

Soaring High

Celebrating Diversity

School Development Plan 2012 - 2015 (2012 - 2013)

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 2012 – 2015 (2012 – 2013)

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School Mission

A Sacred Heartist will set the following goals:

A. As an individual

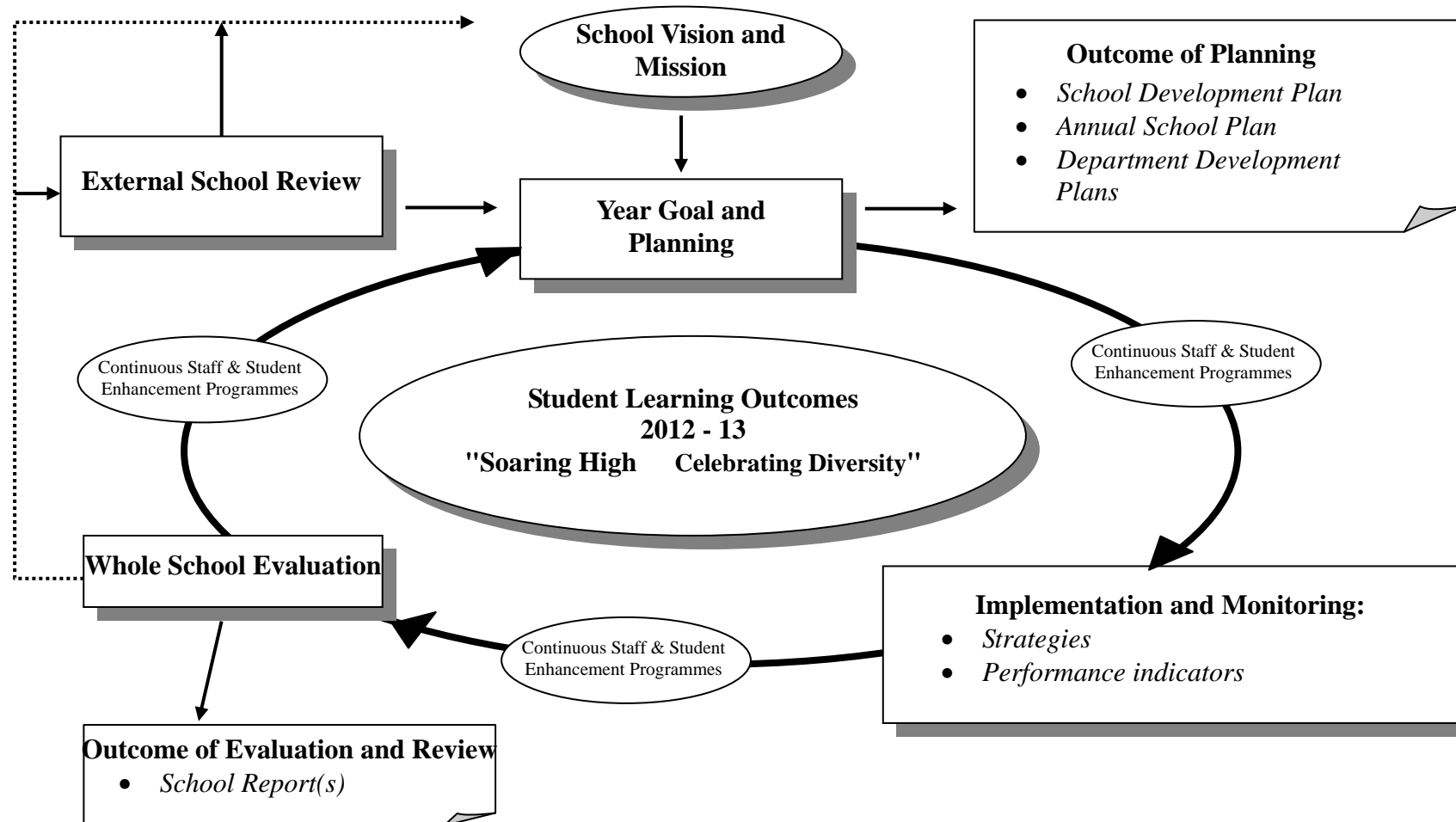
1. Master the basic learning skills.
2. Possess the knowledge needed for living and working in society.
3. Develop the ability to think creatively, solve problems and reason independently.
4. Have the ability to communicate effectively in English as well as in Chinese, Putonghua and Cantonese, possibly 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.

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

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. School-based professional development programmes designed in line with the school theme provide teachers with the necessary skills and knowledge in support of school development.</p>	<p>1. All staff members have clear focus and make concerted effort to achieve the school goals.</p> <p>2. (a) The continuous practice of differentiated instruction strategies at both departmental level and on a whole school scale has paved the way for the development of learner autonomy.</p> <p>(b) Staff development programmes in line with the direction of school development are held for capacity building. Presentations on extended learning experience challenge students' mode of learning and give them impetus for future learning opportunities.</p> <p>(c) Teachers share and exchange ideas of their daily teaching practices in department meetings and whole school review sessions and review their L&T strategies after the completion of the first HKDSE cycle.</p> <p>(d) Specific feedback and self-reflection serve as a starting point for the development of reflective learning. Peer lesson observations allow teachers to reflect on their own teaching practices and exchange ideas for giving specific feedback.</p> <p>(e) Teachers could raise more challenging questions to encourage students to be inquisitive, to widen their scope of learning and to aim high for better achievement.</p>

Strengths	Opportunities
<p>3. The school development project has provided additional classrooms and special rooms to meet the needs of the present academic structure as well as fostering learner autonomy. The new auditorium will enhance the development of performing arts education from 2013 onwards.</p> <p>4. The College Hall renovation project, to be completed in July 2013, equips the College Hall with an improved lighting and audio-visual system. Portable partitions will be added to the College Hall balcony to create a mini-lecture hall when necessary.</p> <p>5. Implementation of green school practices such as the use of photovoltaic system; collection of recyclable materials; proper use of air-conditioners; economical use of paper; use of reusable cutlery; consumption of healthy lunch and drinks; and practice of organic farming help students live an environmentally friendly school life. Together with the green tips provided by Green Torch members, all students are ready to share green ideas, follow them in school, and bring their green practices into their families and the community.</p>	<p>3. (a) The additional Campus TV Studio helps with the school production of various audio-visual programmes and provides media education. These resources will offer favourable conditions for students' creative learning and give them greater learner autonomy.</p> <p>(b) The expanded Self-Access Learning Centre and Computer-Assisted Learning Laboratory bring students greater flexibility in their use of self-learning resources in school.</p> <p>4. The renovated College Hall will provide a better venue for various school functions which are in line with the sustainable development of Sacred Heart education. A more flexible use of school facilities allows better arrangement for various learning and teaching activities.</p> <p>5. Students adopting green practices in school will follow them at home and bring those practices into the community.</p>

Strengths	Opportunities
<p>6. Collaboration between the Departments of English Language and Junior Humanities enhanced students' ability to understand the subject matter in Junior Humanities.</p> <p>7. Links with schools and institutions, local and overseas, enrich the extended and applied learning experiences of students, as well as increasing their community involvement. Through such extended learning experiences, students can further develop their ability to think from different perspectives. Teachers are sent to attend international conferences to exchange and learn about the latest education trends and development so as to search for new initiatives for learning and teaching.</p>	<p>6. Building on the experience of the cooperation between the Departments of English Language, Junior Humanities and Integrated Science, the school is ready to review the curricula of all subjects and prepare for curriculum mapping.</p> <p>7. Students are given various opportunities to enrol in local and overseas enhancement programmes.</p>

Strengths	Opportunities
<p>8. A cohesive and supportive relationship with PTA and AA makes significant contribution to various school projects such as the sponsorship for extended learning programmes and academic awards.</p>	<p>8. (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>

Weaknesses	Opportunities
<ol style="list-style-type: none"> 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. 2. Some students are weak in different aspects of self-discipline, such as time management, which may lead to negative impact on their studies and health. They need to be aware of the importance of time management and be responsible for their learning. 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 did not secure the expected high level of attainment. The overall performance is only acceptable. 	<ol style="list-style-type: none"> 1. Through a wide range of activities, students' interest in learning will be stimulated, that they will engage in the pursuit of excellence to develop their learner autonomy. At the same time, the promotion of a caring school culture enables our 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. 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. 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.

Weaknesses	Opportunities
<p>4. Some students need more pressure from teachers for higher academic achievement.</p>	<p>4. 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 school standard with that in the public examination.</p> <p>5. Greater emphasis on and detailed guidelines for goal setting and implementation strategies encourage students to become more reflective learners.</p> <p>6. 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. Development programmes have been organised for all staff to prepare for curriculum reviews so that learning and teaching can become more effective.</p>

School Development Plan 2012-2015

Areas of Concerns	2012-13	2013-14	2014-15
Learning and Teaching	<ul style="list-style-type: none"> - Reflective learner - Curriculum review and planning - Continuation of differentiated instructions (DI) 	<ul style="list-style-type: none"> - Mapping the learning journey - Curriculum integration - Differentiated instructions (DI) 	<ul style="list-style-type: none"> - Confident autonomous learner - Curriculum integration and evaluation - Differentiated instructions (DI)
Student Qualities	<ul style="list-style-type: none"> - Understanding the Canossian Spirit - Appreciation and respect - Stepping out and facing challenges 	<ul style="list-style-type: none"> - Deeper understanding of the Canossian Spirit - Readiness to take up challenges 	<ul style="list-style-type: none"> - Internalising the Canossian Spirit - Self-management and resilience
Administration	<ul style="list-style-type: none"> - Preparation for the setup of IMC - Review of the previous staff review and appraisal system - Implementation of the 1st year of new staff review and appraisal system 	<ul style="list-style-type: none"> - Changeover from SMC to IMC - School documentation system - Implementation of the 2nd year of new staff review and appraisal system 	<ul style="list-style-type: none"> - Update of staff manual - School documentation system - Implementation of the 3rd year of new staff review and appraisal system

Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
1. Learning and Teaching <i>a. Grooming students into confident autonomous learners</i>	<ul style="list-style-type: none"> Teachers are confident to apply DI in teaching Students are able to map out their own learning journey and devise appropriate strategies to achieve their goal Students are able to reflect on their learning journey and adjust the learning strategies accordingly 	<ul style="list-style-type: none"> Further empowering teachers to implement DI strategies Applying DI and helping students to fine-tune their learning strategies Enhancing the motivation of students in learning Nurturing them to be reflective learners Equipping students with necessary IT skills to engage in life-long learning Helping students to explore their interest and strength through OLE 	 ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓

Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
<i>b. Helping students to cope with the demands of NSS</i>	<ul style="list-style-type: none"> Teachers are aware of the requirements of HKDSE and devise appropriate learning and teaching strategies Students are equipped with knowledge and skills to face the demands of HKDSE Students get satisfactory results in HKDSE Parents are provided with support to accompany their daughters to face the demands of NSS 	<ul style="list-style-type: none"> Organising staff development programmes on assessment and curriculum planning Conducting curriculum review and mapping Providing support to parents and students Empowering students to face HKDSE confidently 	✓	✓	✓

Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
2. Student Qualities <i>a. Nurturing positive elements in students</i>	<ul style="list-style-type: none"> • Students favour green values in their daily choices • Students are grateful for what they have and are ready to share with others especially those in need • Students appreciate the strength and achievements of others and ready to show their appreciation • Students are confident and ready to take up challenges • Students acquire self-management skills and ability to face adversities 	<ul style="list-style-type: none"> • Integrating green education in formal and informal curriculum • Promoting the virtues of gratitude, respect, acceptance and appreciation • Encouraging and providing opportunities for students to step out of one's comfort zone • Empowering the Sacred Heart community to reflect and learn from experiences 	 ✓ ✓ ✓	 ✓ ✓ ✓ ✓ ✓	 ✓ ✓ ✓ ✓ ✓

Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)			
			12/13	13/14	14/15	
<i>b. Serving with the Canossian Spirit</i>	<ul style="list-style-type: none"> • Students acquire a deeper understanding on the Canossian Spirit • Students exhibit Canossian Spirit like showing special care to those in need in their service • Students engage in service with the spirit of charity and humility 	<ul style="list-style-type: none"> • Reviewing the topics on Canossian Spirit in the RME curriculum 	✓	✓	✓	
		<ul style="list-style-type: none"> • Helping students to have a deeper understanding on the Canossian Spirit in RME lessons / through mass programmes and encouraging them to apply it to their lives 	✓	✓	✓	
		<ul style="list-style-type: none"> • Enhancing students' ability to reflect 	✓	✓	✓	
	<i>c. Enhancing students' global awareness</i>	<ul style="list-style-type: none"> • Students have an increased awareness of world issues • Students have global vision and become true global citizens 	<ul style="list-style-type: none"> • Equipping students with skills to think globally 	✓	✓	✓
			<ul style="list-style-type: none"> • Providing students with opportunities for international exposure and cultural exchange 	✓	✓	✓
			<ul style="list-style-type: none"> • Encouraging student bodies to organise activities with other schools in Hong Kong and overseas 	✓	✓	✓

Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
3. Administration <i>a. Setting up of Incorporated Management Committee (IMC)</i>	<ul style="list-style-type: none"> Smooth changeover from SMC to IMC 	<ul style="list-style-type: none"> Outsourcing services to assist in setting up of the IMC Arranging clerical staff to assist in handling the documentation and financial arrangement for the setting up of IMC Assisting PTA and AA to make necessary arrangements relating to the setting up of the IMC Providing related training for different stakeholders/parties concerned Updating staff manual Updating school documentation system 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓

<p><i>b. Introducing a new staff review and appraisal system</i></p>	<ul style="list-style-type: none"> • All staff reflect and identify strengths and weaknesses for (professional) development 	<ul style="list-style-type: none"> • Reviewing the previous staff review and appraisal system • Implementing a new staff review and appraisal system • Evaluating the new staff review and appraisal system; making modifications if necessary 	<p>✓ ✓ ✓</p>	<p>✓ ✓ ✓</p>	<p>✓ ✓ ✓</p>
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Appendix -

1. Staff Development Plan (2012-2015)

	2012-2013	2013-2014	2014-2015
Thinking Skills/ Teaching Strategies	<ol style="list-style-type: none"> 1. Staff training on curriculum review and assessment 2. Further empowerment of teachers on applying differentiated instruction 	<ol style="list-style-type: none"> 1. Staff training on curriculum review and coherence of curriculum 2. Consolidating skills in differentiated instruction. 	<ol style="list-style-type: none"> 1. Staff training on curriculum mapping 2. Consolidate skills in differentiated instruction
Learner Autonomy	Sharing of ideas and experience of grooming students into reflective learners	Sharing on L & T strategies in helping students map out their learning journey and evaluating their own learning experiences	Learning from department experience
Guidance skill/others	Workshop on staff cohesion /Team building	Workshops on life education for teachers	Supporting students' needs

2. Development plan in OLE (2012-2015)

	2012-2013	2013-2014	2014-2015
Other Learning Experiences	<ol style="list-style-type: none"> 1. Helping students explore their interests and strengths through OLE <ul style="list-style-type: none"> • Enhancing quality of OLE activities • Introducing channels of up-to-date information on student activities 2. Empowering students to work out their plan for OLE and to reflect on their learning <ul style="list-style-type: none"> • Emphasizing the importance of OLE development planning • Promoting quality learning through reflection 	<p>Further empowerment of OLE planning</p> <ul style="list-style-type: none"> • Cohering the five OLE components • Senior students: Striking a balance among the five OLE components • Junior students: Identifying their interests in student activities and focusing on developing their strengths 	<p>OLE in parallel with academic development</p> <ul style="list-style-type: none"> • Encouraging cross-disciplinary development in students' learning journey • Encouraging students to integrate and apply skills and knowledge acquired in studies and activities

3. Student Quality Development and Student Support (2012-2015)

Focal developmental year	Areas of Concern	Strategies	Teams/departments	Person-in-charge
12-13	<p>Formation of the Heart</p> <ul style="list-style-type: none"> - Nurturing positive elements in students 	<p>Students acknowledge the strength and achievements of others and ready to show their appreciation</p> <p>Students are receptive to challenges</p> <p>Students engage in service with the spirit of charity and humility</p>	<p>Counselling Team, School Social Worker, Homeroom Teachers and Homeroom Partners, Student Needs and Support Team, Discipline Team</p>	<p>Ms Priscilla Kwok</p>
	<ul style="list-style-type: none"> - Serving with the Canossian Spirit 	<p>The Religious and Moral Education Department reviews the topics on the Canossian Spirit in the RME curriculum and the religious formation programmes to empower the students to gain a better understanding of the Canossian Spirit</p>	<p>Religious and Moral Education Department, Catholic Formation Core Team</p>	<p>Ms Jacqueline Au Yeung</p>

Focal developmental year	Areas of Concern	Strategies	Teams/departments	Person-in-charge
12-13	<p data-bbox="360 300 703 368">- Enhancing students' global awareness</p> <p data-bbox="360 743 703 847">Education for a Healthy Body School health education</p>	Students are equipped with skills to think globally	Civic Education Team, Student Activities Advisory Team, Extended Learning Coordination Team, Other Learning Experiences Team	Mr Kelvin Kwong, Miss Clara Ho Miss Renie Sinn Miss Alli Li
		The school refers to students' statistical information provided by the Student Health Service from the Department of Health in encouraging target students to attend follow up programmes so that these students will develop an increased awareness of their nutrition and diet	Health Care Team	Miss Carol Lee
		The Department of Home Economics co-organises cross-departmental programmes during Healthy Lifestyle Week to promote health education	Department of Home Economics	Mrs Ivy Yeung
Students who do not belong to any sports teams are encouraged to join sports programmes	Department of Physical Education	Miss Alli Li		

Focal developmental year	Areas of Concern	Strategies	Teams/departments	Person-in-charge
13-14	Formation of the Heart - Nurturing positive elements in students	Students are grateful for what they have and are ready to share with others, especially those in need Students are confident and ready to take up challenges	Life Education Teams	Ms Priscilla Kwok
	- Serving with the Canossian Spirit	Students acquire a deeper understanding of the Canossian Spirit and further exhibit this Spirit to those in need	Religious and Moral Education Department, Catholic Formation Core Team	Ms Jacqueline Au Yeung
	- Enhancing students' global awareness	Students are provided with opportunities for international exposure and cultural exchange	Student Activities Advisory Team, Extended Learning Coordination Team, Other Learning Experiences Team, Gifted Education Team	Miss Clara Hom Miss Renie Sinn, Miss Alli Li, Ms Yoshie Lee
	Education for a Healthy Body - School health education	Students have an increased awareness of green values in their daily lives Students are ready to exercise more	Health Care Team Department of Physical Education	Miss Carol Lee Miss Alli Li

Focal developmental year	Areas of Concern	Strategies	Teams/departments	Person-in-charge
14-15	Formation of the Heart			
	- Nurturing positive elements in students	Students acquire self-management skills and ability to face adversities	Life Education Teams	Ms Priscilla Kwok Ms Wendy Lee
	- Serving with the Canossian Spirit	Students internalize positive elements such as the values of respect, appreciation and gratefulness	Religious and Moral Education Department, Catholic Formation Core Team	Ms Jacqueline Au Yeung
	- Enhancing students' global awareness	Encouraging student units to organise activities with other schools in Hong Kong and overseas	Student Activities Advisory Team, Extended Learning Coordination Team, Other Learning Experiences Team, Gifted Education Team	Miss Clara Hom Miss Renie Sinn, Miss Alli Li, Ms Yoshie Lee
	Education for a Healthy Body			
- School health education	Students have their own green values	Health Care Team	Miss Carol Lee	
	Students are ready to exercise more regularly	Department of Physical Education	Miss Alli Li	

Sacred Heart Canossian College

School Development Plan

2012-2015

endorsed by the School Management Committee (2012-2013):

Sr Agnes Law
School Supervisor

Sr Veronica Fok
School Principal

Sr Susanna Yu
Representative of
Canossian Missions

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