

2011-2014 School Development Plan

**Vision** : Nurture students to become servant leaders in the future 塑造同學成為僕人領袖  
**Theme** : ‘To Inquire, To Shine’ (愛探究、展才華)  
**Area of Concern** : Students’ Academic Pursuit

Objectives	Strategies	Implementation Plans and Parties Responsible	Implementation year			Success criteria
			11-12	12-13	13-14	
1. Students are increasingly competent in English	1.1 To provide more English platforms to let students shine	1.1 Launch Student Take-charge program (*Eng panel, AG, other EMI panels and parties): students take charge of more assemblies, special events and lunch talks for the whole year	✓	✓	✓	1.1 A reasonable number of the students have a chance to lead or assist in various English activities or platforms.
	1.2 To provide more English activities to sharpen students’ English proficiency	1.2 Organize Student-led English activity series (*Eng panel and EMI panels)	✓	✓	✓	1.2 A reasonable number of the students find the experience enjoyable and such activities increase their confidence in reading, speaking, writing, and listening to English.
	1.3 To liaise the use of English across different EMI subjects	1.3 Design and implement Word Attack program in English curriculum (*Eng panel) & LAC (Language across curriculum) initiatives (*Eng panel, EMI panels)	✓	✓	✓	1.3 (a) A reasonable number of the students find the curriculum useful and increase their English proficiency and can read non-fiction materials with confidence. (b) A reasonable number of the students have more confidence in learning EMI subjects. (c) Most EMI teachers find the program useful and increase students’ confidence and improve academic performance.

Objectives	Strategies	Implementation Plans and Parties Responsible	Implementation year			Success criteria
			11-12	12-13	13-14	
2. Students can establish an inquiry learning attitude and self-directed learning habits towards subject knowledge and current issues	2.1 <i>To let students build up a spirit of enquiry and establish self-directed learning habits towards subject matter in and outside of classrooms</i>	2.1 (a) <i>Design and implement Inquiry teaching and learning plans (*ADC, all panels)</i> (b) <i>Organize Across-subject lesson visit program focused on inquiry teaching (*SDC).</i>	✓	✓	✓	2.1 (a) <i>Subject panels adopt inquiry approach in their teaching and find students' feedback positive.</i> (b) <i>Subject panels are successful in helping students to establish self-directed learning habits</i> (c) <i>Sharing sessions across subjects have been conducted. Colleagues find such sharing inspiring and useful to their teaching.</i>
	2.2 <i>To provide channels and let students organize activities to understand and deepen the analysis of current issues</i>	2.2 <i>Organize programs relating to contemporary issues on students' own initiatives or by a new task group (*Social Issues Concern Group)</i>	✓	✓	✓	2.2 (a) <i>A reasonable number students find the programs they organize inspiring, able to increase their awareness, interest and inquiry spirit towards social and current issues.</i> (b) <i>Students find the channels provided by teachers to grasp and be aware of the current news useful and effective.</i>
	2.3 <i>To disseminate good practice of enquiry and self-directed learning</i>	2.3 <i>Organize Enlightening expert sharing program (*ADC, Alumni Association, CC)</i>	✓	✓	✓	2.3 <i>A reasonable number of students find the program inspiring and enlightening.</i>

**Area of concern :**

**II. Students' life goal**

Objectives	Strategies	Implementation plans & Parties responsible	Implementation year			Success criteria
			11-12	12-13	13-14	
3. Students have positive life values and a self esteemed, disciplined attitude	3.1 To run camps to cultivate Christian beliefs, disciplined attitude and positive values	3.1 Camp series in order of priority: F.2, F.3, F.1 (a) To run camp for Form-one students (aim: to create a sense of belonging towards the School) Co-organizing units: GC, REC (b) To organize adventurous military-training activity for Form-two students (aim: to build discipline and set goals for students). (c) Form-three students to attend workshops of positive life values (aim: to help students build a positive self-identity) (*Task group: AP, REC, ECAC, DC, GC)	✓	✓	✓	Decline in number of warning records and teachers observation of improvements in students' discipline.
	3.2 To conduct teacher-student dialogue to nurture leadership quality & role models	3.2 Dialogue activities: principals vs student leaders, teachers vs student representatives, students vs students (*DC)	✓	✓	✓	At least one time a year, student leaders can report their fulfillment of the school's expectations in their posts and groups at term-end evaluation meeting.

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3. Students have positive life values and a self esteemed, disciplined attitude (cont.)	3.3 To conduct leadership training programs	<p>3.3 Leadership training programs (*ECAC)</p> <p>(a) Invite external organizations to provide leadership (operational) training before and after the inauguration of Student Union</p> <p>(b) Student Union to organize leadership training for junior leaders and recruit participants from junior forms. To develop students' leadership skills through assisting them in organizing large-scale events.</p> <p>(c) Trainings (operation skills) for executives of the Student Union (ECAC)</p>	✓	✓	✓	<p>(a) Majority of Student Union Executives give positive feedback on the training provided.</p> <p>(b) High participation rate (e.g. over 70% of the registration quotas) of Junior Form Students in training. Minimal number of mistakes made and high participation rate in large-scale events.</p> <p>(c) Executives of Student Union demonstrate leadership and organizing skills in day-to-day operation.</p>
	3.4 To build constructive class ethos	3.4 Class management initiatives in form 2: special programmes will be organized (*AP, form teachers)		✓	✓	Majority of students demonstrate disciplined, cooperative and diligent manner in class.
	3.5 To hold seminars to discuss current youth issues	3.5 Thematic talks on youth current issues (*DC, RME panel, AG)	✓	✓	✓	Students show positive attitude to the relevant themes / issues when class teachers follow up the issues.

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3. Students have positive life values and a self esteemed, disciplined attitude (cont.)	3.6 To provide chances to obtain the experience of being recognized	3.6 Multifaceted platform system for students to demonstrate their strength(*ECAC, all parties) (a) In line with the theme “To SHINE”, recognition and sharing by students who have outstanding performances in extra-curricular activities can be arranged for morning assembly. (b) Encourage students to participate in Award for Youth Programme activities to raise abilities, broaden horizon, take up challenges and set learning goals.	✓	✓	✓	(a) 20% Increase in number of students being recognized.  (b) 20% increase in number of Awards for Youth Programme activities participated in by students. Majority of participating students give positive feedback on the Award activities.
4. Students have a broad horizon and an enthusiastic serving attitude	4.1 To conduct programs to enhance collaboration between senior and junior form leaders	4.1 Cross-form service training scheme (*Task group: AP, DC, GC, ECAC)		✓	✓	To engage at least 15 Form- two students to become prefects among which one to two students can become group leaders of one of the 6 prefect groups. The prefects should be responsible and punctual on duty. At term end, at least 80% of prefects should have merits.

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4. Students have a broad horizon and an enthusiastic serving attitude (cont.)	4.2 To conduct broad spectrum sharing sessions	4.2 Careers Week: Profession-based alumni sharing sessions, Distinguished People Seminar Series and principal's sharing (* CC, AG)	✓	✓	✓	Over 70% of students' response in questionnaire after their participation in Careers Week find the Talks, Sharing Sessions and Seminar Series can widen their scope of social horizon which is useful to establish their further study plans and career goals after secondary education.
	4.3 To provide guidance on career and life planning through class meeting, career and life education curriculum; service learning	4.3 Career and life education, including lessons, class meetings and service learning (*RME panel, CC)	✓	✓	✓	Over 70% of the students find the Career and life education curriculum can help them to have further identification in their personal characters and set goals for their personal growth in further study and career planning.
	4.4 To infuse global elements in teaching content	4.4 Global concern in lessons (*ADC, all panels)	✓	✓	✓	Each panel has infused a global element in one lesson plan.