



Hong Kong Chinese Women's Club College

香港中國婦女會中學

School Development Plan

校務發展計劃書

2006/07 - 2008/09

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I. OUR MISSION

We aim at providing a broad, high quality education to nurture students with such virtues as scholarly intellect, fine personality and a strong sense of responsibility to the community. Guided by the School Motto “Knowledge and Perseverance”, our students will achieve excellence in all aspects.

辦學宗旨

本校以「博學篤志」為校訓，旨在提供全面而高質素之教育，培育學生成為學識淵博、品格高尚、追求卓越之英才，並勇於承擔，為社會人群謀福祉。

II. OUR GOALS

The school seeks to provide a dynamic and innovative learning environment where students can become self-motivated, inquisitive and creative learners.

I. School Management and organization

- To provide suitable facilities and resources to meet the needs of our students.
- To facilitate the professional development of teachers.
- To develop a culture of school self-evaluation.

II. Learning and teaching

- To provide a comprehensive curriculum to meet the students' interests, ability, future career needs and the demands of our society.
- To develop in students a love of learning and prepare them for the life-long learning process.
- To develop students' generic skills.
- To develop students' proficiency in languages and to cultivate in students a reading habit.
- To provide opportunities for life-wide learning in line with the school philosophy and students' interests.
- To encourage teachers to be aware of most recent educational trends through the adoption of updated teaching approaches, peer observation, collaborative lesson preparation and experience sharing.

III. Student Support & School Ethos

- To nurture the development of positive attitudes and values in students, e.g. sense of responsibility, self-discipline and civic-mindedness.
- To foster in students their self-esteem and respect for others.
- To develop in students a sense of belonging to the school.
- To encourage students to participate in school and community services.
- To maintain liaison with parents about school matters and the progress of their children.

III. WHERE WE ARE NOW

Our Strengths

An all-round education has been provided for all students, i.e. a comprehensive curriculum and a variety in other learning experiences.

The school has a clear goal to provide a positive and harmonious school life for students through various means of support for their development.

The school performs remarkably well in planning and managing resources to support school development.

Staff development activities support development needs of the school.

Most teachers work collaboratively well, have great commitment to the school and are willing to spend extra time on guiding students on academic and non-academic matters.

Under a “whole school approach” to student support, most students are respectful, well-disciplined, motivated to study and have positive attitudes towards life.

Most office support staff are loyal and dedicated to the school.

Parents have strong confidence in the school and support the school in its endeavours to sustain development.

Our Weaknesses

Greater development of distributive leadership and ownership of teachers is needed.

There is a limitation in school premises for accommodation of extra classes in the New Academic Structure for Senior Secondary Education (NSS).

Some students are rather dependent and passive. They should learn to be more confident and responsible. Their time management is weak.

Some students need to develop their higher-order thinking skills. This has to be supported by the teachers.

Our Opportunities

Based on its good reputation in the local community, our school aims at being received well beyond the district.

The requirement of the NSS curriculum provides a chance of deeper reflection and for our further development.

The restructuring of school organization enables more staff to participate in various school policy-making processes.

A better network of alumni and parents has been built up to open more resources for the school.

Our Threats

At a time of major educational change, all the stakeholders are under a lot of stress & anxiety.

Heavy workload may adversely affect teachers' allocation of time to teaching, counselling and professional development.

With great social changes, students are under the adverse influence of peers and the media. More efforts have to be put on strengthening students' right values and attitudes.

Schools are under keen competition for better intakes. The diverse learning capability of students is an added burden.

IV. MAJOR CONCERNS

Domain 1: Management and Organization

To delegate authority for the empowerment of staff and carry out in-depth self-evaluation for school improvement.

Domain 2: Learning and Teaching

To enhance learning and teaching to meet the challenges of educational change.

Domain 3: Student Support and School Ethos

To encourage students to support one another and enrich the school ethos.

V. SCHOOL DEVELOPMENT PLAN (2006/07 – 2008/09)

| Major Concerns (in order of priority) | Intended Outcomes / Targets | Strategies | Time Scale (Please insert√) | | |
|---|--|---|--------------------------------|-------|-------|
| | | | 06/07 | 07/08 | 08/09 |
| Domain 1 To delegate authority | <ul style="list-style-type: none"> • School Management Committee restructured • Distributive leadership generated • Teachers have more ownerships | <ul style="list-style-type: none"> - Smooth transition from the School Management Committee to the Incorporated Management Committee - To streamline the organizational structure - Integration or establishment of committees - Teachers' participation in policy-making procedures | √ | √ | √ |
| In-depth self - evaluation | <ul style="list-style-type: none"> • More focused evaluation in selected areas • Effective means of evaluation | <ul style="list-style-type: none"> - To prioritize the need of evaluation in different aspects - To carry out self-evaluation for self-improvement - To apply data for planning and development - To administer online-assessment - To administer school-based questionnaire surveys - To maintain records of KPM data across years to generate trend reports - To integrate WebSAMS data for KPM items | √ | √ | √ |
| Support for NSS | <ul style="list-style-type: none"> • Improvement of facilities • Staff development | <ul style="list-style-type: none"> - F&E facilities - Use of rooms - Training workshops and seminars | √ | √ | √ |
| Domain 2 To enhance learning and teaching | <ul style="list-style-type: none"> • The school is prepared for the NSS curriculum • Teachers & students are prepared for the NSS assessment mode | <ul style="list-style-type: none"> • Discuss the subjects / subject combinations for the NSS • Getting teachers prepared for the NSS curriculum (Teachers to attend NSS courses) • Teachers prepare for teaching materials • Students build up IES skills from project learning scheme • Teachers implement changes in junior curriculum for bridging to the NSS (subject-based) • Improve on the existing assessment system to facilitate the NSS SBA • Develop staff in the direction of NSS SBA • Each subject to develop a formal SBA structure | √ | √ | √ |

| | | | | | |
|---|--|---|---|---|---|
| | (Cont'd) | <ul style="list-style-type: none"> Keep parents informed of NSS & assessment information Reinforce the "Assessment for Learning" concept Employ staff to help develop NSS materials & assist in SBA. | √ | √ | √ |
| | <ul style="list-style-type: none"> The school is ready to adopt updated pedagogical approaches | <ul style="list-style-type: none"> Teachers adopt teaching approaches appropriate to NSS <ul style="list-style-type: none"> Student-centred classrooms Inter-departmental lesson observation External links for developing lesson observation skills & fostering independent learning skills Collaborative lesson preparation Experience sharing (both internal & external) Teachers attend seminars to acquaint themselves with the most recent education trends | √ | √ | √ |
| | <ul style="list-style-type: none"> Students have better academic performance | <ul style="list-style-type: none"> Through the use of updated pedagogical approaches, student performance can be enhanced. | √ | √ | √ |
| Domain 3 To encourage students to support one another and enrich the school ethos | Students have positive attitudes and values. <ul style="list-style-type: none"> higher self-esteem respect others sense of responsibility civic-mindedness national identity sense of belonging to the school | <ul style="list-style-type: none"> Conducting Assembly talks Holding a series of class assemblies and CME programmes Setting class rules, holding theme-related inter-class competitions (e.g. Be Punctual and be Responsible Competition, Keep Classrooms Clean Competition, etc.) 10th Anniversary of Hong Kong's Handover 2008 Beijing Olympic Games Holding 30th Anniversary activities | √ | √ | √ |
| | Students have achievements from other learning experiences. <ul style="list-style-type: none"> develop leadership potentials participate in school and community services have life-wide experience in outings have career-related experiences | <ul style="list-style-type: none"> Maximize the use of external resources, such as parents, alumni and external organizations Enrich aesthetic and physical education <ul style="list-style-type: none"> Leadership training and alumni sharing School services (Prefects, Peer Guiders, SA, Uniform Groups, etc.) Voluntary community services (V2, CYC, etc.) Caring for the betterment of the community and the world <ul style="list-style-type: none"> Life-wide learning programmes jointly organized with KLAs Visits and careers talks Mentor programmes | √ | √ | √ |
| | Students support one another and a caring culture is established in school. | <ul style="list-style-type: none"> Adopting a whole school approach to discipline and guidance work Conducting various CME and developmental guidance programs | √ | √ | √ |