REVISED

Queen Elizabeth School

School Development Plan

(2015/16 - 2017/18)

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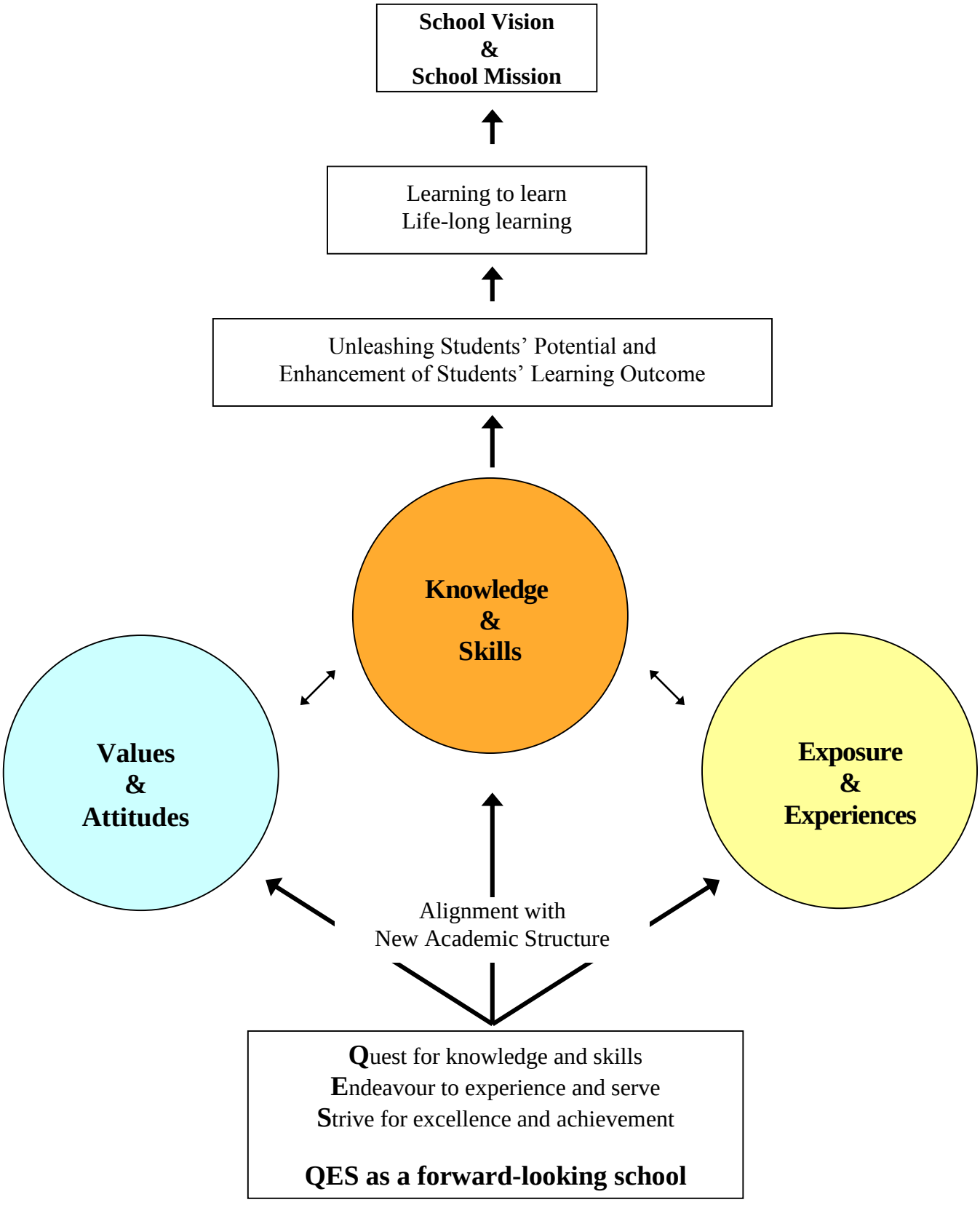
School Mission

Our mission is to provide an all-round education to promote the moral, intellectual, physical, social and aesthetic development of students. Through a well-balanced curriculum and a positive learning environment, we offer students opportunities for realizing their potential to the full and growing in a sense of self-discipline, civic responsibility, concern and respect for others as well as commitment to the common good in their service to home, country and humanity.

School Vision

(2015/16 to 2017/18)



School Development Framework
(2015/16 to 2017/18)

Unleashing Students' Potential and
Enhancement of Students' Learning Outcome

through

Major Concern Programmes,

Programmes of Subject Departments and Functional Teams

and

Each and Every Lesson

built on

Enhanced Curriculum Design, Pedagogy & Assessment
&Teachers' Professional Development

Cascading Effects with Whole-School Approach

Alignment
Engagement
Empowerment

Onwards with Strength and Vitality into a School of Excellence

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	To what extent are Targets achieved	Follow-up action	Remarks
1. To enhance teachers' effectiveness as facilitators of students' academic pursuits and whole person development (through teachers' self-initiated and school-based professional development programmes)	(Mostly achieved)	(will be incorporated as routine work in promoting teachers' professional development)	

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	To what extent are Targets achieved	Follow-up action	Remarks
2. To nurture students as confident and self-directed learners with fully developed potential (through launching the TOP whole person development programme)	Targets related to:- - Learning Culture (Partly achieved) - Self-directed Learning Skills (Partly achieved) - External Support Services to enhance effectiveness of Learning (Mostly achieved) - Training programmes for different types of learners (Mostly achieved) - Learning Resources (Mostly achieved)	(The promotion of Learning Culture and Self-directed Learning in the School will continue to be targets in the major concerns in the next SDP)	

Holistic Review

Evaluation of the School's Overall Performance

PI Areas	Major Strength	Areas for Improvement
1. School Management	- Platforms like the school website and report provides transparent and accountable school management - Development priorities based on student needs and self-evaluation findings - Effective mechanism to coordinate implementation of tasks - Various channels like the panel head cum functional team meetings help enhance communication and collaboration - Financial and human resources well deployed - Crisis management team regular meets to review measures to handle exigencies - School self-evaluation effectively implemented, effectiveness of tasks evaluated at different levels, and evaluation report provides feedback to staff, - Self-evaluation culture well fostered	- Better coordination between teams and staff to reduce stress to students
2. Professional Leadership	- Visionary school leaders and knowledgeable middle managers committed to school improvement - Regular meetings to share vision for school development, students' learning outcomes and whole-person development enhanced through school plan strategies - Good professional development records of staff - Good support to basic rank teachers through mentoring system - Duties assigned to staff according to their abilities and school needs - Teacher professional development plans drawn up by school, department and staff - Well-established staff appraisal system to help teachers for continuous improvement	- Working relationship between school management and staff could be further improved - Middle managers to play a greater role in school administration - Opportunities for professional sharing and collaboration could be further extended

PI Areas	Major Strength	Areas for Improvement
3. Curriculum and Assessment	- Curriculum planning well aligned with education development and students' needs, broad & balanced academic and non-academic curriculum framework - School-based curriculum implementation data-driven, , implementation closely monitored by panel heads - Well-established policy of continuous assessment and test and examinations - Informative feedback from teachers on student assignments, peer assessment encouraged in classroom learning - CPR and PIE model widely adopted to evaluate the effectiveness of curriculum implementation - Reviews in panel meetings, lesson observation and performance in examinations used to inform curriculum planning	- Insufficient collaboration of KLAs - Variety and quality of students' assignments could be further enhanced to unleash students' learning potentials
4. Student Learning and Teaching	- Contents of lessons and learning activities well designed to meet teaching objectives - Good delivery and communication skills for teachers and students respectively, effective classroom management, opportunities for participation and interaction - Appropriate feedback to help students improve (e.g. using sample work from students) - Group discussions and peer learning frequently used in lessons - Opportunities to extend their learning (e.g. inter-school competitions)	- Learning attitude and motivation vary between classes and levels - Some students not able to apply learning strategies well, can improve on independent learning, lack the drive to strive for excellence - Engaged in classroom activities but not doing well in homework assignments - Need to further motivate students' interest in academic learning and set higher goals for achievements
5. Student Support	- Different means for school to identify students' varied needs and provided follow-up support - Special learning programmes for high-achievers, low achievers, non-Chinese and SEN students - Good peer and teacher-student relationships, liberal school environment	- Strengthening support of low achievers required in view of growing number of students with emotional problems

PI Areas	Major Strength	Areas for Improvement
6. Partnership	- Parent education courses offered, large number of parents mobilized by PTA to support school activities, ample channels for parents to express opinions - Many external links explored to support student learning, good support from alumni network	- Optimization of resource support from alumni and parents required
7. Attitude and Behaviour	- Generally well-behaved and disciplined - Good self-concept, improving motivation towards learning - Will to serve the community - Good interpersonal relationships	- Students reflective of their self-discipline, unhealthy life style and stress from tests and examinations - Development of their positive values required
8. Participation and Achievement	- Satisfactory performance in internal examinations and TSA - Good participation and performance in ECA / OLE	- Room for improving performance in HKDSEE and JUPAS admission - Learning outcomes and achievement in ECA could be further enhanced

SWOT Analysis of the School (June 2015)

STRENGTHS

- ✧ Harmonious campus atmosphere with excellent peer relationships, strong sense of belonging (close bonding between senior and junior students)
- ✧ Experienced, knowledgeable and subject-trained teachers
- ✧ Academically capable students with high motivation for learning and potential to achieve academic excellence
- ✧ Good resource support from PTA, OSA and alumni

WEAKNESSES

- ✧ Students' moral values and discipline
- ✧ Students' self-learning capacity and reading habits
- ✧ Students' leadership, time-management and generic skills
- ✧ Students lack perseverance and determination to strive for academic excellence
- ✧ Collaboration and job satisfaction amongst teaching staff

OPPORTUNITIES

- ✧ Introduction of young teachers add drive and energy to the teaching team
- ✧ New resources available to support teaching and learning – campus TV, WIFI900 (e-learning), careers funding (careers and life-planning)
- ✧ External educational resource support to school (e.g. QSIP, Healthy School Programme)
- ✧ Learning opportunities outside classroom, including exchange programmes with top schools in Hong Kong (modeling effect)
- ✧ Fund and grants available for students with special needs or financial difficulties to widen their learning experience and exposure

THREATS

- ✧ Teachers overloaded with teaching and non-teaching duties
- ✧ Imbalance ratio of boys and girls (discrepancy in intellectual development)
- ✧ Weak family support for some students
- ✧ Increasing learner diversity
- ✧ Wrong matching in selection of subjects and more free lessons for students (loss of learning time) under NSS curriculum

School 3-year Development Plan

(2015/16 – 2017/18)

Major Concerns

1. To fully develop students' academic potential through optimization of teaching strategies and promotion of self-directed learning

2. To foster students' positive attitude and commitment to their personal development, school and community

School Development Plan (2015/16 – 2017/18)

Major Concern 1: To fully develop students' academic potential through optimization of teaching strategies and promotion of self-directed learning

Targets	Outline of Strategies	Time Scale		
		15/16	16/17	17/18
1.1 To ensure the effectiveness of teaching	1.1.1 To set clear performance goals for both teaching and learning and devise concrete measures to attain them	✓	✓	✓
	1.1.2 To enhance teachers' teaching skills through professional collaboration, staff development programmes and professional sharing	✓	✓	✓
	1.1.3 To fully utilise the e-platform and engage students in high-order learning activities	✓	✓	✓
	1.14 To provide assessment as learning through regular review of assignments	✓	✓	✓
1.2 To promote students' self-directed learning and improve their academic performance	1.2.1 To enrich students' learning experience through learning activities and opportunities beyond classroom	✓	✓	✓
	1.2.2 To optimize support for low achievers through peer sharing and group learning	✓	✓	✓
	1.2.3 To promote reading by strengthening the reading schemes	✓	✓	✓
	1.2.4 To employ 'flipped classroom' and other learning strategies	✓	✓	✓

Major concern 2: To foster students' positive attitude and commitment to their personal development, school and community

Targets	A General Outline of Strategies	Time Scale		
		15/16	16/17	17/18
2.1 To help students develop positive attitude to learning and activities	2.1.1 To promote core values in formal curriculum in different subjects, class-based activities and mass programmes	✓	✓	✓
	2.1.2 To conduct assessment in ECA and review performance improvement measures to better facilitate students' whole-person development	✓	✓	✓
	2.1.3 To promote experiential learning including service learning	✓	✓	✓
	2.1.4 To conduct comprehensive assessment of students' participation in extra-curricular programmes, using the target-oriented approach	✓	✓	✓
2.2 To help students develop a sense of responsibility, thankfulness, perseverance and respect for others and strengthen a sense of belonging to school and the community	2.2.1 To organize talks, workshops and personal growth programmes to promote the positive values	✓	✓	✓
	2.2.2 To empower more students to be competent and responsible leaders	✓	✓	✓
	2.2.3 To encourage students to participate in various social service programmes and activities	✓	✓	✓
2.3 To help students set clear goals for learning and life planning and do reflection regularly	2.3.1 To conduct life-planning programmes through talks, visits, group and individual counselling	✓	✓	✓
	2.3.2 To monitor the setting of personal goals and cultivation of class spirit through class-based activities	✓	✓	✓