

St. Margaret's Co-educational English Secondary and Primary School

School Development Plan 2018/19 – 2022/23



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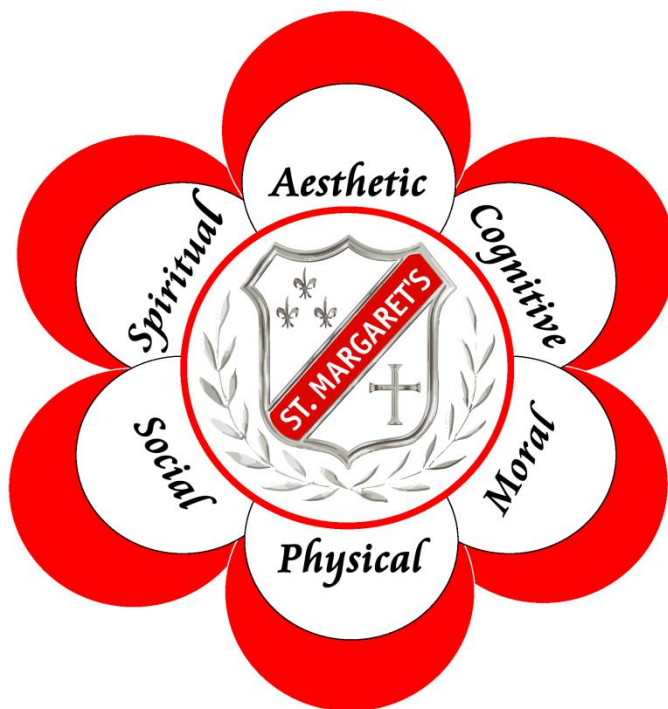
School Vision

We provide a global education whereby students are nurtured to be all-rounders and to reach their full potential with initiative and joy. They will become excellent communicators and high achievers with a positive mindset and an international outlook, being able to rise to the challenges of the 21st Century.

School Mission Statements

With the spirit of Christ and the belief to teach indiscriminately, our School aims to

1. nurture students to be multi-lingual global citizens;
2. equip students with the skills, knowledge and positive mindset necessary for life in the 21st Century;
3. instil in students a joy for learning as a life-long process;
4. empower students to develop their potential and talents to the full;
5. equip students with the fundamental skills to develop self-confidence, self-esteem, self-respect and self-discipline AND
6. nurture students to develop a caring character through good conduct, mutual respect, a sense of civic responsibility and commitment towards society.



School Motto

Pursuit of virtues to perfection with self-renewal spirit

明德新民，止於至善

School Culture

Our school wishes to establish a “Learning School” and “Positive-thinking School” culture, believing that a learning school and positive-thinking learning environment will lead to a life-long learning attitude and a positive thinking life for students.

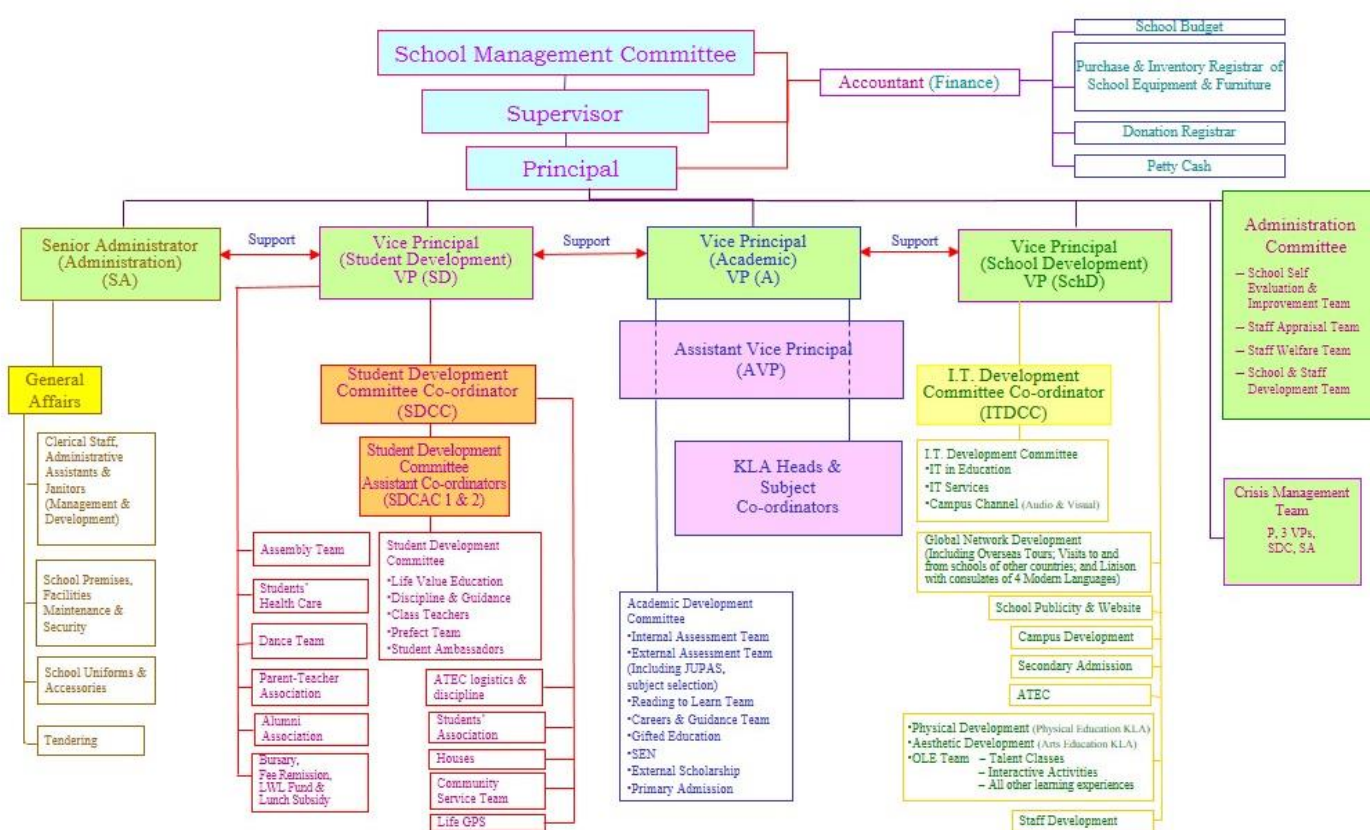
School Governance

Our school is managed by the School Management Committee that is accountable to the stakeholders and the EDB. The SMC Chairman, Mr. Eddie Lei, the Supervisor, Ms. Julia Chan, the SSB school managers, the parent manager, the teacher manager, the alumni manager and the independent managers provide guidance to the School Management Team to navigate towards our vision and pursue our school missions.

The Principal and Senior Management Team, made up of three Vice Principals and an Assistant Vice Principal, oversee and facilitate the day-to-day running of the school. The Administration Committee provides further guidance to the Senior Management Team through regular meetings and informal gatherings. KLA Heads and Committee Co-ordinators meet with their members several times per term both formally and informally in order to ensure the constant communication and adherence to the school's vision and objectives. Regular all teachers' meetings, in addition to email communications, ensure that the staff is up-to-date with the latest happenings around the school.

The latest School Management and Administrative Structure

School Organization Chart



SWOT Analysis

Our Strengths

1. The **School Management Committee** has a depth of experience in running schools effectively. It manages in the best interests of its stakeholders and generously supports the School, its staff and students in their pursuits of excellence.
2. Our school has developed a culture of collaboration among a steady and committed management team and a group of hardworking and dedicated **teachers** who are willing to try new ideas. **Teachers** have a wide exposure to **e-learning** in school setting and are willing to share with one another their innovative use of technology with adequate school-based support and training.
3. There is a very **positive relationship** between students and parents, students and teachers, and parents and teachers in the school. The Parent-Teacher Association, the Alumni Association and the Students' Association collaborate regularly, thus achieving a very positive triangular supporting mechanism among stakeholders.
4. As our **international network** of partner schools grows, the range and scope of opportunities for our students to gain a truly 21st Century global education is also greatly enhanced.
5. Our established 12-year through-train programme enables students to learn in a school environment with more coherent primary and secondary education. Students do not need to adapt themselves to another secondary school.
6. Among Hong Kong schools, our school offers the widest choice of **foreign languages** in the formal curriculum for students starting from primary. It successfully bridges different cultures together through the use of different languages, with English as the lingua franca in school campus.
7. With more flexibility in work & lesson allocation, twice as much support to students through the implementation of **two CTs** in each class is made possible and small class teaching is adopted for most subjects.
8. The school provides learning opportunities inside and outside the classroom via **e-technology** such as mobile learning, e-textbooks, Interactive Whiteboard Technology and campus-wide wireless networking. Learning to learn, ICT and other Information Technology Curriculum equip students with the latest technology skills necessary for the 21st Century. The current 1:1 programme extends from P.5 to S4 and will be expanded to S.6 over the next 2 years which allows students to learn with a device at school, home and any WiFi environments.
9. With the provision of a plethora of outside classroom activities, clubs and societies, the school has successfully developed **students' potentials**. Students have outstanding performance in sports, dance, music, speech and drama, which also earns good reputation for the School.
10. The school has adopted a comprehensive system of **data collection** on students' and teachers' views and performance. Such data is regularly used to inform decision making and planning.

Our Weaknesses

1. Our teachers are committed and innovative in their exploration of ways to enhance both the quality and effectiveness in learning and teaching. As such, more support should be given to our teaching staff to equip them for further professional development.
2. To match our mission of providing global and all-round education to students, a wider scope of initiatives could be explored to enrich their exposure in multitude dynamics.

Our Opportunities

1. As the first DSS through-train School in a single premises in Hong Kong, we are able to offer the broadest **range of programmes** necessary for global education in the 21st Century, particularly in the fields of languages, technology, arts, sports, and social services.
2. Having students of three key stages studying in the same campus enables senior students to act as **role models** and organise activities for junior students, and help junior students foresee their future campus life, thus promoting a learning community with stronger sense of belonging.
3. Our strengths in English and other Languages have given us significant advantages in recruiting students. Our strong **international links** such as with the French & German Consulate General and our partner schools has enabled us to offer even broader opportunities and authentic global experience to our school community.
4. We are the **first primary and co-educational “PASCH” school** in Hong Kong, signifying a good quality German learning and teaching. Through the PASCH programme and the bonding with German government, scholarships are available which create opportunities for students to study German in Germany or other Asian cities, increasing facets to their development and learning. Scholarships have also been awarded by French Consulate and Japanese Consulate.
5. **Flexibility in finance** of DSS schools makes it possible to employ professional coaches or tutors for better results in both academic and non-academic activities.
6. The anticipated completion of the **new wing** in 2017-2018 provides more classrooms and facilities for an opportunity to apply for an extra class in all primary levels, thus enhancing a symmetrical structure and implementation of a true through-train school.
7. With the school's physical development of **IT infrastructure**, and teachers' and students' exposure to e-learning and scientific enquiry, students are given more learning opportunities inside and outside the classroom, and are more ready to benefit from STEM education with scientific research and development.
8. The School has dedicated **alumni** which provide opportunities for students and graduates to network within Hong Kong and abroad and to seek assistance when needed, both socially and in the world of work and study, especially for the through-train graduates who have a strong sense of belonging to the school.

Our Threat/Challenges

1. To meet the challenges of an ever-changing and ever competitive market, the school needs to further strengthen Middle management governance in order to build an innovative and sustainable school.
2. It would be a challenge for the school to cope with the emerging educational needs of society and to maintain a stable teaching team with high morale, which is important for its long term development.
3. Classroom management becomes more challenging after the implementation of 1:1 Mobile Device Programme.

Our Major Areas of Concern for 2018/19 – 2022/23

Major Concern 1: To Provide Quality Education on Global Citizenship*

Targets	Strategies	Time Scale				
		2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
● To focus on one theme or aspect of global citizenship each year	- The focuses of education on global citizenship in 2019-2020, 2020-2021 and 2021-2022 are: Respect for diversity and culture, enhancing global communication skills and Exercising rights and responsibilities of global citizenship in solving global issues (or referred to as “the 3 focuses”) - To provide opportunities for students to integrate, reflect upon and practice the 3 focuses 2022-23		*	*	*	*
● To equip subject teachers with strategies of nurturing global citizenship	- To provide in-house CPD opportunities on nurturing global citizenship for teachers with the support of a tertiary institution - To reach professional consensus among teachers on global citizenship and how to nurture global citizenship in school	* *	*			
● To develop globalized learning and teaching, classroom learning activities and resources for KS1 and KS2	- To review and refine KS1 and KS2 curriculum of different KLAs towards the 3 focuses of global citizenship and to broaden students’ exposure and awareness to local and worldwide culture and social issues, and to strengthen the coherence and interconnected between the 2 Key Stages - To encourage KS3 subjects to design learning activities related to the 3 focuses - To conduct pilot teaching on global citizenship in at least 2 KLAs - To implement the refined curriculum after considering the reflections from the pilot teaching - To plan and conduct cross-curricula learning activities regarding global citizenship	* * *	* * *	 * * *	 * *	 * *
● To provide international exposure for students of diverse ability, interests and learning needs	- To share experience of running study tours among teachers from different KLAs - To identify the needs of study tours for students from P.3 to S.2, focusing on nurturing global citizenship - To provide each student with an opportunity to join at least one study tour in KS2 with post tour sharing and reflections on global citizenship	*	*	*	*	*

Targets	Strategies	Time Scale				
		2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
● To promote habit on reading global citizenship related texts among students to broaden their international outlook	● To purchase a diversity of reading resources with different types of texts regarding global citizenship for school library ● To make the 3 focuses of global citizenship as one of the core themes in KLA reading schemes and the school's library reading scheme in respective years ● To conduct book sharing sessions in different key stages involving teachers, alumni, parents and senior students, etc. ● To issue a publication with students' reflections on reading experience related to global citizenship	*				
			*	*	*	
			*	*	*	*
						*
● To promote the practice of global citizenship among students in student development related areas	● To review the current coverage of activities or programmes related to global citizenship organised by the teams under MCNE and Student Development Department ● To organise talks and discussion sessions for students on how to practise global citizenship ● To involve student bodies in planning and conducting activities or programmes related to the 3 focuses of global citizenship for all or selected students, with KS2 and KS3 students being leaders or facilitators ● To help students reflect on the extent of practicing global citizenship among themselves and put global citizenship practice as a goal in the coming year	*				
			*	*	*	*
			*	*	*	*
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Major Concern 2: To nurture Student-led Culture**

Targets	Strategies	Time Scale				
		2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
To equip teachers with the ability to nurture goal setting skills and servant leadership among students	- To provide in-house CPD opportunities for teachers on helping students with goal setting and motivating them to accomplish and evaluate on their goals - To provide in-house CPD opportunities for teachers on nurturing student-led culture and promoting a serving mind among students through community services - To provide in-house CPD opportunities on promoting student-led culture in classroom learning - To reach professional consensus among teachers on student-led culture and empowerment	* * *	*		*	
To enable students to set goals and targets and evaluate their progress	- To setup a portfolio system to enable students to show and review their goals and targets set in different years - To conduct training and sharing sessions on goal setting for all students - All students are to set goals and yearly targets, with commitment in community service as one of the targets - To conduct an evaluation session annually for students to review on their progress of achieving their goals with the use of the portfolio system	* * * *	* * *	* * *	* * *	* * *
To provide training programmes on leadership skills and community services for students	- To design leadership training and community services programmes and materials for students - To provide training programmes on leadership and communication skills for student leaders of student bodies in their serving period - To conduct training, sharing and evaluation sessions on understanding the needs of the community, community services design, conducting or participation for KS2 students - To conduct lessons regarding serving the community for KS1 students - To conduct training and sharing sessions for students about student-led learning	* *	* * * *	* * * *		
To strengthen the element of student-led in school activities	- To review on current practices to empower students with more autonomy in serving as leaders and identify the areas and activities for student-led - To have KS2 and KS3 students taking a leading role in Student Association, Houses, student clubs and societies	* *	*			

Targets	Strategies	Time Scale				
		2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
To demonstrate a serving mind and student-led culture among students through commitment in the community	- To further explore the opportunities and channels for community services for students of different key stages - To arrange S.3 to S.5 students to engage in designing at least one community service programme each year - To arrange all KS2 students to lead (in group or individual) at least one activity in a community programme each year - To arrange all S.1 students to join Civil Aid Service and participate in at least one social service programme as a member of CAS - To arrange all KS1 students to participate in one community service each year - To conduct an evaluation session for students to review on their progress of achieving their targets related to community services commitment and to plan for continual commitment in serving the community	*	*	*		
To promote student-led culture in learning	- To refine lesson planning of different KLAs to give more opportunities for students to lead discussions or activities in classroom learning - To pilot run some student-led classroom learning activities in at least 2 KLAs - To implement student-led student projects in all KLAs - To introduce student-set homework or assessments in different KLAs			*	*	*

***Remarks on Major Concern 1: To provide quality education on global citizenship**

Being a DSS school admitting both local and non-Chinese speaking students (NCS), we have been providing -a broad and balanced curriculum to nurture these students with culture diversity. In the 2018-2023 SDP, we further refine our curriculum and student activities to provide quality education on global citizenship.

There are no commonly agreed “definitions” on the notion global citizenship, and different scholars, schools and organisations have different understanding of global citizenship such as its attributes, global identity, rights and responsibilities of global citizens, what global values global citizens should possess and what common global concerns are.

After consulting teachers’ views and referring to the discussions in different meetings and evaluation sessions regarding the school’s developmental needs, we have initially identified 3 focuses of global citizenship to be nurtured among students in 2018-2023:

- Focus 1: Respect for Diversity and Culture: To respect for people regardless of their cultural, historical and religious background, etc., and their diverse needs, interests, strength and weaknesses. By doing so, we learn and appreciate each other and a positive culture is further developed;
- Focus 2: Enhancing Global Communication Skills: To enhance communication skills such that people’s diversity and culture is respected, and make use of emerging communication channels provided by different social media and informational technologies and discussions of emerging global issues to facilitate global communication; and
- Focus 3: Exercising Rights and Responsibilities of Global Citizenship in Solving Global Issues: To identify the possible rights and responsibilities of global citizenship in solving global issues and to explore different means of contributions in solving global issues with the attitude of respecting for diversity and culture and the enhanced global communication skills.

Focus 1, 2 and 3 will be implemented in 2019-20, 2020 -21 and 2021-22 respectively.

****Remarks on Major Concern 2: To Nurture Student-led Culture**

As reflected in the ESR Report 2015, the academic performance of our students in both the primary and secondary sections is very encouraging, comparable to Band One schools. Students demonstrates a variety of talents and are given sufficient opportunities to develop themselves through participation in a number of competitions and activities. With the secured encouraging achievements of students in academic and non-academic areas, our next move is to nurture student-led culture so that students:

- 1) are nurtured to have their own goals and aspirations by enabling them to set personal goals and targets and evaluate on the progress timely;
- 2) are trained with leadership and communication skills for conducting student-led activities, services and learning;
- 3) are aroused with the awareness of the needs of different people in the community, nurtured with a serving mind and are provided opportunities to commit in serving the community; and
- 4) are given opportunities to engage in student-led classroom learning, projects and learning tasks.