

Immaculate Heart of Mary College
School Development Plan 2015 – 2018

Major Concern 1 : To raise the sense of achievement and ownership in learning

Coordinator : Mr. Wong Kit, Vice-principal

People Responsible: Vice-principal and Subject Panel Heads

A. Rationale: Referring to the student survey, students' learning skills, confidence and initiative in learning need to be improved. We believe that through a well-designed study plan, interesting and challenging learning activities, the sense of achievement and ownership in learning of students can be nurtured.

We believe that our students will have a greater sense of achievement when they answer teachers' questions correctly and/or complete a task in lesson and/or ask teacher an interesting and challenging question, together with getting positive feedback from teachers. Students will have a greater sense of ownership if they plan their own study, record and reflect what they have learnt.

B. Strategies and Tasks

Academic Year : 2015 - 2016

Objective 1: To raise the sense of achievement by designing interesting and challenging lessons activities

Strategies and Tasks	Success Criteria	Method of Evaluation	Resources Required
<p><u>School Level</u></p> <ul style="list-style-type: none"> - Organize teacher development programmes introducing different kinds of interesting and challenging e-learning activities to make students achieve in lessons. - Arrange co-lesson planning sessions for teachers. <p><u>Subject Level</u></p> <ul style="list-style-type: none"> - Tailor subject curriculum and revise SOW in Form 4 and Form 1 to integrate interesting and challenging activities that make students achieve in lessons. - Assessments (UT and exam) get in line with the activities. <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> - Design and review lesson plans to make F.1 and F.4 students achieve in lessons. <p><u>Form Level</u></p> <p><u>For Form 4 or other senior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration, challenging interactive activities like e-learning activities, drama, debates, role plays, presentations are designed to make students achieve in lessons. <p><u>For Form 1 or other junior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration, interesting interactive activities like e-learning activities, drama, debates, role plays, presentations are designed to make students achieve in lessons. 	<ul style="list-style-type: none"> - Activities are designed and shown in the SOW. - Records of activities and the achievement of students will be shown in subject website. - Collection of good lesson plans will be published at the end of the school year. - 70% of students have achievement in the lesson observed. - For Form 4 or other senior forms 30% of lesson time involves interactive activities. - For Form 1 or other junior forms 40% of lesson time involves interactive activities. 	<ul style="list-style-type: none"> - One set of Lesson Plan and Evaluation - Lesson Observation with the amended LO form (Panel Head and Peers) - Student and Teacher Survey 	<ul style="list-style-type: none"> - E-learning equipment - Publication of good lesson plans

Objective 2: To raise the sense of ownership in learning

Strategies and Tasks	Success Criteria	Method of Evaluation	Resources Required
<p><u>School Level</u></p> <ul style="list-style-type: none"> - Organize teacher development programmes explaining how to instruct students to create their own study strategies for each subject. - Arrange co-lesson planning sessions for teachers. <p><u>Subject Level</u></p> <ul style="list-style-type: none"> - Develop subject based learning portfolio for senior and junior forms students. <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> - Implement the study plan framework in lessons <p><u>Form Level</u></p> <p><u>For Form 4 or other senior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration students can develop their reading habit and self-reflection skills. <p><u>For Form 1 or other junior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration, students can develop reading habit, reflection skills and comprehensive note taking skills including different thinking skills (six thinking hats). - The note weighs 5% of the total subject marks. 	<p><u>Form 4 and above</u></p> <ul style="list-style-type: none"> - Every student has a learning portfolio including the subject content, skills, a reading record and self-reflection. <p><u>Form 1 and other junior forms</u></p> <ul style="list-style-type: none"> - Every student has a learning portfolio including the subject content, skills, study notes, a reading record and self-reflection. 	<ul style="list-style-type: none"> - Lesson Observation with amended - LO form (Panel Heads and Peers) - Exercise book inspection with amended record form - Student and Teacher Survey 	<ul style="list-style-type: none"> - Publication of good study plan - Library books

Academic Year : 2016 - 2017**Objective 1 : To raise the sense of achievement by designing interesting and challenging lessons activities**

Strategies and Tasks	Success Criteria	Method of Evaluation	Resources Required
<p><u>School Level</u></p> <ul style="list-style-type: none"> - Organize teacher development programmes of enhancing e-learning and introducing self-regulated learning. - Arrange co-lesson planning sessions for teachers <p><u>Subject Level</u></p> <ul style="list-style-type: none"> - Tailor subject curriculum and revise SOW in Form 5 and Form 2 to integrate interesting and challenging activities that make students achieve in lessons. - Assessments (UT and exam) get in line with the activities. <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> - Design and review one lesson plan to make students achieve in lessons. <p><u>Form Level</u></p> <p><u>For Form 5 or other senior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration, challenging interactive activities like e-learning activities, drama, debates, role plays, presentations are designed to make students achieve in lessons. <p><u>For Form 2 or other junior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration, interesting interactive activities like e-learning activities, drama, debates, role plays, presentations are designed to make students achieve in lessons. 	<ul style="list-style-type: none"> - Activities are designed and shown in the SOW (including one e-learning activity). - Records of activities (including one e-learning activity) and the achievement of students will be shown in subject website. - Collection of good lesson plans will be published at the end of the school year. - 80% of students have achievement in the lesson observed. - For Form 5 40% of lesson time involves interactive activities. - For Form 2 50% of lesson time involves interactive activities. 	<ul style="list-style-type: none"> - Two sets of Lesson Plan and Evaluation (including one implying e-learning) - Lesson Observation with the amended LO form (Panel Head and Peers) - Student and Teacher Survey 	<ul style="list-style-type: none"> - E-learning equipment - Publication of good lesson plans

Objective 2: To raise the sense of ownership in learning

Strategies and Tasks	Success Criteria	Method of Evaluation	Resources Required
<p><u>School Level</u></p> <ul style="list-style-type: none"> - Organize teacher development programmes to enhance the design of study plan framework. - Arrange co-lesson planning sessions for teachers. <p><u>Subject Level</u></p> <ul style="list-style-type: none"> - Develop subject based study plan framework for students <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> - Implement the study plan framework in lessons <p><u>Form Level</u></p> <p><u>For Form 5 or other senior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration students can develop their reading habit and reflection skills. <p><u>For Form 2 or other junior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration, students can develop their reading habit, reflection skills and comprehensive note taking skills including different thinking skills (Blooms Taxonomy). - The note weights 5% of the total subject marks. 	<p>Form 5 and other senior forms</p> <ul style="list-style-type: none"> - Every student has a learning portfolio including the subject content, skills, a reading record and self-reflection. <p>Form 2 and other junior forms</p> <ul style="list-style-type: none"> - Every student has a learning portfolio including the subject content, skills, study notes, a reading record and self-reflection. 	<ul style="list-style-type: none"> - Lesson Observation with amended - LO form (Panel Heads and Peers) - Exercise book inspection with amended EBI form - Student and Teacher Survey 	<ul style="list-style-type: none"> - Publication of good lesson plans - Library books

Academic Year : 2017 - 2018**Objective 1: To raise the sense of achievement by designing interesting and challenging lesson activities**

Strategies and Tasks	Success Criteria	Method of Evaluation	Resources Required
<p><u>School Level</u></p> <ul style="list-style-type: none"> - Organize teacher development programmes introducing the implementation of self-regulated learning. - Arrange co-lesson planning sessions for teachers <p><u>Subject Level</u></p> <ul style="list-style-type: none"> - Tailor subject curriculum and revise SOW in Form 6 and Form 3 to integrate interesting and challenging activities that make students achieve in lessons. - Assessments (UT and exam) get in line with the activities. <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> - Design and review one lesson plan to make students achieve in lessons. <p><u>Form Level</u></p> <p><u>For Form 6 or other senior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration, challenging interactive activities like e-learning activities, drama, debates, role plays, presentations are designed to make students achieve in lessons. <p><u>For Form 3 or other junior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration, interesting and challenging interactive activities like e-learning activities, drama, debates, role plays, presentations are designed to make students achieve in lessons. 	<ul style="list-style-type: none"> - Activities are designed and shown in the SOW (including one new e-learning activity). - Records of activities (including one new e-learning activity) and the achievement of students will be shown in subject website. - Collection of good lesson plans will be published at the end of the school year. - 80% of students have achievement in the lesson observed. - For Form 6 40% of lesson time involves interactive activities. - For Form 3 50% of lesson time involves interactive activities. 	<ul style="list-style-type: none"> - Two sets of Lesson Plan and Evaluation (including one implying e-learning) - Lesson Observation with the amended LO form (Panel Head and Peers) - Student and Teacher Survey 	<ul style="list-style-type: none"> - E-learning equipment - Publication of good lesson plans

Objective 2: To raise the sense of ownership in learning of students

Strategies and Tasks	Success Criteria	Method of Evaluation	Resources Required
<p><u>School Level</u></p> <ul style="list-style-type: none"> - Organize teacher development programme introducing self-regulated learning. - Arrange co-lesson planning sessions for teachers. <p><u>Subject Level</u></p> <ul style="list-style-type: none"> - Develop subject based study plan framework for students <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> - Implement the study plan framework in lessons <p><u>Form Level</u></p> <p><u>For Form 6 or other senior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration students can develop reading habit and reflection skills. <p><u>For Form 3 or other junior forms</u></p> <ul style="list-style-type: none"> - Through teachers' collaboration, students can develop their reading habit, reflection skills and comprehensive note taking skills including different thinking skills (critical thinking). - The note weights 5% of the total subject marks. 	<p>Form 6 and other senior forms</p> <ul style="list-style-type: none"> - Every student has a learning portfolio including the subject content, skills, a reading record and self-reflection. <p>Form 3 and other junior forms</p> <ul style="list-style-type: none"> - Every student has a learning portfolio including the subject content, skills, study notes, a reading record and self-reflection. 	<ul style="list-style-type: none"> - Lesson Observation with amended - LO form (Panel Heads and Peers) - Exercise books inspection with amended EBI form - Student and Teacher Survey 	<ul style="list-style-type: none"> - Publication of good lesson plans - Library books

Major Concern 2 : To develop Positive Attributes and Nurture our young leaders

Coordinator : Mr. Chan Tak Wang, Vice-principal

Rationale:

1. In response to the vision seen by all Catholic schools to provide an ambience to spread Good News and nurturing our students with twelve spiritual attributes, we are devoted to bringing up the youngsters who can lead lives full of catholic values.
2. From the results of Stakeholder Survey, the percentage of students agree that “The school is intent on fostering our leadership” decreased from 48.5% in the school year 2012-2013 to 39.4% in 2014-2015. Furthermore, the percentage of teachers agree that “The school provides enough opportunity to foster students’ leadership” decreased from 75% in the school year 2012-2013 to 62.7% in 2014-2015. It indicates that the performance of student leaders in these few years was not satisfactory. Moreover, referring to the feedback given by teachers in the Planning and Evaluation Meeting, it is important to nurture our young leaders on the campus. Therefore, we are going to develop the leadership potential of our students in the next 3-year development plan.

Objective 1 : Develop Positive Attributes**2015-2016 Appreciation of beauty, Optimism and Joy****2016-2017 Transcendence and Care****2017-2018 Self-reflection and Meaningfulness of life**

Strategies / Tasks	Success Criteria	Methods of Evaluation	People Responsible / Resources required
Professional Development for teachers to understand the positive attributes of spiritual education.	<ul style="list-style-type: none"> - The board display in each class to show the understanding of the attributes. - Students complete subject assignments on the attributes. 	<ul style="list-style-type: none"> - Observation - Questionnaire - Self-evaluation form - APASO - Stakeholders’ survey 	<u>People Responsible</u> <ul style="list-style-type: none"> - Vice-principal - Professional Development Team - Religious and Moral Education Committee
Introduce the positive attributes to students through morning assembly, RE lessons and Form Teacher Periods.	<ul style="list-style-type: none"> - Students attend experiential learning activities and community services. - Positive feedback from teachers & students 		<u>People Responsible</u> <ul style="list-style-type: none"> - Form Teacher Period Coordinator - RE panel
Enhance the positive attributes through the following ways: (a) board display (b) subject assignments (c) experiential learning activities (d) community services	<ul style="list-style-type: none"> - Scale of achievement and opportunity in the APASO increases - Result of the stakeholders’ survey improves 		<u>People Responsible</u> <ul style="list-style-type: none"> (a) Form Teachers and Assistant Form Teachers (b) Subject Panels (c) Life Education Team (d) OLE Committee

Objective 2 : Nurture our young leaders

Strategies / Tasks	Success Criteria	Methods of Evaluation	People Responsible / Resources required
<ul style="list-style-type: none"> - For Form 1 and Form 2 students, develop the following skills through different activities, Form Teacher Periods and various leadership training programmes. <ul style="list-style-type: none"> (a) self-discipline & sense of responsibility. (b) time management skills. (c) goal setting skills. (d) life planning skills. - For Form 3 students, develop the initiative and proactive attitude through different activities and various leadership training programmes. - For senior form students, develop the planning skills and collaborative skills through different activities and various leadership training programmes. - Form Teachers and Assistant Form Teachers meet students regularly to help them build up their study habit and other good habits. Furthermore, help them to develop their study plans, set their own goals and reflect their learning outcomes. 	<ul style="list-style-type: none"> - Students develop different skills and attitude as a leader - Form Teachers and Assistant Form Teachers have at least one meeting (individual or group) with the students in each term. - Students should use the student portfolio or self-reflection worksheets for goal setting and self-reflection. Form Teachers and Assistant Form Teachers should check their goals and self-reflection. - More junior form students have leadership training and take roles in houses, clubs and teams 	<ul style="list-style-type: none"> - Observation - Questionnaire - Self-evaluation form - APASO - Stakeholders' survey 	<p><u>People Responsible</u></p> <ul style="list-style-type: none"> - Vice-principal (a) Disciplinary Team (b) Guidance and Counselling Team (c) Life Education Team (d) Careers Team - Form Teacher Period Coordinator - Activities Team - Relevant Committees, Teams and Clubs - Form Teachers and Assistant Form Teachers
<ul style="list-style-type: none"> - Give more opportunities to junior form students to have leadership training and take roles in houses, clubs and teams. - Remind students of their leader role in different occasions. - Student leaders give sharing during morning assembly. - Encourage students to join external leadership training. - Conduct meetings between student leaders and teachers-in-charge to evaluate the performance of student leaders. 	<ul style="list-style-type: none"> - More students join external leadership training - Positive feedback from teachers and students - Scale of achievement and opportunity in the APASO increases - Result of the stakeholders' survey improves 		<p><u>People Responsible</u></p> <ul style="list-style-type: none"> - Activities Team - Relevant Committees, Teams and Clubs <p><u>Resources required</u> \$10000 to subsidize students to join external leadership training</p>
<ul style="list-style-type: none"> - Conduct talks and workshops for parents of newly admitted Form One students. To equip parents with necessary attitudes, knowledge and skills in enhancing their children's growth and leadership development. 	<ul style="list-style-type: none"> - At least 70% of parents of newly admitted Form One students attend the talk or workshops - Positive feedback from parents 		<ul style="list-style-type: none"> - PTA Coordinator - Guidance and Counselling Team Coordinator - Social Worker - Form Teachers and Assistant Form Teachers