

**Our Lady's College
School Development Plan**

2010/11–2012/13

School Mission and Vision

School Vision

- Optimistic and Upright Character
- Life-long Learner
- Commitment to Society and the Nation

Mission Statement

Our School was founded by the Institute of the Daughters of Mary Help of Christians. We have been educating the students according to the principles of Catholic education and the spirit of our Founders : St. John Bosco and St. Mary Mazzarello. Imbued with a joyful and family ambience, we carry out the Preventive System which aims to nurture the students' integral development of the spiritual, moral, intellectual, cultural and social aspects. We stimulate them to apply knowledge to life, to embrace it wholeheartedly, to face reality with integrity, fortitude and optimism and to serve society dedicatedly.

School Goals

1. Students' formation

- a. Spiritual
Help students develop a preliminary understanding of God and realize the close relationship between Christianity and oneself which is conducive to their growth.
- b. Moral
Inculcate in students positive values and an upright character.
- c. Intellectual
Provide students with pleasurable and enlightening learning opportunities so as to steer them towards life-long learning.
- d. Physical
Enable students to have an awareness of the state of their physical fitness and to know the best way to maintain health.
- e. Social
Through promoting a caring school atmosphere, help students develop proper attitudes in handling interpersonal relationships, thus enabling them to integrate into their family and society successfully.
- f. Aesthetic
Motivate students to appreciate what is beautiful in life and develop their potential for being creative.

2. Provision of resources

Provide sufficient facilities and resources to enhance teaching and learning effectiveness.

3. School management

- a. Offer staff the opportunity and the right to participate in the decision-making.
- b. Strengthen the team spirit of staff and students so as to foster mutual co-operation.
- c. Consolidate the link between the school, teachers, parents and alumnae to bring about a concerted effort in the educative work.

School Motto : Puritas et Caritas (Purity and Charity)
Integrity and Honesty
Love and Concern

Holistic Review

Effectiveness of the previous School Development Plan (2007-2010)

Major concerns	Extent of targets achieved	Follow-up action	Remarks
1. Preparation for the new senior secondary academic structure	Fully achieved	Incorporated as routine work	Follow-up is needed for the Student Learning Profile.
2. Enhancement of students' academic performance	Partly achieved	continue to be a major concern	Improvement should be made in the following areas : 1. Language proficiency 2. Learning attitude 3. Generic skills
3. Fostering national education	Fully achieved	Incorporated as routine work	Various activities have been organized to enrich students' knowledge of national conditions. However, a greater effort should be made to foster their sense of commitment to the nation and interest in national affairs.

Evaluation of the School's Overall Performance

Domains	Areas	Major Strengths	Areas for Improvement
Management and Organization	School Management	<ul style="list-style-type: none"> – School policies are highly transparent. Stakeholders' opinions and data are systematically collected and reported back actively. – A self-appraisal mechanism is in place to co-ordinate and monitor the prioritize developmental items. – Both Academic Development Committee and Student Development Committee were set up to foster communication and coordination among subjects and teams. 	<ul style="list-style-type: none"> – The setting up of the School Development Committee is beneficial to the overall development of the school. – Teachers' professional development on special education should be strengthened.
	Professional Leadership	<ul style="list-style-type: none"> – The management team is well equipped with professional knowledge and has good understanding of the educational development trends, which enables them to plan and co-ordinate effectively in promoting the school development. – The management team can deploy resources effectively and clearly understand teachers' needs. Teachers communicate well with one another and are on harmonious terms. 	<ul style="list-style-type: none"> – In order to raise the staff's morale, more room should be provided so as to allow them concentrate on their teaching. – Strategic plans on the direction of teachers' professional development should be drawn up.
Teaching and Learning	Curriculum and Assessment	<ul style="list-style-type: none"> – The school can formulate clear and prioritized teaching strategies in alignment with the education development trends to meet the needs of curriculum reforms. – A variety of learning experiences are organized to support the implementation of the formal curriculum and provide a more balanced and broader curriculum. – A diverse mode of assessment is adopted. 	<ul style="list-style-type: none"> – The collaboration between different Key Learning Areas can be reinforced. – The effectiveness of feedback on learning is implicit, students care more of their marks.
	Student Learning and Teaching	<ul style="list-style-type: none"> – Teachers can devise concrete teaching strategies according to students' abilities. A diverse range of learning activities are designed and external resources are well deployed to help students learn effectively. – Students demonstrate good collaborative, communicative and creative thinking skills, and are respectful of teachers, which contributes a facilitating learning environment. 	<ul style="list-style-type: none"> – Students should be encouraged to ask one another questions. Peer help and support should be promoted. – Students' learning motivation is rather weak. A greater effort should be made to strengthen their perseverance so as to improve their learning attitude.

Domains	Areas	Major Strengths	Areas for Improvement
School Ethos and Student Support	Student Support	<ul style="list-style-type: none"> – Various functional groups and ECA clubs and teams co-operate well in providing diverse, developmental and targeted activities in support of student development. – The school has been educating the students according to the principles of Catholic education. The family spirit and caring culture are fostered so as to promote the school motto ‘Purity and Charity’ and instill in students the Gospel spirit and positive values. 	<ul style="list-style-type: none"> – Leadership training for senior forms should be reinforced and voluntary service should be further promoted among junior form students. – The co-operation between teachers and the social worker should be strengthened. The reporting mechanism should be improved.
	Partnership	<ul style="list-style-type: none"> – There are sufficient channels for home-school communication. Parents generally support and trust the school. – External resources are effectively utilized and activities are jointly organized with external organizations to provide appropriate support for the school. 	<ul style="list-style-type: none"> – SMS messaging should be used to distribute information to parents so as to improve communication efficiency. – New and more diverse activities should be organized for parents. – The past pupils network should be strengthened. Facebook groups should be set up to improve connections with alumnae.
Student Performance	Attitude and Behaviour	<ul style="list-style-type: none"> – Students perform quite well in the territory-wide System Assessment. – Students perform well in social skills and inter-personal relationships. – Students are generally well-behaved and the attendance rate is high. 	<ul style="list-style-type: none"> – Students’ performance in public examinations with distinguished results should be enhanced. – Students are advised to shoulder more responsibilities.
	Participation and Achievement	<ul style="list-style-type: none"> – Students participate actively in extra-curricular activities and external competitions. – Students enjoy a satisfactory level of physical fitness. 	<ul style="list-style-type: none"> – Students should be given more chances to participate in international competitions.

SWOT Analysis

Strengths

- Catholic education is implemented.
- The school educates students according to the Preventive System of St. John Bosco. It works in close partnership with the Salesian Family.
- The school enjoys a long history and has a long and well-established tradition and culture.
- The school structure is simple and well-defined.
- Most of the students are from our primary section, their parents understand our educative goal and mission.
- The staff are committed with good team spirit.
- The school campus is well-equipped.
- Resources are allocated effectively to support teaching.
- The school ethos embodies the values of purity and modesty. Students are well-behaved and co-operative.
- Equal emphasis is laid on moral education, academic development and extra-curricular activities with special focus given to moral and spiritual formation.
- An amicable relationship is maintained among staff and students.
- Parents appreciate and trust the school. The PTA participates actively in voluntary service.

Weaknesses

- Students lack the impetus for self-directed learning.
- Parents are unable to offer adequate support to their children owing to their average socio-economic status.
- Students are unable to manage their time effectively and their sense of responsibility is weak.
- The collaboration between different Key Learning Areas can be enhanced.
- Veteran teachers reach their retirement gradually.
- The heavy non-teaching duties add much to the teachers' pressure and lower their morale.
- Students are lack of high self-expectation and self-confidence.

Opportunities

- With the participation in the Voluntary Optimization of Class Structure Scheme, the school is able to enjoy abundant human resources, enhancing both teaching and learning.
- The Education Bureau offers a variety of training programmes to enhance teachers' professional development.
- The New Senior Secondary curriculum lays great stress on whole-person development
- Other Learning Experiences (OLE) promote students' self-learning ability and broaden their horizons.
- The increase in resources provided by non-governmental bodies and community organizations facilitates learning.

Threats

- The decline in student population adversely affects student enrollment especially in Wong Tai Sin.
- The enrollment of our feeder school is quite moderate.
- The implementation of the new senior secondary structure is blank new to our teachers in all aspects : curriculum, teaching and assessment.
- The future S.1 students are believed to demonstrate greater learner diversity.
- Integrated education requires more human resources, thus putting a strain on the already tight school resources.
- The fine-tuned MOI policy leads to a labeling effect both inside and outside school and has negatively affected student enrollment.

School Development Plan (2010/11 – 2012/13)

Major Concerns	Targets	Time Scale			Outline of Strategies	
		Year 1	Year 2	Year 3		
1. Enhancement of students' academic performance	<ul style="list-style-type: none"> • Enhance students' reading and writing abilities 	✓	✓	✓	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ➤ Promote cross-curriculum reading ➤ Foster students' reading skills • Writing <ul style="list-style-type: none"> ➤ Set strategic plans to enhance students' writing abilities <u>S1-2</u> Expressing ideas and vocabulary building <u>S3</u> Expressing ideas and opinions <u>S4-7</u> Writing skills ➤ Disseminate student work 	
	<ul style="list-style-type: none"> • Enhance students' problem solving and critical thinking abilities 	✓	✓	✓		<ul style="list-style-type: none"> ➤ Reinforce elements of problem solving and critical thinking in individual curricula ➤ Integrate current affairs into the informal curriculum
	<ul style="list-style-type: none"> • Improve students' learning attitude 	✓	✓	✓		

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Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1	Year 2	Year 3	
1. Enhancement of students' academic performance	<ul style="list-style-type: none"> • Cater for student diversity 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ➤ Support student learning in S1 ➤ Reinforce measures catering for higher-ability and lower-ability students ➤ Enhance support for gifted and SEN students ➤ Organize teacher professional development programmes

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Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1	Year 2	Year 3	
2. Enhancement of moral nurturing	<ul style="list-style-type: none"> • Enhance students’ personal and social responsibility 	✓	✓	✓	<ul style="list-style-type: none"> ➤ Raise students’ sense of responsibility through morning assemblies and ethics lessons ➤ Enhance students’ sense of responsibility through organizing and participating in activities ➤ Enhance leadership training ➤ Encourage students to be responsible for their personal growth <ul style="list-style-type: none"> – Self-Development Award Scheme (S1 –S 3) – Student Learning Profile (S4 – S6) ➤ Optimize the Reward-Punishment System to raise students’ sense of responsibility ➤ Implement “Healthy Campus” Programme
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
	<ul style="list-style-type: none"> • Enhance students’ caring spirit 	✓	✓	✓	<ul style="list-style-type: none"> ➤ Nurture students’ caring spirit through morning assemblies and ethic lessons ➤ Incorporate the element of ‘caring culture’ into subject curriculum ➤ Enhance students’ caring spirit through activities ➤ Peer coaching
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
	<ul style="list-style-type: none"> • Nurture students’ sense of thanksgiving 	✓	✓	✓	<ul style="list-style-type: none"> ➤ Implement ‘Thanksgiving Week’ ➤ Nurture students’ sense of thanksgiving through religious education
		✓	✓	✓	

Whole-School Language Policy 2011-12

Subject	S1	S2	S3	S4	S5	S6	S7
Ethics	C	C	C	C	C	C	C
Religious Studies	C	C	C	C	C	C	–
English Language / Use of English	E	E	E	E	E	E	E
Chinese Language / Chinese Language and Culture	C	C	C	C	C	C	C
Liberal Studies	–	–	–	C	C	C	–
Putonghua	C	C	C	–	–	–	–
Mathematics / Pure Mathematics	E / C	E / C	E	E	E	E	E
Mathematics – Module 1	–	–	–	E	E	E	–
Mathematics – Module 2	–	–	–	E	E	E	–
Mathematics and Statistics	–	–	–	–	–	–	E
Integrated Humanities :							
Integrated Humanities	E	–	–	–	–	–	–
EPA / Economics	–	E	E	–	–	–	–
Geography	–	E	E	–	–	–	–
History	–	E	E	–	–	–	–
Ethics & Religious Studies	–	–	–	C	C	–	–
Chinese History	C	C	C	C	C	C	C
Economics	–	–	–	E	E	E	E
Geography	–	–	–	E	E	E	E
History	–	–	–	E	E	E	E
Science	E	E	E	–	–	–	–
Biology	–	–	–	E	E	E	E
Chemistry	–	–	–	E	E	E	E
Physics	–	–	–	E	E	E	E
Combined Science :							
Biology	–	–	–	E	E	E	–
Chemistry	–	–	–	E	E	E	–
Physics	–	–	–	E	E	E	–
Computer Literacy	E / C	E / C	E	–	–	–	–
Information & Communication Technology / Computer Applications	–	–	–	E	E	E	E
Technology Literacy	C	–	–	–	–	–	–
Business, Accounting and Financial Studies / Principles of Accounts	–	–	–	E	E	E	E
Technology & Living :							
Needlework	E / C	E / C	E	C	C	C	–
Home Management	E / C	E / C	E				
Visual Arts	C	C	C	C	C	C	–
Music	E / C	E / C	E	E	E	E	E
P.E.	C	C	C	C	C	C	–

C = Chinese medium of instruction

E = English medium of instruction

- ◆ Students are assigned to individual S1 class based on their performance in the Pre-S1 Test.
- ◆ A Summer English Bridging Course is organized for S1 students to help them bridge over from P6 to S1.