This could provide more opportunities for students to enrich their extended learning experiences, increase their community involvement and widen their exposures.</p>	<p>5. (a) Students are given various opportunities to enrol in local and overseas enhancement programmes. Through these extended learning experiences, students can further develop their ability to think from different perspectives.</p> <p>(b) Presentations on extended learning experiences challenge students' mode of learning and give them impetus for future learning opportunities.</p>
<p>6. A cohesive and supportive relationship with the PTA and AA makes significant contributions to various school projects such as the Mentorship Programme, the sponsorship for extended learning programmes and various academic awards.</p>	<p>6. (a) The PTA gives generous financial support for S5 Extended Learning Week programmes and full sponsorship for academic awards to encourage students to soar high in academic achievements.</p> <p>(b) The AA provides scholarships for academic courses and financial support for extended learning programmes and cultural trips.</p> <p>(c) Alumnae serve as mentors to provide support to our senior students in their life planning and careers development.</p>

<b>Strengths</b>	<b>Opportunities</b>
<p>7. The school has been adopting school-based management since the 1990s. The experience in school management initiatives enabled the smooth transition of the then SMC to the IMC. The IMC Managers collaborate well with the school management in the running of the school.</p>	<p>7. (a) The support of the IMC enables the school to use extra funds to help students build stronger foundation in junior forms.</p> <p>(b) The trust that the IMC Managers give to the school allows the school to explore various initiatives.</p> <p>(c) The IMC Managers are ready to give advice to the school in different areas according to their expertise.</p>

2016-17

<b>Strengths</b>	<b>Opportunities</b>
<p>8. Connection with various tertiary institutes and other schools in the area of mobile learning was strengthened in 2015-16.</p>	<p>8. (a) More sharing sessions or professional dialogues in the area of mobile learning will further equip our teachers for the implementation of WiFi900 in 2017-18.</p> <p>(b) The teaching staff might obtain more support in the development of e-learning activities from tertiary institutions.</p>
<p>9. The release of the Strengthening School Administration Management Grant for the year 2016-17 provides extra resources for the school administration.</p>	<p>9. (a) The SAM grant will help to reduce the workload of some of the staff members, both teaching and non-teaching ones, from their administration duties so that they can spend more time on enhancing student learning and providing a clean and tidy school environment.</p>



Weaknesses	Opportunities
<p>1. Some students are not ready to be inquisitive about their personal development and this has limited the number of outstanding students the school nurtures. They are found to have a weak concept of proper manners and etiquette. Some of them are not respectful and are not motivated enough to improve themselves. Some are content with above average performance and not ready to stretch their potential to become outstanding.</p> <p>2. Some students are weak in certain aspects of self-discipline such as time management, which may lead to negative impacts on their studies and health. They need to be aware of the importance of time management and be responsible for their learning.</p> <p>3. Most students are presentable and participate actively in class activities. However, their performance in the public exam is different from expected. Some outstanding students could not secure the expected high level of attainment. The overall performance is only acceptable.</p>	<p>1. (a) Through a wide range of activities, students' interest in learning will be stimulated, that they will engage in the pursuit of excellence and develop their learner autonomy. At the same time, the promotion of a caring school culture enables students to appreciate individuality and embrace diversity, to enhance their respect for oneself and others, and to become autonomous learners with confidence and self-discipline.</p> <p>(b) Helping students cultivate good learning habits will enable them to advance further in their learning.</p> <p>(c) The programmes supported by the CLPG may help students have better life planning.</p> <p>2. Teachers play a more active role in cultivating positive elements in students and creating a congenial atmosphere in school. More programmes will be organised to help our students prioritise their tasks and manage their time properly.</p> <p>3. The SALC provides additional resources to enhance students' performance. Increased language support will be given to students to build a stronger foundation, while diverse self-access learning exercises allow stronger students to recognise their strengths.</p>

<b>Weaknesses</b>	<b>Opportunities</b>
<p>4. Some students need more pressure from teachers for higher academic achievement.</p>	<p>4. (a) Curriculum review enables different academic departments to examine the vertical development of learning and teaching of subject knowledge and skills. Effective learning and teaching strategies are devised so as to match the standard in school with that in the public examination.</p> <p>(b) Greater emphasis on and detailed guidelines for goal setting and implementation strategies encourage students to become more reflective learners.</p> <p>(c) Issues such as diverse student abilities, different learning modes and student motivation all point to the need for learning and teaching strategies which cater for the interests and abilities of students. This stimulates the teaching staff to take active steps to adapt learning and teaching strategies according to the needs of students. Development programmes have been organised for all staff to prepare for curriculum reviews so that learning and teaching can become more effective.</p>
<p>5. The foundation of some students in core subjects, especially Chinese Language, is relatively weak.</p>	<p>5. Extra resources for three academic years (2014/15 – 2016/17) have been approved by the IMC to strengthen the foundation of students in three core subjects. It is hoped that a good foundation laid in the junior levels could facilitate students' learning at the senior level.</p>

## IV. School Development Plan 2015-2018

### 1. Learning and Teaching

Cultivating a community of confident and motivated learners

Areas of Concerns	2015-2016 Grooming students to be responsible learners through a whole school approach	2016-2017 Encouraging students to be an enthusiastic reader with an enquiring mind	2017-2018 Empowering students to be an autonomous learner
<ul style="list-style-type: none"> <li>- Student learning</li>   <li>- Teacher development</li> </ul>	<ul style="list-style-type: none"> <li>• Forming a positive learning attitude and cultivating basic study habits and self-management skills</li>   <li>• Having greater professional exposure and acquiring advanced teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a sense of curiosity towards the world and being ready to explore</li> <li>• ‘Learn to read and read to learn’, cultivating an interest in reading</li> <li>• Developing e-learning and STEM Education</li>   <li>• Applying effective teaching practices and sharing useful practices among teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Learning beyond the classroom with confidence and passion</li>   <li>• Building up a passionate and professional learning community at SHCC</li> </ul>

## 2. Student Quality Development

Forming the hearts of Sacred Heartists through an integrated approach

Areas of Concerns	2015-2016 Cultivating Catholic core values and the Canossian spirit among students with collaborative effort	2016-2017 Cultivating Catholic core values and the Canossian spirit among students with collaborative effort	2017-2018 Empowering students to be an autonomous learner
<ul style="list-style-type: none"> <li>- Developing a framework of school-based life education</li> <li>- Empowering parents to accompany students on their journey of growth</li> </ul>	<ul style="list-style-type: none"> <li>• Better understanding of Catholic core values and the Canossian spirit</li> <li>• Designing the framework of school-based life education</li> <li>• Strengthening parent education</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing and evaluating the framework of school-based life education</li> <li>• Strengthening parent education</li> </ul>	<ul style="list-style-type: none"> <li>• Learning beyond the classroom with confidence and passion</li> <li>• Building up a platform to share good parenting practices</li> </ul>

	Core Values	Life Skills and Life Plans
S1	Life and Love	Self-management; self-discipline; time management and basic study skills; understanding oneself
S2	Family and Humility	Resilience; sense of responsibility; interpersonal relationships (peers/family); problem-solving, empathy
S3	Truth and Justice	Organisational skills; emotional awareness; stress management; decision-making abilities; conflict management
S4	Deepening the six core values and the Canossian spirit	Leadership skills; interpersonal skills (peers & intimate); time management and study skills; getting to know society and preparing for the future
S5		
S6		Stress and emotional management; widening exposure and experiencing the world; decision-making abilities

### 3. Administration

Areas of Concerns	2015-2016 Building a support system for the school	2016-2017 Enhancing the support system for the school	2017-2018 Maintaining the supportive and caring environment
<ul style="list-style-type: none"> <li>- Digitising school documents</li>   <li>- Communicating school policies to stakeholders effectively               <ul style="list-style-type: none"> <li>- staff</li> <li>- parents and students</li> </ul> </li>   <li>- Providing a supportive environment for learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Digitising existing school documents</li> <li>• Implementing SHCC information security guidelines</li>   <li>• Providing guidelines on school policies</li> <li>• Disseminating information about school policies effectively</li> <li>• Investigating the issue of e-circulars in greater detail</li>   <li>• Maintaining school facilities and equipment properly</li> <li>• Developing proficient clerical, technical and janitor staff</li> </ul>	<ul style="list-style-type: none"> <li>• Digitising past student records</li> <li>• Evaluating and fine-tuning the information security guidelines</li>   <li>• Disseminating updates on school policies effectively</li> <li>• Implementing and evaluating the new e-circulars system</li>   <li>• Providing a green environment on school campus</li> <li>• Developing proficient clerical, technical and janitor staff</li> </ul>	<ul style="list-style-type: none"> <li>• Digitising all school documents</li>   <li>• Adhering to SHCC information security guidelines on a regular basis</li> <li>• Disseminating updates on school policies effectively</li> <li>• Fine-tuning the e-circulars system</li>   <li>• Providing a caring environment</li> <li>• Developing proficient clerical, technical and janitor staff</li> </ul>

## V. Appendix

### 1. Staff Development Plan (2015-2018)

	2015-2016	2016-2017	2017-2018
<b>Thinking Skills/ Teaching Strategies</b>	<ol style="list-style-type: none"> <li>1. Greater professional exchanges with teachers from other schools and personal reflection on teaching strategies</li> <li>2. Effective peer lesson observations and more sharing on good practices among teachers</li> <li>3. Empowering teachers to guide students to form good reading habits</li> </ol>	<ol style="list-style-type: none"> <li>1. Applying appropriate DI strategies in curriculum planning, assignment design and assessment</li> <li>2. Encourage teachers to explore subject-based applications within or beyond the curriculum, and sharing within departments</li> <li>3. Greater professional exchanges with teachers within the school and teachers from other schools</li> <li>4. More opportunities provided for teachers to explore e-learning</li> </ol>	Further empowerment of teachers to help students develop effective learner autonomy strategies and master their generic skills
<b>Personal and Guidance skill/others</b>	<ol style="list-style-type: none"> <li>1. Accompany students with difficulties in learning</li> <li>2. Personal relaxation programmes</li> <li>3. Teaching as a vocation</li> </ol>	<ol style="list-style-type: none"> <li>1. Sharing of good practices among colleagues on student pastoral care</li> <li>2. Effective encounter with parents <b>(New staff Induction)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Provide training on staff cohesion /team building</li> <li>2. Better understanding of Catholic core values and the Canossian spirit</li> </ol>

## 2. Development plan in OLE (2015-2018)

	2015-2016	2016-2017	2017-2018
<b>Other Learning Experiences</b>	<p>Empowerment of OLE planning</p> <p>For students:</p> <ol style="list-style-type: none"> <li>1. Empowering students to devise their plans for OLE and to reflect on their learning</li> </ol> <p>For teachers:</p> <ol style="list-style-type: none"> <li>2. Empowering teachers to offer quality OLE opportunities to students within and beyond normal school hours <ul style="list-style-type: none"> <li>• Emphasising the importance of OLE planning with clear learning objectives</li> <li>• Promoting quality learning through evaluation</li> <li>• Introducing more challenging learning experiences to students</li> </ul> </li> </ol>	<p>Further empowerment of OLE planning</p> <p>For students:</p> <ol style="list-style-type: none"> <li>1. Junior students: Striking a balance among the five OLE components</li> <li>2. Senior students: Identifying their interests in student activities, focusing on developing their strengths and choosing suitable OLE experiences on SLP records to reflect on their learning journey</li> </ol> <p>For teachers :</p> <ol style="list-style-type: none"> <li>1. Reviewing the practices of school-based other learning experiences to ensure a balanced and quality OLE education is provided to students within and beyond normal school hour.</li> </ol>	<p>Further empowerment of OLE planning</p> <ol style="list-style-type: none"> <li>1. Evaluation of existing OLE practices</li> <li>2. Further empowering students to devise their plans for OLE, to reflect on their learning and to tell their own story</li> <li>3. Further empowering teachers to promote more challenging learning experiences to students beyond normal school hours</li> </ol>

### 3. Development plan in the use of Information Technology (2015-2018)

The goal of the IT development plan is to enhance students' learning through effective integration of ICT and providing support for school administration and e-learning development.

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Promoting active learning with the use of e-learning pedagogy	<ol style="list-style-type: none"> <li>1. Setting up an e-learning steering committee</li> <li>2. Capacity building through teacher professional development (at school senior management and middle management levels)</li> </ol>	<ol style="list-style-type: none"> <li>1. Running a pilot scheme to integrate ICT into learning and teaching in some subjects</li> <li>2. Continuous capacity building through teacher professional development (whole school)</li> <li>3. Building an effective support system for ICT integration</li> </ol>	<ol style="list-style-type: none"> <li>1. Expanding the pilot scheme to all subjects</li> <li>2. Continuous strengthening of the professional development network of our school</li> <li>3. Continuous strengthening of the support system for ICT integration</li> </ol>
Evaluating and improving administrative procedures and information flow adhered to information guidelines	<ol style="list-style-type: none"> <li>1. Improving documents processing procedures adhered to information guidelines</li> <li>2. Digitising school documents</li> </ol>	<ol style="list-style-type: none"> <li>1. Improving IT administrative procedures adhered to information guidelines</li> <li>2. Digitizing the school archive</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluating and fine-tuning the information guidelines</li> </ol>



# **Sacred Heart Canossian College**

## **School Development Plan 2015-2018 (2016-17)**

Endorsed by the Incorporated Management Committee on 26 October 2016

Sr Agnes Law FdCC  
Chairman / School Supervisor