

St. Paul's Secondary School



School Development Plan (2006/7 - 2008/9)



School Development Plan 2006/07 – 2008/09

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Our Mission

We are committed to providing

- an all-round education based on Christian values that enhance the quality of life both spiritually and materially for our Paulinians so that they can contribute positively to their home, profession and society with charity, confidence, conscience, courage, creativity, competence and commitment;
- a positive learning environment that enhances each student's opportunity to develop through a balanced educational program which recognizes the needs for growth in 7 areas of knowledge, skills and attitudes, namely: the moral, intellectual, physical, social, aesthetic, emotional and spiritual areas known as the "Paulinian Spectrum".

Our Vision

That with a dynamic thinking culture, SPSS may become an excellent learning and caring community.

Where we are now

Our Strengths

- Ø The school management has a good ethos and clear vision of education.
- Ø The school is blessed with a team of devoted and capable teaching staff.
- Ø The collaboration and teamwork across academic departments and functional groups enhances operational efficiency and facilitates the quality of learning and teaching.
- Ø Paulinians are disciplined and motivated learners.
- Ø Paulinians have continual peer support among themselves and a strong sense of sisterhood.
- Ø Networks have been established with parents and alumni to foster home-school cooperation and engage the involvement of past students.

Our Weaknesses

- Ø The current academic curricula are subject-based. Effective learning and teaching strategies, and a more integrative and task-based approach to learning, are to be implemented to cultivate students' high-order thinking and problem-solving skills.
- Ø The scope of life-wide learning activities is to be further widened to strengthen students' other learning experiences (OIE).

Our Opportunities

- Ø Partnership with established institutes and organizations outside SPSS enables our Paulinians to be exposed to knowledge and skills not covered in their classroom learning.
- Ø Continuous professional development (CPD) of our teaching staff keeps the school in line with the concurrent curriculum reforms as well as the different changes in the NSS school structure.
- Ø With the additional resources on I.T. in education, more dynamic web-based learning and teaching could be promoted, inside and outside the campus.

Our Threats

- Ø Everyday teaching, CPD and administrative duties impose continual stress on our teaching staff. Their momentum to keep up with the pace of educational reforms may be hampered.
- Ø The changes in curricula, assessments as well as the NSS academic structure are not yet finalized, hence causing obstacles for the school to make long-term plans for development.

Major Concerns 2006/7 – 2008/09 *

1. Preparing students to become competent, self directed and lifelong learners.
2. Preparing for the implementation of New Senior Secondary curriculum (NSS)
3. Sustaining and refining the system of "School Self Evaluation" for continuous school development and improvement.

*** The three major concerns above are arranged in the order of priority.**

School Development Plan 2006/7-2008/9

Major concern 1 - To prepare students to become competent, self-directed and life-long learners

Intended Outcomes/Targets	Strategies	Time Scale		
		06/07	07/08	08/09
Students applying high-order thinking skills and showing improvement in answering high-order thinking questions	ÿ Providing students generic skill training through the enhancement programmes co-organized with external service providers.	ü	ü	ü
	ÿ Incorporating high-order thinking skills in the everyday teaching and learning	ü	ü	ü
	ÿ Delineating guidelines on the proportion of challenging questions in formative and summative assessments	ü	ü	ü
Students acquiring the generic skills for and formulating the habits of self-directed learning .	ÿ Implementing ‘reading to learn’ through reading periods and reading schemes.	ü	ü	ü
	ÿ Integrating IT skills for interactive learning across subjects by	ü	ü	ü
	- Promoting the use of English across the curriculum by means of web-based resources and online discussion forum.	ü	ü	ü
	- Incorporating the online search engine <i>Wiseneews</i> into project work	ü	ü	ü
	- Making use of Campus TV to enrich student learning experiences		ü	ü
	ÿ Students making use of assessment information to plan their study and strive for improvement		ü	ü
ÿ Providing students generic skill and time management training through the enhancement programmes co-organized with external service providers.	ü	ü	ü	

Students correlating classroom learning with the real world	ÿ Correlating subject knowledge with the real world contexts in the formal and informal curriculum	ü	ü	ü
	ÿ Participating in “Project-based Learning with <i>Learning Villages</i> among schools in the Mainland, Hong Kong and USA” organized by the Chinese University of Hong Kong.	ü		
	ÿ Participating in "2008 Kid Witness News Global Contest" and "National Geographic Channel - Think Again Awards".		ü	
	ÿ Promoting awareness of local and global issues through newspaper-reading and follow-up learning activities	ü	ü	ü
	ÿ Organizing educational tours with the support from external organizations	ü	ü	ü
Teachers enhancing the effectiveness of learning and teaching	ÿ Facilitating co-teaching, peer lesson observation and collaborative lesson planning.	ü	ü	ü
	ÿ Building up a platform for collaboration across subjects and KLAs to facilitate sharing of experience, resources and reinforced synergy.	ü	ü	ü
	ÿ Using government grant to reduce teachers' workload and to enable them to have professional development and staff collaboration.	ü	ü	ü

Major Concern 2 - To prepare for the implementation of NSS

Intended Outcomes/Targets	Strategies	Time Scale		
Devising a school-based curriculum according to students' needs and interest, manpower of the school and educational goals.	ÿ Proposing a new curriculum framework for the senior forms		ü	ü
	ÿ Devising a school-based Liberal Studies curriculum in all forms	ü	ü	
	ÿ Working out the strategic plan for the implementation of NSS Liberal Studies	ü	ü	ü
	ÿ Sustaining continuous professional development (CPD) in different subject areas	ü	ü	ü
	ÿ Initiating cross-KLA collaboration across different subject departments	ü	ü	
	ÿ Fine-tuning and implementing the NSS action plan and other related plans		ü	ü
	ÿ Tapping external resources and establishing partnership with external institutes		ü	ü
Developing a system and culture of “assessment for learning”	ÿ Developing an assessment system modeled on the NSS curriculum. - Joining the School-based Professional Support Programme on "Assessment Project" organized by HKIEd. - Developing standard-referenced assessment in the school assessment framework	ü	ü	
	ÿ Devising an assessment framework to balance “assessment of learning” and “assessment for learning” at the school and department level.		ü	ü
			ü	ü

	<p>ÿ Making use of assessment tools to analyze student learning and devising follow-up plans</p>		ü	ü
	<p>ÿ Developing a school-based Student Learning Profile (SLP) for the documentation of the student learning in Other Learning Experience (OLE).</p>	ü	ü	ü
	<p>ÿ Implementing school-based assessments to enhance the effectiveness of learning and teaching by joining the "School-based Assessment Projects for English teachers in Hong Kong Secondary Schools" organized by the University of Hong Kong</p>	ü		
Working out the human resource plan with reference to the future curriculum	<p>ÿ Sustaining continuous professional development (CPD) in different subject areas</p>	ü	ü	ü
	<p>ÿ Making use of exemplars and tools developed by EDB</p>		ü	ü
	<p>ÿ Working out the details for the five-year Manpower Transitional Plan.</p>	ü		

Major Concern 3 - To sustain SSE for school development and improvement

Intended Outcomes/Targets	Strategies	Time Scale		
Implementing continuous school development based on SSE findings	ÿ Reviewing the timeframe and mechanism for School Self-Evaluation	ü	ü	
	ÿ Making use of the ESDA platform to facilitate the collection of evidence and analyses.	ü	ü	
	ÿ Analyzing results from TSA, KPM, APASO, SVAIS, stakeholder survey and public examination results with respect to standardized reference.	ü	ü	ü
	ÿ Making use of SSA data for planning and development at school and department levels		ü	ü
Building up a culture of evaluation and planning based on evidence and data	ÿ Incorporating the SSE mechanism into the everyday work of the school work	ü	ü	ü
	ÿ Establishing a collaborative working relationship between the School Development and Evaluation Team (SDET) with subject departments/functional teams to align goals for holistic school development.	ü	ü	ü
SSE mechanism incorporated into the work of subject departments and functional team	ÿ Ensuring that the annual plans, annual reports and major concerns of the subject departments/functional teams align with the school goals.		ü	ü
	ÿ Taking follow-up actions identified from the Focus Inspection	ü	ü	
	ÿ Taking follow-up actions identified from the ESR		ü	ü
Establishing the school as a learning	ÿ Familiarizing teachers with the Teacher Competencies Framework	ü		

community via staff development.	<p>Ÿ Planning teaching staff’s professional development in accordance with the generic teacher competencies framework</p>		ü	ü
	<p>Ÿ Establishing the culture of a learning community.</p> <ul style="list-style-type: none"> - Facilitating experience sharing on learning and Teaching through collaboration meetings within and between departments. - Encouraging sharing of teaching skills and strategies through peer lesson observation. 	ü	ü	ü