Shun Lee Catholic Secondary School
3-Year School Development Plan
2012/2013– 2014/2015

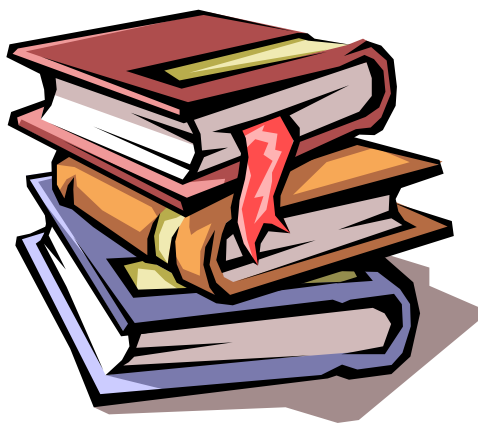# Contents

School Mission

The school is dedicated to providing a positive learning environment in which students understand the truth of the Gospel and experience the love of Christ. It is where students learn to integrate Christian faith with Chinese culture and life for holistic personal development.

We believe that students are unique individuals possessing distinctive gifts and talents. We thus commit ourselves to helping students develop their potentials to the fullest and become independent learners capable of mastering self-learning skills, with emphasis on fostering positive attitudes towards life.

We devote ourselves to educating students to become responsible citizens who are eager and competent to make contributions to the society, and to encourage them to carry on the best of Chinese culture.

School Goals

1. Student achievements

1.1 Impart knowledge of Christianity and help students acquire a positive attitude towards life.

1.2 Cultivate a religious sentiment among students.

1.3 Develop a sense of self-respect and self-affirmation.

1.4 Help students acquire self-confidence.

1.5 Develop a sense of personal responsibility.

1.6 Impart social etiquettes and teach students to respect others.

1.7 Cultivate an ability for self-discipline.

1.8 Arouse interest in broad-based learning and foster an ability for independent study.

1.9 Develop an ability for self-examination and a habit for on-going study.

1.10 Make students into independent and critical thinkers, capable of making judgments.

1.11 Develop an ability for tackling problems independently and a positive attitude towards problems.

1.12 Develop such literacy abilities as reading, writing, listening and speaking as well as ability for analytical thinking.

1.13 Acquire an objective and scientific mindset by applying scientific methodologies to problem solving.

1.14 Master skills for enhancing physical endurance for increased physical adaptability.

1.15 Develop a spirit of sportsmanship and team work.

1.16 Cultivate an interest in art and its appreciation.

1.17 Arouse a sense of imagination and creativity.

1.18 Nurture talents of leadership.

1.19 Help students recognize and evaluate socially acceptable behaviors and rules.

1.20 Equip students with skills necessary for life and social adaptation.

1.21 Arouse social awareness and an acute sensitivity to social issues.

1.22 Help students understand their personal rights and responsibilities in the society. Cultivate social consciousness and a sense of democracy.

1.23 Help students understand the strength and weakness of Chinese culture and help them appreciate the best of its traditions and values.

1.24 Nurture a sense of national consciousness.

2. Learning Experience

2.1 Offer religious activities such as prayers and rituals. Help students experience the joy and peace in being a Christian and learn to respect other faiths.

2.2 Establish a system of rewards and admonition in recognition of excellent performance and to provide counseling for misbehavior.

2.3 Provide counseling activities to help students face and solve problems.

2.4 Provide moral educational activities to help students internalize the moral concepts.

2.5 Promote civic educational activities to heighten students' social awareness.

2.6 Give assignments which are theme-based and which require the development of research and organisational skills in report writing as a means to enhance students' ability for self-learning. Provide diversified curriculum and activities that facilitate the realization of individual potentials in order to achieve a balanced development.

2.7 Encourage students to engage in external activities that could widen their horizon and broaden their experiences.

2.8 Provide peer counseling, allowing students from different year levels to share their learning experiences and achievements.

2.9 Strengthen the experience of team by providing activities that require team work from which students could learn interpersonal skills and understand the importance of cooperation.

2.10 Strengthen communication between the school and the community. Provide opportunities for student outreach and community service.

3. Resources and Facilities

3.1 Offer excellent environment and facilities that promote the physical well-being of the students and enhance their sense of belonging.

3.2 Provide student welfare services in order to improve students' learning condition.

3.3 Provide suitable educational equipment to enhance the effectiveness of teaching.

3.4 Assist teachers in their administrative work, allowing them to concentrate on teaching.

3.5 Provide appropriate in-service trainings, encourage teachers to take up further studies that are essential for their professional development.

3.6 Enhance teaching quality by making available more channels for exchanging teaching experiences.

3.7 Provide more opportunities for socializing and cooperation among teaching staff. Extend teacher welfare as a means of enhancing team spirit and sense of belonging.

3.8 Facilitate more programs of exchange between teachers and students in order to enhance their team spirit and sense of belonging.

4. School Management

4.1 Provide more channels for communication and encourage the active exchange of opinions among teachers.

4.2 Provide clear guidelines on school administration and formulate procedures for implementing school administrative policies.

4.3 Provide opportunities for teacher participation in school administration, enabling them to voice their opinions and formulate policies necessary for monitoring policy implementation.

4.4 Promote the democratisation of school administration, increase transparency in the decision-making process.

4.5 Enable students to understand school administration and encourage them to raise their opinions.

4.6 Strengthen communication between alumni and the school. Provide access to alumni involvement in school activities. Help alumni to understand the school and prepare them to participate in its future administration.

4.7 Strengthen communication between parents and the school. Provide access to parental involvement in school activities. Help parents to understand the school and prepare them to participate in its future administration.

School Motto

SIC DEO PLACET

The Biblical Origin:
"So whether we are at home or away, we make it our aim to please Him" (Corinthians 5:9)
Message: May we live according to the will of God

Core Values

The school works in accordance with the school mission and dedicates to cultivating the core values of "Love", "Mutual respect" and "Responsibility" in students

Holistic Review

Effectiveness of the previous School Development Plan

1. To Implement NSS Academic Structure Effectively

Targets	Extent of targets achieved	Follow-up action	Remark
1. Enhance careers education	✧ Careers education framework has been established for S1-S6 and teachers helped to carry out lessons. Teachers' feedback was positive. ✧ Training sessions have been arranged for teachers and most updated information has been discussed with teachers. ✧ Whole school approach was strengthened with the establishment of career education framework and NSS mentoring system.	✧ Continue to carry out careers education ✧ As some teachers are still getting familiar with the career education, more training sessions should be arranged for teachers in order to enhance whole school approach.	
2. Help students make their future plan with attainable aims through Student Learning Profile	Targets are mostly achieved. ✧ The online platform of the SLP was extended to S6. ✧ Students made their plans through eClass and their plans were checked by class teachers. ✧ Two class periods were assigned to class teachers in each term to follow up the SLP. ✧ The SLP for S6 students was compiled. ✧ Parents were informed with careers guidance knowledge and skills.	✧ Career education packages will be designed to facilitate students' self- reflection and the writing of SLP ✧ Strengthen the submission and checking to ensure that all tasks are completed on time. ✧ Inform teachers and students the submission and checking period in advance. ✧ Continue to provide guidelines to teachers for handling the SLP.	
3. Enhance Co-ordination amongst Subjects	The targets are mostly achieved. ✧ Student learning was assigned as standard item in the agenda of level meeting ✧ Cross-curricular activities were encouraged and a record was complied. ✧ Project learning covering various subjects was arranged in all junior levels. ✧ A teacher was assigned to co-ordinate SBA and an SBA	✧ Most measures are incorporated as routine work. ✧ A review on the teaching time of NSS subjects will be arranged. ✧ A more detailed calendar for learning activities will be complied. ✧ Teachers should be reminded of the heavy	

		information platform was posted up in Staff Room and school web. ✧ A calendar of learning activities was complied and posted up in Staff Room.	workload of the students under NSS.	

2. **To Nurture Students To Become Active Learners**

	Targets	Extent of targets achieved	Follow-up action	Remark
1.	Cultivate a positive class atmosphere	✧ Slight improvement in handling homework on time was shown but there is still room for improvement. ✧ There was slight improvement in students' behavior, but the physical environment is still not desirable. ✧ Harmonious environment was shown. Teachers and students respect each other. There is good relationship among students. ✧ Students are more active in participating activities		
2.	Enhance learning motivation	The targets are mostly achieved. ✧ 4 staff development training sessions were organized to enhance teachers' capacity on catering diversity of students ✧ Various measures were adopted to help low-achievers ✧ High-achievers were recommended to join courses organized by tertiary institutes with financial assistance ✧ Linkage with a Singapore school was built and annual study tour and other academic activities were arranged. ✧ More talks, visits and competitions were arranged both inside and outside the School ✧ School-based programmes for talented students of different aspects were organized. ✧ Extra challenging questions were included in the examination papers of some subjects	✧ Most measures are incorporated as routine work. ✧ More training and experience sharing on helping low achievers will be arranged ✧ A student-based calendar will be complied to monitor the activities of the students ✧ Provide more opportunities to the second-best students ✧ Help students develop better time-management skills and have better strategies in selecting activities	

3. To Enhance Students' Sense Of Achievement

	Targets	Extent of targets achieved	Follow-up action	Remark
1.	Provide students with more chances to build up their sense of achievement	✧ A number of new activities have been held and they were smoothly run. ✧ Students were eager to join activities. It showed improvement of the sense of achievement. ✧ Students won more prizes and awards as the level of performance in many activities became higher. ✧ An OLE Showcase was organized at the end of the school year to let the whole school share the achievement of students with various talents. ✧ Other than outside competitions joined in the past, some new events, such as Mock Trial were added.	✧ Keep the new activities which are welcomed by the students ✧ Explore more activities which are suitable for our students ✧ Most measures are incorporated as routine work. ✧ Co-ordination amongst school-based and outside competitions would be arranged	
2.	Recognize students' achievement openly	✧ Different means to recognize students' achievements has been adopted: school web, tea gathering with Principal, newsletters, celebration tea-party, inauguration ceremony, morning assembly, etc. ✧ All major prizes were presented openly. ✧ Scholarships donated by alumni and parents were given to recognize the achievement of the students ✧ More assemblies were organized by students (Moral and civic education ambassadors) ✧ Students took part in different competitions, talent shows and out-school activities.	✧ Keep all the means to recognize students' achievements ✧ To display the names of past head prefects and chairpersons of SU in School Hall ✧ Most measures are incorporated as routine work. ✧ Greater support from alumni and parents would be sought to enhance the recognition of students.	

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	1. The SMC has a clear vision in school's development and shows full support to the Principal in striving for improvement in different aspects of the school. 2. The well-structured organizational framework enables effective management of the school. The roles and functions of various functional committees as well as staff duties at different levels are clearly delineated. 3. The school has developed a clear mechanism for school self-evaluation. 4. Participatory decision-making enhances the transparency of school management and public accountability.	
2. Professional Leadership	1. Vice-principals are committed and responsible and their performance is highly appreciated by their colleagues. 2. The school has a well-developed communication network. The school management and middle managers encourage an open communication channel that supports a trusting atmosphere. 3. Harmonious relationships among staff members at all levels have been observed. 4. The school always takes into consideration the views of different stakeholders in formulating school-based development measures that address students' needs. 5. Professional development plans address students' needs and enhance teachers' capacity building.	1. Middle managers' leadership should be strengthened. 2. More channels should be set up for new colleagues to express their views.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	1. The school-based curriculum is well-balanced and is designed in line with students' needs, the school mission and the recent educational trends. This helps to support students' learning and development. 2. The implementation of NSS is effective. 3. Various school-based curricula have been developed to facilitate the change induced by the NSS. 4. SBA has been smoothly launched. 5. A broad and balanced Other Learning Experience (OLE) curriculum is prepared for both junior and senior levels to provide life-wide learning opportunities for students. 6. Strategic planning has been adopted to enhance the interface between the junior and senior secondary curricula through the provision of various learning programmes and curriculum restructuring (IH). 7. New curriculum such as English debate has been introduced to strengthen students' critical thinking skills and boost their confidence in speaking English.	1. Some students who have dropped one elective may not spend their time effectively on their study. Enrichment classes for Chinese, English and Mathematics will be made available for these students to encourage better use of their self-study time. 2. The NSS curriculum demands teaching time far more than the school schedule can afford. Though SBA has been smoothly launched , it adds burden to the already tight teaching schedule. 3. To enhance students' self-regulated learning, morning reading period will be transcended to Reading To Learn periods.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	1. Students are well behaved and show sustained motivation in lessons. They demonstrate interest in learning and are eager to participate in learning activities. 2. A variety of teaching methodologies are adopted to encourage students' class participation. 3. Teachers devote much time and energy to lesson preparation. Their conscientious attitude towards work is highly recognized by students. 4. Students are provided with more opportunities in participating extended learning experience, such as competitions and study tours.	1. Pedagogical strategies should be further refined to meet the diverse needs of students. 2. Students' self-directed and independent learning should be strengthened to help students strive for excellence. 3. More opportunities for students to show their own capabilities should be provided. 4. Teaching time is inadequate especially for elective subjects. New timetable arrangement will be introduced to allow greater flexibility in the use of curriculum time for NSS electives in particular and facilitate the implementation of a more balanced curriculum which includes Life Education at junior secondary levels and Reading to Learn periods.
5. Student Support	1. The school adopts a whole-school approach for student development. A comprehensive framework for student-focused support has been devised. 2. The caring family-based school ethos helps nurture students' personal growth; good teacher-student rapport helps create a favourable learning atmosphere. 3. Career Education Framework has been formulated to nurture the personal development of students. 4. A wider range of ECAs and structured learning opportunities are made available after the introduction of OLE for students to broaden their horizons. 5. The newly-launched spiritual education programmes help develop students' spiritual life.	1. Students should be guided to explore more on their own potentials so as to further facilitate their goal setting. 2. More strategies have to be explored to help students with low motivation and support students with emotional problems. 3. Students should be given more opportunities to organize activities independently.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	✧ Parents show support to the school through active participation in various school events. They also render help to student activities such as HKAC by becoming parent instructors. ✧ Stronger ties with alumni bring in more resources to enhance students' development. ✧ Teachers' workload is partially relieved by the availability of rich external resources that provide abundant learning opportunities for students. Support from NGOs, Hong Kong Federation of Youth Groups and YDC has been tapped to enrich students' learning experiences. ✧ The school maintains good relationship with the sister school in Singapore to provide extended learning opportunities for students.	1. More resources should be furthered explored for students' development.
7. Attitude and Behaviour	1. Students are polite, cooperative, self-disciplined and show a strong sense of belonging to the school. 2. With the family-based school ethos, students enjoy harmonious interpersonal relationships. Their love and concern for others is apparent in their active involvement in volunteer service. 3. Assembly programmes help students develop positive moral values. The Moral and Civic Education Team, Religious Activities Team and Guidance Team and various other service units have played significant roles in promoting value education to students. Students have been observed to display strong sense of civic-mindedness, responsibility to the environment and concern for global issues in fund-raising activities.	1. Measures to enhance students' self-management skills, develop potential self and foster positive values will be continued.

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	1. Students take active part in a wide range of ECA and external sports, music and art competitions. 2. More students participate in study tours and exchange programmes organized by external organizations. 3. Students are also given more opportunities to plan and to host major school functions, which enhances their leadership abilities and presentation skills. 4. Students have made outstanding achievements in academic and non-academic domains.	1. More students should be encouraged to take part in activities in and outside school.

SWOT Analysis

Our Strengths

✧ Students are generally well-behaved and show good potential.

✧ The teaching staff shows strong commitment to teaching.

✧ Staff members enjoy a good relationship and the team spirit is strong.

✧ People-oriented school-based curriculum supports students' learning and development.

✧ Vice-principals' performance is highly appreciated by colleagues.

✧ Career Education Framework has been formulated to support students' development and the NSS implementation.

✧ Parents and alumni show strong support to the school through their active participation in various school events.

Our Weaknesses

✧ Students generally lack opportunities to take part in activities to widen their horizons in the community. Some are not confident enough to take part in external competitions.

✧ Some students need further training in logical thinking and problem-solving skills.

✧ Some students need more support to transfer knowledge learnt in bridging programme and LAC to other subjects.

✧ Some students are weak in self-management and lack initiative.

Our Opportunities

✧ The NSS curriculum offers students a wider choice of subjects. The subject combination meets different students' interest, aptitudes and abilities.

✧ The optimization of class structure facilitates the allocation of human resources.

✧ Trimming of SBA by the EDB may relieve the burden of both teachers and students, and hence allows greater flexibility in the use of teaching time at senior secondary levels.

✧ With the introduction of OLE, students have more opportunities to be engaged in moral and civic education, community services, physical and aesthetic education and career-related experiences.

Our Threats

✧   Widening student learning diversity affects learning and teaching.

✧   The heavy workload has led to increased conflicts among colleagues at work.

✧   The NSS curriculum demands teaching time far more than the school schedule can afford.

Major Concerns for 2012-2015

1. Fine-tuning the implementation of NSS
2. Enhancing active learning
3. Developing potential self and fostering positive values

Major Concerns for a period of 3 school years 2012-2015

A. Fine-tuning the Implementation of NSS

Major Concerns	Intended Outcomes/Targets	Strategies	Time Scale		
			12/13	13/14	14/15
1. Re-allocate teaching time	✧ The teaching hour of elective subjects increases 20% ✧ Fewer extra-lessons are arranged after-school and in school holiday, especially for elective subjects ✧ Students can have better time management in their study and OLE ✧ Better academic performance in elective subjects is shown	✧ The reading periods will be re-structured.	✓		
		✧ One additional period will be added for each teaching day.	✓		
		✧ The number of periods allocated to each elective subject increases from 5 to 6.	✓		
2. Enhance Co-ordination of SBA	✧ A detailed SBA calendar can be issued ✧ SBA arrangement can be adjusted according to the feedback of students ✧ Teachers and students have better time management in SBA	✧ Subjects with SBA have to provide a complete and detailed SBA calendar.	✓	✓	✓
		✧ Academic Committee co-ordinates the adjustment of the SBA calendar based on the feedback of students	✓	✓	✓
		✧ A comprehensive SBA calendar will be posted up online in School Webpage	✓	✓	✓
3. Cater for diversity	✧ Students can decide the number of elective subjects to take according to their capacity ✧ Students who have dropped elective subjects can improve their performance in core subjects and the remaining elective subjects ✧ The needs of students with different academic ability can be catered	✧ Review on the number of elective subjects taken by NSS students	✓	✓	✓
		✧ Provide well-structured support to students who have dropped one elective subject	✓	✓	✓
		✧ Prepare self-access learning materials for students who have dropped elective subjects	✓	✓	✓
		✧ Teachers adjust their teaching strategies and assessment to meet the needs of students	✓	✓	✓

B. Enhancing Active Learning

Tasks	Intended Outcomes/Targets	Strategies	Time Scale		
			12/13	13/14	14/15
1. Promote existing effective learning and teaching practices	The effectiveness of some good learning and teaching practices can be enhanced	Arrange staff development on experience sharing by IH Panel and PTH Panel	✓	✓	✓
	The concepts of existing good practices can be shared by other subjects Try out effective practices in other subjects	Arrange cross-subjects lesson observation	✓	✓	✓
2. Promote self-regulated learning	Students play more active role in learning and teaching activities in classroom	Integrate the concept of self-regulated learning in reading period	✓	✓	✓
	Students share clear learning objectives in learning Students know how to seek help when they face	Train up teachers to be facilitators of self-regulated learning	✓	✓	✓
	learning difficulties. Teachers give proper advice to students in overcoming learning difficulties.	Encourage teachers to integrate collaborative learning and student tutor system in their classroom activities	✓	✓	✓
	Students build up learning circles.	Help students build up learning circles	✓	✓	✓

C. Developing Potential Self and Fostering Positive Values

Major concerns	Intended Outcomes/Targets	Strategies	Time Scale		
			12/13	13/14	14/15
1. Develop potential self	✦ Students learn to respect oneself as a whole ✦ Students become more self-confident ✦ Enhance students' ability to identify their own potential and set goals ✦ Enhance students' leadership potentials	➢ Help students to explore their potential in ALL that they have through "Life Education", programs organized by various teams.	✓	✓	✓
		➢ Collaborate with 'Life Education' and Careers Team to refine the SLP in Junior forms so that students are encouraged to set up short term goal and long term goal in three years	✓	✓	✓
		➢ Celebrate students' accomplishments in various domains/talents	✓	✓	✓
		➢ Organize more leadership training programmes for student leaders	✓	✓	✓
2. Foster positive values	✦ Students develop healthy lifestyles ✦ Students respect others ✦ Students care about their environment ✦ Students practise self-discipline	➢ Launch campaigns to promote "Healthy Life"	✓	✓	✓
		➢ Launch campaign to promote "Respect for Others"	✓	✓	✓
		➢ Organize programmes to promote "Care for environment"	✓	✓	✓
		➢ Organize "Spiritual Education" programmes	✓	✓	✓

Refined English Enhancement Scheme (School-based Plan A)

(I) Categories of English Enhancement Measures

Measures	Category	Description of Measures	Levels and Nos. of Students Involved	No. of Teachers Involved	School-based Monitoring and Evaluation Mechanism	Estimated Expenditure
1	A	✧ To develop materials improving students' English reading and writing skills required for IH & Science across S1-S3; ✧ To provide more support for lower achievers in learning IH and English by organizing after-school remedial classes; English language activities during post-exam period; and summer bridging programme for IH. ✧ To establish a culture of collaborative lesson preparation *across* the curriculum;	✧ S1 students in 11/12 ✧ S1 and S2 students in 12/13 ✧ All junior secondary students in 13/14	*Preparation Phase (March – May 2011)* ✧ Two English teachers from junior and senior secondary levels respectively are to collect data concerning the linguistic features used in IH and Science across S1-S3 and analyze students' strengths and weaknesses in learning IH. *Implementation Phase (Sept 11 – Aug14)* ✧ One new teacher is to take up two English classes and two IH classes and provide further learning support for lower achievers. ✧ The released teachers, including two English teachers and one IH teacher are to develop the LAC materials, conduct the LAC programme and provide training for other English and IH teachers. ✧ Other S1-2 English teachers are to conduct the LAC programme in the second and third year respectively to ensure the sustainability of the curriculum.	✧ Pre-tests and Lesson observation in LAC and IH will be conducted to assess the effectiveness of the LAC programme. ✧ Focus Groups will be set up to assess the learning progress of students through inspecting their assignments in IH and English. ✧ Assessment results will be analyzed to identify further problems in student learning. ✧ Questionnaires will be sent to collect students' feedback on the programme. ✧	✧ To employ a GM English Language teacher with no teaching experience at point 17. The estimated expenditure covering the period (from September 2011 to August 2014, 36 months in total) amounts to $909,960, with increment included. ✧ To employ a consultant for three years to provide professional support for the LAC programme. There will be 10 meetings (including lesson observation and curriculum planning) in each academic year. The consultant will be paid $3,000 per hour and the estimated expenditure covering the three academic years amounts to $90,000. The school will contribute to any outstanding balance of the consultation fees.

(II) Expected Output to Be Attained

Measures	Expected Learning Targets to Be Attained
1	✧ A set of S1-S3 LAC materials including students' course notes, exercises and rubrics for both self-evaluation and teachers' evaluation will be produced to help all junior secondary students master other EMI subjects more effectively. ✧ It is expected that 75% of S1-3 students can master the skills covered in the LAC programme and have their reading and writing skills enhanced; and their progress should be reflected by their written products with a better structure and more sophisticated sentence structures in both Integrated Humanities and English Language. ✧ A set of rubrics will thus be developed for teachers to evaluate students' writing skills. ✧ Low-achievers will benefit from the learning support offered by the newly-employed teacher. ✧ English Language teachers will have a deeper understanding of the linguistic demands in other EMI subjects, facilitating further review of their curriculum. ✧ IH teachers will gain more confidence in dealing with language problems students may encounter. ✧ A culture of collaborative lesson preparation across the curriculum can be established.