Shun Lee Catholic Secondary School

3-Year School Development Plan

2015/2016– 2017/2018

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 potential 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 society, and to encourage them to carry on the best of Chinese culture.

School Goals

1. Related to Outcomes for students

1.1 Instill in students a positive outlook on life based on the teaching and values of Christ.

1.2 Nurture students into responsible, competent and committed local and global citizens.

1.3 Equip students with the knowledge and skills required to meet the challenges of the 21st century and to become life-long learners.

1.4 Develop students into independent learners with competence in analysis, problem solving, making judgement and decision.

1.5 Develop students into individuals with high self-esteem and strong leadership.

1.6 Develop the individual potential of students and foster a spirit of cooperation and service.

1.7 Develop students' abilities in using English and Chinese for learning and communication.

1.8 Help students master skills for enhancing physical endurance and increased physical adaptability.

1.9 Help students cultivate an interest in art and develop their imagination and creativity.

1.10 Guide students to understand the strengths and weaknesses of Chinese culture and help them appreciate the best of its traditions and values.

2. Related to Learning Experiences for students

2.1 Provide religious activities for students to experience the joy and peace of being a Christian and learn to respect other religions.

2.2 Cultivate in students a sense of self-motivation, self-evaluation, self-respect and self-discipline through a system of rewards and admonition.

2.3 Provide counseling to help students solve problems.

2.4 Provide moral and civic education activities to instill moral values in students and heighten their social awareness.

2.5 Provide diversified curriculum and activities that facilitate the realization of individual potential in order to achieve a balanced development.

2.6 Encourage students to participate in diversified activities that could widen their horizons and broaden their experiences.

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

2.8 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.

2.9 Strengthen communication between the school and the community. Provide opportunities for student outreach and community services.

3. Related to Provision of Resources

3.1   Upgrade school resources and facilities to help teachers meet the varied needs of students and curriculum.

3.2   Provide school-based training and encourage teachers to take up further studies essential for their professional development.

3.3   Enhance teaching quality by making available more channels for sharing of good teaching practices.

3.4   Facilitate more programmes of exchange between teachers and students to enhance their team spirit and sense of belonging.

4. Related to 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   Increase transparency in the formulation of school policies. Provide opportunities for teacher participation in school administration.

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

4.5   Strengthen communication between alumni and the school and provide access for alumni involvement in school activities.

4.6   Strengthen communication between parents and the school and provide access for parent involvement in school activities.

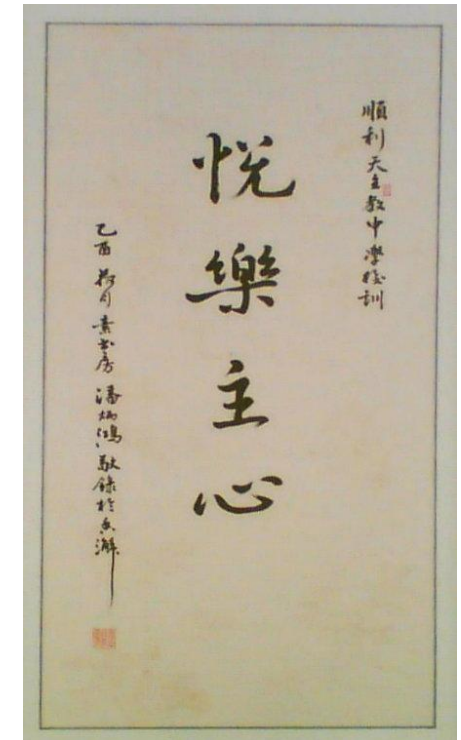# School Motto

SIC DEO PLACET

The Biblical Origin:

"So whether we are at home or away, we make it our aim to please Him" (2 Corinthians 5:9)

Message: May we live according to the will of God

Core Values of Education

As a Catholic school, we shall uphold and pass on the core values of TRUTH, JUSTICE, LOVE, LIFE and FAMILY to our students to prepare them properly for their life and future responsibility. The school also works in accordance with the school mission and dedicates itself to cultivating the core values of "Love", "Mutual respect" and "Responsibility" in students.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concern 1   Fine-tuning the Implementation of NSS

Targets	Extent of targets achieved	Follow-up action	Remark
1. Re-allocate teaching time	Targets were mostly achieved. ✧ The 15-minute reading period every morning has been restructured to a 70-minute double-period reading lesson in regular timetable. ✧ The revised timetable accommodates one additional period in each cycle day. More teaching time for elective subjects raises the effectiveness of teaching and learning. ✧ With the 20% increase in the number of period allocated to electives, teachers could complete their teaching schedule within the school year and the demand for extra lessons during summer holiday was reduced. 93.1% of teachers agreed or strongly agreed that there was a greater flexibility in arranging teaching activities. All teachers agreed or strongly agreed that students could learn better with the new arrangement. ✧ When more teaching time has been allocated to core subjects in 2-elective classes, teachers have tailored teaching materials to cater for students' needs and used strategies more appropriate to students' abilities.	✧ The concurrent RTL lessons have less flexibility in experimenting with new strategies in promoting self-regulated learning. The school will consider adjusting the arrangement of RTL lessons at junior levels. ✧ Class library will be developed to strengthen the class reading atmosphere. ✧ Reading circle as a means to promote reading strategies will be introduced to S2 RTL.	
2. Enhance Co-ordination of SBA	Targets were well-achieved. ✧ Academic Committee coordinated the SBA schedule based on subject information and students' feedback on the assessment workload. ✧ A comprehensive SBA calendar was posted on school webpage which reduced time clash and helped students prepare for their assessments. ✧ 96.3% of teachers agreed or strongly agreed that clash in SBA was minimized. 88.9% of teachers agreed or strongly agreed that students could have better planning in SBA.	✧ Such co-ordination in SBA should be kept to avoid any clash.	

| 3. Cater for diversity | Targets were mostly achieved.

✧ NSS subject combination has been reviewed in Subject Heads' meeting and Central Co-ordination Committee. A 2-elective class in the 2013-14 academic year, and two 2-elective classes were arranged in the 2014-15 academic year. The arrangement has improved the quality of teaching and learning among low-achievers. Although 81.3% of teachers agreed or strongly agreed that the arrangement could help low-achievers learn better, some teachers expressed concerns about the labeling effect and the study atmosphere in the 2-elective classes.
✧ Chinese Language, English Language and Mathematics enhancement courses were arranged for students who dropped electives in S5 and S6. The assistance rendered by teaching assistants in enhancement courses provided support to language teachers, and helped maintain better discipline among the elective dropouts.
✧ Various teaching strategies, e.g. flipped classroom in Physics, were tried out to support student learning.
✧ Various pull-out and off-site gifted programmes were offered to talented students selected to broaden their horizons. | ✧ The school will explore the possibility of granting students a period for changing their elective subjects at the beginning of S4.
✧ Promoting effective teaching strategies on catering for learners' diversity will be continued. | |

Major Concern 2   Enhancing Active Learning

Targets	Extent of targets achieved	Follow-up action	Remark

1. Promote existing effective learning and teaching practices	Targets were mostly achieved.
	
	✧ Staff development programmes including seminars and six school visits by different departments on strategies promoting active learning and catering for learning diversity were arranged. Some departments have been inspired to try out new strategies in class for better teaching and learning.
	✧ Sharing of good teaching practices by different departments was conducted on staff development days and Subject Heads' meetings. Examples included
	  • collaborative learning in Integrated Humanities;
	  • small-group learning in English;
	  • flipped classroom and use of mobile devices in classroom teaching in Physics;
	  • use of SVAIS data and PIE cycle in formulating panel-based policies and practices in Chinese History, Geography and Information and Communication Technology.
	✧ Over 80% of teachers accomplished same-subject lesson observation. Almost 90% observed lessons conducted by teachers of another department. Post-observation discussion was also conducted to exchange good practices among teachers.
	✧ A sharing culture has been well-established through collaborative lesson preparation, cross-KLAs lesson observation and staff development programmes.
		✧ Teachers continue to explore and implement strategies that promote active learning, e.g.
		
		| KLAs
			Strategies

---	---
English	Motivating students using a small-group setting
Science	Flipped classroom e-learning	 ✧ Strategies to transform individual teachers into learning communities through conducting action research in some KLAs will be explored. For example, the English department will explore how reading circle engages students in reading. ✧ Assessment and survey data are to be better utilized in subjects to evaluate and improve the effectiveness of the existing and new teaching practices. ✧ Sharing by senior students on reading could be conducted in mass assembly to boost the reading atmosphere of the school.	

| 2. Promote self-regulated learning | Targets were mostly achieved.

✧ The concept of self-regulated learning was introduced to students through setting their reading targets and conducting their reflection on learning in the student learning profile (SLP).
✧ However, some students expressed they did not see setting reading targets effective in promoting their active learning. The mean score of the related question in the student survey was about 2.7 only (1-4 scale).
✧ Morning reading period has been restructured to RTL lessons embedded in regular timetable. Longer duration of RTL enabled structured learning activities and centralized reading materials to take place, which improved students' reading in terms of quantity and quality.
✧ Students were encouraged to conduct book sharing sessions in RTL. The practice received positive response among students. (The mean scores of those related questions in the student surveys were over 3.)
✧ Teachers provided constructive feedback to students in their book presentations in RTL.
✧ The new practice of reading circle was tried out in S1, S3 and S5 English and RTL lessons. The practice was also introduced to all teachers in staff development programmes. | ✧ The restructuring and integration of some junior-level school-based curricula like RTL, Language Across Curriculum and Learning Skills are to be explored to help students master the basic skills of effective reading and learning.
✧ Other new teaching strategies to promote and strengthen self-regulated learning will be explored.
✧ The curriculum and strategies of RTL need further refinement. | |

Major Concern 3   Developing Potential Self and Fostering Positive Values

3.1 Developing Potential Self

Targets	Extent of targets achieved	Follow-up action	Remark
1. Students become more self-confident	Strategies and programmes planned were mostly implemented. ✧ Students' confidence was boosted by their participation in various programmes such as MTR HK Race Walking and Flag Raising Ceremony in Golden Bauhinia Plaza, in which their performance was highly appreciated by the organizers. ✧ Students received various awards in school and inter-school competitions. ✧ Prize presentations were arranged on Thursday morning assembly to celebrate students' accomplishments. ✧ Moral and Civic Education ambassadors were trained to organize different assemblies such as School Commencement Day and Secret Angel hall show. ✧ Students were trained to be MC to host morning assemblies and different school events.	✧ The possibility of celebrating students' accomplishments in various domains will be explored.	
2. Enhance students' ability to identify their own potential and set goals	Targets were partially achieved. ✧ The winning teams and students were given ample opportunities to exhibit their talents in different campus-wide shows and performances. They displayed a sense of satisfaction for their achievements. ✧ Students displayed enthusiasm in participating in various activities organized by clubs and teams. Every student took part in 5 events on average a year. ✧ The potential of some students could be actualized through various programmes such as Love Series activities, lunch performances and Guidance Prefect Training Programmes. ✧ S1 students were guided to have short-term and long-term goal setting about their studies in Life Education Programme. They expressed the planning was useful for them at the year-end survey. The mean score was 3.35.	✧ ECA clubs and teams will continue to provide different activities for students to develop their potential self. ✧ A vertical coherence of the SLPs between the junior secondary and senior secondary levels will be strengthened for students' self-evaluation and goal-setting gearing towards the completion of the SLP for JUPAS application.	

	✧ Various career education programmes were conducted at different levels for students to understand the working world and attitudes towards work and to set goals for their future. However, students should be further encouraged to show more concern about self-planning.	
3. Enhance students' leadership potential	Targets were mostly achieved. ✧ Outward Bound Leadership training was organized for clubs and teams leaders and Enhanced Smart Teen Project (co-organized by EDB and Fire Service Department) was organized for S2 students. Students displayed some leadership qualities after the training programmes. ✧ Career Education ambassadors helped organize some career-related programmes for other students after receiving training from Hok Yau Club.	✧ Leadership training programmes from external organizations will be adopted. These programmes will be further introduced to students of other levels. ✧ The possibility of arranging similar training programmes for senior secondary students with the CLP grant will be explored.	

3.2 Fostering Positive Values

Targets	Extent of targets achieved	Follow-up action	Remark
1. Students develop a healthy lifestyle	Targets were well-achieved. ✧ "Secret Angel" was organized every year to promote positive values including "Thanksgiving", "Raise you up" and "Count on me". The programme was well-received among students. ✧ The elements of "Leading a Healthy Life" were integrated into sex education programmes for S1 to S6 students; secondary school life adjustment for S1 students, NSS adjustment for S4 to S6 students and stress management for senior secondary levels. ✧ A series of "Healthy life" programmes was introduced to S1 & S2 students about how to develop a healthy lifestyle in both physical and psychological aspects. Students agreed that these were their major concerns.	✧ The school will restructure and integrate some value education programmes. A new framework on "Student Development" will be developed to support such restructuring. ✧ Questionnaires for parents and parents' night for different levels will be conducted to identify students with indulgence lifestyle.	

2. Students respect others	Targets were mostly achieved. ✧ The statistics of the Discipline Team showed the declining trend in cases related to fighting and being impolite to teachers. ✧ Students displayed respect and courtesy to peers. They showed good intention to improve their relationships with others. ✧ S1 and S2 students were taught the importance of observing school regulations and maintaining a good classroom atmosphere in Life Education Programme. Students developed a good understanding of such importance and the survey showed the mean score of 3.35. ✧ "Showing respect for others" was integrated into the sex education programmes for S1 to S6 students.		
3. Students care about their environment	Targets were well-achieved. ✧ Some Moral and Civic Education ambassadors organized various activities such as Book-Crossing, Recycling of red packets and Christmas decoration materials after joining the "Student Environmentally Protection Ambassador Scheme" (SEPAS) organized by Environmental Protection Department. The activities were well-received among students.	✧ Additional resources for campus farming will be tapped.	
4. Students practise self-discipline	Targets were achieved. ✧ S2 students were taught the proper use of the internet in Life Education Programme. They became more aware of the traps of misusing the internet. ✧ "Star Campaign" was organized every year to promote self-discipline and exemplary conduct among students.		

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. Professional Leadership	1. The IMC showed respect for the opinions of the teaching staff. The mutual trust and good communication between the school management and the teaching staff were appreciated. 2. The school management and middle managers in general kept abreast of the latest trends in educational development. 3. The teaching staff shared a common vision for school development which fostered close collaboration.	1. A clear direction should be shown to the teaching staff to keep them abreast of the school development. 2. More opportunities should be provided for sharing of the latest trends in educational development. Also, more teachers should be offered opportunities to attend seminars on the latest educational trends.
2. School Management	1. The school management remained stable. 2. There was a low turnover of the teaching staff. 3. Teachers had flexibility in implementing the school policies. 4. A school self-evaluation mechanism was in place.	1. School policies should be more effectively coordinated and monitored. 2. The PIE of the major concerns should be enhanced with regular reports on their implementation.
3. Curriculum and Assessment	1. The curriculum had an extensive and balanced coverage. 2. There were varied forms of assessment.	1. Some key learning areas e.g. Career Life Planning and Value Education should be integrated and refined for more effective teaching and learning. The effectiveness of Project Learning and its relevance to IES should be evaluated. 2. More structured reading strategies and generic skills should be provided to enhance student learning.
4. Student Learning and Teaching	1. Senior Secondary students taking two elective subjects had a better focus and became more effective in their studies. They were found to be more confident when more time was spent on core subjects. 2. The teaching of DSE core subjects achieved good progress. 3. The smaller size of classes made it easier for teachers to cater for learning diversity.	1. Teachers should explore more varied teaching strategies to enhance teaching effectiveness. 2. Efforts have to be made on minimizing the labeling effect on the two-elective classes. More encouragement to students could enhance their motivation.

5. Student Support	1. The close teacher-student relationship enhanced the cultivation of positive values in students for their healthy growth. 2. Students were given awards in recognition of their outstanding performance in various fields. 3. Ample support was provided for SEN students. 4. Sufficient preventive and supportive measures, such as those for handling stress, were taken.	1. Enhancement classes were mainly for high-achievers and the less able students. More attention and support should be provided to the average students. 2. Since students were found not having good self-understanding, different tools and means should be used to identify their strengths. More should be done to encourage students to explore their direction for development and persevere in pursuing their goals.
6. Partnership	1. The school benefited from the mutual support and collaboration among schools of the Catholic Diocese. 2. Parents were strongly supportive of the school policies and served the school actively. 3. Alumni supported the school through the Alumni Association and through sharing of knowledge and experiences with students.	1. Parent education should be strengthened to support student development. 2. Partnership with external bodies needs to be enhanced.
7. Attitude and Behaviour	1. Students were generally obedient. 2. Students were willing to help inside and outside school. 3. Students were friendly and respectful towards peers and teachers.	1. Students generally lacked confidence. More learning opportunities and activities should be provided to broaden their horizons and boost their self-confidence. 2. Students were distracted by the electronic gadgets and online activities. Teaching strategies involving e-resources can be explored to enable students to learn more proactively with the use of IT.
8. Participation and Achievement	1. Diversified learning opportunities were available to develop students' talents in different areas.	1. Students, especially the outstanding ones, should be encouraged to be focused in developing strengths so as to strive for excellence. 2. The school should work for students' greater academic achievement.

SWOT Analysis

Our Strengths
✧ The IMC showed strong support to the teaching staff whereas teachers showed highly positive views about the professional leadership.
✧ The mutual trust and good communication between the school management and teaching staff facilitated the sharing of common vision and the implementation of school policies.
✧ Students benefited from the extensive and balanced curriculum and the effective teaching, especially the DSE core subjects.
✧ The close teacher-student relationship enhanced the cultivation of positive values in students for their healthy growth.
✧ Students in general exhibited the school core values, love, mutual respect and responsibility in their acts.
✧ Diversified learning opportunities were available to develop students' talents in different areas.

Our Weaknesses
✧ A clear direction should be shown to the teaching staff to keep them abreast of the school development.
✧ School policies should be more effectively coordinated and monitored. The PIE of the major concerns should be enhanced with regular reports on their implementation.
✧ Students were generally weak in transferring skills learnt in different KLAs.
✧ Students generally lacked confidence and motivation in learning.

Our Opportunities
✧ The student intake remained stable.
✧ The generally smaller class size facilitated teachers to cater for learning diversity.
✧ The school reprovisioning application provided an opportunity for the school to reflect on its development.
✧ More resources have been allocated by the government in recent years.
✧ The Exam Authority fine-tuned the DSE.

Our Threats
✧ The old and small school campus hinders the development of the school.
✧ The electronic gadgets and online activities occupy too much of students' time and affect students' mindset.
✧ Some very experienced teachers reach retirement age.

Major Concerns for 2015/16 – 2017/18

1. Enhancing Students' Learning Ownership

2. Enhancing Student Development through the Integration of Value Education and Life Planning

3. Enhancing Students' Digital Competence

Major Concern 1:   Enhancing Students' Learning Ownership

Tasks	Intended Outcomes/Targets	Strategies	Time Scale		
			15/16	16/17	17/18
1. Ensure students' engagement and responsibility in learning by incorporating 4Ps - Preparation, Participation, Presentation & Possession in learning and teaching	✧ Improve students' attitude and motivation towards learning by strengthening their habits to prepare for lessons, actively participate in learning activities, present their learning outcomes with confidence and develop a habit of reflection during the learning process	✧ Monitor the implementation of 4Ps in all subjects ✧ Provide staff development programmes on the implementation of 4Ps ✧ Promote experience sharing among teachers on the successful implementation of 4Ps	✓	✓	✓
2. Embrace social skills through collaborative learning	✧ Strengthen students' skills to co-construct knowledge and address problems effectively with peers through collaborative learning	✧ Provide ample opportunities for students to work collaboratively	✓	✓	✓
3. Equip students with life-long learning skills	✧ Equip students with study, thinking skills and IT competencies to improve learning effectiveness ✧ Heighten students' awareness in skills transfer	✧ Integrate Language Across Curriculum into Learning Skills for junior secondary levels ✧ Capitalize on e-resources to enrich learning and teaching	✓	✓	✓

Major Concern 2:   Enhancing Student Development through the Integration of Value Education and Life Planning

Tasks	Intended Outcomes/Targets	Strategies	Time Scale		
			15/16	16/17	17/18
1. Refine the framework of holistic student development with the integration of value education	✧ A well-balanced student development framework will be formulated ✧ The dissemination of values in developmental stages for the understanding of stakeholders ✧ Teachers, parents and students show more awareness of the values and put them in practice accordingly	✧ Formulate a student development framework with the concerted efforts of related teams and subject panels	✓	✓	✓
		✧ Subject panels, committees and teams incorporate values in their activities, programmmes and lessons	✓	✓	✓
		✧ Strengthen class management in order to cultivate a class atmosphere and environment conducive for student development	✓	✓	✓
		✧ Raise parents' awareness of the related values through various parents' activities	✓	✓	
		✧ Display the messages of values on various learning occasions and school campus	✓		
		✧ Strengthen the evaluation of various programmmes	✓	✓	✓
2. Strengthen the Career and Life Planning Education through the concerted efforts of teams and subject panels	✧ Students are aware of their own potential and weaknesses ✧ Students are eager to develop their potential ✧ Students could set long term goals and prepare short term plans on career and life planning	✧ Tap resources from external organizations to organize different programmes for students	✓	✓	✓
		✧ Organize various programmes to unleash the potential of students with different abilities	✓	✓	✓
		✧ Refine Student Learning Portfolio and Student Learning Profile	✓	✓	
		✧ Equip teachers with skills (eg. Debriefing skill) to be the facilitators in student development programmes	✓	✓	
		✧ Provide parent education programmes to empower parents in supporting student development	✓	✓	✓

Major Concern 3: Enhancing Students' Digital Competence

Tasks	Intended Outcomes/Targets	Strategies	Time Scale		
			15/16	16/17	17/18
1. Upgrade IT infrastructure to facilitate e-learning	✧ The stability and quality of IT facilities in school are ensured ✧ Provide mobile learning environment to support e-learning activities run by piloted subjects ✧ Teachers are capable of utilizing the IT facilities in classrooms and are aware of the possibilities/functions of such hardware	✧ Upgrade IT facilities in both classroom and staff room	✓		
		✧ Upgrade file servers to provide faster data access rate and higher storage capability	✓		
		✧ Participate in "The Support Scheme for e-Learning in Schools" to further improve the IT facilities of our school		✓	
		✧ Provide training for teachers to facilitate e-learning organized by school	✓	✓	✓
		✧ Assign one seed teacher in each subject panel to provide support and offer advice on using the IT facilities	✓	✓	✓
		✧ Each teacher should attend at least one training session held by external organizations on e-learning specific to his/her subject	✓	✓	✓
		✧ Allocate extra manpower for daily IT operation and maintenance	✓		
		✧ Adopt e-learning in pilot subjects in accordance with the time schedule proposed in the Wi-Fi 900 project	✓	✓	✓

Tasks	Intended Outcomes/Targets	Strategies	Time Scale		
			15/16	16/17	17/18
2. Nurture Students into competent and ethical users of technology	✧ Students are confident in collaborating, staying safe and communicating effectively with the use of technologies. ✧ Students are able to find and select relevant information and access subject knowledge in different media formats ✧ Students are able to use technology to learn and excel proactively.	✧ Provide a framework of digital literacy which helps teachers plan activities with the aims of enhancing students' digital literacy		✓	✓
		✧ Join Young IT Ambassador Award Scheme organized by HKACE to cultivate students' interest and knowledge in information technology	✓	✓	✓
		✧ Refine project learning teaching contents to include information research and presentation skills		✓	✓
		✧ Empower the role of IT prefects and IT assistants	✓	✓	✓
3. Bridge the digital gap between parents and students	✧ Parents understand the need of using e-devices for learning ✧ Parents can give guidance to their children on using e-devices ✧ Parents acquire basic IT knowledge	✧ Organize parent talks and workshops with social workers or NGOs on good digital citizenship to enhance parents understanding of e-learning		✓	✓
		✧ Collaborate with the PTA to provide information sharing sessions for parents		✓	✓