

*Passionate about Learning*

*Caring through Respect*

**School Development Plan 2009 - 2012 (2011 - 2012)**

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

# **School Development Plan 2009 – 2012 (2011 – 2012)**

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## School Mission

**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**

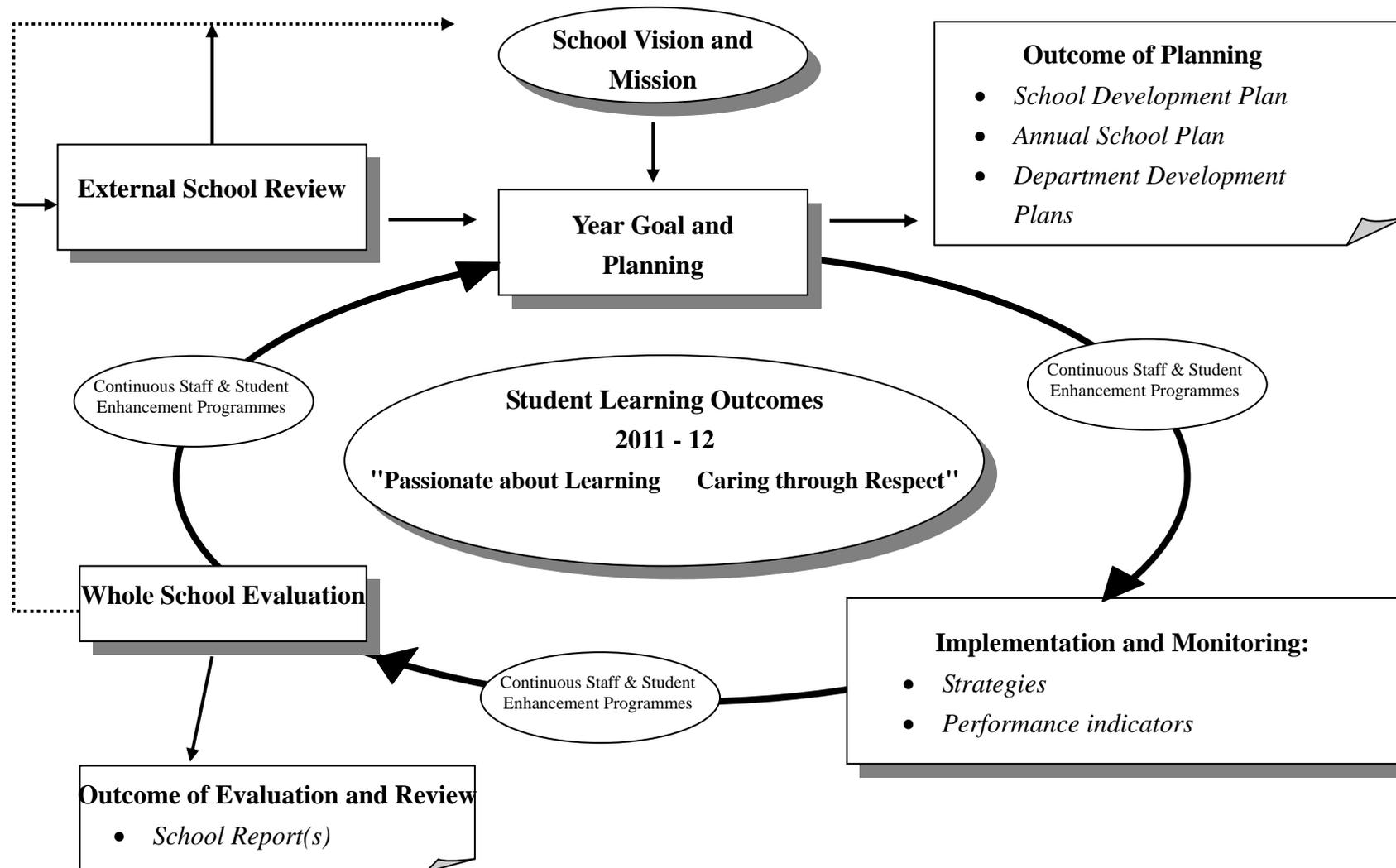
1. Cultivate love and respect for the less fortunate and needy through active and creative services in the community.
2. Acquire knowledge of and respect for our own and other religions and cultures.
3. Develop an understanding of the value of the natural environment and human resources, and the need 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.

## Annual School Plan 2011-2012

Areas of Concern	1999-2004	2004-2009	2009-10	2010-11	2011 - 12	2012-13	2013-14	20--
<b>School Focus</b>	<b>Project Learning</b>	<b>Learner Diversity</b>	<b>L e a r n e r   A u t o n o m y</b>					
<b>Year Theme</b>	Thinking School Caring Community	Integrated Thinker Dynamic Volunteer	Knowledge Explorer Environmental Guardian	Adventurous Learning Energy Conserving	<b>Passionate about Learning Caring through Respect</b>			
<b>Learner Autonomy</b>	Gifted education & ambassadors of learning	Oxford Placement Test, establishment of SALC	Self-access Learning, Staff development on learner autonomy	Goal Setting & Task Motivation, Adventurous Learning	- Developing proactive & passionate learning attitude - Formulating appropriate learning strategies - Content Language Integrated Learning - 2 <sup>nd</sup> stage of SALC project	Assessment aiming at adaptivity	System integration	
<b>Green Education</b>	/	Green Torch & class green ambassadors	Material recycling & green prefects	Green diet & energy conserving school	- Promoting of green practices at home	Local eco-tour & courses	Overseas eco-tour	
<b>Liberal Studies</b>	Old syllabus	NSS syllabus whole staff development	Modules in Humanities & Science, IES	Detailed planning of IES & question-answering skills	- Preparing students with knowledge and skills to integrate and examine cross-module issues - Polishing students' questioning & answering skills	Evaluation of teaching approach & assessment	Adjustment of approach & assessment	
<b>Whole Staff Development</b>	Thinking skills & co-operative learning	Differentiated Instruction	Questioning skills & formative assessment	- Exploratory L & T, questioning skills - Formative assessment and specific feedback - DI for new teachers	- Staff training on questioning techniques - Sharing of ideas and experience to groom students into motivated and confident learners - Content Language Integrated Learning	Coherence of curriculum	Coherence of education goals	
<b>Other Learning Experiences</b>	Learning outside classroom (life-wide learning)	F2 & F6 extended learning (life-long learning), OLE Policies	Extended learning Wednesday & NSS extended learning week	- Civic Ed dimensions added - Ext. learning structured	- Introducing reflection tools for students - Structuring student activities webpage - Making in-depth civic education and community service available to students	Structure of all 5 OLE components confirmed	Coherence of academic and OLE development	
<b>Religious &amp; Moral Education</b>	Service syllabus	S4 NSS RME Curriculum	School-based S4 RME curriculum	School-based S4 & S5 RME curriculum	- 1st S6 RME curriculum implementation - Reviewing & modifying S4 & S5 RME curriculum - Whole school programmes to nurture the value of respect	School-based RME curriculum confirmed	Ss explore religious knowledge with competency	
<b>Chinese Language Learning</b>	20% T proficiency	50% T prof. S2 & S1 Chin lang taught in PTH	60% T prof. S1 & S2 Chin lang taught in PTH	70% T prof. S1 & S2 Chin lang taught in PTH	- Reaching 80% T proficiency - S1-3 Chin with cultural learning	- 100% T prof. - S1-3 Chin with cultural learning	- Ss as prolific Chin lang learner	
<b>Healthy School</b>	Health education team	Indicators of healthy school	Drug abuses issues & staff training in SEN	Balanced & healthy lifestyle	- Providing appropriate support for students with special learning needs - Caring about & understanding the needy in society	Health service & education	Counselling & social work service	
<b>School Review</b>	Implementation of P-I-E cycle & External School Review	School self-evaluation cycle	External School Review	Feedback on teachers' performance	- Review of S3 module & NSS-related arrangements	Departmental Appraisal on Learning & Teaching	Senior Leader Appraisal for senior Ts/team heads	

## School Self-Evaluation Model

After the completion of the ten-year plan in 2009, our school development plans on a 5-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 SPIC and various student forums.



## *Our Present Situation and Our Future*

<b>Strengths</b>	<b>Opportunities</b>
<p>1. Clear orientation of school development plan, effective school self-evaluation and established organization structure help to ensure a vivid and dynamic school development.</p> <p>2. School-based professional development programmes designed in line with the school theme help to provide teachers with the necessary skills and knowledge in support of school development.</p> <p>3. The first phase of our 150th anniversary project has provided additional classrooms to meet the demand of the double-cohort year. The second phase, to be completed by the end of 2012, will also provide the school with an auditorium with more up-dated lighting and audio-visual equipment for Performing Arts experiences.</p> <p>4. A cohesive and supportive relationship with PTA and AA makes significant contribution to various school projects such as the sponsorships for extended learning programmes.</p>	<p>1. The implementation of differentiated instruction at both departmental levels and on a whole school scale will continue. Teachers are learning to groom students into autonomous learners.</p> <p>2. Students found specific feedbacks useful for self-reflection and evaluation. This formative assessment component could be further adapted.</p> <p>3. Teachers could better equip themselves with more effective questioning techniques and apply these skills to motivate students to raise more challenging questions.</p> <p>4. Peer lesson observations allow teachers to exchange ideas for giving specific feedbacks and this practice will continue.</p>

<b>Strengths</b>	<b>Opportunities</b>
<p>5. Green practices are implemented at the school and class level. Green policies had been one of the major concerns of the school for two consecutive years. A solar panel has been installed to raise students' awareness of the use of renewable energy; more recycling bins have been placed on campus to encourage students to recycle possible materials. Together with the green tips given by Green Torch members, all students are ready to share green ideas, follow them at school, and bring their green practices into their family and the community.</p>	<p>5. We continue to adopt green practices at school and encourage students to follow these practices at home.</p>
<p>6. Building on the experience from the cooperation between the Departments of English and Junior Humanities, the school is in process of developing Content Language Integrated Learning (CLIL).</p>	<p>6. The Self-access Learning Centre will be expanded to cater for Content Language Integrated Learning (CLIL).</p>
<p>7. The LED panel enhances the channel of communication and enables students to express their words of appreciation to others.</p>	<p>7. The Campus TV production studio will be upgraded to allow school production of various audio-visual programmes and to provide media education. These additional resources will create favourable conditions for students' adventurous learning and give them greater learner autonomy.</p>
<p>8. Links with schools and institutions, local and overseas, help to enrich teachers' and students' extended and applied learning experiences as well as community involvement. Teachers are sent to attend international conferences to exchange and learn about the latest education trends and development.</p>	<p>8. Whole staff sharing sessions in line with the direction of school development are held for capacity building. Student sharing on extended learning challenged their mode of learning and gave them impetus for future learning opportunities.</p>

<b>Weaknesses</b>	<b>Opportunities</b>
<p>1. Classroom learning activities are confined to the needs of the majority, individual needs and potential have not been effectively addressed and developed. Many students are very mark-conscious but they are not performing to their full capacity.</p>	<p>1. Application of the school theme "<i>Passionate about Learning, Caring through Respect</i>" will be promoted to make students become more pro-active and passionate in learning and caring about the needs of others.</p>
<p>2. Most students are presentable and participate actively in class activities. However, their performance in public exams is different from expected. Some outstanding students did not secure the expected high level of attainment. The overall performance is only acceptable.</p>	<p>2. A series of actions will be taken to develop students' linguistic intelligence. Small-class drama education at junior levels conducted by native English speaking professionals may help average students to build up their confidence in speech and expression. The learning opportunity of a third language will be provided for all students to boost their linguistic competence.</p>
<p>3. Some students are fundamentally weak in English pronunciation and articulation. Some lack study skills and are poor in organization.</p>	<p>3. Improvement in language skills enhances students' learning of subjects using English as MOI. The second phase of SALC provides additional resources to enhance students' performance. Small group sessions led by alumnae helpers are held after school for improving students' speaking skills. More pronunciation and phonics software can be installed at the SALC for students to learn at their own pace.</p>
<p>4. Some students need more pressure from teachers for higher academic achievement.</p>	<p>4. The school has joined the project "Schools: Partner for the Future" to provide our students various resources for German learning. This project offers our students scholarship to join a 3-week youth summer course in Germany and our school was the first institution in Hong Kong being invited to take part in it. Regular German classes are introduced in the formal curriculum from S1 to S3 for preparing students to seat for IGCSE in German.</p>

<b>Weaknesses</b>	<b>Opportunities</b>
<p>4. Many students lack critical sense on local/global issues. Their habit of mind in analytical and critical thinking on social and global issues could be further developed.</p> <p>6. Some students are weak in different aspects of self-discipline such as time management. It 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>7. There is an increasing diversity in student abilities.</p>	<p>5. Extended learning outside Hong Kong and international community services will provide more occasions for widening students' scope of learning and learning experiences.</p> <p>6. Both counseling strategies and disciplinary measures will be introduced to cultivate students' sense of self-responsibility.</p> <p>7. Issues like diverse student abilities, different learning modes of students, and student motivation all point to the need of learning and teaching strategies addressing the interests and abilities of students. Development programmes on differentiated instruction and formative assessment with special focus on giving specific feedback have been organised for all staff. These strategies have been adopted in all subjects and form part of the foci in departmental development plans.</p>

## School Development Plan 2009-2012

Tentative Major Concerns (to be finalized after annual review)	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			09/10	10/11	11/12
1. Green Education: Reinforcing green practices by encouraging students to devise their own green class policies	<ul style="list-style-type: none"> <li>• Students take more decisive actions in environmental protection</li> <li>• Students show greater concern in green activities and are more aware of green issues inside and outside school</li> </ul>	See strategies listed on ASP	✓	✓	✓
2. Developing learner autonomy and fostering multiple intelligences for life	<ul style="list-style-type: none"> <li>• Students are able to analyse from different points of view and share their opinions on various social and global issues.</li> </ul>		✓	✓	✓
3. Learning and Teaching: Motivating students with different learning styles & readiness through differentiated instruction in class	<ul style="list-style-type: none"> <li>• Teachers implement DI in teaching and assessing students with confidence and flexibility</li> </ul>		✓	✓	✓
4. IT in Education – using IT for sharing knowledge and independent learning	<ul style="list-style-type: none"> <li>• Students are familiar with the on-line learning resources available at the Self-access Learning Centre</li> <li>• Students show initiative when taking up roles of responsibility in community services</li> </ul>		✓	✓	✓

Tentative Major Concerns (to be finalized after annual review)	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			09/10	10/11	11/12
5. Caring with creativity: Encouraging students to initiate various kinds of community services through extended learning activities	<ul style="list-style-type: none"> <li>Students show initiative when taking up roles of responsibility in community services</li> </ul>	See strategies listed on ASP	✓	✓	✓
6. Caring through respect: Nurturing the value of respect among our students through consideration and care and promoting a positive and appreciative atmosphere both inside and outside classroom	<ul style="list-style-type: none"> <li>Teachers conduct programmes to promote a positive and appreciative environment</li> </ul>				✓
7. Liberal Studies in the NSS	<ul style="list-style-type: none"> <li>Students are able to analyse issues from different perspectives and choose their own standpoint</li> </ul>		✓	✓	✓
8. Formation of Heart – preparation for the 150th Anniversary	<ul style="list-style-type: none"> <li>Students have a more in-depth understanding of the Canossian spirit and develop positive moral and religious values</li> </ul>		✓		
9. S4 Service Day	<ul style="list-style-type: none"> <li>Students receive training from professionals and apply the skills learnt in a one-day service with different needy groups</li> </ul>		✓	✓	✓

## Appendix - 5-year Staff Development Plan (2009-2014)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Thinking Skills/ Teaching Strategies</b>	Staff training focusing on: 1. Exploratory L & T, questioning skills 2. Critical thinking in different subjects for autonomous learning 3. DI training for new teachers	1. Staff training on questioning skills and giving specific feedback 2. Developing teachers' awareness of the use of formative assessment in L&T 3. DI for new teachers	1. Staff training on: developing students' skills in higher-order, critical and analytical thinking 2. Training on CLIL 3. Refinement of questioning skills and giving specific feedback	Staff training on coherence of curriculum	Staff training on coherence of education goals
<b>Learner Autonomy</b>	Brief introduction during staff meetings	Sharing of experience and knowledge from ASCD online course	1. Sharing of ideas and experience of grooming students into motivated and confident learners 2. Training on CLIL	Learning from department experience	Refresher programme
<b>Guidance skill/others</b>	Talks & workshops on drug abuse for teachers	Workshops on life education for teachers	Workshops on guidance skills	Workshop on sex education for teachers	Supporting students' needs

### 5-year development plan in OLE (2009-2014)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>OLE</b>	<p><i>Extended Learning Wednesday structure confirmed</i></p> <p><i>OLE courses/camps/workshops conducted</i></p> <p><i>Trial of NSS extended learning week completed</i></p> <p><i>Community service structured</i></p> <p><i>Evaluation of existing civic education conducted</i></p> <p><i>SLP record on web in practice</i></p>	<p><i>Data analysis on different components of OLE</i></p> <p><i>NSS extended learning curriculum structured</i></p> <p><i>Civic education dimensions added</i></p> <p><i>SLP draft version prepared</i></p>	<p><i>Reflection tool kit introduced to teachers</i></p> <p><i>Interface of the "Student Activities" webpage confirmed</i></p> <p><i>In-depth civic education and community services available to students</i></p> <p><i>SLP finalised</i></p>	<p><i>Structure of all 5 components confirmed</i></p>	<p><i>OLE in parallel with academic development</i></p>

## 5-year development plan of Healthy School Report Team (2009-2014)

<u>Focal developmental year</u>	<u>Focuses</u>
09-10	Aesthetic Education and Character Development, Self-disciplined Life, Drugs Issues
10-11	Balanced and Healthy Diet
11-12	Inclusive Education
12-13	School Health Services and Education
13-14	Counseling and Social Work Services

Focal developmental year	Focuses	Concerned areas	Teams/departments
09-10	Aesthetic Education and Character Development	The school organizes programmes for students to foster their character development as well as aesthetic achievements.	P.E. Department, Character Development Team
	Self-disciplined Way of Life	The school helps students develop a self-disciplined way of life.	Discipline Team, Counseling Team
	Drug issues	The school provides chances for students and teachers to understand the impacts of drug abuse.	Discipline Team, Counseling Team
10-11	Balanced and Healthy Diet	<p>The school helps students become more aware of the importance of a balanced and healthy diet.</p> <p>The school helps students to understand the meaning of green diet and its relationship with environmental conservation.</p> <p>The school encourages all members to consume healthy food in order to maintain good health.</p> <p>The school monitors the quality of lunch boxes and food available at the tuck shop.</p> <p>The school drafts a policy on preventing sexual harassment.</p>	Health Care Team, Green Torch, Home Economics Dept., Tuck Shop & Lunch Box Coordinator

<b>Focal developmental year</b>	<b>Focuses</b>	<b>Concerned areas</b>	<b>Teams/departments</b>
11-12	Inclusive Education	<p>The school identifies the special needs of SEN students and provides appropriate support for them to learn beyond their capability.</p> <p>The school promotes an inclusive environment for all students to appreciate the uniqueness of individuals.</p> <p>The school cultivates students with care and understanding; and helps them reach the need in society through their active participation in various activities.</p>	SEN Team, Counseling Team, School Social Worker
12-13	School Health Services and Education	The school arranges different medical services and activities for students to take preventive measures.	Health Care Team
13-14	Counseling and Social Work Services	The school offers support to students with emotional needs and learning difficulties.	Counseling Team, School Social Worker

# Sacred Heart Canossian College

## School Development Plan

2009-2012

endorsed by the School Management Committee (2011-2012):

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School Supervisor

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Sr Susanna Yu  
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