



Queen Elizabeth School

School Development Plan

2021/22 - 2023/24

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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 Motto

Vos Parate Ut Serviatis – Prepare yourselves that you may serve

School Values

Quest for knowledge and skills

Endeavour to experience and serve

Strive for excellence and achievement

School Goals

Unleashing Students' Potential,
Enhancement of Students' Learning Outcome, and
Fostering Students' Whole-person Development

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 (2018/19 - 2020/21)

Major Concern 1: To further enhance students' learning capacity and teachers' collaboration

Targets		Outline of Strategies		Extent of targets achieved	Follow-up action
1.1	To engage students in active and meaningful learning	1.1.1	To boost students' learning capacity through self-directed learning skills	Mostly achieved	<ul style="list-style-type: none"> - We can get fully used of our well established teaching and learning platform to continuously enhance students' self-directed learning. - Curriculum flexibility can be enhanced with life-wide learning activities to cater for students' diverse learning and development needs.
		1.1.2	To broaden students' learning experiences		
		1.1.3	To enhance students' capability to apply knowledge and skills across the curriculum		
1.2	To help students develop a positive attitude towards learning and good study habits	1.2.1	To optimize learning support for average and weak students	Mostly achieved	<ul style="list-style-type: none"> - We can strive to give students more positive reinforcement to uplift their self-assurance. - Different learning modes can be exploited to further promote students' learning effectiveness and confidence in their own learning capacity.
		1.2.2	To enable students to learn and utilize good study habits		
1.3	To promote a collaborative and learning culture in teaching	1.3.1	To enhance teachers' teaching skills through co-planning of lessons and sharing of teaching resources	Mostly achieved	<ul style="list-style-type: none"> - Making use of collaborative learning as a powerful facilitator of engagement in learning activities will be a norm of our teaching culture. - Cross-departmental sharing and lesson observation can be kept and implemented in the next SDP.
		1.3.2	To conduct cross-departmental lesson observation and sharing		

Major concern 2: To nurture students to be contributing members of the community in a caring and loving school environment

Targets		Outline of Strategies		Extent of targets achieved	Follow-up action
2.1	To create a harmonious and supportive school environment in which appreciation, respect and love are emphasized	2.1.1	To enable students to get access to values that cultivate them with love and care	Fully achieved	<ul style="list-style-type: none"> - A harmonious and supportive school environment in which appreciation, respect and love have been enhanced through various programmes and activities. - Coordinate and collaborate with subject departments and functional committees in organising the multifarious activities to promote the value education in the next SDP. - Student Support Programmes provide activities for all students and also target students and parents to create a harmonious school and develop their healthy mindset and lifestyle.
		2.1.2	To organize theme-based activities to promote a joyful and healthy school		
		2.1.3	To enhance mutual support among different stakeholders and the community		
2.2	To reinforce connections among students of the same form and across levels by engaging students in inter-class and class-based programmes	2.2.1	To positively reinforce values such as a sense of belonging by adopting class management strategies	Mostly achieved	<ul style="list-style-type: none"> - Cultivate a harmonious, respectful, collaborative and supportive atmosphere through Class Management Scheme. - Tasks will be incorporated as routine work: <ul style="list-style-type: none"> ➤ Organize well-structured and diversified pastoral programmes to create a caring environment that students can experience a positive and supportive school life. ➤ Reinforce teachers' class management skills and techniques through in-house workshops. ➤ Cultivate a positive culture of appreciation and strengthen the unity and interaction between teachers and students through class-based activities.
		2.2.2	To encourage active participation of class teachers and students in inter-class activities		
2.3	To foster the sense of national identity and citizenship	2.3.1	To organize a wide range of learning activities for students to develop their sense of national identity	Mostly achieved	<ul style="list-style-type: none"> - More opportunities will be provided for students to strengthen their national identity by participating in various internal and external programmes will be incorporated as routine work. - Students' participations in service education with a comprehensive plan will be shown in the next SDP. - The school will attempt to establish more exchange activities with different Sister Schools in the next SDP.
		2.3.2	To provide more opportunities for students to serve the school and the community		

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
(Area 1) School Management	<ul style="list-style-type: none"> ➤ A whole school approach is adopted in executing school development plans. With the help of various school management and evaluation tools, it is informative for further planning and evaluation. ➤ Adoption of school development priorities has the full support of the School Management Committee (SMC) and the active participation of Parents-Teachers Association (PTA). ➤ Analysis on students' performances and discussions on school's goals and policies are conducted continuously and regularly within subject departments, collaboration among HOD and Functional Team Leaders, ensuring a regular cyclical process of monitoring and evaluation that leads to further improvement of resource deployment. ➤ Students' achievements and measures taken on students' development were issued through various communication channels, such as eClass Circulars, Letters to Parents, Periodic School Newsletter and Annual School Report. ➤ Various administrative IT tools or platforms are established to enhance efficiency of school and lesson management. 	<ul style="list-style-type: none"> ➤ Keep up with the monitoring of the implementation of school plans with further enhanced transparency among stakeholders. ➤ Further enhancement of communication among staff from different levels. ➤ Different modes of inspection can be adopted to improve existing performance management system.
(Area 2) Professional Leadership	<ul style="list-style-type: none"> ➤ Committed, dedicated, self-motivated and subject-trained teachers have sufficient professional knowledge and middle managers are familiar with their administrative work with accumulated experience. ➤ School management assign duties to members of staff commensurate with their abilities/expertise, thus making optimal use of them. ➤ The Principal is open-minded and welcomes staff to carry out their ideas after reaching a consensus with the Principal. ➤ Good relationship among Principal, middle managers, subject panels and teachers. ➤ Post-lesson observation meeting was conducted to enhance teaching effectiveness. 	<ul style="list-style-type: none"> ➤ Communication among Assistant Principals, the middle managers and teachers can be further strengthened so as to provide better coordination. ➤ Coordination between different subject panels can be further enhanced.

PI Areas	Major Strengths	Areas for Improvement
(Area 3) Curriculum & Assessment	<ul style="list-style-type: none"> ➤ Aptly devised school objectives and policies facilitating achievement of school goals. ➤ Well-developed school-based curriculum in line with the latest educational trend. ➤ Effective teamwork of school administration and teachers reinforcing school-based curriculum development. ➤ Efficiently deployed internal and external resources enhancing curriculum implementation. ➤ Varied assessment modes and uses of assessment data for identifying and promoting students' learning outcomes. ➤ Adoption of cross-subject collaborations elevating students' application of knowledge gained. 	<ul style="list-style-type: none"> ➤ Curriculum flexibility can be further enhanced to cater for students' diverse learning and development needs within the school context.
(Area 4) Student Learning & Teaching	<ul style="list-style-type: none"> ➤ Students motivated to strive for success in both academic and non-academic pursuits. ➤ Students inspired to pursue improvement by achievements of peers and reassurance of teachers. ➤ Students enthused to engage in investigation into different issues to enhance their ownership of learning and analytical thinking. ➤ Aptly attuned teaching strategies and learning contents stretching students' abilities and potentials. ➤ Diversified teaching strategies and learning modes catering for students' broad range of abilities, interests and needs and promoting peer support. ➤ Students duly informed of their progress in learning and given advice for improvement by teachers. ➤ Teachers' growing use of different Internet platforms and electronic communication tools to give students extra practice as well as timely feedback and support outside the confines of the classroom. 	<ul style="list-style-type: none"> ➤ Students to be fostered to exploit different learning modes to further promote their learning effectiveness and confidence in their own learning capacity. ➤ Students to be imparted with knowledge for safeguarding themselves against the negative impact of social media and mobile technology. ➤ Teachers to be steered to give students more positive reinforcement to uplift their self-assurance.

PI Areas	Major Strengths	Areas for Improvement
(Area 5) Student Support	<ul style="list-style-type: none"> ➤ The school establishes the Whole-person Development Committee and adopts a whole-school approach on student development. ➤ The school sets up a mechanism to identify students' needs by making good use of the information obtained from APASO, school-based surveys and direct observations. ➤ Pastoral Care Committee organised Class Teachers' meetings for teachers sharing their views and observations on students' needs. ➤ The school incorporates the value education in the Life Education Programmes and Class Periods. Thematic programmes promoted the core values such as "Appreciation", "Respect" and "Love". ➤ Ample opportunities are provided to nurture student leaders. ➤ The entire staff creates a proactive school climate collectively. Teacher-student rapport is good. ➤ A caring culture prevails among students in school due to a close bonding and the strong brotherhood and sisterhood. 	<ul style="list-style-type: none"> ➤ Holistic planning of community services, moral and civic education could be enhanced to instil the positive core values and attitudes to students. ➤ Preventive measures should be implemented to enhance students' self-management skills and strengthen their resilience. ➤ Strengthen the positive values and attitudes in students' relationships by peer support programmes and the tailor-made workshops.
(Area 6) Partnership	<ul style="list-style-type: none"> ➤ Good bonding with PTA and alumni which provides a leverage for continuous school improvement. ➤ Effective parent education, such as Parents' Talks about children developmental needs, Parents Days, Parent Teacher Conference (Junior Forms), Online Parents' Sharing (S1, S3, S4), strengthens the home-school communication and positive attitudes of parenting. ➤ Strong parents' support from PTA committees can facilitate the communication between parents and school. On top of the multiple channels provided to inform the parents on the latest school affairs and development, e-message system is introduced to provide instant messages and notifications to parents. ➤ The school has strong linkage with alumni through different activities. The strong rapport offered by the Old Students' Association (OSA) could offer students with unique opportunities to explore their possible career paths and take different advice on their personal development. In addition, their enthusiastic support to the School Camp provides a wide range of learning experiences for students. ➤ The school has established good partnerships with external organisations, tertiary institutions and NGOs, so we can utilize various external resources to facilitate the school development, enrich students' learning experiences and support students' academic and personal development. 	<ul style="list-style-type: none"> ➤ Enriching the parents' education on parenting, home learning, the ability to cope with adversity and gifted education. ➤ Extend the online parents' sharing to Senior Forms. ➤ More support from the alumni on students' academic development can be sorted in order to enhance the learning capacity of students. ➤ The school will attempt to establish exchange activities with our third sister school in Shenzhen.

PI Areas	Major Strengths	Areas for Improvement
(Area 7) Attitude and Behaviour	<ul style="list-style-type: none"> ➤ Students are well-behaved and receptive to advice and guidance. ➤ Students are confident, inquisitive and presentable. They generally have high motivation. Generally, they get along well with peers. ➤ Students will set goals and try to achieve the goals. They are willing to cope with difficulties and challenges. ➤ For leadership, students are willing to take up roles and they can fulfil their responsibilities. Students are willing to commit themselves in school. ➤ The school strategically fosters a caring campus. Students get along well with others in school and class activities and also maintain a trustful and harmonious relationship with their teachers. ➤ With the leadership demonstrated through a caring culture, student leaders are passionate and committed, acting as role models to their younger schoolmates. 	<ul style="list-style-type: none"> ➤ Parents need to cooperate with the school to guide the students to develop their resilience. ➤ More training and guidance can be given to students to train up their self-management skills. ➤ Students are not active enough even when they are in major roles in school. Students need teachers' encouragement and guidance. ➤ A structured programme can be conducted to help students to pursue a healthy life and build up positive attitudes towards themselves and the community.
(Area 8) Participation and Achievement	<ul style="list-style-type: none"> ➤ The overall performance of students, both academic and non-academic is on the top rank. ➤ Referring to the latest HKDSE results, the rate in all subjects with Level 4 or above is 77.5 %, which is more than a double of Hong Kong average. ➤ An increasing trend is shown in the no. of students meeting the entrance requirements for Bachelor programmes in local and overseas universities. ➤ Over 90 % of students were able to pursue tertiary education successfully. More than 50% of the students with JUPAS offer were admitted to the three main universities, namely HKU, CUHK and HKUST. ➤ Students are active to participate in a wide range of physical, aesthetic and academic activities in both internal and external programmes. ➤ Our students are given plenty of opportunities to plan and host different major school functions to develop their abilities of leadership. 	<ul style="list-style-type: none"> ➤ The school should continue to look for the suitable programmes to enhance the learning capabilities and experiences of students with average or even low abilities beyond classrooms. ➤ The school should continue to help students to strike a good balance between their studies and the co-curricular activities.

SWOT Analysis

Our Strengths

- Professional leadership of Principal, subject panels and committee heads with foresight and visions
- School management assigns duties to members of staff commensurate with their abilities/expertise, thus making optimal use of them
- Committed, dedicated, self-motivated and subject-trained teachers have sufficient professional knowledge and middle managers are familiar with their administrative work with accumulated experience
- Good relationship among Principal, middle managers and teachers creates a liberal school environment allowing due freedom to facilitate school-based curriculum (e.g. STREAM Education) with comprehensive strategies to address students' needs
- Students are enthusiastic in learning and have the aspiration of success in both academic and non-academic aspects
- Students are well performed in open competitions, attain great results in HKDSE and JUPAS degree offers.
- Students demonstrate good behaviour and self-discipline
- Students and alumni possess a strong sense of belonging to the school
- School has established close relationship and good communication with alumni, parents and other external organizations, so as to gain strong and professional support from the active committee members and volunteers in organizing events and school activities, as well as maintain our unique school camp to facilitate life-wide-learning.

Our Weaknesses

- Further enhancement of transparency of school policies is expected
- Existing network infrastructure and IT resources for e-learning are inadequate to fulfill the growth of e-learning needs
- Students' self-learning capacity and time management skills are inadequate to satisfy the learning needs
- Increased vulnerability and sensitivity has revealed the needs for students to strengthen their resilience and face adversity positively.

Our Opportunities

- The new entitlement of three APs facilitates the development of new ideas on management, and deployment of resources, as well as provides better coordination and communication among staff
- Professional courses provided by EDB empower teachers' professionalism
- With the increasing number of young and new teachers, more innovative ideas can be introduced
- Availability of the latest online platforms and communication tools enhance collaborations among teachers and provide more opportunities to develop new mode of learning experience and diversified activities
- Additional funding offered by the government provides opportunities for school to deploy extra resources to support teachers and students
- The optimized curriculum of senior secondary core subjects creates space for students and caters for learner diversity
- The new trend of online teaching and learning mode has developed students' corresponding skills and abilities which facilitate students' self-directed learning

Our Threats

- With ongoing renewal and change of NSS curriculum, school faces challenges to adapt to the changes
- Gap between high-achievers and low-achievers widens due to socio-economic status
- Influence from social media and mobile devices intensifies
- Demand for human resources to provide remedial support and assistive arrangements to cater for the growing number of SEN students
- Wide discrepancy among school's, students' and parents' expectations
- Social issue & pandemic greatly affect school operation, learning and teaching and students' development

Major Concerns for 2021/2022 - 2023/2024

Major Concern 1: To strengthen students' self-directed learning capacity and teachers' professional development

Major concern 2: To nurture students to be responsible leaders with positive values, healthy lifestyle and global perspective

School Development Plan for 2021/2022 - 2023/2024

Major Concern 1: To strengthen students' self-directed learning capacity and teachers' professional development

Targets		Outline of Strategies		Time Scale (Please insert ✓)		
				21/22	22/23	23/24
1.1	To enhance students' learning effectiveness through different learning modes and arrangements	1.1.1	To further enhance students' self-learning capacity through the promotion of blended learning mode	✓	✓	✓
		1.1.2	To exploit different learning modes to further promote students' learning effectiveness and confidence in their own learning capacity	✓	✓	✓
		1.1.3	To enhance learning capacity of average and weak students through a holistic planning of remedial arrangements	✓	✓	✓
1.2	To enhance curriculum flexibility and integration with life-wide learning experiences to cater for students' diverse learning and development needs	1.2.1	To enrich students' learning experiences with structured life-wide learning activities across the curriculum	✓		
		1.2.2	To further promote innovation technology and STEM education	✓	✓	✓
1.3	To strengthen Teacher Professional Development in different aspects of education	1.3.1	To nurture young teachers through staff mentorship/adaptation scheme	✓	✓	✓
		1.3.2	To empower teachers' professional role and promote their Professional Growth	✓	✓	✓

Major concern 2: To nurture students to be responsible leaders with positive values, healthy lifestyle and global perspective

Targets		Outline of Strategies		Time Scale (Please insert ✓)		
				21/22	22/23	23/24
2.1	To cultivate students' positive values and attitudes through a holistic and balanced curriculum	2.1.1	To cultivate students' positive values and attitude through the whole-school approach of value education	✓	✓	✓
		2.1.2	To enhance students' empathy through a holistic planning of community services	✓	✓	✓
		2.1.3	To enhance students' self-management skills and strengthen their resilience	✓	✓	✓
2.2	To create a harmonious school environment and develop students' healthy mindset and lifestyle	2.2.1	To cultivate students' growth mindset and healthy lifestyle	✓	✓	✓
		2.2.2	To strengthen students' information literacy and capacity to identify and evaluate ethical and legal use of information on social media		✓	✓
		2.2.3	To strengthen home-school collaboration to create a harmonious environment for student's whole-person development	✓	✓	✓
2.3	To develop students' competency as young leaders with aspirations for future career, national identity and international perspective	2.3.1	To develop students' competency through structured programme and hand-on experience in various leading roles	✓	✓	
		2.3.2	To nurture students' appreciation of Chinese Culture through National Education in school formal and informal Curriculum	✓	✓	✓
		2.3.3	To broaden students' perspective through career related experiences and various exchange programmes		✓	✓