

Immaculate Heart of Mary College
Report on the School Development Plan (2015-2018)

a) Report on Major Concern 1

Background

Three years ago, stakeholders' survey showed that 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 studies, record and reflect what they have learnt.

The Plans

Our concern over the last three years would be on tailoring subject curriculum by revising SOWs to integrate interesting and challenging activities that make students have achievement and actively engaged in lessons. These were to be done through teachers' collaboration that challenging interactive activities like e-learning activities, drama, debates, role plays, presentations were designed. Success criteria would be 20% of lesson time involved interactive activities. In the meantime, 70% of the students had achievement in the lesson observed in the first year and progressively increased to 80% in the last two years. Good lesson plans would also be collected at the end of the school year. Moreover, subject teachers would develop a learning portfolio including the subject content, skills, study notes, a reading record and self-reflection for every student. By such means, it was hoped that students would gain a greater sense of ownership in learning.

To pave the way to launch the above-mentioned strategies, a number of school visits were made to explore strategies that may assist our students to learn better. The four core subject panel representatives visited a school in Lok Fu in November, 2015. The sharing session centred on strategies to boost the learning atmosphere and the use of objective data to trace the effectiveness of learning and teaching. The 4 panels also exchanged their opinions on teaching pedagogy. Another visit was arranged to a school in Fanling in the same month. The focus was on self-regulated learning. Participants observed lessons and attended the post-observation discussions. These experiences were shared in our staff meeting in December and a number of strategies were recommended for teachers to try out in the second term. Meanwhile, we joined the Quality School Improvement Project by the Chinese University of Hong Kong. KLA-based evaluation meetings were held after 48 lesson observations were done in March, 2016. Teachers were given opportunities to reflect on their teaching practices. Comments and suggestions were made by co-workers from CUHK.

Teachers were advised on how interactive activities and note-taking could improve learning effectiveness. Lesson preparation by students and alignment of learning and assessments were also emphasized. Furthermore, the use of interactive learning tools such as Kahoot, Plickers, iClass was introduced to teachers in Staff Meetings and Staff Development Days.

Limitation

1. In general, students were not proactive enough. They were more ready to engage in simple, short and game-like tasks but were reluctant to spend time on longer tasks.
2. The e-learning tools such as iPads might not work smoothly sometimes, so spare iPads had to be reserved for conducting a lesson. It was also more time consuming for students to learn by applying e-learning, especially when they were not familiar with the use of the tool.
3. The growing learning diversity and higher number of SEN students interrupted the teaching schedules. Quality of general outcome would be discounted.
4. Some teachers were immature in IT techniques and/or possessed little information of e-learning apps. This situation gradually improved as training sessions and sharings were provided in the Staff Development Days and/or panel meetings.
5. Special Mondays were assigned for co-lesson planning yet number of times was limited. Some of these Mondays were expected to be spent on meeting students as well.

Outcome

1. Activities were designed and shown in the SOWs of all subjects. E-learning interactive activities were designed and adopted by panels like English Language, Chinese Language, Mathematics, Integrated Science, Liberal Studies, Chinese History, Geography, Computer, Chemistry, Physics, RE, History and BAFS. These activities were carried out in both junior and senior form lessons. Among the e-learning activities employed, the most commonly used apps were Nearpod, Kahoot and Plickers. Teachers also used the iClass platform. Some panels shared their works in curriculum tailoring, pedagogical changes, interesting and challenging activities during Staff Meetings.
2. With the integration of interesting and challenging activities in lessons, students were actively engaged in lessons. As the Chemistry Panel reported, e-learning activities enhanced student-student interactions. Discussions in class intensified peer bonding. BAFS Panel also found a wider discussion among students during the lessons. English Language Panel reported that students were more willing to participate in group discussion when their performance was recorded and reviewed in lessons.
3. Records of peer lesson observation showed that teachers in the same co-lesson planning groups were having professional dialogues in assessing the learning effectiveness and refining the teaching strategies. 93% of the records revealed that teachers made reflections on their own teaching.

4. Subject-based learning portfolios were developed. These portfolios generally consisted of subject content and self-reflection exercises. Some panels would include students' self-made notes, a reading record and peer assessment record as well. Apart from supplying materials for reading lessons in F.1 to F.3, most panels integrated reading into senior form curriculum and implemented them in lessons. These readings were corresponding to homework and examination skills.
5. Through the teachers' collaboration, it was found that students developed reflection skills and had an overview of their own strengths and areas for improvement in different subjects. As reported in Computer Panel, students gave reflective responses depicting which area they found most difficult and what improvements they could make.
6. All Panels helped students to make notes. Some of the Panels like RE were good enough to refine their worksheets to improve note-taking skill of students. Chinese Language, English Language, Geography and Life & Society did a great job by designing a personalized comprehensive notebook for students. Others like Integrated Science, Liberal Studies, History and Chinese History integrated lesson worksheets and notes together to consolidate students' learning.
7. Study skill enhancements were done in various levels throughout the three years. Workshops on note-making were arranged for junior form students and self-reflection on study was done in all levels. Before the final examinations, students were guided to set their study goal, planned their own study schedule and shared the schedule with their parents. Selected F.4 and F.5 students received further training on problem solving skills and data-analytical skills.
8. As recorded in the minutes of panel meetings, professional sharing among teachers in the design of classroom worksheets, class activities and assessment paper were completed. This sustains refinement of learning materials and teaching strategies in future.

Evidence

2015 – 2016

Subjects	Total lessons observed	No. of lessons with 70% of the students have achievement	No. of lessons with 20% of lesson time involves interactive activities
English Language	8	5	8
Chinese Language	7	5	6
Putonghua	1	1	1
Mathematics	9	8	9
Liberal Studies	3	1	3
Integrated Science	2	2	2
Biology	1	1	1
Chemistry	2	1	2
Physics	2	2	1

History	2	2	1
Geography	2	2	2
Life & Society	2	2	2
RE/ ERS	3	3	3
BAFS	1	1	1
Computer Literacy	1	0	1
Design & Technology	1	1	1
Home Economics	1	1	1
Music	1	1	1
VA	1	1	1
Total	50	40	47

2016 – 2017

Subjects	Total lessons observed	No. of lessons with 80% of the students have achievement	No. of lessons with 20% of lesson time involves interactive activities
English Language	7	7	7
Chinese Language	3	2	3
Putonghua	1	1	1
Mathematics	7	7	7
Liberal Studies	2	2	2
Integrated Science	3	3	3
Chemistry	2	2	2
Physics	3	2	2
Chinese History	1	1	1
Geography	3	3	2
Life & Society	2	2	2
RE/ ERS	2	2	2
Computer Literacy	1	1	1
VA	3	3	3
Physical Education	1	1	1
MCE	1	1	1
Total	42	40	40

2017 – 2018

Subjects	Total lessons observed	No. of lessons with 80% of the students have achievement	No. of lessons with 20% of lesson time involves interactive activities
English Language	8	7	7
Chinese Language	12	12	12
Putonghua	2	2	2
Mathematics	8	8	8
Liberal Studies	8	8	8
Integrated Science	8	8	8
Chemistry	2	2	2
Physics	7	6	7
Chinese History	3	2	3
History	4	3	3
Geography	1	1	1
Life & Society	1	1	1
RE/ ERS	3	3	3
Computer Literacy	6	6	5
VA	1	1	1
Physical Education	2	2	2
Total	76	72	73

Reflections & Suggestions for Improvement

1. Lesson worksheets and learning activities were created or revised. Yet, some activities were not student-engaging enough, not interactive enough or with obscured learning points during lesson observation. Panels should promote our emphasis of e-learning activities to enhance learning effectiveness and make students achieve in lessons. All teachers may need to work collaboratively to further develop meaningful and interactive learning activities.
2. To address on learning diversity, activities/ assignments of different levels of difficulty could be provided to capture students' attention. Extra effort and support would be needed to promote students' confidence in learning.
3. As observed in lessons, more students were writing notes and marking important points onto their textbooks. However, not many of them were really making their notes. Subject teachers should provide sufficient time and support for students to reorganize their notes so that students would own their learning.
4. Design of subject-based learning portfolios may be further refined and students should be encouraged to retain their work. Many students still need to be trained to create a content page and record the topics that have been learned and homework that have been done. Reading habits are preliminarily formulated and need to be enhanced. Subject teachers need to

communicate with students to enhance the efficiency of the reflection exercise. Fine-tuning in teaching and assessment strategies could be done as revealed in the reflection of students and the evaluation of each assessment. As for to promote the sense of ownership in learning or self-regulated learning through planning one's own studies, it is far beyond our reach.

5. Panel Heads can exercise their autonomy to award those competent and responsible teachers with honors by naming them in their reports, and introducing their success experience in our sharing sessions. We can keep on with our good work by lifting the intrinsic drive and potential of teachers in our team. The school can set a minimum yet achievable target for each collaborative group while giving teachers the necessary consideration and support.
6. The work of co-lesson planning groups would be filed at the end of the year for sustainable development. New teachers teaching those curricula which have been prepared by co-lesson planning groups should be the first to be benefited from our work. They should be given the relevant collective wisdom before their teaching. More peer observations and sharing of the co-lesson planning work by various panels would be helpful to consolidate our teaching strategies.

Conclusion

The progress of Major Concern 1 was satisfactory. Upon completion of 3 years' work, we saw more interactive lessons in classrooms. We practised more peer lesson observations and professional dialogues. We found students more involved in learning, started to write notes and be able to compile their own learning portfolios. We are going in the right direction and we need to pursue further.

Immaculate Heart of Mary College
Report on the School Development Plan (2015-2018)

b) Report on Major Concern 2

Background

From the results of stakeholders' survey three years ago, the percentage of students agreed 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 agreed 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 indicated 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 this 3-year development plan (2015-2018). Furthermore, 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. As a result, one of our major concerns from 2015-2016 to 2017--2018 is "To develop Positive Attributes and Nurture our young leaders".

The Plan for the Year 2017-18

In this school year, our concern is to develop the positive attributes "Retrospection and the Choices in Life (Making the right choices and cherishing our life)" through morning assemblies, lessons, Form Teacher Periods, different kinds of experiential learning activities and community services. In addition, teachers organize different kinds of activities, training workshops and training camps in order to enhance the leadership skills of our student leaders.

Outcomes

1. In response to the vision seen by all Catholic schools to provide an ambience to spread Good News and nurturing our students with the twelve spiritual attributes, we are devoted to bringing up the youngsters who can lead lives full of catholic values. In order to equip teachers with sufficient understanding of those twelve spiritual attributes, a guest speaker Principal Chan Wing Kin was invited to give a talk to all teachers in IHM family. After the talk and group discussion, all teachers understood the spiritual attributes and planned how to implement them in our schools.
2. In these three years, series of programs were designed to facilitate the spiritual attributes. In 2015-2016, the positive attributes "Appreciation of beauty, Optimism and Joy" were introduced. Lessons were designed to develop students' ability to appreciate and be optimistic and joyful about whatever comes to them. In Religious Education lessons, students were introduced priests and nuns' consecrated lives. After the lessons, students were expected to realize how those priests and nuns sacrifice themselves and appreciate

the beauty of consecrated life. In Liberal Studies lessons, students were taught to appreciate themselves, Hong Kong society and the modern China. They were also empowered to face and solve problems with optimism. In Chinese History lessons, teachers showcased the beauty of Chinese culture and Chinese landscape and explained the well-developed hierarchy in China. Such attributes were enhanced through different activities held in the Religion Week. Moreover, all F.1 students were participated in a cross-curricular learning activity – Experiential Learning in Inspiration Lake, which was organized by Life Education Team, Religious Education Panel and Science Panel. Through the learning activity, students could learn how to protect the environment and appreciate the beauty of nature with the use of iPad. It could also raise their interest in learning.

3. In 2016-2017, the positive attributes “Transcendence and Care” were introduced through Religious Education lessons, form teacher periods and morning assemblies with examples from Bible and good acts of Saints in their daily life. Moreover, students acquired the attributes through various activities such as doing voluntary services, buying lunch coupons for those street-sleepers and organising an event to pay tribute to their parents. Doing all these, our students showed their love and care to others, especially their parents and those in need.
4. In 2017-2018, the positive attributes “Retrospection and the Choices in Life (Making the right choices and cherishing our life)” were introduced. The ideas of Retrospection and the four steps theory of conducting reflection was introduced to all students during Religious Education lessons. The teachers designed four lessons together with worksheets. Students learnt the concept through the example of the Conversion of St Francis and discussion on Hong Kong news. The students could follow the procedure of conducting reflection and show how they can do better after reflection and improvement.
5. Different competitions were held in these three years to enhance the positive attributes. For example, Chinese and English composition competitions, board display competitions and photo-taking competition in the aspects of “Appreciation”, “Caring” and “Retrospection”. These activities should help the students to understand more about the attribute and how they apply this attribute in their daily life.
6. Besides, talks on different topics were organized to promote different positive values in form teacher periods. For example, we had invited Home Affairs Department to conduct a talk on Racial Harmony for F.3 and Hong Kong Network for the Promotion of Inclusive Society Ltd to share how the disables overcome difficulties in daily life for F.5. We had also invited Mr. Lai Chi Wai as the guest speaker to develop students’ positive attitude towards difficulties. Mr. Lai was the winner of an Asian rock climbing championship but had a car accident that rendered him paraplegic. He shared his experiences on how to overcome the difficulties and turned himself into a rock climbing instructor. Due to his spirit of perseverance, he was selected as one of Hong Kong’s “Ten Outstanding Young

Persons” in the year of 2014. The sharing by Mr. Lai would surely inspire young people to have positive values to face all challenges with perseverance and optimism.

7. Workshops for study skill were held for all F.1 and F.4 students in August 2015 in order to build up the study skills and study habits of our students. The workshops can foster students with the habit of proactive learning, understand their own learning style and equip them to make their own effective note. In addition, form teacher periods about study skills, goal setting, time management and reflection were given to all students. It provided rooms for interaction between form teachers and their students. The motivation on studying was improved in certain extent. During the lessons, most of the students set their goals and planned their study timetable seriously. Follow-up work would be conducted by form teachers after students receiving their report cards.
8. Life Planning Programmes for all Form One to Form Three students were organized by Careers Team. The programmes aim to help our students to understand the importance of developing oneself in the aspects of academic, interpersonal relationship, and generic skills. To formulate short and medium term goals by goal setting, reflection and planning. Furthermore, it helps to equip them with the knowledge, skills and positive attitudes to identify the direction for their growth and help them play a positive role in their life.
9. In addition, Form Teachers and Assistant Form Teachers arranged meeting with students regularly to help them set their own goals, build up their good study habits, develop their study plans and reflect their learning outcomes.
10. On the other hand, our school focuses on nurturing young leaders. Different kinds of trainings were organized in these three years to nurture our students to be responsible leaders. Leadership training camp was held in August for the committee members of Student Union, Disciplinary Prefects, Counselling Prefects and House Captains. The training enhanced their communication and collaboration skills and they learned how to unite students. Furthermore, three leadership training workshops were organized in November, February and May for all student leaders of student union, houses, teams, clubs and interest classes to strengthen their leadership skills. Disciplinary Prefect Leadership Camp and Guidance & Prefect Leadership were held in December or January to equip our prefects with communication and counselling skills. After those trainings, the leaders got improvements in self-confidence, team spirit and communication skills. A stronger sense of belonging and cooperation was resulted.
11. Other than that, some extra leadership trainings was organized for our students. In 2016-2017, four training workshops were held for all student leaders of extra-curricular clubs. About 40 student leaders participated in the workshops. After these workshops, the students learned how to establish a more effective team and how to plan and organize different activities. In 2017-2018, two training workshops were held for selected F.3 students to enhance their communication and planning skills so that they could learn how to organize Caritas Bazaar and different activities in their future school life.

12. Some sharing sessions in morning assemblies were arranged each year for leaders of various teams to share their experience of being a good leader and how they dealt with different problems and challenges. The sharing sessions helped other students to know how to become a good leader. It was especially important for those junior form students to prepare themselves to become a leader.
13. In order to widen the exposure of our students, F.2 and F.3 students were recommended to participate in a joint school leadership training which was organized by YWCA. They attended several training sessions with students from other schools to enhance their leadership skills and enrich their experiences. Some of our students were chosen to be the outstanding leaders in the training. In addition, some F.4 and F.5 students joined the 4C leadership training which was organized by Agency Volunteer Service. They have attended several training sessions and gave services to the community after training. After the training, they helped the school to organize some service activities with our junior form to show their love and care to the needy. In 2015-2016, four house captains were joined a training course for house captains, which was organized by The Hong Kong Federation of Young Groups. It provided a platform for House Captains from different schools to inspire each other and exchange experience. Moreover, they improved their leadership skills from the course. They learned how to unite people and found the workshop fruitful. One of our students was chosen to have the Most Eloquent Award.
14. The Annual Caritas Bazaar was one of the events for our students to show their leadership and their concerns to the community. We took part in the event holding charity sales and game booths in order to raise funds for Caritas Hong Kong. All F.3 and F.4 were participated in the event. The preparation work was good and most of our students were energetic and dedicated to the event.
15. Parents' talks were held in July, August and September for the parents of newly admitted F.1 students. A senior social worker was invited to introduce some important skills of how to help their children to adapt to secondary school life. The Principal, Vice Principals and some other teachers also gave appropriate advice to the parents in enhancing their children's growth and leadership development. About 150 to 160 parents participated in the talks. Furthermore, some other workshops were held by our school's social worker to give further knowledge and skills to those interested parents. Group discussion and sharing was arranged in the workshop. The talks and the workshop helped the parents to enhance their attitudes, knowledge and skills in how to support the growth of their children. There was positive feedback on the talks and workshops.

Limitation

1. Special Mondays were assigned for meeting students to help them build up good habits, set their goals and improve their performance as student leaders. However, teachers were always engaged in other tasks such as co-lesson planning and organizing activities. Teachers did not have enough time to meet up with students.

2. To organize various programmes, such as leadership training workshops, experiential learning activities, life planning activities and community services, a lot of time and manpower was required. Teachers were busy with both teaching and non-teaching duties. Therefore, it is important to reallocate the workload of teachers.
3. We arranged different kinds of leadership training workshops. All these workshops were suitable for our students to enhance their responsibilities and develop different leadership skills. However, we found that some student leaders were very busy with their studies and participated different in extra-curricular activities in the school or outside the school. Therefore, they did not participate in these training workshops.

Reflection

1. The implementation of the major concern “To develop Positive Attributes and Nurture our young leaders” was quite successfully. There were enough programs for students in understanding the positive attributes through morning assemblies, lessons, the Religion Week and form teacher periods. Some follow-up activities were held to help the students to understand more about the attribute and how they are applied in their daily life. Furthermore, we arranged different kinds of leadership trainings for the student leaders to enhance their leadership skills. From the results of the Stakeholder Survey, the percentage of students who agreed that “The school is intent on fostering our leadership” increased from 39.4% in 2014-2015 to 46.8% in 2017-2018. Furthermore, the percentage of teachers who agreed that “The school provides enough opportunity to foster students’ leadership” increased from 62.7% in 2014-2015 to 67.9% in 2017-2018.
2. In these three years, different sharing, talks and activities have been designed to introduce the positive attributes and enhance students’ personal growth. For example, life planning activities were held for different forms of students to enable them to understand their own career and academic aspirations and develop their positive attitudes towards work and learning. Lunar New Year fair stall and Adventure-ship Training Trip were organized for F.5 students to enhance their self-esteem and enrich their experiences. In line with the school’s vision and the major concern, different charity work and service was arranged to let them show their love and care to the less fortunate.
3. The leadership training workshops held in the school year of 2017-2018 for F.3 students were useful enough to enhance the planning and communication skills of the participants. This helped them to well prepare the event of Caritas Bazaar to raise funds for Caritas Hong Kong. The preparation work was good and most of our students were energetic and dedicated to the event. It not only enhanced their leadership skills, but also raised their concern and showed their love to the needy in the community.
4. The 35th Anniversary Celebration – Carnivals, Open Days and Information Day were held in the school year of 2015-2016. More than 500 student helpers assisted the academic exhibitions for different subjects, setting up and running the game booths, the arrangement of different performances, food vending, souvenirs sale and charity sale. The

performance of all the helpers was excellent. They had the confidence and ability to serve the alumni, students and parents from other schools so that all of them enjoyed the event. It was a good opportunity for them as leaders to plan and organize the activities. This event could enrich the leadership experiences of the students.

5. Through different kinds of training and activities, our students' confidence was raised. We aim at organizing school-based activities and making good use of external resources to enlarge their exposure and let the potential of our students soar.
6. The implementation of "Nurture our young leaders" was quite successful in the previous three years. It should be carried forward to formulate school-based leadership development framework to enhance students' leadership quality and unleash students' leadership potential.