

*Learning with Passion*

*Living with Integrity*

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

*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 (2017 – 2018)**

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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**

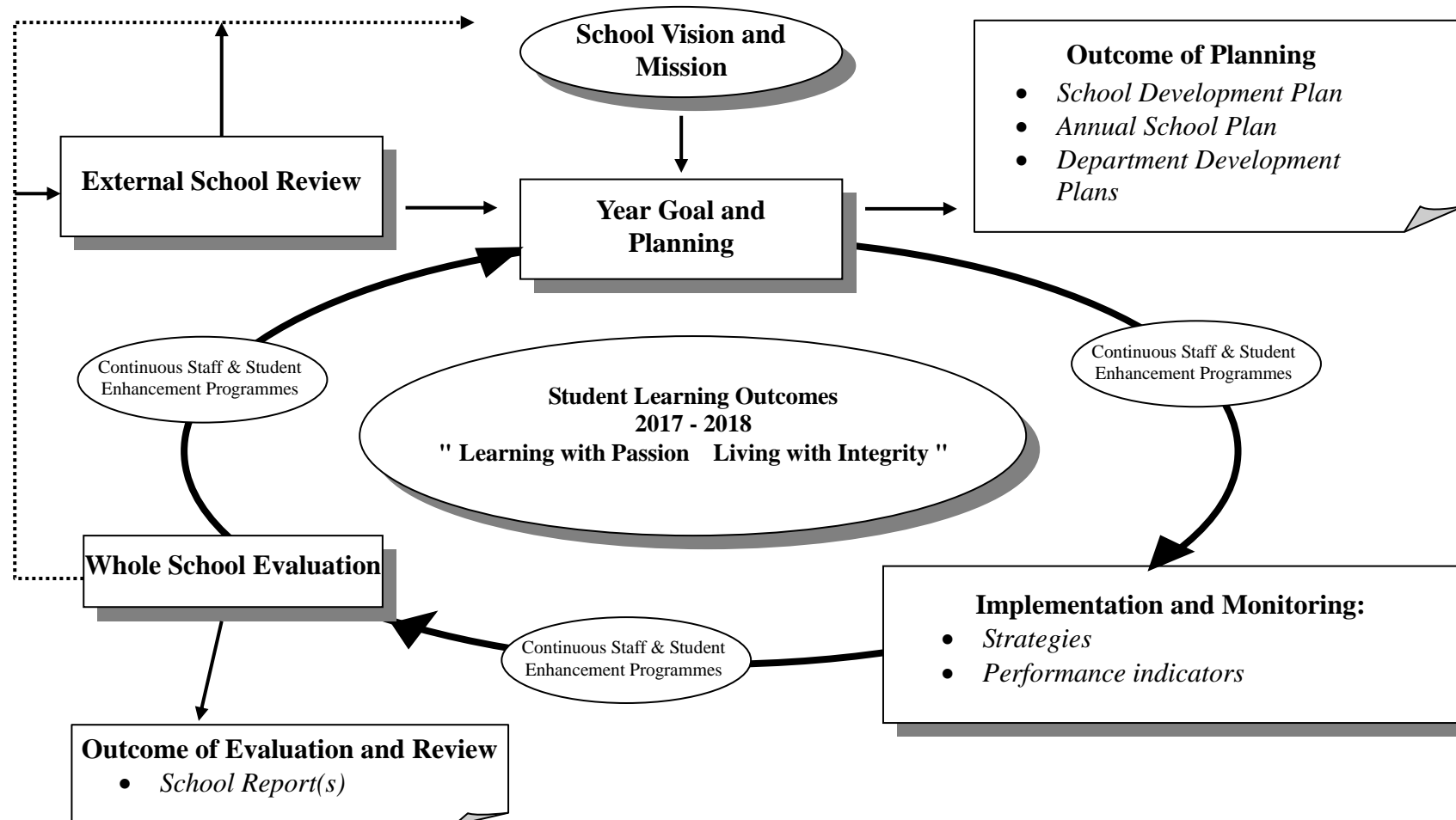
1. Master the basic learning skills.
2. Possess the knowledge needed for living and working in society.
3. Develop the ability to think creatively, solve problems and reason independently.
4. Have the ability to communicate effectively in English as well as in Chinese, Putonghua and Cantonese, possibly 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <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. 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 clear focus and make concerted effort to achieve 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <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.<br/>(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.<br/>(b) The AA provides scholarships for academic courses and financial support for extended learning programmes and cultural trips.<br/>(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>                                                                                                                                                                                                                                                                                                                                        |
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| 7. The school has been adopting school-based management since the 1990s. The experience in school management initiatives has 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. | 7. (a) The support of the IMC enables the school to use extra funds to help students build stronger foundation in junior forms.<br>(b) The trust that the IMC Managers give to the school allows the school to explore various initiatives.<br>(c) The IMC Managers are ready to give advice to the school in different areas according to their expertise. |

2016-2017

| <b>Strengths</b>                                                                                                                                        | <b>Opportunities</b>                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8. Connection with various tertiary institutes and other schools in the area of mobile learning was strengthened in 2015-16.                            | 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.<br>(b) The teaching staff might obtain more support in the development of e-learning activities from tertiary institutions. |
| 9. The release of the Strengthening School Administration Management Grant for the year 2016-17 provides extra resources for the school administration. | 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.                     |



2017-2018

| <b>Strengths</b>                                                                                                                                     | <b>Opportunities</b>                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>10. Strengthening School Administration Management Grant helped upgrade school facilities such as the printing machine and the library system</p> | <p>10. (a) SAM grant helped 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.<br/>(b) The upgraded library system and refurbished library offer a more relaxing environment for students to engage in leisure reading.</p> |
| <p>11. The installation of wifi under ITE4 and with school funds will be completed in the beginning of the school year 2017-18.</p>                  | <p>11. A wifi school campus will encourage the use of mobile learning which stretches learning beyond the classroom. Teachers will make better use of e-learning applications in the classroom to engage students. It also allows further development of DI and learner autonomy.</p>                                                                                                                              |
| <p>12. The turning of SSCSG and CLPG into regular teaching posts has enhanced the morale of the staff.</p>                                           | <p>12. The sense of job security will enable teachers to focus more on enhancing their learning and teaching strategies.</p>                                                                                                                                                                                                                                                                                       |
| <p>13. The additional funding from EDB has provided the school with more financial resources.</p>                                                    | <p>13. (a) The additional financial resources will enable the school to buy more tablets to facilitate mobile learning.<br/>(b) More programmes/activities on consolidating students' foundation of Chinese Language and culture can be arranged for both junior and senior forms.</p>                                                                                                                             |

| <b>Weaknesses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Opportunities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <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>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. L &amp; T Advancement Team will help students examine their learning motivation.</p> <p>(c) Counselling service offered by CFST and HRTs/HRPs may help encourage students to think about their lives more seriously and have a better planning for their future.</p> <p>(d) The introduction of the subject 'The Art of Living' in S5 may help students appreciate life with gratitude.</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>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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Weaknesses                                                                                                                                                                                                                                                                                    | Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <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>3. 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>4. Some students need more pressure from teachers for higher academic achievement.</p>                                                                                                                                                                                                     | <p>4.</p> <ul style="list-style-type: none"> <li>(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.</li> <li>(b) Greater emphasis on and detailed guidelines for goal setting and implementation strategies encourage students to become more reflective learners.</li> <li>(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.</li> </ul> |

| <b>Weaknesses</b>                                                                                     | <b>Opportunities</b>                                                                                                                                                                                                                                                                 |
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| 5. The foundation of some students in core subjects, especially Chinese Language, is relatively weak. | 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 at the junior levels could facilitate students' learning at the senior level. |

2017-18

| <b>Weaknesses</b>                                                                                         | <b>Opportunities</b>                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Increasing learner diversity is found among students.                                                  | 6. (a) Teachers of the same department work collaboratively to identify the weaknesses of the students and make appropriate adjustment in the curriculum/ schedule of teaching.<br>(b) Teachers have to re-examine their own L&T strategies and apply DI in their daily teaching.<br>(c) Learning diversity may facilitate the development of mobile learning in school. |
| 7. Teachers and students have hectic schedules which makes it difficult for them to have a balanced life. | 7. The new time table introduced in 2017-18 aims at helping students and teachers to have a healthy life style.                                                                                                                                                                                                                                                          |

## IV. School Development Plan 2015-2018

### 1. Learning and Teaching

Cultivating a community of confident and motivated learners

| <b>Areas of Concerns</b> | <b>2015-2016</b><br><b>Grooming students to be responsible learners through a whole school approach</b>                                            | <b>2016-2017</b><br><b>Encouraging students to be an enthusiastic reader with an enquiring mind</b>                                                                                                        | <b>2017-2018</b><br><b>Empowering students to be an autonomous learner</b>                                           |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| - Student learning       | <ul style="list-style-type: none"><li>Forming a positive learning attitude and cultivating basic study habits and self-management skills</li></ul> | <ul style="list-style-type: none"><li>“Learn to read and read to learn”, cultivating an interest in reading</li><li>Developing a sense of curiosity towards the world and being ready to explore</li></ul> | <ul style="list-style-type: none"><li>Learning beyond the classroom with confidence and passion</li></ul>            |
| - Teacher development    | <ul style="list-style-type: none"><li>Having greater professional exposure and acquiring advanced teaching strategies</li></ul>                    | <ul style="list-style-type: none"><li>Applying effective teaching practices and sharing useful practices among teachers</li></ul>                                                                          | <ul style="list-style-type: none"><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<br>Cultivating Catholic core values and the Canossian spirit among students with collaborative effort                                                                                                                                   | 2016-2017<br>Cultivating Catholic core values and the Canossian spirit among students with collaborative effort                                                              | 2017-2018<br>Cultivating Catholic core values and the Canossian spirit among students with collaborative effort                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Developing a framework of school-based life education</li> <br/> <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> <br/> <li>• Designing the framework of school-based life education</li> <br/> <li>• Strengthening parent education</li> </ul> | <ul style="list-style-type: none"> <li>• Implementing and evaluating the framework of school-based life education</li> <br/> <li>• Strengthening parent education</li> </ul> | <ul style="list-style-type: none"> <li>• Fine tuning the framework of school-based life education</li> <br/> <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<br>Building a support system<br>for the school                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2016-2017<br>Enhancing the support system for<br>the school                                                                                                                                                                                                                                                                                                                                                                                                    | 2017-2018<br>Maintaining the supportive and<br>caring environment                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Digitising school documents</li> <br/> <li>- Communicating school policies to stakeholders effectively               <ul style="list-style-type: none"> <li>- staff</li> <li>- parents and students</li> </ul> </li> <br/> <li>- Providing a supportive environment for learning and teaching</li> </ul> | <ul style="list-style-type: none"> <li>• Digitising existing school documents</li> <br/> <li>• Implementing SHCC information security guidelines</li> <br/> <li>• Providing guidelines on school policies</li> <br/> <li>• Disseminating information about school policies effectively</li> <br/> <li>• Investigating the issue of e-circulars in greater detail</li> <br/> <li>• Maintaining school facilities and equipment properly</li> <br/> <li>• Developing proficient clerical, technical and janitor staff</li> </ul> | <ul style="list-style-type: none"> <li>• Digitising past student records</li> <br/> <li>• Evaluating and fine-tuning the information security guidelines</li> <br/> <li>• Disseminating updates on school policies effectively</li> <br/> <li>• Implementing and evaluating the new e-circulars system</li> <br/> <li>• Providing a green environment on school campus</li> <br/> <li>• Developing proficient clerical, technical and janitor staff</li> </ul> | <ul style="list-style-type: none"> <li>• Digitising student records</li> <br/> <br/> <br/> <br/> <li>• Capacity Building</li> <br/> <br/> <br/> <br/> <li>• Building up a positive and energizing community</li> </ul> |

## V. Appendix

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

|                                                 | 2015-2016                                                                                                                                                                                                                                                                                                                                          | 2016-2017                                                                                                                                                                                                                                                                                                                                                                                       | 2017-2018                                                                                                                                                                                                                                                                            |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Thinking Skills/<br/>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 application 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> </ol> | <ol style="list-style-type: none"> <li>1. Further empowerment of teachers to help students develop effective learner autonomy strategies and master their generic skills</li> <li>2. Effective peer lesson observations and more sharing on good practices among teachers</li> </ol> |
| <b>Personal and Guidance<br/>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<br/><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 on 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>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>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>Junior students: Striking a balance among the five OLE components</li> <li>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>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 hours.</li> </ol> | <p>Further empowerment of OLE planning</p> <ol style="list-style-type: none"> <li>Reviewing the existing school-based OLE practices</li> <li>Further empowering students to devise their plans for OLE, to reflect on their learning and to be able to tell their own story</li> </ol> <p>Further empowering teachers to promote quality OLE learning experiences to students beyond normal school hours</p> |

### 3. Development plan on 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 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>                                                                                                                                                                |

#### 4. Development plan on e-learning (2015-2018)

1. Importance of engaging students to learn -- Be motivated and interested in learning (Student-centred)
  - Engaging students in class learning (Engaged Classroom)
  - Engaging students in lesson preparation (Flipping Classroom)
  - Engaging students in self-regulated learning (learner autonomy)
2. Catering for learner's diversity

|                                                                                                           | <b>2015-2016</b>                                                                                                                                                                                              | <b>2016-2017</b>                                                                                                                                                                                                                                                                                                                                                        | <b>2017-2018</b>                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher's support :<br><br>1. Pilot Scheme – Platform, Apps, e-materials, technical problems faced in L&T | Targets : Some teachers<br><br>1. Setting up a trial group to use e-learning in their lessons<br><br>1. Sharing on e-learning practices in Staff Review (June) / Staff Meeting (July)                         | Targets : Some subjects<br><br>1. Running the pilot scheme in some subjects <ul style="list-style-type: none"> <li>• Try out e-learning in their subjects</li> <li>• Peer lesson observation for teachers within / across departments to learn from each other</li> <li>• Sharing on good practices among teachers</li> <li>• Evaluation and future planning</li> </ul> | Targets : All subjects<br><br>1. Running the pilot scheme to all subjects<br>2. Teaching practice : Using e-learning to teach at least 1 lesson<br>3. Peer lesson observation for teachers within /across departments<br>4. Evaluation and future planning |
| 2. Staff Development                                                                                      | Targets : 4Ps and middle managers<br><br>1. School-based IT workshop organised for 4Ps and HoDs,<br>2. 4Ps and middle managers attend at least 1 seminar related to e-learning organised by the School or EDB | Targets : All Staff<br><br>1. Attending at least 2 seminars related to e-learning organised by the School or EDB<br>2. Attending at least 1 lesson observation related to e-learning inside or outside school<br>3. School-based IT workshop organised for all staff                                                                                                    | Targets : All Staff<br><br>1. Attending at least 2 seminars related to e-learning organised by the School or EDB<br>2. Attending at least 1 lesson observation related to e-learning inside or outside school                                              |

**Sacred Heart Canossian College**  
**School Development Plan 2015-2018 (2017-18)**

Endorsed by the Incorporated Management Committee on 24 October 2017

Sr Agnes Law FdCC  
Chairman / School Supervisor