

# St. Paul's Secondary School



## School Development Plan 2009/10 - 2011/12



# School Development Plan 2009/10 – 2011/12

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## **Our Vision**

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

## **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 "7C"s- charity, confidence, conscience, courage, creativity, competence and commitment; and
  
- ❖ 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".

## Holistic Review

### Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
<p><b>1.</b> To prepare students to become competent, self-directed and life-long learners</p>	<p>Students applying high-order thinking skills and showing improvement in answering high-order thinking questions: <i>partly achieved</i></p> <p>Students acquiring the generic skills for and formulating the habits of self-directed learning: <i>partly achieved</i></p> <p>Students correlating classroom learning with the real world: <i>partly achieved</i></p> <p>Teachers enhancing the effectiveness of learning and teaching: <i>mostly achieved</i></p>	<p>Incorporated as routine work</p> <p>Continue to be a major target in the next SDP</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p>	<p>Further exploration of strategies and tools to help students with self-directed learning is needed</p>
<p><b>2.</b> To prepare for the implementation of NSS</p>	<p>Devising a school-based curriculum according to students' needs and interests, manpower of the school and educational goals: <i>partly achieved</i></p> <p>Developing a system and culture of 'assessment for learning': <i>mostly achieved</i></p> <p>Working out the human resources plan with reference to the future curriculum: <i>achieved</i></p>	<p>Continue to be refined and reviewed according to new situations</p> <p>Continue to be a major target in the next SDP</p> <p>Subject to modification according to updated information</p>	<p>Further strengthening of 'assessment for learning' in the coming years</p>

Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
<p>3. To sustain SSE for school development and improvement</p>	<p>Implementing continuous school development based on SSE findings: <i>achieved</i></p> <p>Building a culture of evaluation and planning based on evidence and data: <i>mostly achieved</i></p> <p>SSE mechanism incorporated into the work of subject departments and functional teams: <i>achieved</i></p> <p>Establishing the school as a learning community via staff development: <i>mostly achieved</i></p>	<p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>To be further strengthened in the next school development plan</p>	

## **Where we are now**

### **Our Strengths**

- The school management has a good ethos and clear vision of education.
- The teaching staff is devoted, dedicated and co-operative, willing to execute the decisions made by the school management.
- Supportive teaching assistants and a lot of resources are employed to facilitate interactive learning and teaching.
- Collaboration is strong within and across subject departments and functional groups.
- Paulinians are disciplined and talented students who have a good rapport with teachers. There is a good school climate with an excellent teacher-student relationship.
- Networks have been established with parents and alumnae to foster home-school cooperation and engage the involvement of past students.

### **Our Weaknesses**

- The reading culture can be further cultivated to nurture Paulinians into life-long learners.
- Further actions can be taken pertaining to the issue of self-concept so as to stretch Paulinians' potential.

### **Our Opportunities**

- The NSS offers a tremendous opportunity for the school to reform its teaching environment and style as there is a new curriculum with new subjects as well as new modes of assessment.
- The NSS provides students with more flexibility in choosing their subjects and learning activities, whereby students' learning interest can be raised and learning efficiency can be enhanced.
- There is funding for the purpose of catering for learner diversity through the split class arrangement and providing additional resources to help lessen teachers' workload.

### **Our Threats**

- The influence of education reforms, which encompass the implementation of the NSS curriculum, may adversely affect teachers.
- Double-cohort years exert tremendous pressure on resources and manpower.
- Each elective class may have a larger diversity of student standards, thus making it harder for teachers to strike a balance to cater for students' needs.

## **Major Concerns 2009/10 – 2011/12**

### **Major Concern 1:**

To maximize the effectiveness of the implementation of the NSS curriculum

### **Major Concern 2:**

To strengthen students' all-round development so as to stretch their potential to the fullest

## School Development Plan 2009/10 - 2011/12

### Major Concern 1: To maximize the effectiveness of the implementation of the NSS curriculum

Targets	A General Outline of Strategies	Time Scale		
		09/10	10/11	11/12
1. Providing a flexible, coherent, broad and balanced curriculum	<ul style="list-style-type: none"> <li>Review and refine the NSS curriculum according to educational needs, interests and abilities of students, feedback from different stakeholders and recent educational development.</li> </ul>	√√	√	
	<ul style="list-style-type: none"> <li>Adopt a holistic curriculum design to achieve the goals of NSS.                             <ul style="list-style-type: none"> <li>Vertical linkage between Junior and Senior curricula</li> <li>Articulation between subjects in the same Key Learning Area (KLA) and among different KLAs</li> </ul> </li> </ul>	√√	√	√
	<ul style="list-style-type: none"> <li>Strengthen development in Other Learning Experiences (OLEs).                             <ul style="list-style-type: none"> <li>Modify the timetable to provide more room for conducting Life Wide Learning (LWL) activities.</li> </ul> </li> </ul>	√√	√	√
2. Broadening students' horizons through undertaking subject-based studies and OLEs	<ul style="list-style-type: none"> <li>Provide a wide variety of learning opportunities for students to encourage learning beyond the classroom.</li> </ul>	√	√	√
	<ul style="list-style-type: none"> <li>Incorporate authentic materials in teaching to make students realize the relationship of theoretical frameworks and their real-life applications.</li> </ul>	√	√	√
	<ul style="list-style-type: none"> <li>OLE team coordinates and organizes quality LWL activities to ensure a balanced development in the components targeting whole-person development.</li> </ul>	√	√	√

Targets	A General Outline of Strategies	Time Scale		
		09/10	10/11	11/12
3. Developing a diversity of pedagogies to maximize learning effectiveness	<ul style="list-style-type: none"> <li>Equip teachers with a wide repertoire of pedagogical strategies in learning and teaching.               <ul style="list-style-type: none"> <li>Acquire support from EDB by taking part in School-based Curriculum Development Support Services for Secondary Schools in Science Education.</li> </ul> </li> </ul>	√√	√√	√
	<ul style="list-style-type: none"> <li>Teachers should exercise professional judgment in lesson design by striking a balance between breadth and depth, between essential and flexible learning as well as between knowledge building and generic skills development.</li> </ul>	√	√	√
	<ul style="list-style-type: none"> <li>Apply appropriate teaching approaches and suitable strategies to meet specific learning objectives and students' learning styles.</li> </ul>	√	√	√
4. Further fostering the use of assessment to enhance students' learning	<ul style="list-style-type: none"> <li>Build assessment framework and timeline for School-based Assessment.</li> </ul>	√	√√	√
	<ul style="list-style-type: none"> <li>Use assessment information to supplement learning and teaching.               <ul style="list-style-type: none"> <li>Devise subject-specific tools to analyze assessment information.</li> <li>Use assessment strategically to boost the confidence of students in learning.</li> <li>Guide students to advance in learning by providing informative, timely, positive and constructive feedback.</li> </ul> </li> </ul>	√	√	√
	<ul style="list-style-type: none"> <li>Develop assessment resource pool to ensure that sufficient quality assessment materials are available to prepare students for the public examination, Hong Kong Diploma of Secondary Education (HKDSE).</li> </ul>	√√	√√	√

Targets	A General Outline of Strategies	Time Scale		
		09/10	10/11	11/12
5.Ensuring the smooth implementation of NSS through refined administrative arrangements	• Refine and review administrative procedures to cope with substantial changes in the transitional period and the early implementation stage.	√√	√	
	• Enhance teamwork, responsibility-sharing and leadership at different levels in the school.	√√	√	√
	• Communicate with different stakeholders to inform them of the recent development in NSS through various channels.	√√	√	√
	• Plan strategically on various grants to enhance capacity for learning and teaching.	√	√	√
	• Update manpower plans for the transition from the old system to NSS and arrangements in the double cohort year.	√√	√	

**Major Concern 2: To strengthen students’ all-round development so as to stretch their potential to the fullest**

Targets	A General Outline of Strategies	Time Scale		
		09/10	10/11	11/12
1.Nurturing students to develop life-long learning capabilities	<ul style="list-style-type: none"> <li>• Sustain the development in “Reading to Learn” to ensure that the habit and culture of reading is fostered in lower forms through hiring external support service.</li> <li>• Further explore IT for interactive learning to train students to become self-directed and life-long learners.                             <ul style="list-style-type: none"> <li>- Build on strengths of the existing 'SPARK' platform.</li> <li>- Tap into external resources, such as Quality Education Fund, to explore new platforms for mobile and collaborative learning.</li> </ul> </li> <li>• Encourage peer learning so that students can work in collaboration with one another to co-construct and create knowledge.</li> </ul>	√√	√	
		√	√√	√√
		√	√	√
2.Catering for students’ needs, interests, aptitudes and abilities to develop their potential to the fullest	<ul style="list-style-type: none"> <li>• Provide differential learning tasks and experiences to cater for learner diversity.</li> <li>• Deploy extra resources, such as facilities, manpower and external services, to cater for learner differences.                             <ul style="list-style-type: none"> <li>- Provide split classes, streaming and enhancement programmes to cater for learner diversity.</li> </ul> </li> </ul>	√√	√√	√
		√	√	√

Targets	A General Outline of Strategies	Time Scale		
		09/10	10/11	11/12
3.Uplifting self-concept of students to heighten their learning efficiency	<ul style="list-style-type: none"> <li>Equip students with skills of communication, time management and intellectual development through workshops and daily teaching.</li> <li>Train students to become confident learners through praise and uplifting their sense of achievement.</li> <li>Cultivate leadership among students by recruiting them as co-workers for school functions.</li> </ul>	√√	√	√
		√√	√√	√
		√	√	√
4.Promoting whole-person development through Other Learning Experiences and Student Learning Profile	<ul style="list-style-type: none"> <li>Plan OLEs holistically to facilitate students' all-round development and train them to become competent in cross-curricular disciplines.</li> <li>Make use of Student Learning Profile (SLP) to enable students to plan and monitor their progress in learning.</li> <li>Employ different assessment modes and use SLP to indicate the performance of students according to their own abilities.</li> <li>Conduct workshops and seminars for parents to equip them with parenting skills to instill positive values and attitudes in their daughters, enhance their social development and help them stretch their potential.</li> </ul>	√	√	√
		√	√	√
		√	√√	√
		√	√	√