

Sha Tin Government Secondary School



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School Development Plan 2010/11 – 2012/13

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School Vision

We inspire every student to learn, to think, to care and to achieve.

School Mission

It is our mission to provide the best opportunity for students to develop their potential to the full, to acquire knowledge, and to adopt a positive attitude towards work, life and their community in accordance with our school motto - **LOVE, WISDOM & VIGOUR.**

School Goals

I. Goals related to outcomes for students

1. To instil in students the importance of an all-round development as well as mental and physical health.
2. To develop in students loving concerns for all members in one's family, school, community and country.
3. To develop a strong sense of integrity and high self-esteem in our students.
4. To develop in students wholesome interpersonal skills.
5. To develop students' generic learning skills and positive learning attitudes.
6. To develop the habit of lifelong learning in our students.

II. Goals related to learning experience for students

1. To develop in students a sound foundation in Chinese, English, Mathematics and other key learning areas in preparation for higher education.
2. To develop in students a sense of civic awareness, as well as a sense of commitment to society and their country.
3. To provide opportunities for students to serve others.
4. To encourage self-expression through various activities, such as drama, verse-speaking, debates and music performances.
5. To provide a wide range of extra-curricular activities to foster students' all-round development, nurturing and developing their character and potential.
6. To provide opportunities for students to take part in life-wide learning in order to broaden their horizons.
7. To develop in students a good physique and the interest in aesthetic appreciation.

III. Goals related to the provision of resources

1. To make full use of the funds and resources from the Government to create a pleasant environment for the students, making good use of space, facilities and manpower resources to carry out programmes and organize activities for students.
2. To collaborate with the Parent-Teacher Association and the Alumni Association in obtaining more resources to support school activities and programmes.
3. To obtain external resources from various organizations and non-government bodies to carry out school-based curriculum innovations, extra-curricular activities, and professional development activities.

IV. Goals related to the management and organization of the school

1. To provide ample opportunity for teachers to participate in the formulation and evaluation of the school's development plan and annual school plans.
2. To establish and maintain open and active channels in communication and to foster a professional culture.
3. To formulate and implement professional development policy in line with the school development plan.
4. To develop in staff a culture of learning and sharing through collaborative lesson planning and peer lesson observation.
5. To strengthen home-school cooperation with the Parent-Teacher Association as our partner.
6. To monitor the impact of policy early and regularly.
7. To adopt the whole-school approach for providing counseling, guidance and discipline services to students.
8. To instil in teachers and students a strong sense of belonging.

School Motto

LOVE, WISDOM & VIGOUR

Core Values

1. Student Focus

We strive to understand the needs of our students and provide quality education to meet those needs.

2. Strive for Excellence

We encourage and support every student to strive for excellence in all their endeavours.

3. Lifelong Learning

We are committed to lifelong learning. We provide a stimulating and nurturing environment so that students experience success and feel the challenges and joy associated with learning.

4. Integrity

We value high professional standards and ethical conduct among teachers and students. Students and teachers are expected to be honest, fair and respectful of others.

5. Collaboration

We work with others in a spirit of mutual trust, respect and collegiality through open, rational and compassionate communication.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
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<p>1. Enhancing Student Centered Learning</p> <ul style="list-style-type: none"> ● Developing assessment for learning: sharing learning objectives and involving students in self and peer assessment ● Cultivating good learning habits ● Relating learning tasks to the daily experience of students ● Providing language support for students in group discussions 	<ul style="list-style-type: none"> ● Fully achieved ● Partially achieved ● Fully achieved ● Partially achieved 	<ul style="list-style-type: none"> ● Incorporated as departmental routine work ● More learning habits can be promoted among students ● Improvement in group discussion techniques can be enhanced 	<ul style="list-style-type: none"> ● Cultivating good learning skills or strategies can be one area of the major concerns in the coming year.
<p>2. Preparation and Implementation of New Senior Secondary Education</p> <ul style="list-style-type: none"> ● Information on the NSS curriculum, timetabling and other necessary data are provided to teachers, students and parents well in advance ● Continue to develop the resource bank on NSS Liberal Studies in our intranet ● Prepare human resources forecast and plans to help teachers understand their present status for the years to come ● To articulate the junior secondary curriculum with the new NSS curriculum 	<ul style="list-style-type: none"> ● Fully achieved ● Fully achieved ● Fully achieved ● Fully achieved 	<ul style="list-style-type: none"> ● Continue to be a major concern in the next SDP ● Incorporated as departmental routine work ● Continue to be a major concern in the next SDP 	<ul style="list-style-type: none"> ● Implementation of New Senior Secondary Education should continue to be a major concern as there are still a lot of changes and modifications in the coming years. ● There will be a change in the assessment mode in NSS and the school can monitor the progress of SBA and continuous assessment. ● Monitoring the development of OLE is another area of our major concerns.
<p>3. Building Positive Images and Values among Students</p> <ul style="list-style-type: none"> ● Whole Person Development - Student Portfolio Scheme 	<ul style="list-style-type: none"> ● Fully achieved 	<ul style="list-style-type: none"> ● Continue to be a major concern for all S.1 to S.5 students in the next SDP. 	

<ul style="list-style-type: none"> ● Developing Positive Values: Respect and Responsibility <ul style="list-style-type: none"> - Class-based programme on class goals and school rules - Value Education Programme ● Appreciating Our School Heritage <ul style="list-style-type: none"> - Peer Support - Alumni Sharing - Manner and Social Etiquette 	<ul style="list-style-type: none"> ● Partially achieved ● Fully achieved 	<ul style="list-style-type: none"> ● To strengthen students' self-discipline ● To foster greater sense of respect among students. ● To adopt a whole-school approach conducive to the inculcation of positive values. 	
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Sha Tin Government Secondary School School Self-evaluation 2009-2010

Evaluation of the School's Overall Performance

Domain 1: Management and Organization

Area 1: School Management

Performance Indicators	Major Strengths	Areas for Improvement
1.1 Planning	<p>Transparent & accountable</p> <ul style="list-style-type: none"> ● extensive teacher participation and full consideration of the views of other stakeholders in the decision-making process ● informing the public & stakeholders of the effectiveness of school work through various channels (Teachers' files, Parents' letters, Newsletters, PTA, Alumni Association, Teacher Representatives, Questionnaires, School Webpage, School Plan, Annual School Report) <p>Development priorities & work plans in line with</p> <ul style="list-style-type: none"> ● mission ● vision ● students' attributes ● self-evaluation data & findings ● societal expectation ● education policies <p>Priorities observed in manpower and resources deployment. Manpower and resources are effectively deployed.</p>	<ul style="list-style-type: none"> ● Unstable teaching force due to a large number of temporary teachers. EDB should increase the number of permanent staff.
1.2 Implementation	<ul style="list-style-type: none"> ● Mid-year evaluation carried out by subject panels and committees effectively evaluate the outcomes of school work ● Collaborative lesson preparation, collaborative teaching, peer lesson observation ● Level coordinators monitor progress and report to panel 	

	<ul style="list-style-type: none"> ● Continuous review, evaluation and analysis for improvement ● Whole school approach in implementing the plan of Major Concern 3 ● Regular HOD, HOC meetings: at least 3 times a year ● independent Major Concern Committees working towards the goals of the school plan ● For communication: staff meetings, SBM, Academic Board, Student Affairs Board, Staff Development Day ● Policy making under an integrated framework <p>Financial support</p> <ul style="list-style-type: none"> ● Department / Committee Budget Proposal submitted for approval ● Enhancement and remedial classes after school ● ECA fund allocated to interest clubs according to their needs <p>Manpower</p> <ul style="list-style-type: none"> ● Staff mainly assigned to teach their major subjects ● Staff's preference of duties submitted before a new term to facilitate good deployment of manpower ● Employment of teaching assistants, activity assistant and IT support assistant to support students' learning <p>Properly and promptly handle exigencies (e.g. pornographic photo incident in showbiz, anti-drugs for secondary students)</p> <ul style="list-style-type: none"> ● Crisis Management Committee ● Class teachers keep an eye on students ● Guidance Committee takes care of students with emotional problems ● Sharing at Morning Assemblies 	
1.3 Evaluation	<p>Promoting an SSE culture & developing SSE tools</p> <ul style="list-style-type: none"> ● Evaluation of teaching of all teachers: evaluation forms on teaching given to students to obtain feedback from students before term-end ● Homework Inspection by HODs, APs, Principal & colleagues ● Lesson Observation by HODs, APs, Principal & colleagues ● Peer assessment and self-assessment among students ● Evaluation of plans by academic departments and committees <p>Questionnaire & Data collected from stakeholders</p> <ul style="list-style-type: none"> ● Analyze the evaluation findings of the major concerns, subject panels / committees and student performance ● Reflect on work effectiveness ● The evaluation findings of the previous year are used to plan for the next academic year. ● Annual report ● Teacher's File ● 'Academic Report Analysis' for parents ● Report sheet ● Newsletter 	<ul style="list-style-type: none"> ● Stakeholders can be informed of SSE results through proper channels.

- Morning Assembly, prize presentation
- P-I-E cycle adopted by all departments and committees

Area 2: Professional Leadership

Performance Indicators	Major Strengths	Areas for Improvement
2.1 Leadership and Monitoring	<ul style="list-style-type: none"> ● Common school vision and core values have been established. ● Through Staff Meetings, SBM meetings, HODs' meetings and HOCs' meetings, school-based development strategies that address students' needs are formulated ● Timely evaluation of plans implemented which provides useful feedback for further plans for students' development ● Both the school management and the middle managers have good professional knowledge and are familiar with the latest educational trends ● The school encourages staff to join seminars and professional development courses ● Teacher: 68 CPD hours on average ● Principal: 79 CPD hours ● The school management and the middle managers are fully committed to their work ● Department heads support panel members e.g. shared vision, building positive attitude ● Ready to take responsibility, actively draw up plans of subject panel / committee in line with school direction ● The school management and the middle managers play an effective role in planning, coordinating and monitoring the progress and the quality of work 	<ul style="list-style-type: none"> ● Inadequate resources. ● More financial and manpower resources desirable.
2.2 Collaboration and Support	<ul style="list-style-type: none"> ● The school management and middle managers work in close collaboration and support each other ● Departments and committees support and maintain close contact with each other ● Harmonious working atmosphere ● High morale, good team spirit ● The school management and middle managers give support to basic rank teachers in need ● Mentorship program for new teachers ● New teachers are not assigned as class teachers ● New teachers sit closer to subject panel (e.g. Eng Dept) ● Peer lesson observation for professional exchange 	
2.3 Professional Development	<ul style="list-style-type: none"> ● Duties are assigned to members of staff commensurate with their abilities/expertise ● Due consideration of teachers' preferences of duties ● Teachers are assigned to teach their major subjects as far as possible ● Teacher's professional development needs are reflected in the staff appraisal reports ● Department heads suggest panel members to join certain course based on departmental needs ● Teachers encouraged to attend NSS courses and special education courses ● Professional exchange within departments/committees and sharing of course materials after attending 	<ul style="list-style-type: none"> ● Different ways to recognize teachers' good performance: e.g. recommending teachers to stand for outstanding

	seminars <ul style="list-style-type: none"> ● School Development Days ● Peer lesson observations, collaborative lesson preparation ● A three-tier appraisal system is implemented ● The appraisal system is in general effective to identify the strengths and weaknesses of the work performance of staff members 	teachers' election
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Domain II: Learning and Teaching

Area 3: Curriculum and Assessment

Performance Indicators	Major Strengths	Areas for Improvement
3.1 Curriculum Organisation	<ul style="list-style-type: none"> ● The school has formulated well-defined and prioritized school-based curriculum development objectives that aptly align with recent trends in education development, the school's development goals and students' progression of studies. ● Teachers have attended many NSS seminars and workshops to equip themselves. ● The school has done a lot of consultation for the NSS curriculum. ● Our NSS curriculum caters for the needs and interests of students. ● We adopt a student-centred approach when formulating the curriculum as we based on students' feedbacks and surveys of different stakeholders ● The school maps out a curriculum framework that is balanced and broad in coverage, so that students' learning experiences can be extended. Teachers have very positive and good perception of the curriculum and assessment. ● The contents of different subjects are quite broad in coverage such as in PE which includes archery, bowling and golf; in Geography, there is a field trip every year; in Chinese and English Language, there are movie appreciations...etc. ● We organized MEH and ECA activities, external competitions, talks and exchange programmes to enrich students' learning experiences. ● The school adjusts its learning content and formulates its learning and teaching strategy to cater for students' learning needs. ● Teachers of the same level organize evaluation meetings regularly. ● The school conducts remedial and enhancement classes after school to help the weaker students and the bright students respectively. ● Teachers made use of multi-media in teaching. ● English department organized bridging course for the new S1 students during the summer holidays. ● Students could learn according to their own pace and standard in their spare time by making use of the internet 	<ul style="list-style-type: none"> ● Skills of using concept maps can be reinforced.
3.2 Curriculum Implementation	<ul style="list-style-type: none"> ● The school creates room for teachers to support and carry out the curriculum strategies and formulate plans. ● Various KLA are able to enhance the implementation of school-based curriculum through communication 	<ul style="list-style-type: none"> ● We have a high rate of

	<p>and collaboration.</p> <ul style="list-style-type: none"> ● The school is able to effectively monitor the implementation of its school-based curriculum. ● Panel meetings are held to follow up the teaching schedule and evaluate the curriculum form time to time. ● Every department will design a new action plan of the next academic year in June and evaluates the present one. The new action plan should align with the School Major Concerns. ● Detailed scheme of work of every department in each level are prepared. ● There is collaborative teaching of the same level of the same subject. Teachers design and prepare teaching content and teaching aids together and have peer observation. ● There are Cross-curriculum projects (e.g. Computer Literacy + Chinese History) ● The Academic Board monitors the implementation of the school-based curriculum. ● There is a cross-subject collaborative teaching (history, liberal study, science, humanities). Teachers of different subjects design and teach the cross-subject curriculum together. ● The English department has designed and made a video about the teaching of the skills in group discussion. Teachers of other subjects are welcomed to make use of it in teaching. ● There is time allocated for preparation of collaborative lesson in Staff Development Day. It creates room for colleagues to exchange ideas on implementing the school-based curriculum. ● Each department has a very good way to monitor the implementation of the school-based curriculum. During departmental meeting, panel members discuss the issue frequently. ● School monitors the implementation of the school-based curriculum by holding meetings with HOD, carrying out lesson observation and assignment inspection. 	<p>temporary / supply teachers. It may affect the implementation of our school-based curriculum</p> <ul style="list-style-type: none"> ● More strategies should be adopted to cater for students' learning differences.
<p>3.3 Performance Assessment</p>	<ul style="list-style-type: none"> ● The various KLA are able to implement and follow through the school assessment policy with concrete strategies. ● The school systematically maintains records of students' academic and non-academic performance and experiences, thus fully capturing students' achievements and abilities in different aspects. ● Our school assesses students by formative and summative assessments. The formative assessment marks would be disclosed to the student earlier so that students could improve themselves. ● We have many ways to assess students, e.g. formative assessment, examination, online test/ exercise, TSA, SBA, peer assessment, parent assessment, self assessment, etc. ● The school has a good grasp of Assessment for Learning. ● The school is able to adopt varied modes of assessment and effectively assess students' performance in respect of knowledge, skills and attitude. ● The format and the rating of the formative assessment of different subjects are quite flexible. ● Formative assessment marks would be shown on the report card separately from the summative assessment so that students and parents could have a full picture of the performance of the students. ● Our Major Concern 1 focuses a lot on peer assessment and self-assessment and these are clearly explained to students. ● In student portfolio, there are parents' feedback, teachers' feedback and students' feedback. ● Different types of questions are set to assess students, e.g. open-ended questions in homework, tests and examinations. ● ECA and Careers Committee's record (Activities and Prizes Portfolio, OLE Record, Transcripts and Leaving 	

	Certificates) systematically maintains records of students' academic and non-academic performance and experiences	
3.4 Curriculum Evaluation	<ul style="list-style-type: none"> ● The school has established a well-articulated mechanism to monitor curriculum implementation through a variety of method, in an effective and timely manner. ● In the beginning of the 1st terms, teachers need to submit schemes of work to the school. At the end of the term, teachers need to submit evaluation. ● In the panel meetings, teachers will evaluate the curriculum and improve it. ● At the end of each term, teachers can get the feedback of students' views on teaching by questionnaire. ● Committees and departments evaluate the action plan from time to time, e.g. during departmental meetings. ● At the end of each term, an Academic Performance Statistics Report will be given to the students. This report shows the performance of students on a form basis. Therefore students and parents can evaluate students' performance. ● The school makes good use of curriculum evaluation data to inform curriculum planning. ● The school evaluates the curriculum implementation by giving feedback after lesson observations and assignment inspection. ● Every year, the school will receive an "All schools, Similar Intake Schools, Schools from same District Comparison Report" from the Schools Value Added Information System. According to the data, meetings will be held to evaluate the curriculum and teaching mode and content. Plans for further improvement are then implemented. ● Results of internal and external examinations are distributed to relevant departments to take follow-up actions. ● S4 curriculum offered to students in the next year is based on students' survey on choice of subjects 	

Area 4: Student Learning and Teaching

Performance Indicators	Major Strengths	Areas for Improvement
4.1 Learning Process	<ul style="list-style-type: none"> ● On the whole, students possess good attitudes, motivation and interest in learning. ● Students take initiative to learn and are hard working. ● Students recognize their strengths & weaknesses. ● Students are ready to share experience. ● Students make good use of eClass and internet to learn. ● Students master the skills in utilizing IT such as internet and power points. ● Students are willing to use various kinds of resources ● Students acquire basic skills of different learning methods ● Notes-taking course enables students to jot down the main points in class ● Students show good skills in project learning ● Students treasure feedback and evaluation on student portfolio ● Students accept and respect others' comment ● A large number of teachers believe that they often help students review their learning. 	<ul style="list-style-type: none"> ● Motivation to learn can be strengthened ● Reading outside the classroom can be extended ● Appropriate use of teaching strategies to cater for students' needs ● Skills in selecting and managing useful data and information from the internet. ● Less able students need more guidance in learning skills ● Attitude towards self-assessment

	<ul style="list-style-type: none"> ● Students use feedback from teachers effectively to improve learning ● Students take serious attitude to teachers' recommendation. 	and peer-assessment
4.2 Learning Performance	<ul style="list-style-type: none"> ● Examination results indicate students have acquired and applied knowledge and skills effectively. ● Students have good library skills ● Students work collaboratively ● Students show good performance in formative assessment ● Students join many different activities and competitions and obtained good results. ● Students have good results in HKCEE & HKALE ● Students participate in project-based learning and the feedback is positive. ● They perform well generally in their homework, assignments and projects ● Students hand in their assignments punctually and are of good quality ● Students have good learning habits, e.g. jotting down notes ● Students in senior forms have independent learning habits ● Learning atmosphere is good in class and students are quite serious in their assignments. ● Students perform well in some generic skills such as creativity, problem solving and the use of information technology. ● Students have good I.T skills and interpersonal skills ● Students show good collaborative learning skills ● Students participate in many different activities inside and outside school. Students won a lot of prizes in music festival, speech festival, drama festival and PE competitions etc. ● Students have good reading habits ● Reading to Learn Committee, the Library, the English Dept., the Chinese Dept. hold different activities and reading programs. ● Students won prizes in book report competitions and book review competitions in the past few years. ● There are Reading-to-learn scheme, CRS, ERS at school ● Students have to do reading report and newspapers commentary ● There is an S1 English Story books Reading Scheme organized by PTA 	<ul style="list-style-type: none"> ● High order thinking skills can be enhanced ● Give students more guidance and encouragement to read suitable books
4.3 Teaching Organization	<ul style="list-style-type: none"> ● Teachers think that they always adjust the teaching content and strategies according to the students' abilities. ● Subject panels are able to monitor curriculum implementation through systematic use of data on students learning and teaching to adjust the teaching content and strategies. ● A high percentage of teachers use a wide variety of resources in teaching. ● Teachers have clear objectives in lessons ● Teachers prepare action plan and scheme of work well before the beginning of the academic year. 	<ul style="list-style-type: none"> ● Strategies to cater for learners' diversity
4.4 Teaching	<ul style="list-style-type: none"> ● On the whole, students can understand teachers' instructions in class. Teachers' 	<ul style="list-style-type: none"> ● Students' understanding of the

<p>Process</p>	<p>communication skills are effective.</p> <ul style="list-style-type: none"> ● Teachers have good questioning techniques. ● Teachers communicate clearly to students the objectives of lessons. ● Teachers make adjustments according to the subject matter and students' abilities of different classes. ● There are tutorials, extra lessons, enhancement courses and remedial classes. ● Teachers use eClass to upload teaching materials so that students can learn according to their own learning pace. ● There are school-based learning materials, e.g. EPA and LS ● Teachers adjust their expectations of students from time to time. ● There are departmental meetings to discuss students' learning schedule ● Teachers treasure parents' feedback and they set assignments and assessments according to students' abilities. ● Some teachers arrange seats for students in classroom according to their needs. ● On the whole, the classroom learning environment is good. ● Students are encouraged by teacher in class. ● Teachers give clear guidelines in class ● The setting of class goals enables students to develop self discipline. ● Many interactions, discussion and experience sharing in class already. ● There are presentations, questioning period, group discussion, story telling, student-teacher conferencing, peer assessment, etc. during the class ● Teachers give feedback on assignments and appreciate good work and efforts. ● On the whole, teachers are equipped with professional subject knowledge and have a good teaching attitude. Teachers are hard-working and devoted to teaching. ● Teachers have high expectations on students. Teachers care their studies very much. ● Teachers are experienced. They have good mastery of the contents and teaching skills. ● All teachers have attained the language proficiency requirement to teach in English. ● Teachers are professional, patient, fair, friendly and ready to give support in students' learning and activities. 	<p>NSS curriculum</p> <ul style="list-style-type: none"> ● More encouragement from teachers to students ● More help to the less able students ● Time constraint on carrying out interactive activities in class ● Bridging the gap between different expectations of teachers and students
<p>4.5 Feedback and Follow-up</p>	<ul style="list-style-type: none"> ● Teachers give timely and useful feedback in class and homework assignment ● There is questioning period and teachers give immediate feedback to students ● There are TSA, SBA, FA which assess students from time to time and allow them to improve themselves. ● Academic reports distributed during Parents' Day provide opportunity for teachers to discuss students' performance with parents. ● Chinese Department provides extra reading materials to extend their learning ● English Department has "English Builder" to enhance students' English proficiencies ● There are Online Reading Program, Gifted Education Program, various remedial classes, enhancement classes, and talks organized by outside bodies etc. ● Project work is used to extend students' learning. 	<ul style="list-style-type: none"> ● Teachers can use written feedback more frequently ● Teachers should give help or follow up action immediately when they detect any mistakes from students.

Domain III: Student Ethos and Student Support

Area 5: Student Support

Performance Indicators	Major Strengths	Areas for Improvement
5.1 Support for Student Development	<ul style="list-style-type: none"> ● The school has systematically identified students' varied needs in the area of support for students' development. ● Students' needs are identified from evaluation findings of committees and departments, class teachers' meeting, Joint HOC meeting and the Student Affairs Board. ● The school has formulated specific work programmes and collaborative plans for student support services based on evaluation of previous plans. Many student development activities were organized by various committees. ● The school has arranged different learning experiences to cater for students' personal development needs, in order to foster students' self-management ability and to set personal goals for learning. ● All subject departments design curriculum and activities related to the daily experience of students ● The Student Portfolio Scheme facilitates students to set personal goals and plans for self-actualization. It helps to develop students' self-management skills. ● ECA activities, life-wide learning activities and Moral and Civic Education Activities are strategically planned to cater for students' personal development needs. 	<ul style="list-style-type: none"> ● The aims of activities arranged for students could be clearly communicated to them. ● Teachers could allocate more time to talk with students so as to show their concerns towards students in non-academic aspects.
	<ul style="list-style-type: none"> ● ECA clubs and the Student Council are mainly run by student leaders. This enables students to develop their management skills. ● The Student Affairs Board is responsible for the formulation of strategies to cater for students' social needs, with a view to foster positive values and attitudes and enhance interpersonal relationships and social responsibility. ● "Building positive images and values" is a school major concern. A whole school approach is adopted to achieve the goals. ● Life Education talks, class teacher's period, MEH lessons, Moral and Civic Education Activities are carried out effectively to achieve the stated goals. ● Peer councilors enhance interpersonal relationships in the junior form students. ● School Prefects serve as good role models ● Setting class goals and class slogans design activity helps building class responsibility and boosting class spirit ● Remarks of Good Punctuality, Good Discipline and Good Attendance on the Student Activities and Prizes Portfolio to recognize good behaviour of students. ● The school suitably supports students with special educational needs to help them integrate into campus life and enjoy equal education opportunity. ● Remedial class, enrichment class and after-school support programmes are organized to cater 	

	<p>for the needs of students.</p> <ul style="list-style-type: none"> ● Students in need of counseling are served by the Guidance Committee and school social worker and in minor cases by teachers. ● The school has a well-established mechanism for evaluation and improvement of student support services. ● Interim and Yearly Evaluation of School Plans. ● HOD's and HOC's Meetings and Staff Meetings. 	
5.2 School climate	<ul style="list-style-type: none"> ● Good staff relationships, teacher-student and students-peer relationships have been established in school as shown in stakeholders' survey. ● Students foster good inter-personal relationship so that they readily accept one another, give full play to their abilities, forge an active and cheerful school atmosphere. ● The school promotes a good ethos. ● Whole person development of student is emphasized ● Teachers are caring and committed. ● Students are diligent and motivated. ● Students foster a great sense of belonging and team spirit. ● Students have high aspiration to achieve excellence. ● Teachers are professional and have high morale. They work as a team to improve learning and teaching in the school 	

Area 6: Partnership

Performance Indicators	Major Strengths	Areas for Improvement
6.1 Home-School Cooperation	<ul style="list-style-type: none"> ● The school values parent education. Courses, seminars and workshops are organized for parents. The theme of parent education is discussed in PTA committee meetings. ● The Parent-Teacher-Association successfully mobilizes parents to support the school. ● Parents do voluntary work in the school library ● Parents organize an English Reading Scheme in S1 ● Parents serve as instructors in students' interest groups ● Parents help in organizing the Teachers' Day and the School Open Day ● PTA links closely with parents through its many coordinators ● The school assists the PTA whole-heartedly in order to fulfill its function as a link between parents and the school. ● Regular meetings with the PTA members throughout the year ● Full support in the dissemination of information through the PTA Newsletter, PTA Homepage, letters and circulars. ● Parents are informed of school news and their children's performance at regular time interval. ● Two parents are members of the School Management Committee. They participate in the 	

	<p>management of the school.</p> <ul style="list-style-type: none"> ● PTA committee members relay parents' opinions to the school ● PTA has a letter box in the school to collect parents' opinions. ● Parents can contact teachers and the principal by phone ● Parents can also reflect their opinions on Parents' Day ● Parents' opinions would be seriously considered and appropriate follow-up actions would be taken. 	
6.2 Links with External Organizations	<ul style="list-style-type: none"> ● The school is able to develop appropriate links with external organizations in accordance with developmental needs. ● Exchange programmes with our sister school in Beijing and schools in Singapore ● Active participation of students in external competitions e.g. Music Festival, Drama Festival, Speech Festival, mathematics competition and science competitions etc. ● Talks and workshops for students inside school organized by outside bodies ● Students take part in leadership training courses outside school ● The school promotes students' participation in activities organized by the community both for self-enrichment and as a contribution to society. ● The school maximizes its alumni network to support development. ● Two alumni are members of the School Management Committee. They participate in the management of the school. ● The school solicits the full support of the alumni in its development 	

Domain IV - Student Performance

Area 7: Attitude and Behaviour

Performance Indicators	Major Strengths	Areas for Improvement
7.1 Affective Development and Attitude	<ul style="list-style-type: none"> ● Students have a positive self-concept generally ● Students' behaviour and relationship with others are generally good. They also have strong civic obligation and national identity. ● Students have positive attitude towards learning ● Generally, students have mastered self-management skills, for example, fostering a healthy lifestyle, being emotionally balanced and capable of handling stress. 	<ul style="list-style-type: none"> ● Students could work harder on their studies both at home and in school. ● Students' interest in learning could be further enhanced.
7.2 Social Development	<ul style="list-style-type: none"> ● Students' interpersonal relationships and social skills are good. ● Students are happy at school. ● Students respect their teachers. ● Students are keen on participating in services and extra-curricular activities 	<ul style="list-style-type: none"> ● Students' self-discipline and sense of responsibility can be further enhanced

Area 8: Participation and Achievement

Performance Indicators	Major Strengths	Areas for Improvement
8.1 Academic Performance	<ul style="list-style-type: none"> ● Generally, students perform well in internal and external examinations. ● Students are good at the major subjects such as English, Chinese and Mathematics. ● Generally, most students can meet the school's requirements concerning 'collection of work', 'quality of work' and 'attitude'. ● Students did well in TSA, the HKCEE and the HKALE. Their performance far exceeds the territory-wide standard. 	<ul style="list-style-type: none"> ● The academic potential of students can be further developed. ● More support to be given to the less able students.
8.2 Non-academic Performance	<ul style="list-style-type: none"> ● Students are keen on taking part in activities and competitions such as the Hong Kong Schools Speech Festival, Music Festival, writing competitions, debates, Mathematics competitions, etc. ● Students are keen on participating in extra-curricular activities and have made good achievements in them. There were high attendance rates and quite a lot of students could obtain the ECA Gold, Silver or Bronze awards. ● Students' performance in inter-school activities and open/international competitions is good. They won a lot of prizes in such competitions ● Generally, our students are not overweight, compared with the territory-wide benchmark. ● Our students seem to be fitter than an average student in Hong Kong. 	<ul style="list-style-type: none"> ● Better time management Students should acquire better time management skills in order that they can strike a balance between their academic studies and extra-curricular activities ● Stronger sense of responsibility The school could nurture a better sense of responsibility among students, especially the committee members of clubs/groups

SWOT Analysis

Our Strengths

1. The school has a strong and positive culture, based on care and commitment.
2. There is strong support from the School Management Committee, parents and alumni.
3. The school management and the middle management work with an open and positive attitude. They are receptive to new knowledge and others' views.
4. Teachers have good professional knowledge. They are patient, approachable, friendly, caring and encouraging towards students.
5. Students have a balanced development in academic studies and extra-curricular activities.
6. Students have good academic potential. They possess good attitudes, motivation and interest in learning.
7. Students are well behaved.
8. Good staff relationships, teacher-student and students-peer relationships have been established.

Our Weaknesses

1. The school has limited space for sports and recreational activities.
2. Some students have weak foundation in their studies.

- Students need further improvement in self-directed learning.

Our Opportunities

- The school stakeholders have high expectation of the continual improvement of the school.
- The school has a clear vision and a consensus of the school core values.
- Implementation of school self-evaluation measures provides chances for school improvement.
- Implementation of the New Senior Secondary Curriculum expedites a reform in learning and teaching.
- There is growing awareness of the importance of professional development among teachers.
- The growing importance of life-wide learning helps to broaden students' horizons.

Our Threats

- Great diversity in students' learning abilities poses problems in learning and teaching.
- The rapid changes in education arising from the recent education reform exert great pressure on teachers in terms of time and ability to cope with the changes.
- The fall in student population, the competitions from DSS schools and international schools affect the school's student intake.
- The moral values of students need to be strengthened to counterbalance the strong influence of mass media and emphasis on materialism in our society.
- Teachers have a heavy workload and limited time to address the needs of every student.

Major Concerns 2010 – 2013

- Developing Students' Academic Potential
- Implementation of New Senior Secondary Curriculum
- Enhancement of the Whole Person to meet the Challenges of an Ever-changing World

School Development Plan 2010/11 – 2012/13

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			10/11	11/12	12/13
1. Developing Students' Academic Potential	1. Students acquire good learning skills/strategies.	A. Subject departments focus on one learning skill/strategy at each level and develop the skill/strategy throughout the year.	✓	✓	✓
	2. Use of appropriate strategies to cater for learners' differences in class.	B. Subject departments adopt subject-based strategies to cater for learners' diversity.	✓	✓	✓
	3. Running pull-out programmes for high-achievers and the less able students to develop their potential.	C. Early identification of high achievers and the less able students.	✓	✓	
	4. Students learn from their peers.	D. Core and extension contents are included in exercises.	✓	✓	✓
		E. Students of the same class form study			

		<p>groups in one level, and based on the year-end evaluation, to be extended to other levels in subsequent years.</p> <p>F. Senior form students share good study skills/methods with junior form students.</p>	✓	✓	✓
<p>2. Implementation of New Senior Secondary Curriculum</p>	<p>1. Students, parents and teachers are well-informed of the school's policy on NSS.</p> <p>2. The school provides an NSS curriculum that will fully develop students' potential and meet their interests.</p> <p>3. Teachers and students are well acquainted with the NSS assessment mode.</p> <p>4. Effective learning and teaching of the NSS curriculum.</p> <p>5. Students are provided with a wide variety of learning activities to enrich their Other Learning Experiences.</p>	<p>A. Information on NSS is provided to teachers, students and parents as early as possible through proper channels.</p> <p>B. To review the subject combinations for the NSS curriculum in view of the results of students' surveys.</p> <p>C. To monitor and review the progress of SBA and the continuous assessment policy in school.</p> <p>D. Subject departments review and implement strategies for effective learning and teaching of respective NSS subjects as stipulated in the NSS Curriculum and Assessment Guides.</p> <p>E. The OLE Committee reviews the policy and oversees the smooth implementation of OLE.</p>	✓	✓	✓
<p>3. Enhancement of the Whole Person to meet the Challenges of an Ever-changing World</p>	<p>1. Students show a greater sense of respect and self-discipline in school and daily life.</p> <p>2. Students are committed to pursue positive life goals and have holistic development.</p> <p>3. Students are able to develop justified beliefs, rational value judgement and moral reasoning.</p> <p>4. Students show an appreciation of healthy living through the development of healthy habits and life-styles.</p>	<p>A whole-school approach to foster and strengthen the focused aspects of students' attitudes, values and behaviour through:</p> <p>A. Incorporating the related elements in the annual plans of committees, teams, ECA clubs and relevant subject departments.</p> <p>B. Value education programmes and activities organized by relevant committees, teams and clubs under the coordination of Student Affairs Board.</p> <p>C. Implementing the system of Student Portfolio and Student Learning Profile through a teacher-mentor scheme.</p> <p>D. Aligning the efforts of functional teams and relevant subject departments for implementing a school-based healthy school scheme.</p>	✓	✓	✓