

Thinking Skills
Diversified Learning
Multiple Intelligences

School Development Plan

2004 – 2007

*We aim at providing an all-round education of Christian virtues
and the formation of heart to empower our youngsters to be
women of integrity and versatility.*

School Development Plan 2004-2007

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School Goals

A Sacred Heartist will:

1. master the basic learning skills
2. possess the knowledge needed for living and working in society
3. develop the ability to think creatively, to solve problems and to reason independently
4. have the ability to communicate effectively in English as well as in Chinese and Putonghua
5. develop special interests and abilities through co-curricular activities
6. cultivate a love and respect for the less fortunate through active service in the community
7. acquire a knowledge of and a respect for our own and other cultures
8. develop an understanding of the value of the natural environment and human resources and the need to protect them
9. develop an understanding of and appreciation for the responsibilities of citizens in a democratic society
10. learn to recognize true moral values and develop a mode of conduct based upon a sense of personal worth and dignity
11. develop the ability to think and act honestly, courageously and responsibly
12. seek betterment in all aspects of learning and develop a sense of pride in personal effort
13. cultivate an appreciation for natural beauty as well as aesthetic qualities in art, music, literature, dance and other forms
14. develop creative self-expression in arts and humanities
15. understand the need for good physical and mental health and develop personal health attitudes and practices
16. develop versatility to meet challenges of a fast-changing world
17. cultivate a global vision to understand international issues and act accordingly.

School Development Plan

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Project Learning	Liberal Studies in F.6 & 7 Whole school PBL on trial	Staff training & curriculum design on teaching research skills	Interest-based projects Assessment tools developed	PBL curriculum on Community Service	PBL – Dialogue between Science and Humanity, peer assessment (communicative learning)	PBL – Refining curriculum and assessment; project assistants		
Reading Enhancement		Daily reading period (30 mins.) added	Recommended booklists and lunch time reading corner	Reading techniques and enhancement curriculum	Reading policy drawing & updating	Reading Journals, book promotion and sharing		
Thinking Skills Education			Departmental trial curriculum & tr awareness	Staff training & co-curricular activities	Curriculum integration in full swing	IS Education policy drawing & updating		
Community Service				PBL on creative community service	Staff training for community service	Community service in full swing	Community service policy updating	
Multiple Intelligence					MI on trial, one student one aesthetic aspect	MI camps and learning for staff and students	MI in specific academic departments	MI policy Assessment tools ready
IT in Education	100% BIT	100% IIT 25% UIT Departmental homepage set	Internet, intranet and extranet set for shared resources	e-class for better organization of homework and e learning	Teacher webpage set up for teaching and learning	Self-learning curriculum, e.g. Cisco Academic Assessment	Video conferences for teaching and learning	Using IT for shared knowledge and education

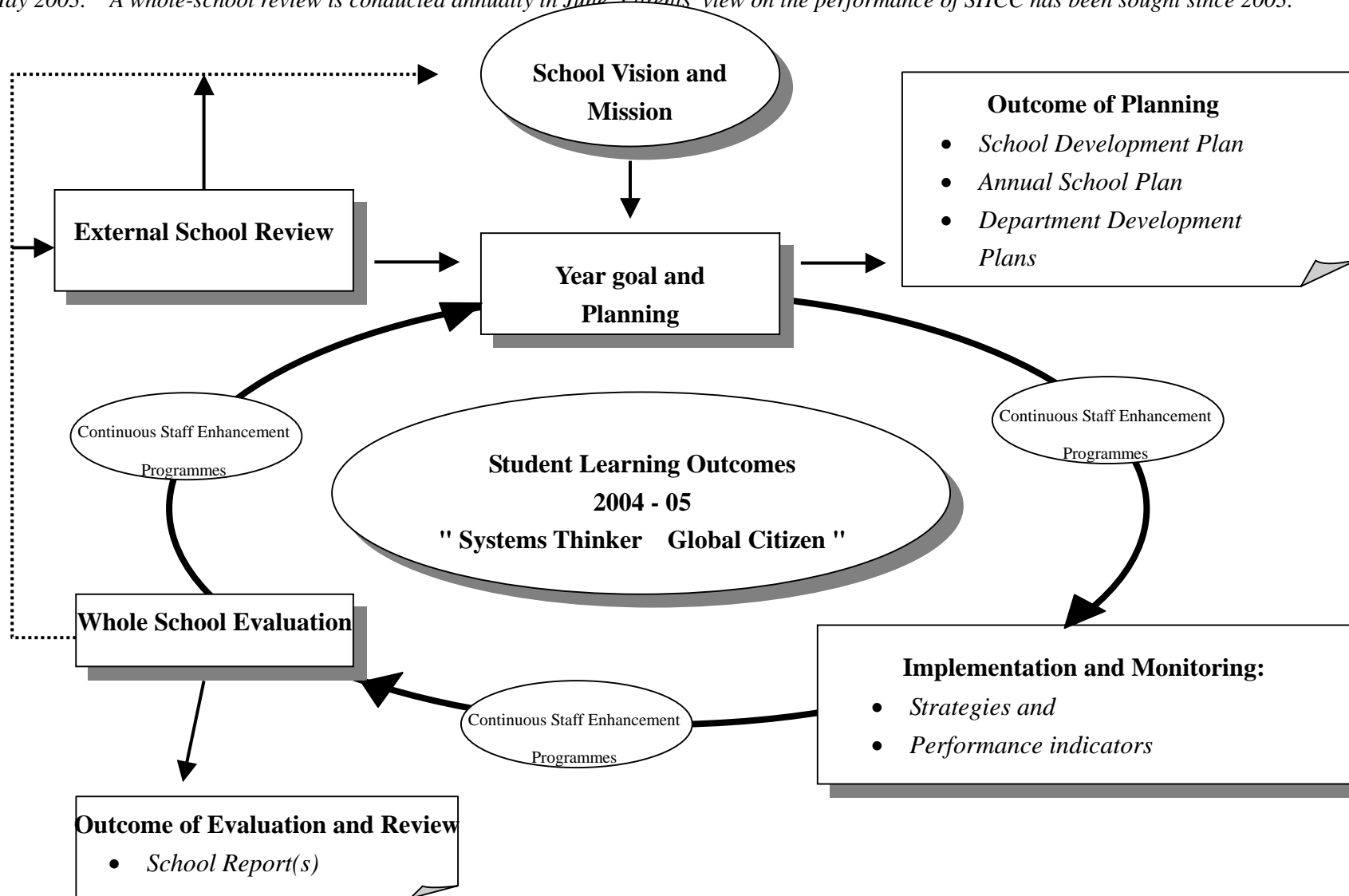
School Self-Evaluation Plan

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Whole School Review by Teachers on Year Theme	School ethos & learning attitude	Inter-dependent and responsible learner	Active learning & community service	Thinking skills, Caring community	Positive Thinking Communicative Learning (also by parents)	Systems Thinking, Global Citizen				
Principal		by teachers	by self	by teachers	by parents & students	by self	by teachers	by parents & students	by SMC &/or external	by teachers
Teachers	departmental appraisal on teaching	departmental appraisal on teaching	Senior trs by principal, team heads & CCA advisers by VP & AP	Peer lesson observation & student feedback on teacher performance	departmental appraisal on teaching & performance	departmental appraisal on teaching & performance	Senior trs by principal, team heads & CCA advisers by VP & AP	Peer lesson observation & student feedback on teacher performance	departmental appraisal on teaching & performance	departmental appraisal on teaching & performance
Teachers on Probation	by principal & dept head	by principal & dept head	by principal & dept head	by principal & dept head	by principal & dept head	by principal & dept head	by principal & dept head	by principal & dept head	by principal & dept head	by principal & dept head
Self Evaluation of Students		F.4-7 on all aspects	F.5 & 7 on all aspects, F.1-3, 4 & 6 on character development & learning	F.5 & 7 on all aspects, F.1-3, 4 & 6 on character development	F.5 & 7 on all aspects, F.1-3, 4 & 6 on learning	F.5 & 7 on all aspects, F.1-3, 4 & 6 on school culture	F.5 & 7 on all aspects, F.1-3, 4 & 6 on learning	F.5 & 7 on all aspects, F.1-3, 4 & 6 on character development	F.5 & 7 on all aspects, F.1-3, 4 & 6 on school culture	F.5 & 7 on all aspects, F.1-3, 4 & 6 on character development
Academic Value Addedness	-	CE & AL by EMB	CE & AL by EMB	CE & AL by EMB	CE & AL by EMB	CE & AL by EMB	CE & AL by EMB	CE & AL by EMB	CE & AL by EMB	CE & AL by EMB
External Review					March, 2004					

*Principal and student evaluation on a three-year cycle and teachers on a four-year cycle

School Self-Evaluation Model

A ten-year plan for development has been carried out since 1999. To identify the strengths and weaknesses of the school, questionnaires on the Principal's leadership qualities, her professional competence & commitment, teaching & learning in the school and school culture & ethos, were done by the whole teaching staff in May 2003. A whole-school review is conducted annually in June. Parents' view on the performance of SHCC has been sought since 2003.



Our Present Situation and Our Future

Strengths	Opportunities
<p>1. As confirmed by the External School Review (ESR) Team, character development and counselling is the best-developed area in our school, where peer collaboration is strong inside and outside class.</p> <p>2. Also identified by the ESR Team, the school demonstrated excellent performance in the domain of Management and Organization. For sustainable development of the school, cross-curricular approach to curriculum design and innovative pedagogy will continue to be developed.</p> <p>3. Performance in both Chinese and English in public exams has been progressing fairly well over the past few years. Both language department members are keen to upgrade their teaching skills and diversified teaching strategies.</p>	<p>1. We now focus on rendering more appropriate opportunities for students of average performance. The Learning Support Team is newly established to monitor less organized and focused students by giving more timely guidance and support.</p> <p>2. We now continue to promote better interaction so as to share professional practices and reflections among colleagues. Inter-departmental staff development and observation help in the orientation to future curriculum renovation.</p> <p>3. We now focus on the language proficiency of students and teachers in order that the target language can be practised with authentic purposes. Junior English language curriculum is moderated to heighten students' knowledge and appreciation of literary arts.</p>

Weaknesses	Opportunities
<ol style="list-style-type: none"> 1. Application of thinking skills acquired so far have not been fully utilized among average students as many of them are weak in developing their spatial concepts and seeing the relationship and connectedness between different patterns of learning. 2. Both students and parents still attach much importance to exam results, thus neglecting the importance of peer learning and developing social relationships. The language used in the school campus outside the classroom is largely Cantonese. 3. Though the school e-class has been installed for two years, the service has not been very actively made use of so far. Learning has been largely confined to texts and the intelligence of individuals has not been effectively explored and developed. 	<ol style="list-style-type: none"> 1. A Thinking Skills Curriculum will be completed and the policy for Thinking Skills Education will be drawn in due course. Application of thinking skills to study and life will be further promoted for all students, and more opportunities will be made available for less proficient students. 2. A series of actions will be taken to develop students' linguistic intelligence and social skills. Students will be helped to acquire higher values for life. 3. Promoting effective use of e-class to enhance interaction and knowledge building will help students focus on the diversity of culture and life. Tasks and activities will be designed for students to explore the world of science and take charge of their own learning processes.

School Development Plan 2004 - 2007

Tentative Major Concerns (to be finalized after annual review)	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			04/05	05/06	06/07
<ol style="list-style-type: none"> 1. <i>Enhancing the Quality of Thinking</i> <ul style="list-style-type: none"> • <i>Systems thinking</i> 2. <i>Reinforcing diversified learning and encouraging more affirmative feedback</i> 3. <i>Multiple Intelligence on Trial</i> 4. <i>Community Service Policy & Practice</i> 	<ul style="list-style-type: none"> • Teachers and students at large are aware of and capable of applying systems thinking to their teaching and learning processes • Teachers are also actively engaged in developing students' individual potential 	See strategies listed on ASP	✓	✓	✓
<ol style="list-style-type: none"> 1. <i>Multiple Intelligence for life</i> 2. <i>Staff development in Multiple Intelligence</i> 3. <i>Updating thinking skills education policy</i> 	<ul style="list-style-type: none"> • Development of students' Multiple Intelligences in both academic and cultural departments be in progress • Students are more enthusiastically engaged in various forms of tasks and activities that build up their self-initiated learning 	<i>To be developed</i>		✓	✓
<ol style="list-style-type: none"> 1. <i>Developing Learners' autonomy</i> 2. <i>Multiple Intelligence policy drawn and updated</i> 	<ul style="list-style-type: none"> • Independent and interdependent learning in focus • Progress in students' physical, aesthetic and spiritual growth 	<i>To be developed</i>			✓

Sacred Heart Canossian College

School Development Plan

2004 - 2007

endorsed by the School Management Committee:

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