

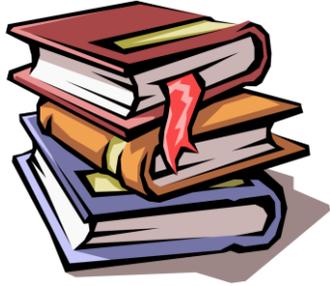


# **Queen's College**

## **School Development Plan**

**2015/16 - 2017/18**

# Queen's College School Vision & Mission



## OUR VISION

It is our vision to provide students with an all-round education aimed at excellence in moral, intellectual, physical, inter-personal and aesthetic development, whereby they can achieve self-fulfillment in all respects throughout their lives and become leaders of tomorrow.

## SCHOOL MISSIONS

1. To nurture in students a love of life-long learning;
2. To promote the spirit in the school motto – *Labor Omnia Vincit*;
3. To develop students' mind and inculcate in them a strong sense of responsibility, self-discipline, integrity and, above all, self-esteem;
4. To ensure that students attain a high level of intellectual development in preparation for further scholastic achievements;
5. To provide students with a balanced range of activities conducive to good health and to make them aware of the importance of sports and sportsmanship;
6. To impress upon students the significance of harmonious inter-personal relationship and of serving the community and the world at large as well as developing their skills of leadership;
7. To cultivate students' creative talents and appreciation of aesthetics;
8. With a view to realizing the aforesaid goals, to encourage the involvement of parents, alumni and members of the community in the activities of the school and to provide opportunities for enhancing the professional development and commitment of the staff.

## CORE VALUES

**Staff** – Commitment, Mutual Respect, Partnership, Care, Self Evaluation, Pursuit of Excellence, Creativity, Fiscal Conservation.

**Students** – Diligence, Brotherhood, Pursuit of Excellence, Integrity, Responsibility.

# HOLISTIC REVIEW

## Effectiveness of the previous School Development Plan 2012-2015

Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
<p><b>1. Enhancing learning and teaching effectiveness</b></p> <p>1.1 Nurturing students' learning capabilities</p> <p>1.2 Building up a learning circle for promoting effective pedagogies among teachers</p>	<ul style="list-style-type: none"> <li>• Partially achieved</li>   <li>• Partially achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Continued to be a major concern in the next school development plan</li> <li>• Incorporated into departmental routine practice</li> <li>• Continued to be a major concern in the next school development plan</li> <li>• Incorporated into departmental routine practice</li> </ul>	<ul style="list-style-type: none"> <li>• It is aimed to realize the academic potential of students according to their diverse learning abilities.</li>   <li>• Teachers showed initiative to upgrade themselves through different courses, seminars and conferences. They shared their knowledge through discussions with colleagues, panel meetings, academic committee meetings and staff meetings.</li> </ul>

Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
<p><b>2. Strengthening students' core values</b>  <b>2.1 Whole school approach to character building: Be a Respectful and Responsible Queenian with Firm Beliefs (especially on enhancing AQ)</b></p> <p>2.1.1 Respect: nurturing the mindset to respect oneself and others corresponding to situations</p> <p>2.1.2 Responsibility: cultivating the attitude to be responsible for one's own learning and personal growth</p> <p>2.1.3 Firm beliefs: developing the habit of assertiveness, positive thinking and emotion management</p>	<ul style="list-style-type: none"> <li>Fully achieved in the cognitive domain and partially achieved in the affective and behavioral domains</li> </ul>	<ul style="list-style-type: none"> <li>Incorporated into Annual Plan of Student Development Team</li> <li>Making use of "Seven Habits", "Satir Growth Model", "Choice Theory" and "Positive Education" to design a more comprehensive program</li> </ul>	<ul style="list-style-type: none"> <li>Gratitude and validation (assuring others' values) should also be nurtured among students.</li> </ul>

Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
<p><b>2. Strengthening students' core values</b></p> <p><b>2.2 Promotion of social awareness</b></p> <p>2.2.1 Strengthening students' social awareness and their willingness to serve the community &amp; to establish the Elder Academy in QC</p> <ul style="list-style-type: none"> <li>• Organizing long-term leadership training programmes for student leaders through joint-school volunteer training schemes organized by different social service clubs, uniform groups, the Elder Academy and NGOs</li> <li>• Promoting fund-raising activities for people in need on different occasions e.g. Dress Special Day for the Community Chest, Open Days and special events throughout the year to promote the concept – “More blessed to give than to receive 施比受更爲有福”</li> <li>• Promoting and encouraging students to participate in regular social services and training such as flag-selling or activities organized by the Elder Academy, social service clubs and uniform groups</li> </ul>	<ul style="list-style-type: none"> <li>• Fully achieved</li> <li>• Fully achieved</li> <li>• Partially achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporated into function teams and social service groups' long term activities</li> <li>• Incorporated into function teams and social service groups' regular activities</li> <li>• Incorporated into function teams and social service groups' regular activities</li> <li>• Further promoting social services and training as regular activities in lower forms</li> </ul>	<ul style="list-style-type: none"> <li>• Cultivating positive values and attitudes such as concern for others and serving the community is essential in our lives and important to students' personal growth</li> </ul>

Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
<ul style="list-style-type: none"> <li>• Organizing service training programmes for all SS1 and SS2 students during LWL periods to arouse students' awareness of serving the elderly and disabled people</li>   <li>• Other programmes promoting social awareness and social services</li>   <li>• Recognition of students' excellent performances in community services through participating in the Hong Kong Volunteer Service Award Scheme organized by the Social Welfare Department or other external agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Fully achieved</li>   <li>• Partially achieved</li>   <li>• Fully achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporated into function teams and social service groups' routine programmes</li>   <li>• Incorporated into function teams and social service groups' routine programmes</li>   <li>• Further promoting social awareness among students by various types of programmes and competitions</li>   <li>• Incorporated into function teams and social service groups' routine practice</li> </ul>	

## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• Students exhibit strong motivation and a serious attitude to learning through a wide range of learning activities.</li> <li>• Teachers are professional and knowledgeable. Their approachable and friendly manners encourage student-teacher interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• A succession plan of management staff is needed for maintaining school's administration continuity.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The Student Development Committee can effectively coordinate the work of related functional committees to implement student support programmes in a collaborative manner.</li> <li>• A range of opportunities for students to contribute to society through community services are provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Better allocation or reduction of administrative duties among Middle Managers should be made so as to empower Middle Managers for effective policy implementation.</li> <li>• Newly recruited staff members are in need of sufficient guidance and school-based training offered by their supervisors.</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• Parents and old boys offer strong support to school.</li> <li>• School frequently receives invitations from many external bodies to their programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum refinement based on current educational changes is needed to facilitate students' learning for their future career and life planning needs.</li> <li>• The culture of formative assessment should be further promoted to provide a different dimension of Assessment for/ as Learning.</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Our students are polite and well-mannered in general.</li> <li>• They show enthusiasm and proactivity in school life.</li> </ul>	<ul style="list-style-type: none"> <li>• Due care and attention should be paid to the diverse learning needs and abilities of our students.</li> <li>• Students should be guided to maintain a better balance between academic studies and extra-curricular activities.</li> <li>• Better preparation for developing teachers' knowledge, skills and attitude in implementing new initiatives such as e-learning and Self-directed Learning can promote teachers' readiness on adopting new pedagogies.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li>• Our students participate actively in a wide range of ECAs, inter-school competitions and community services.</li> <li>• Students have gained confidence and recognitions locally or internationally through obtaining numerous group and individual awards.</li> </ul>	<ul style="list-style-type: none"> <li>• Student leadership development programmes can begin in junior forms.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>• Parents and old boys offer strong support to school.</li> <li>• School frequently receives invitations from many external bodies to their programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Our school can further explore other professional support from both academic and non-academic external bodies.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>• Our students are polite and well-mannered in general.</li> <li>• They show enthusiasm and proactivity in school life.</li> </ul>	<ul style="list-style-type: none"> <li>• More refined emphasis should be placed on certain personal qualities with reference to students' characteristics and backgrounds.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Our students participate actively in a wide range of ECAs, inter-school competitions and community services.</li> <li>• Students have gained confidence and recognitions locally or internationally through obtaining numerous group and individual awards.</li> </ul>	<ul style="list-style-type: none"> <li>• A more careful balance between school work and ECAs should be maintained.</li> </ul>

# SWOT Analysis

## Our Strengths

- The school has a clear vision and mission supported by all of its stakeholders.
- Students are provided with an all-round education to face the challenges of tomorrow.
- The school management is responsive to changes in society and education, setting directions and devising plans for further development.
- Highly experienced and dedicated teachers create an inviting learning environment with meaningful life-wide learning opportunities that cater for the diverse interests and abilities of our students.
- Most of our students are highly motivated learners who can master and execute the various generic skills needed for life-long learning.
- To foster students' autonomy and develop students' talents, the school adopts an open approach to students' development.
- A spirit of brotherhood in the school is sustained through collaboration.
- A strong sense of belonging among parents and alumni is evident in their enthusiasm and generous support given to many aspects of the school's development.

## Our Weaknesses

- Students are examination-oriented and may show less awareness of personal qualities such as cleanliness, respect, responsibility and self-discipline.
- Students are less aware of their etiquette and social skills.
- Old school building and limited space hinder school development.

## **Our Opportunities**

- Our school has an established reputation for outstanding academic achievements.
- Parents, alumni and the community have generously supported the school, enabling us to offer students better resources. Therefore, higher standards of achievement and professionalism exist among students and staff.
- Small class size enhances learning and teaching effectiveness.

## **Our Threats**

- The pursuit for material comfort that prevails in society poses a threat to youngsters' outlook on life.
- Weaker students can be kept until Secondary Six in the senior secondary curriculum and thus teachers have to cater for students' diverse learning capabilities.
- It is imperative for Queen's College to retain its competitive edge over Direct Subsidy Scheme Schools which implement more diverse curriculum structures, enjoy greater flexibility in student admission and funding enrichment schemes.

## **Major Concerns for 2015-18 (in order of priority)**

1. Promotion of Self-directed Learning
2. Strengthening of Life Planning Education and Career Guidance
3. Promotion of School Ethos through Celebrating the 155<sup>th</sup> Anniversary

## School Development Plan (2015 – 2018)

### Major Concern 1: Promotion of Self-directed Learning (SDL)

Targets	Outline of Strategies	Time Scale			
		15 - 16	16 - 17	17 – 18	
<p><b>1.1 To nurture students’ knowledge and skills in SDL through e-learning so as to equip them as capable life-long learners</b></p> <p>a. To use IT (e.g. Learning Management System (LMS), mobile devices, etc.) to facilitate SDL</p> <p>b. To implement project learning and enquiry studies in different subjects</p> <p>c. To design learning experience outside classroom to enhance students’ awareness and skills of SDL</p> <p>d. To promote students’ exploration and understanding of different self-learning strategies and methods</p>	1.1.1	To facilitate students’ SDL and self-accessed learning in PSHE subjects, (S1-S3) via e-learning portal in LMS.	✓	✓	✓
	1.1.2	To provide opportunities for students to develop SDL through the implementation of Project Learning in PSHE subjects (History S2 – S3, Geography S1 – 2, L.S. S1 – S2)	✓	✓	✓
	1.1.3	To expose students to the learning environment outside school to encourage open and self-directed exploration through field experiences (e.g. orienteering, oversea study tours and exchange programmes) (S1 – S5)	✓	✓	✓
	1.1.4	To promote ‘learning without borders’ by developing a school-based video archive in the LMS to facilitate Flipped Classroom and SDL (S1 – S3)	✓	✓	✓
	1.1.5	To strengthen SDL by adopting various self-learning platforms (e.g. Online Independent Learning Scheme (Reading Scheme (S1 – S3), Question Bank (HKEdCity))	✓	✓	✓
	1.1.6	To enhance S1 students’ understanding of their learning styles by adopting ‘Learning to Learn’ programme	✓	✓	✓
	1.1.7	To introduce Self-directed Learning strategies by inviting old boys as speakers to share their experiences in university studies (S1 – S6)	✓	✓	✓

Targets	Outline of Strategies	Time Scale		
		15 - 16	16 - 17	17 – 18
<b>1.2 To enhance teachers' professional knowledge and skills in learning and assessment design for SDL, and use of e-learning tools in SDL design and implementation</b>  a. To promote teachers' conceptual understanding of SDL  b. To facilitate teachers to implement SDL in their teaching  c. To review and renew curriculum to strengthen SDL	1.2.1 To organise Staff Development Day to help teachers in their design and implementation of SDL	✓	✓	✓
	1.2.2 To organise workshops to familiarize teachers with the Learning Management System (LMS)	✓	✓	✓
	1.2.3 To share SDL experience in departments / subject meetings and peer lesson observations of pilot group of teachers	✓	✓	✓
	1.2.4 To design curriculum to strengthen SDL into the Science KLA			
	a. refining the curriculum of Creative Science in junior form Integrated Science	✓	✓	✓
	b. introducing MathPlanet in junior form Mathematics	✓	✓	✓
	1.2.5 To join external programmes (i.e. Self-directed Learning in Science with e-learning support for learner diversity and smooth primary-secondary transition)	✓	✓	✓

## Major Concern 2: Strengthening of Life Planning Education and Career Guidance

Targets	Outline of Strategies	Time Scale		
		15/16	16/17	17/18
<p><b>2.1 To organize Career and Life Planning programmes</b></p> <p>a. to enable students to acquire adequate knowledge on further education and workplace in order to understand one-self and impact of external influences</p> <p>b. to enable students to acquire necessary skills (skills related to examination, leadership, communication, collaboration, creativity, decision-making) and attitude (workplace ethics, integrity, responsibility and respect) through planned careers activities and business programmes so that they can formulate their career plan and make wise choices of university programmes and work options</p> <p>c. to investigate multiple options (opportunities and constraints) of learning and work and to make decisions, and to formulate and act out plans to manage changes and transition from secondary to tertiary education</p>	<p>2.1.1 To disseminate updated and relevant information on career development and further education through a wide range of activities such as visits, talks, workshops, sharing sessions, career expos, parent-teacher meetings, publications and careers assessment tests</p>	✓	✓	✓
	<p>2.1.2 To provide opportunities for students to acquire skills needed for career development through a wide range of specific learning programmes such as mock examinations, mock interviews, Applied Learning Taster Programmes, Engagement Programm Business Partnership Programmes, job shadowing, internship and mentorship programme</p>	✓	✓	✓
	<p>2.1.3 To provide individual guidance and supervision on exploring further educational opportunities and multiple pathways such as workshops for preparing Self-accounts and JUPAS programme choices list, individual and group counseling service, mentorship programme and school-based assessment tools.</p>	✓	✓	✓

Targets	Outline of Strategies	Time Scale		
		15/16	16/17	17/18
<b>2.2 To enable students to acquire knowledge and skills related to future careers through subject-related activities</b> <b>a. Chinese Language</b> <b>b. English Language</b> <b>c. Mathematics</b> <b>d. Liberal Studies</b> <b>e. Economics / Business, Accounting and Financial Studies</b>	2.2.1 To conduct learning activities related to career and life planning through collaboration with various subject departments such as reading newspaper articles, writing reflections, preparing self-account, organizing mock interview practice, carrying out project work, teaching career-related topics and participating in Junior Achievement Company Programme and Business School Partnership Programme	✓	✓	✓
	2.3.1 To cultivate the mind-set: “Leader in me” - a proactive approach to nurturing ‘new’ self related to career and life planning through assembly sharing	✓	✓	✓
	2.3.2 To cultivate the attitude: “Personal leadership” - nurturing the skills of self-understanding and goal setting related to career and life planning through Peers Concern and Guidance Scheme through small group tutoring sessions and mass programmes	✓	✓	✓
<b>2.3 To facilitate students’ personal growth and leadership development through organizing year-round extra-curricular programmes</b>				

### Major Concern 3: Promotion of School Ethos through Celebrating the 155<sup>th</sup> Anniversary

Targets	Outline of Strategies	Time Scale		
		15/16	16/17	17/18
<b>3.1 To reinforce a positive school ethos and facilitate students' life-wide learning through the celebration of the 155th Anniversary</b>	3.1.1 To organise multifarious celebrating events			
	a. Logo and Souvenir Design Competition	✓		
	b. Webpage Design Competition	✓		
	c. History Corridor	✓	✓	
	d. Publication of Students' English and Chinese essays	✓	✓	
	e. Fund Raising (Walkathon)		✓	
	f. Kick Off Ceremony		✓	
	g. QC Celebrity Talks		✓	✓
	h. Joint School Art Exhibition		✓	
	i. Open Days		✓	
	j. Anniversary Concert		✓	
	k. Drama Performance			✓
	l. Speech Day			✓
	m. Anniversary Gala Dinner			✓
n. Yellow Dragon Publication (Special Anniversary Edition)			✓	

Targets	Outline of Strategies	Time Scale		
		15/16	16/17	17/18
<b>3.2 To consolidate unity of parents, old boys, students and teachers and promote a stronger sense of belonging to our school</b>	3.2.1 To establish and run the 155 <sup>th</sup> Anniversary Organizing Committee to coordinate various working groups for the preparation and implementation work of the celebrating events	✓	✓	✓
<b>3.3 To further promote the school's prestigious status in the community</b>	3.3.1 To invite public figures and the general public to join our celebrating activities and invite the press media to promote and report the celebrations	✓	✓	✓