Our Lady's College
School Development Plan

2016/17–2018/19

Evaluation of the School's Overall Performance

Management and Organization

The organizational structure of the school was clearly defined. The responsibilities and duties of various subject panels and functional groups were detailed in the School Policy & Procedure Manual and the Teacher's Handbook. As all members of the teaching staff were involved in formulating its development plans, teachers were supportive of the school development directions, and subject panels and functional groups worked closely in implementing the school policies. The school governance was generally transparent though the communication with teachers and collaboration within panels and committees could be further enhanced.

A self-evaluation mechanism was well in place and reviews were conducted at various levels every year to evaluate the implementation of strategies to address the school's key concerns. Adjustments would be made to the school development priorities based on the evaluation results and the educational development trends so as to better meet the needs of students. The school effectively co-ordinated and monitored the work done on the key development areas. Yearly reviews were carried out to facilitate the formulation of the implementation plan for the next school year. For further improvement, a greater effort could be put into monitoring the work of panels and committees and more concrete suggestions could be made.

To ensure the school responds to crisis and emergency situations effectively, the Risk and Crisis Management Team and an effective notification mechanism were set up. The Team was able to co-ordinate various resources and make timely and appropriate decisions in responding to various crises so as to minimize the negative impact on the safety and learning of students. Learner diversity was another key concern of the school. Various policies were introduced or updated to meet the diverse needs of students in order to enhance their learning effectiveness and personal growth.

To maintain effective communication with stakeholders, the school employed various channels to keep them informed of the school performances and policies. Apart from flexible deployment of the resources at school, it was keen on opening up external resources to support student learning and development. The school should continue its effort in this area.

In the area of professional leadership, the management team and middle managers were responsible and committed, and were able to lead the teaching staff in their professional development. Through various panel and committee meetings, the management team shared with teachers the school's mission and vision and effectively led them in devising the 3-year school development plan and various school policies. Moreover, the management team promoted professional sharing among teachers. They were able to devise professional development plans to meet the needs of teachers. Teachers were also encouraged to have professional exchange with other schools so as to raise their teaching effectiveness and professional knowledge. The management team and middle managers set themselves as examples in their active participation in school management programmes to keep themselves abreast of educational development trends. External professional exchange activities should be further promoted as they could keep teachers informed of the educational trends and initiatives. In view of the increasing number of students with special educational needs, the school should also encourage more teachers to attend relevant professional development activities so as to equip themselves with the skills for student counseling and emotional management.

The management team and the middle managers have been working closely with teachers for many years and enjoy a good collaborative relationship. A well-established appraisal mechanism including an annual staff appraisal conducted by the middle managers at the subject panel level and the functional group level as well as an annual self-appraisal involving all the teaching staff is in place to enhance teachers' professional development. Subject panel heads should offer panel

members oral feedback promptly after inspection of student work so that improvement could be made in a timely manner. More support should also be provided for new teachers to help them adapt to the teaching environment.

Learning and Teaching

The school curriculum was balanced and broad. It was in close alignment with current education development trends and the school's development targets as well as meeting students' learning needs. A number of school-based curricula were implemented systematically including ethics, library periods, project learning and S.1-3 Integrated Humanities. The senior secondary curriculum was diverse and flexible and students were offered a variety of subject combinations to choose from according to their abilities and interests. The numbers of EMI and CMI subjects offered were in appropriate proportion in order to cater for students' different language abilities.

To cater for learning diversity, students were streamed according to their learning abilities. Enhancement classes and remedial classes were introduced to S.1 to S.3. To raise students' learning effectiveness, individual subject panels tailored their curricula and adopted appropriate teaching and learning strategies in accordance with the students' abilities. Various after-school academic support measures were adopted to stretch the high ability students and provide remedial support for the low-achieving students.

Different modes of formative and summative assessments were adopted including written assessments, oral presentations and peer assessments. Teachers generally demonstrated a good understanding of how to promote assessment for learning. Teachers also made good use of the statistical reports of the public assessments to identify students' strengths and weaknesses, which helped them devise appropriate teaching and learning strategies.

Owing to the limited lesson time and the worsening problem of learner diversity, many teachers found it hard to engage students in active inquiry and enable students to discuss topics in more depth. As a result, a greater effort should be devoted to curriculum tailoring. The support and learning hours allocated to various key learning areas should be reviewed and adjusted. The application of IT in learning should also be further promoted to optimize classroom teaching and learning.

Significant improvement could be seen in learning and teaching. The learning atmosphere in class was good. Teachers were able to make good use of multi-media and arrange a variety of learning activities to raise students' learning motivation. Teachers could also adjust the teaching strategies according to students' learning progress in lessons. Moreover, teachers regularly reviewed students' learning and evaluated their learning effectiveness objectively. Concrete feedback was given to students to help them identify areas for improvement. However, students generally lacked confidence. Teachers should give students more encouragement and share with them successful experiences in order to boost their self-confidence.

In general, students displayed good learning attitudes. They were serious about their studies and often completed their assignments properly. Nevertheless, they lacked initiative and tended to rely on their teachers. Their motivation for self-directed learning had not yet been fully developed. It was found that students were overburdened with school work and lacked the time to follow up on the feedback from teachers for self-improvement, which would lower their learning effectiveness. Adjustments should therefore be made to the amounts of assignments given by individual subjects.

School Ethos & Student Support

The school is devoted to whole person development and ethos nurturing with a special emphasis on fostering the virtues of purity and charity in students. Teachers and students enjoy a good relationship. The school is imbued with a sense of harmony, a religious atmosphere and a strong family spirit. Under this environment, our students were mostly virtuous, caring and cooperative.

The Gifted Education Team and the Students with Special Educational Needs Team were set up to identify students with special needs. The teams formulated and evaluated school-based support services for those students. The teachers concerned worked closely and students in need were transferred to the related teams for follow-up so as to provide the students with appropriate support. To enhance teachers' professional capacity in catering for diverse learning needs, the school systematically arranged teachers to attend the Basic, Advanced and Thematic Course on catering for students with SEN, which enabled teachers to identify students with emotional problems and provide appropriate and timely support. To create more space for better communication between teachers and the students in need and to enable teachers to understand the students better, the school should deploy resources and adjust activities more effectively.

Realizing the importance of career and life planning for students, the school introduced career and life planning education in the junior secondary levels. Through the activities organized by various panels and teams, students could have a better understanding of themselves at an early stage, which would help them make appropriate subject choices for the secondary levels to pave the way for future studies and career. Students would also be motivated to establish proper values and cultivate a positive attitude towards life to prepare for their future. To ensure students have a proper understanding of themselves, the school could consider employing recognized assessment tools and teachers should be encouraged to make good use of the findings in designing classroom activities.

Academic support should be reinforced for the low ability and poorly motivated students of the fine-tuned classes. The parents concerned should also be encouraged to attend school activities so that they might better understand their daughters' undertakings at school, which would strengthen home-school cooperation in supporting student development. The school should also provide more channels for collecting teachers' and students' opinions and actively explain and clarify the rationales behind various measures, which could enhance communication and facilitate implementation of the measures.

The school values its relationship with various stakeholders and is keen on building external networks to support student development. Moreover, the school enjoys a harmonious and close relationship with parents. It devotes a great deal of effort to parent education to equip parents with knowledge and information relevant to students' needs. Appropriate channels are available for parents to express their views. The Parent-Teacher Association Committee trusts the school and is supportive of its development directions. It is able to enlist the support of parents for the school. To strengthen the role of the PTA as the bridge between parents and the school, the PTA should devote a greater effort to encouraging parents' participation in activities organized by the school and the PTA. Moreover, the school should consider optimizing school mobile apps and putting the PTA newsletter online as the use of IT could enhance communication with parents.

The school was able to effectively deploy the resources provided by alumnae who were keen on providing support for student development and learning. Through the Alumnae in Action initiated by a group of loving and enthusiastic alumnae, academic enhancement programmes and mentorship programmes were held for students. The school could consider inviting alumnae from different professions through the past student network to share their experiences, which would help students get a clearer idea of their career paths.

The school has also established close links with the district community and external bodies. It should continue to make good use of external resources to support the implementation of measures to meet the school's development needs.

Student Performance

Students were generally attentive, co-operative and well-behaved in class. They were able to follow teachers' instructions and classroom activities could be smoothly conducted. Most students were able to manage their emotions quite well. However, they were relatively weak at time management. Students should be provided with time management training through ethics lessons and talks. Moreover, quite a few students were rather passive and had a low sense of achievement. To boost students' self-confidence, subject panels should adjust and design assignments according to students' learning abilities. The culture of praise should also be cultivated. Teachers should offer students more encouragement and positive feedback. To enrich students' learning experience, the school should also provide more diverse learning opportunities.

Students performed well in inter-personal relationships. Having friendly and considerate personalities, they could get along well with their peers and teachers. Plenty of opportunities were offered to develop students' social skills and leadership abilities. To further promote students' organizational skills, the school could let students organize activities on their own.

The S.1 intake of recent years was of a better standard in terms of academic abilities as reflected in the Pre-S.1 Attainment Test. However, there is still room for improvement in the overall academic attainment. Individual subject panels should adjust the teaching strategies and devise relevant measures to enhance the students' learning effectiveness. In extra-curricular activities, under the teachers' encouragement, most students were active in participating in internal and external competitions. Many of them obtained outstanding results. The school should continue to encourage students to join recognized external competitions according to their abilities to enrich their learning experience and enhance their sense of achievement.

SWOT Analysis

To identify the school's key areas of concern for the next 3-year development cycle, a SWOT analysis was conducted at the Staff Development Day held in April 2016 to examine the present situation of the school. The condition of the school community in terms of Strengths, Weaknesses, Opportunities and Threats are summarized as follows.

Our Strengths	– The school prides itself on its long history and has a long and well-established tradition and culture. – Catholic education is implemented. – The school educates students according to the Preventive System of St. John Bosco based on reason, religion and loving kindness. It works in close partnership with the Salesian Family. – The school ethos embodies the values of purity and charity. – Students are well-behaved, cooperative and compassionate. – Equal emphasis is laid on moral education, academic development and extra-curricular activities with special focus given to moral and spiritual formation and the development of life planning skills. – The school campus is clean, tidy and comfortable. – The school maintains a good relationship with stakeholders, including teachers, students, alumnae, parents and community partners and enjoys a strong family spirit. – Teachers are active in pursuing professional development. – Alumnae have a strong sense of belonging to the school and are ready to contribute to the school's development. – Teachers are dedicated to their students and supportive of school policies. – Appropriate academic support measures are provided to cater for learner diversity.
Our Weaknesses	– Students lack the impetus for self-directed learning. – Many students are weak at self management and emotional management skills. – Learner diversity is expanding. – The school lacks experts to facilitate the development of IT in education. – The language proficiency of students in both English and Chinese is declining.
Our Opportunities	– The Education Bureau offers a wide range of training programmes to enhance teachers' professional development. – A variety of government grants and initiatives are available to provide additional resources for supporting students' diverse needs. – The fine-tuning of the NSS curriculum and the streamlining of the SBA arrangements help relieve the workload of teachers and students. – The "Alumnae in Action" initiated by past students provides additional support for enhancing students' academic and career development. – Wi-Fi 900 offers a platform to facilitate the use of IT in education. – Applied Learning Courses to be fully funded by the government provide opportunities to cater for students' diverse needs and interests.

Our Threats	– The decline in the student population adversely affects student enrollment. – The heavy demands from different stakeholders placed on teachers and the rise of a 'complaints culture' in society, together with the various legal responsibilities faced by teachers, add a lot to the pressure of teachers. – The intensifying focus on learner diversity puts further strains on the already tight school resources. – A myriad of social issues, including family problems and teenage suicide, are negatively affecting students' growth and development. – Unsupervised internet use can have adverse effects on students' moral values and their studies.

School Development Plan (2016/17 – 2018/19)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Yr 1	Yr 2	Yr 3	
1. Develop students to be active learners	• Nurture students' effective learning skills to enhance motivation	✓	✓	✓	➢ Enhance students' understanding of their learning styles and equip students with learning skills
		✓	✓	✓	➢ Incorporate learning skills into individual subjects
		✓	✓	✓	➢ Develop students' positive and active learning attitudes
		✓	✓	✓	➢ Recognize students' achievements in academic and non-academic aspects to boost confidence and enhance resilience and learning outcomes
	• Strengthen teachers' professional development to engage students in active learning	✓	✓	✓	➢ Familiarize teachers with student-centred learning and teaching strategies
		✓	✓	✓	➢ Incorporate student-centred learning and teaching strategies at subject level
		✓	✓	✓	➢ Optimize teachers' professional sharing culture for promoting effective pedagogies
			✓	✓	➢ Develop a resource bank on student active learning programmes and activities
	• Motivate students of diverse abilities	✓			➢ Review and refine the curricula, quantity and quality of assignments
		✓	✓	✓	➢ Provide academic support programmes to strengthen students' academic abilities
		✓	✓	✓	➢ Run pull-out programmes for high-achievers

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Yr 1	Yr 2	Yr 3	
2. Enhance students' learning effectiveness through raising their language proficiency	• Provide English language support for MOI adaptation	✓	✓		➢ Strengthen cross-curricular collaboration through LAC programmes for junior forms
		✓	✓	✓	➢ Implement support measures for fine-tuned students switching to regular classes
		✓	✓	✓	➢ Organize bridging programmes for MOI adaption
		✓	✓	✓	➢ Encourage teachers to participate in LAC-related professional development activities
	• Enhance Chinese and English proficiency	✓	✓	✓	➢ Strengthen the writing skills of junior forms
		✓			➢ Provide support to facilitate transition from junior to senior forms
		✓	✓	✓	➢ Implement cross-curricular reading activities to widen students' exposure to Chinese and English
		✓	✓	✓	➢ Create an English text-rich environment
		✓	✓	✓	➢ Encourage students to participate in language related activities and competitions

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Yr 1	Yr 2	Yr 3	
3. Cultivate positive values through life education	• Cultivate positive learning attitude through character building (responsibility, perseverance, self-confidence and self-management)	✓	✓	✓	➢ Enhance and foster the sense of responsibility among students
		✓	✓	✓	➢ Refine the curricula of RS and Ethics lessons according to the needs of different levels of students
		✓	✓	✓	➢ Encourage students to share successful experience during the morning assembly
		✓	✓	✓	➢ Review the award and penalty system to better reflect students' performance
		✓	✓	✓	➢ Provide programmes to empower parents in supporting student development
	• Foster students' respect for life through self improvement and care for oneself, others and community	✓	✓	✓	➢ Enrich the life education elements in learning activities and the curricula of RS and Ethics lessons to guide students to think about the meaning of life and construct a positive attitude towards life
		✓	✓	✓	➢ Invite teachers to share life stories with students during the morning assembly
		✓	✓	✓	➢ Refine the Self-development Award Scheme (S.1 – S.2) to encourage students to have self improvement
		✓	✓	✓	➢ Strengthen the role of student leaders and enhance their leadership skills
		✓	✓	✓	➢ Launch programmes to promote healthy life
		✓	✓	✓	➢ Provide systemic career and life planning programmes across all levels to help students explore and discover their purpose in life
		✓	✓	✓	➢ Empower parents' capacity to support students' career and life planning skills
		✓	✓	✓	➢ Enhance students' caring spirit towards others, the community and the environment
		✓	✓	✓	➢ Enrich students' learning experiences by providing opportunities for self-reflection in the debriefing sessions