

School Development Plan 2009/10 – 2013/14

Our Vision

In the spirit of “Faith, Hope and Love”, to nurture our students as future leaders by instilling in them a culture of excellence, high moral values, an altruistic spirit, a passion for lifelong learning and a global perspective.

Our Mission

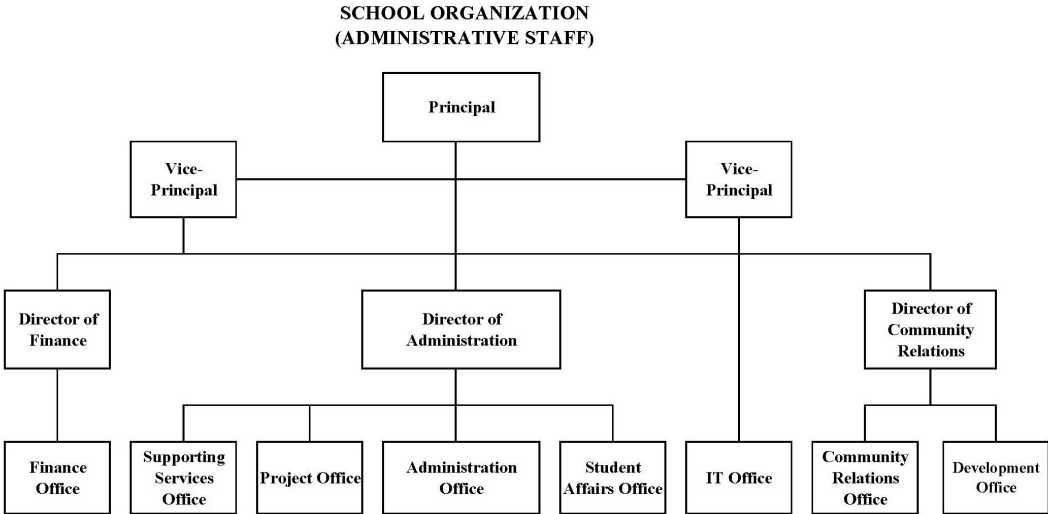
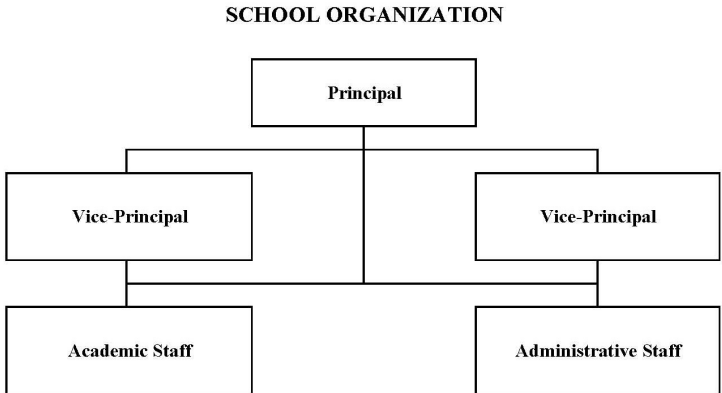
1. Uphold the founding Christian spirit of our schools: “Faith, Hope and Love”
2. Nurture academic excellence and lifelong learning
3. Cultivate exemplary conduct, proper attitudes and correct values
4. Develop an appreciation in the arts and competence in other activities
5. Develop a global perspective, foster environment stewardship and serve humanity
6. Advocate strong communication and interpersonal skills to promote harmony, mutual respect, appreciation and peace among humankind
7. Adopt a shared and inclusive governance model
8. Provide the best possible facilities and environment conducive to studies
9. Maintain a professional and caring academic and administrative staff
10. Transform our schools into a vibrant community of scholarship and learning

Our School Ethos

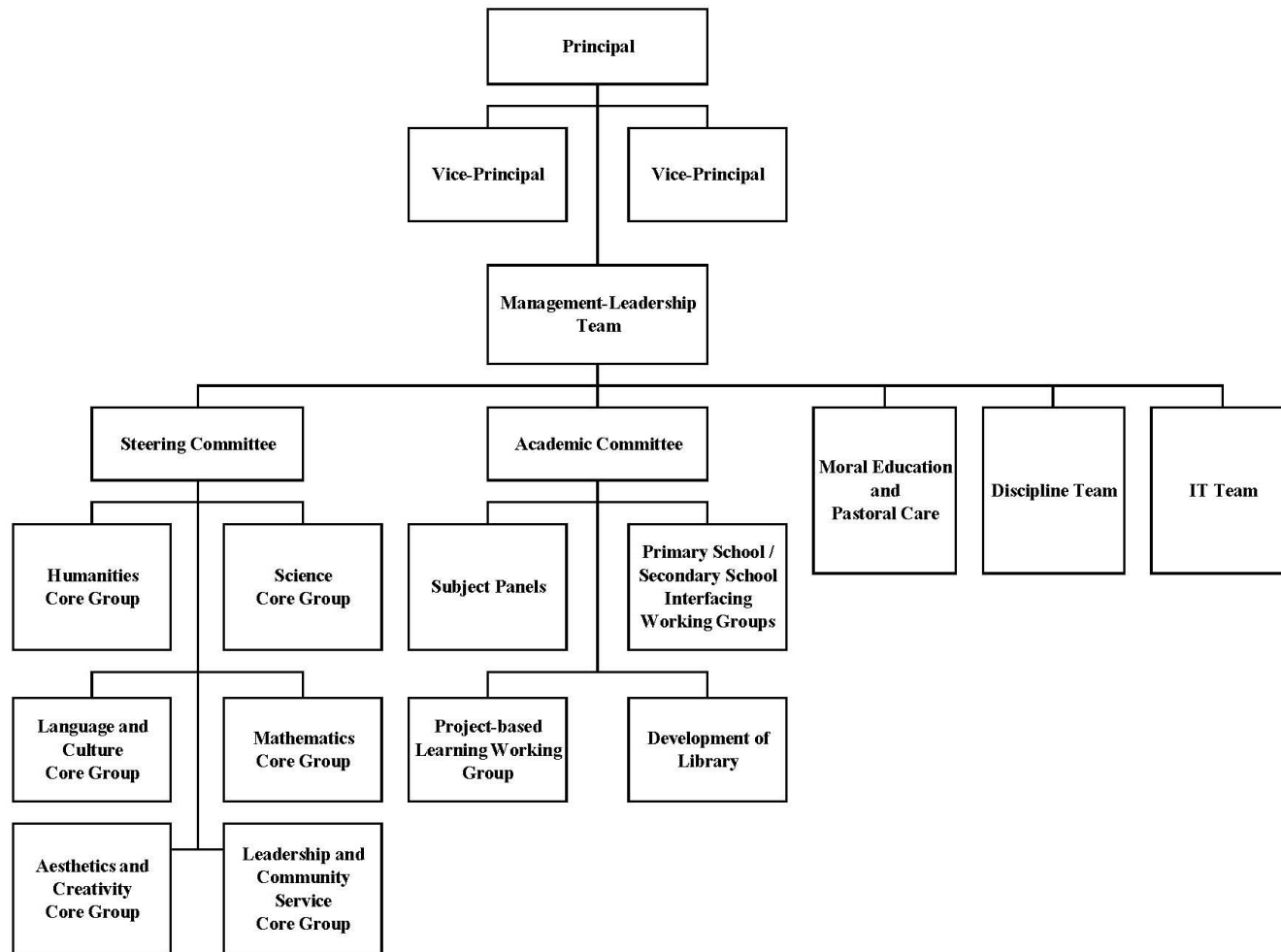
The motto of the Schools is “Faith, Hope and Love”. We are committed to developing in our students a positive outlook on life and mutual respect and concern for each other.

We stress integrity, scholarship and excellence, and also modesty and simplicity of life. We are dedicated to making the School a loving and caring community where students from different social backgrounds can interact, learn and pursue academic excellence together so that they may lead responsible and fulfilling lives.

Organization and Management



**SCHOOL ORGANIZATION
(ACADEMIC STAFF)**



Management Leadership Team chaired by the Principal, composes of the Vice-Principals and several senior teachers whose role is to set policies, make decisions on changes and development on a school level.

Steering Committee chaired by the Principal, composes of the Vice Principals, Management-Leadership Team, and core members of Language and Culture, Humanities, Mathematics and Science, Aesthetics and Creativity, and Leadership and Community Service whose role is to initiate, steer, coordinate and implement the school development plan.

Academic Committee chaired by the Principal, composes of the Vice Principals, Management-Leadership Team, subject panel chairpersons of all academic subjects and teacher-in-charge of staff development whose role is to set policies and oversee all matters relating to curriculum, learning and teaching, and teacher professional development.

Long Term Goals

1. Establishment of an administration structure and capacity with distributed leadership and shared responsibilities at different levels of administration / operations that steers, coordinates and drives changes and development of the school.
2. Establishment of a seamless curriculum and unified staff development and appraisal policy in the primary and secondary school to ensure that students are best nurtured in the “Through-train / one-school” spirit.
3. Good preparation of students on the Senior Secondary Curriculum and the International Baccalaureate Diploma Curriculum for admission to top university programmes.
4. Enhancement of learning and teaching effectiveness in Mastery Teaching and Cooperative Learning based on the Self-Organizing School model.
5. Catering for differentiated needs and capabilities of students through expansion and strengthening of personalized learning programmes.
6. Making students partners in learning through active engagement and taking responsibility (Student Voice and Responsibility).
7. Development and implementation of the Personal, Moral and Social Framework to nurture students to become Confident Individuals, Life Long Learners and Responsible Global Citizens.
8. Development of high quality teaching staff with strong professional capacity and accountability while keeping good personal wellness.
9. Establishment of a collaborative culture among teachers and a strong partnership between the school and our stakeholders (alumni and parents) and with the wider community.
10. Establishment of a modern campus with learning environment and purpose-built facilities that support the school’s educational philosophy.

Annual Targets

Curriculum, teaching and learning

1. Good preparation of students for the Hong Kong Diploma of Secondary Education (HKDSE) Programme and the International Baccalaureate Diploma Programme (IBDP) for admission to top universities

Targets for 2011-2012

1.1 Hong Kong Diploma of Secondary Education (HKDSE) Programme

- 1.1.1 Smooth implementation of the third year of the HKDSE Programme
- 1.1.2 Implementation of school-based assessments in line with EDB's requirements and coordination of time line
- 1.1.3 Good preparation of students for the first HKDSE
- 1.1.4 Provision of good support for the first DSE cohort in their JUPAS applications
- 1.1.5 Annual review of subject combinations offered to DSE classes

1.2 International Baccalaureate Diploma Programme (IBDP)

- 1.2.1 Provision of a rigorous programme that is reflective of the close alignment between the educational values of SPCC and the IBO in the post-authorization phase
- 1.2.2 Setting up of an annual reflection process that is designed with reference to the new IB Programme Standards and Practices to enhance pedagogical approaches to learning and to prepare the school for the 5-yearly review
- 1.2.3 Provision of relevant IB professional development that can further strengthen teachers' instructional strategies to meet the learning needs of all students
- 1.2.4 Further establishing our school within the IB community by taking advantage of the international and developing global network of IB schools
- 1.2.5 Provision of good support for students' post-school planning and decision making

1.3 Academic counselling for F3 students and their parents to make informed choice between HKDSE and IBDP

1.4 Preparation of students and parents on application for overseas university studies

2. Enhancement of learning and teaching effectiveness in Mastery Teaching (MT) and Cooperative Learning (CL) based on the Self-Organizing School model

Targets for 2011-2012

- 2.1 Training and use of a lesson plan database on Mastery Teaching and Cooperative Learning
- 2.2 Develop an appraisal system database on Mastery Teaching and Cooperative Learning
- 2.3 Teachers embed Mastery Teaching and Cooperative Learning in their daily teaching
 - 2.3.1 F1 Form Committee to demonstrate MT to the whole F1 year group at the beginning of the school year
 - 2.3.2 F1 English teachers to teach CL to the whole year group at the beginning of the school year
- 2.4 Build lesson repository on Mastery Teaching and Cooperative Learning on individual and department level
- 2.5 Students take active participation and be responsible learners
- 2.6 Apply revised “Teacher Appraisal System, Promotion Policy and Staff Development” to require effective use of the two teaching pedagogies for development and promotion purposes

Student Development

3. Catering for differentiated needs and capabilities of students through expansion and strengthening of personalized learning programmes

Targets for 2011 – 2012

- 3.1 Provision of pull out programmes from normal lesson for exceptionally gifted students.
- 3.2 Evaluation of tailor-made curriculum for small class size remedial lessons and goal setting for low academic achievers.
- 3.3 Establishing partnership with HKU and HKUST to provide accelerated courses and credit-bearing courses for gifted students.

4. Making students partners in learning through active engagement and taking responsibility

Targets for 2011-2012

- 4.1 Students to continue setting short and long term goals, and evaluation of progress using Student Learning Journal
- 4.2 Students to participate and take responsibility in their own learning of moral and social issues
- 4.3 Collection of students' views and coordination of discussions on school policies, facilities and extra-curricular activities on eClass
- 4.4 Students are given the freedom to participate in the Self-initiated Programme for SAW in Form 5
- 4.5 Students' organization of an activity for Form 4 students on one Enrichment Programme Day

5. Development and implementation of the Personal, Moral and Social (PMS) Framework to nurture students to become Confident Individuals, Life Long Learners and Responsible Global Citizens

Targets for 2011-2012

- 5.1 Enhancement of the shared understanding and commitment in the implementation of the refined PMS Framework
- 5.2 Continuation of implementing the refined Framework through student activities in the Form Teachers Period, Student Activities Week, Community Services, Rites of Passage Programme, and through the work of the Discipline Team and Form Teachers
- 5.3 Use of information technology to collect feedback from students and teachers, and to record and track student development through the implementation of the iPortfolio of the eClass.
- 5.4 Exploring other possible means to evaluate and recognize students' development and achievement.

Teacher Development

6. Development of high quality teaching staff with strong professional capacity and accountability while keeping good personal wellness

Targets for 2011-2012

- 6.1 Continue to strengthen the feedback from school management on non-teaching duties
- 6.2 Continue to make improvements on the work environment
- 6.3 Continue to work with Project Office in the allocation of storage space in the staffrooms
- 6.4 Continue to organize professional development activities with wellness of teachers being the theme of one of the activities
- 6.5 Continue to solicit views from teachers on activities for teacher development needs