

Immaculate Heart of Mary College
School Development Plan 2018 - 2021

Major Concern 1: To develop our students to their fullest capacity

Coordinator: Ms. Chan Kwan Yin, Vice-principal

People Responsible: Vice-principal and Subject Panel Heads

A. Rationale:

The SDP 2015-18 put emphasis on nurturing our students into confident and proactive learners through increasing their ownership as well as achievement in learning, and bringing up the youngsters who can lead lives full of catholic values as well as developing the leadership potential.

From the figures of the last three years' stakeholders surveys and our teachers' observation, we believe that we have successfully brought pedagogical changes in enhancing learning, but students are not yet competent enough. In light of this, new insights were added in order to address the results of the SWOT analysis and new threats from stakeholders' surveys and APASO results.

The new SDP 2018-21 will be a continual of the previous one. The First Major Concern for 2018-21 is "develop students to their fullest capacity". The intended outcomes will be meeting the diverse needs of the students, strengthening the positive attributes of the students towards learning and consolidating the foundations of students both in the junior and senior forms. Possible strategies, still under careful ongoing renewal, may include learning skills workshops, curriculum review and mapping, after-school learning support, enrichment of learning experiences, alignment of teaching strategies, assignment design and assessment.

B. Strategies and Tasks:

Target	Strategies and Tasks	Success Criteria	Method of Evaluation	People Responsible / Resources required
To meet the diverse needs of the students	Review subject curricula to stretch students' abilities (see Table 1)	<ul style="list-style-type: none"> All KLAs and at least 75% of the subject panels review the curriculum of a selected junior level. 	<ul style="list-style-type: none"> Subject panel records 	<ul style="list-style-type: none"> Panel Heads Subject teachers concerned
	Set assignments with tasks to cater for different learning styles (see Table 2)	<ul style="list-style-type: none"> 75% of the subjects design at least two assignments with tasks of different levels of support to cater for different learning styles for selected levels 	<ul style="list-style-type: none"> Subject panel records 	<ul style="list-style-type: none"> Panel Heads Subject teachers concerned
	Organize sessions for teachers to share their practices of eLearning in lessons in the panel and among panels	<ul style="list-style-type: none"> At least 75% of the teachers agree that the sharing sessions are useful for the enhancement of their teaching effectiveness as well as their reflection on pedagogy and strategies employed Collaborative Lesson Planning and Peer Lesson Observation are practised in all subjects at least once per term for selected levels (F.1-F.5) Sharing of good practices among teachers is done in Staff Development Days and professional sharing in departmental meetings 	<ul style="list-style-type: none"> Teachers' evaluation on the sharing sessions Lesson observation records Subject panel records 	<ul style="list-style-type: none"> Professional Development Team Panel Heads Subject teachers concerned

	Optimize support for low achievers to help them resolve their learning difficulties and to motivate them to perform to the best of their abilities (e.g. enhancement classes, homework support class)	<ul style="list-style-type: none"> At least 60% of the target students are more motivated in learning or show improvement in their academic performance 	<ul style="list-style-type: none"> Student participation and academic records Teachers' observation 	<ul style="list-style-type: none"> WebSAMS Coordinator Panel Heads Subject teachers concerned
	Widen students' learning opportunities through subject-based learning activities (see Table 3)	<ul style="list-style-type: none"> All KLAs and at least 60% of the subject panels arrange learning opportunities for students outside the classroom (e.g. visits, study tours, enhancement programmes or competitions) at least once a year for selected levels 	<ul style="list-style-type: none"> Subject panel records Student participation and achievement records Feedbacks from students and teachers 	<ul style="list-style-type: none"> KLA Coordinators Panel Heads Subject teachers concerned
	Enhance intellectual curiosity of students by encouraging gifted students to participate in different courses/ competitions/ workshops/ learning programmes	<ul style="list-style-type: none"> All KLAs and at least 75% of the subject panels nominate students to participate learning activities organized by external organisations 	<ul style="list-style-type: none"> Subject panel records Student participation and achievement records Feedbacks from students and teachers 	<ul style="list-style-type: none"> Gifted Education Team KLA Coordinators Panel Heads Subject teachers concerned
To strengthen the positive attributes of the students towards learning	Empower students with <u>study skills</u> through organizing workshops for students	<ul style="list-style-type: none"> At least 75% of student participants find the workshop able to enhance their study skills 	<ul style="list-style-type: none"> Questionnaire survey 	<ul style="list-style-type: none"> Curriculum Committee Coordinator
	Enhance students' <u>active participation in learning</u> through providing student-student and teacher-student interactive learning activities in lessons (e.g. think-pair-share/ facilitated synchronous discussion/ questioning/ e-learning activities/ note-taking)	<ul style="list-style-type: none"> At least 75% of the subjects employ student-student and teacher-student interactive learning activities in lesson At least 75% of students agree that lesson activities can enhance their learning 	<ul style="list-style-type: none"> Subject panel records Students' feedbacks 	<ul style="list-style-type: none"> ITTeam Panel Heads Subject teachers concerned
	Review and enhance subject-based feedback system (e.g. provision of positive feedbacks, assessment rubrics and exemplars of students works) to optimize assessment for learning for <u>self-improvement</u>	<ul style="list-style-type: none"> At least 75% of the subjects employ their subject-based feedback system in assignment 	<ul style="list-style-type: none"> Subject panel records 	<ul style="list-style-type: none"> Panel Heads Subject teachers concerned
	Help students <u>reflect, evaluate and plan</u> their studies through writing reflection after assessments	<ul style="list-style-type: none"> Students do self-reflection on their studies at least once per term 	<ul style="list-style-type: none"> Scrutiny of records 	<ul style="list-style-type: none"> Curriculum Committee Coordinator

	Recognize students' <u>learning outcomes</u> through displaying their good works and presenting awards/prizes of internal and external academic competitions	<ul style="list-style-type: none"> • Billboard displaying achievement is set and being updated regularly • Prize presentation ceremonies are arranged to recognize students with good or improved academic performance • Prize presentation ceremonies are arranged to recognize students with achievements in academic competitions 	<ul style="list-style-type: none"> • Scrutiny of records 	<ul style="list-style-type: none"> • Curriculum Committee Coordinator • Panel Heads • Subject teachers concerned
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Table 1

Strategy	F.1	F.2	F.3	F.4	F.5	F.6
Review subject curricula to stretch students' abilities	<u>2018-2019</u> all other subjects	<u>2018-2019</u> HE, LS, PE	<u>2018-2019</u> CL, HE, Phy			
	<u>2019-2020</u> CL	<u>2019-2020</u> all other subjects	<u>2019-2020</u> LS, PE	<u>2018-2019</u> AE, Econ	<u>2019-2020</u> AE, Econ	<u>2020-2021</u> PE
	<u>2020-2021</u> Chi History		<u>2020-2021</u> all other subjects	<u>2019-2020</u> PE	<u>2020-2021</u> PE	

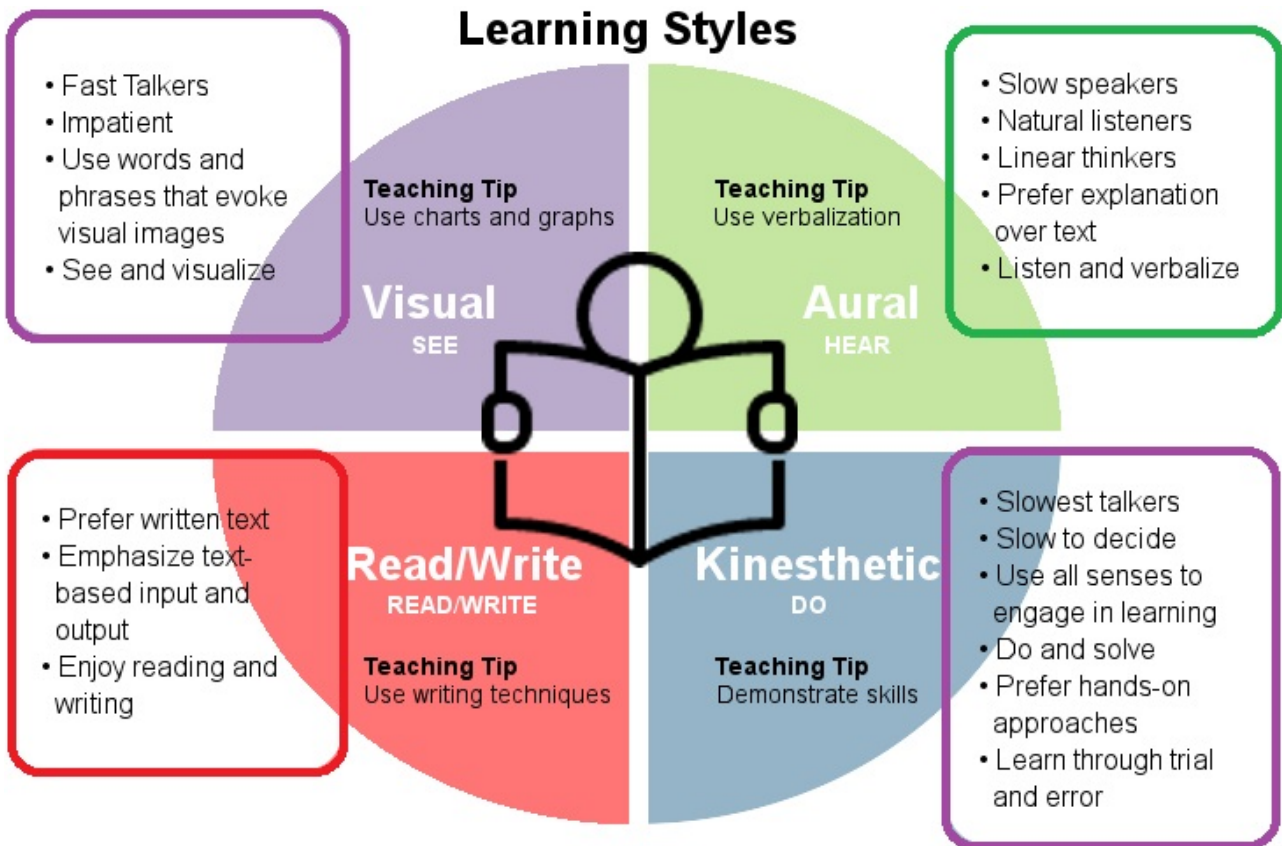
Table 2

Strategy	F.1	F.2	F.3	F.4	F.5	F.6
Set assignments with tasks to cater for different learning styles	2018 - 2019					
	Chinese, D&T, Eng, Geog, IS, L&S, Math, Music, PTH, RE, VA	IS, LS, PTH	Biology, Chi History, CL, History, HE, LS, Math	AE, BAFS, Chinese, Chi History, Econ, Geog, Phy, RE, VA	AE, Chi History, Economics, Math	--
	2019 - 2020					
	CL	Chinese, Chi History, CL, D&T, Eng, Geog, HE, L&S, Math, Music, RE, VA	--	Bio, Chem, Hist, LS, Math	BAFS, Chinese, Geog, Phy, RE, VA	--
	2020 - 2021					
	Chi History, HE	--	Chinese, D&T, Eng, Geog, L&S, Music, Phy, RE, VA	ICT	Bio, Chem, History, ICT, LS	BAFS, RE

Table 3

Strategy	F.1	F.2	F.3	F.4	F.5	F.6
Widen students' learning opportunities through subject-based learning activities	2018 - 2019					
	English, IS, LS, Math, PE, PTH, RE, VA	IS, LS, L&S, PE, PTH	Chinese, History, HE, LS, PE	BAFS, Chinese, Chi History, Econ, ICT, LS, Math, PE, VA	Bio, Chem, Chinese, Chi History, Econ, ICT, LS, Phy, PE	PE, RE
	2019 - 2020					
	Chinese	Chinese, D&T, English, Geog, HE, Math, Music, VA	--	AE, Bio, Hist	AE, BAFS, Math, VA	--
	2020 - 2021					
	HE	--	Bio, CL, VA, D&T, English, Math, Music	--	History	BAFS

Reference for Major Concern 1



Major Concern 2 : To nurture our students to become responsible citizens to contribute to the community

Coordinator : Mr. Chan Tak Wang, Vice-principal

Rationale:

The School Development Plan 2015-2018 put emphasis on nurturing our students with spiritual attributes, and bringing up the youngsters who can lead lives full of catholic values as well as developing their leadership potential.

From the figure of the stakeholders surveys and our teachers' observation, the implementation of "Nurture our young leaders" was quite successful in the previous three years. It should be carried forward to formulate a school-based leadership development framework to enhance students' leadership quality and unleash students' leadership potential. Furthermore, from the feedback given by teachers in the Planning and Evaluation Meeting, many teachers believed that "Responsibility", "Respect" and "Compassion" are three important attributes that we should enhance in the nurturance for our students.

The second Major Concern for 2018-2021 is "nurture our students to become responsible citizens to contribute to the community". It is important to foster the abilities of our students in self-understanding and life planning. Therefore, we should review the school-based life planning curriculum and develop whole school approach to career guidance. It can assist students to transit from school to work and prepare them for life-long learning.

2018-2019

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	People Responsible / Resources required
To enhance the positive value "Responsibility" of students	<ul style="list-style-type: none"> ◆ Introduce the positive values through morning assembly, form teacher periods and lessons ◆ Enhance the positive values through board displays and learning activities 	<ul style="list-style-type: none"> - At least 5% improvement in the stakeholders' surveys results (student survey item 16, 18, 24 and teacher survey item 49) - Positive feedback from teachers and students - At least 10% improvement in terms of tardiness and homework submission 	<ul style="list-style-type: none"> - Observation - Questionnaires - Stakeholders' surveys - Subject panel records - Discipline records 	Vice-principal Religious and Moral Committee Subject panels Form Teachers and Assistant Form Teachers Different teams and committees
To develop students' life planning skills	<ul style="list-style-type: none"> ◆ Review the school-based life planning curriculum ◆ Develop whole school approach to career guidance ◆ Provide professional development programmes to strengthen career counselling skills of teachers ◆ Collaborate with subject panels to introduce subject-related career pathways ◆ Strengthen parent education on life planning 	<ul style="list-style-type: none"> - Form Teachers and Assistant Form Teachers conduct meetings to guide their students in personal goal setting and life planning - At least 75% of teachers have positive feedback on the professional development programmes - At least 75% of the subjects introduce subject-related career pathways - At least 5% improvement in the APASO results (opportunities) - Update school website monthly to provide information on life planning 	<ul style="list-style-type: none"> - Observation - Questionnaires - APASO - Subject panel records - School website 	Vice-principal Careers Team Form Teachers and Assistant Form Teachers Subject panels Professional Development Team School and Community Committee

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	People Responsible / Resources required
To enhance leadership quality of students	<ul style="list-style-type: none"> ◆ Formulate school-based leadership development framework ◆ Enhance the advisor system to unleash students' leadership potentials ◆ Organise leadership training workshops and camps for students of different levels ◆ Create opportunities for students to practise leadership skills ◆ To increase leadership experiences of students through internal / external trainings, competitions and services 	<ul style="list-style-type: none"> - At least 75% of students have positive feedback on the leadership training workshops and camps - At least 75% of students have opportunities to practise leadership skills at class level or/and school level - At least 5% improvement in stakeholders' surveys results (student survey item 17 and teacher survey item 47) 	<ul style="list-style-type: none"> - Observation - Questionnaires - APASO - Stakeholders' survey 	<p>Vice-principal Activities Team Different teams and committees Club advisors Form Teachers and Assistant Form Teachers Subject teachers</p>

2019-2020

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	People Responsible / Resources required
To enhance the positive value "Respect" of students	<ul style="list-style-type: none"> ◆ Introduce the positive values through morning assembly, form teacher periods and lessons ◆ Enhance the positive values through board displays and learning activities 	<ul style="list-style-type: none"> - At least 5% improvement in the stakeholders' surveys results (student survey item 16, 18, 24 and teacher survey item 49) - Positive feedback from teachers and students 	<ul style="list-style-type: none"> - Observation - Questionnaires - Stakeholders' surveys - Subject panel records 	Vice-principal Religious and Moral Committee Subject panels Form Teachers and Assistant Form Teachers Different teams and committees
To develop students' life planning skills	<ul style="list-style-type: none"> ◆ Review the school-based life planning curriculum ◆ Develop whole school approach to career guidance ◆ Provide professional development programmes to strengthen career counselling skills of teachers ◆ Collaborate with subject panels to introduce subject-related career pathways ◆ Strengthen parent education on life planning 	<ul style="list-style-type: none"> - Form Teachers and Assistant Form Teachers conduct meetings to guide their students in personal goal setting and life planning - At least 75% of teachers have positive feedback on the professional development programmes - At least 75% of the subjects introduce subject-related career pathways - At least 5% improvement in the APASO results (opportunities) - Update school website monthly to provide information on life planning 	<ul style="list-style-type: none"> - Observation - Questionnaires - APASO - Subject panel records - School website 	Vice-principal Careers Team Form Teachers and Assistant Form Teachers Subject panels Professional Development Team School and Community Committee
To enhance leadership quality of students	<ul style="list-style-type: none"> ◆ Formulate school-based leadership development framework ◆ Enhance the advisor system to unleash student leadership potentials ◆ Organise leadership training workshops and camps for students of different levels ◆ Create opportunities for students to practise leadership skills ◆ To increase leadership experiences of students through internal / external trainings, competitions and services 	<ul style="list-style-type: none"> - At least 75% of students have positive feedback on the leadership training workshops and camps - At least 75% of students have opportunities to practise leadership skills at class level or/and school level - At least 5% improvement in stakeholders' surveys results (student survey item 17 and teacher survey item 47) 	<ul style="list-style-type: none"> - Observation - Questionnaires - APASO - Stakeholders' survey 	Vice-principal Activities Team Different teams and committees Club advisors Form Teachers and Assistant Form Teachers Subject teachers

2020-2021

Target	Strategies / Tasks	Success Criteria	Methods of Evaluation	People Responsible / Resources required
To enhance the positive value “Compassion” of students	<ul style="list-style-type: none"> ◆ Introduce the positive values through morning assembly, form teacher periods and lessons ◆ Enhance the positive values through board displays and learning activities 	<ul style="list-style-type: none"> - At least 5% improvement in the stakeholders’ surveys results (student survey item 16, 18, 24 and teacher survey item 49) - Positive feedback from teachers and students 	<ul style="list-style-type: none"> - Observation - Questionnaires - Stakeholders’ surveys - Subject panel records 	Vice-principal Religious and Moral Committee Subject panels Form Teachers and Assistant Form Teachers Different teams and committees
To develop students’ life planning skills	<ul style="list-style-type: none"> ◆ Review the school-based life planning curriculum ◆ Develop whole school approach to career guidance ◆ Provide professional development programmes to strengthen career counselling skills of teachers ◆ Collaborate with subject panels to introduce subject-related career pathways ◆ Strengthen parent education on life planning 	<ul style="list-style-type: none"> - Form Teachers and Assistant Form Teachers conduct meetings to guide their students in personal goal setting and life planning - At least 75% of teachers have positive feedback on the professional development programmes - At least 75% of the subjects introduce subject-related career pathways - At least 5% improvement in the APASO results (opportunities) - Update school website monthly to provide information on life planning 	<ul style="list-style-type: none"> - Observation - Questionnaires - APASO - Subject panel records - School website 	Vice-principal Careers Team Form Teachers and Assistant Form Teachers Subject panels Professional Development Team School and Community Committee
To enhance leadership quality of students	<ul style="list-style-type: none"> ◆ Formulate school-based leadership development framework ◆ Enhance the advisor system to unleash student leadership potentials ◆ Organise leadership training workshops and camps for students of different levels ◆ Create opportunities for students to practise leadership skills ◆ To increase leadership experiences of students through internal / external trainings, competitions & services 	<ul style="list-style-type: none"> - At least 75% of students have positive feedback on the leadership training workshops and camps - At least 75% of students have opportunities to practise leadership skills at class level or/and school level - At least 5% improvement in stakeholders’ surveys results (student survey item 17 and teacher survey item 47) 	<ul style="list-style-type: none"> - Observation - Questionnaires - APASO - Stakeholders’ survey 	Vice-principal Activities Team Different teams and committees Club advisors Form Teachers and Assistant Form Teachers Subject teachers