

St. Margaret's Girls' College, Hong Kong

School Development Plan 2015 - 2019

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School Vision

To answer the call for globalization in education and to foster multi-cultural education which is symbolic of Hong Kong as an international and cosmopolitan city.

School Mission

To be a multicultural school catering for students of diverse nationalities whereby students are nurtured to reach their full potential and be excellent communicators with a positive mindset and international outlook, able to rise to the challenges of the 21st Century.

School Culture

Our School has established a “positive-thinking” school culture, believing that a positive-thinking learning environment will lead to a positive-thinking life for students.

School Motto: “Pursuit of virtues to perfection with self-renewal spirit”

“Pursuit of virtues to perfection with self-renewal spirit” is meant to inspire students, to enable them to develop their inborn integrity, to renovate their rectitude, to rectify their conduct and act vigorously as well as to increase their knowledge as treasure. With all these virtues in mind, students can contribute a lot to the continuous advancement of the world so that many things can come to the realm of greatest excellence and perfection.

Present Stage of Play

Items that Developed Perfectly

- The relocation of the school premises to Tai Wai has provided the school with more space to develop students' potentials. More science subjects are offered due to the availability of standard laboratories.
- The school provides a variety of Other Learning Experiences according to our framework of Whole Person Development to meet the needs of our students. Students attain growth in moral, cognitive, physical, social, aesthetic and spiritual aspects. Outstanding performance is recorded in Chinese Dance and French Speech Competitions.
- After years of diligence, the English capacity of our students has greatly improved. They received satisfactory results in public examinations.
- The school succeeded in obtaining resources from the Education Bureau to improve facilities and implement various plans. School facilities and students' efficiency have improved. Students of diverse nationalities have also improved with the aid of additional assistance.
- The school is fully utilising external resources to broaden the learning spectrum of our students. Students talented in art and technology subjects can join the SS subjects offered by the Arts and Technology Education Centre. Students are also supported to take Applied Learning Courses regularly.
- The curriculum is adjusted according to the needs of students and to the amendment of education strategies.
- Several native English-speaking teachers and teachers who are fluent in Putonghua have been employed to create a learning environment for Bilingualism and Trilingualism. French is also offered as an elective to non-Chinese-speaking students (NCSS).
- The culture of learning has been inculcated among the teaching staff. The Principal and teaching staff are devoted to learning by attending workshops and seminars organised by different sectors. In addition, sharing sessions are encouraged to be conducted at every teachers' meeting, panel heads' meeting and subject meeting.

- Teachers are industrious, patient and dedicated to teaching. They are ready to devote themselves to a heavy workload. Extra lessons are conducted after school, on Saturdays and school holidays to offer extra help to students.
- Good relations are maintained among teachers and between teaching staff and middle-level administration staff. They all care about the students and constantly communicate. This helps to increase the effectiveness of teaching.
- The school effectively reduces the teaching and non-teaching workload of teachers by making use of the Capacity Enhancement Grant to hire teaching and other learning experiences activity assistants.
- The Parent-Teacher Association constantly holds meetings with representatives of the school and parents. The school has also established a number of channels to maintain close contact with parents to assist the development of the school.
- The natural integration of the students of different ethnicity demonstrates the culture of a warm and caring campus.
- With the admission of more and more NCSS, a multi-cultural campus has been created. Chinese-speaking students are given more chances to speak in English.
- Student representatives are given chances to get involved in improving the school by giving suggestions at Class Representatives Meetings and IDEA Power Meetings with the Administrative Staff.
- External School Review (ESR) in 2009 revealed overall satisfactory performance in all major educational aspects with creditable comments:
 1. “In line with the school’s motto, “Pursuit of virtues to perfection with self-renewal spirit”, the school places strong emphasis on developing students’ self-discipline and respect for others.”
 2. “Positive values and ways of handling interpersonal relationships are properly infused through Life Education, Ethics, Religious and Liberal Studies.”
 3. “The school has made good attempts to create positive-thinking and develop students’ positive attitude to life.”
 4. “Diversified channels are established to enhance home-school communication. Parents are well-informed about school news, policies and their daughters’ performance.”
 5. “In school, a harmonious atmosphere prevails. Staff and students alike are warm and caring. Students of different nationalities integrate well into school life and show respect for each other.”

6. “Students’ views are well considered by the teachers and the school management.”
7. “Students are willing to participate in various co-curricular activities, voluntary service and inter-school competitions. They have attained outstanding achievements in the Hong Kong Schools Dance Festival and have received awards in various speech, music, and sports competitions and for social service.”
8. “Although disadvantaged by its physical setting and limited space, the school has successfully created a warm and supportive learning environment for students.”
9. “The Principal is effective in school administration and the exploration of external resources to support teachers’ professional development and students’ learning.”
10. “The teachers are dedicated and committed. They recognize the importance of school self-evaluation and the need for change in different aspects of its work and have started to step up professional sharing amongst themselves.”

Items that Require Amelioration or Consolidation

- After the External School Review in 2009 and the process of school self-evaluation, it is clear that the domain of learning and teaching has improved but there is still room for improvement.
- School-based support on Whole School Approach in Catering for Learners’ Diversity was offered by the EDB in 2012-2014. On the whole, the academic performance of our students has been positively demonstrated but student performances in some subjects need further improvement.
- Teachers sensed a weaker foundation in Chinese Language and Mathematics after the school adopted English as medium of instruction. Effective strategies should be adopted to raise their standard.
- Most parents do not actively participate in school activities.
- Students should adopt healthier lifestyle habits so that the percentage of students within the acceptable weight range will rise.

Turning Point

- Since quite a number of the NCSS come from the low-income families, the Life-wide Learning Fund offered by the Hong Kong Jockey Club plays a significant role in enabling them to participate in diversified activities on generic skills and enriching their learning experiences.

- The launching of the Wifi 900 by the EDB provides the school with the necessary funding to promote IT in education.
- Exchange programmes and programmes on national education offered by different organizations can broaden students' horizons and compensate the inadequacy of our school in organizing related activities.
- The school has already applied for the School-Based Support Scheme Grant for newly arrived children and the After-school Learning and Support Programmes with the hope of fighting for more resources for students in need of them.
- Extra funding from EDB on supporting NCSS enables the school to devote more manpower and resources to meet their needs.
- The funding on Careers and Life Planning allows the school to source for more opportunities to provide career-related experiences to students at different stages of growth and prepare them in making informed educational and career choices.

Challenges

- The school has exerted all its strength to apply to the Education Bureau for a new campus for several times but in vain. Sense of belonging among students and teachers are affected by the uncertainty of securing a permanent school premises.
- The decreasing birth rate in Hong Kong led to the spread of class reduction from primary to secondary schools. This increases the competition for new students' admission among different schools.
- To compete for students, the school lowered the entrance requirement of new students. This, together with the grouping of primary six students into three bands, the school has been rendered to channel more resources to cater for student's learning differences and disciplinary problems.

| Main Area of Concern | Expected Outcome | Strategy | Timeline | | | |
|---|--|---|----------|-------|-------|-------|
| | | | 15/16 | 16/17 | 17/18 | 18/19 |
| To enhance students' problem-solving skills | <ul style="list-style-type: none"> ➔ The teaching and learning of Problem-solving Skills are reviewed and strengthened. ➔ Students are familiar with the basic steps of solving problems. ➔ Students are enabled to apply the skills in their learning and daily life. | ➔ Review of the learning and teaching of Problem-solving Skills | ✓ | | | |
| | | ➔ Collaborative teaching of Problem-solving Skills | ✓ | | | |
| | | ➔ Cross-curricular Projects / IES | ✓ | ✓ | ✓ | ✓ |
| | | ➔ Adoption of Inquiry Approach in teaching | ✓ | ✓ | ✓ | ✓ |
| | | ➔ Subject-based / extra-curricular activities to offer opportunities for students to apply the problem-solving skills in daily life | ✓ | ✓ | ✓ | ✓ |
| To inculcate students' critical awareness on social and global issues | <ul style="list-style-type: none"> ➔ The teaching and learning of Critical Thinking Skills are reviewed and strengthened. ➔ Students are aware of social and global issues and able to make critical analysis. ➔ Students are nurtured to be a responsible citizen. | ➔ Review of the learning and teaching of Critical Thinking Skills | ✓ | | | |
| | | ➔ Integration of Critical Thinking Skills in teaching | ✓ | | | |
| | | ➔ News Quiz / Sharing on social and global issues | ✓ | ✓ | ✓ | ✓ |
| | | ➔ News commentary as assignments | ✓ | ✓ | ✓ | ✓ |
| | | ➔ Structured reading lessons in library | ✓ | ✓ | ✓ | ✓ |
| | | ➔ Subject-based / extra-curricular activities to offer opportunities for students to analyse social and global issues critically. | ✓ | ✓ | ✓ | ✓ |
| To promote e-learning culture | <ul style="list-style-type: none"> ➔ Teachers are informed of the e-learning resources and strategies. ➔ Sharing among teachers during meeting is regularly conducted. ➔ Students are facilitated to learn about & learn through IT. ➔ Importance on e-learning is attached to lesson observation ➔ Digital learning resources are enriched and IT in education is promoted in all subjects. ➔ IT is further integrated into the curriculum and students can make use of IT in regulating their learning strategies. | ➔ Sharing on e-learning by teachers | ✓ | ✓ | ✓ | ✓ |
| | | ➔ Promotion of e-learning among students | ✓ | ✓ | ✓ | ✓ |
| | | ➔ Setting up a database of e-learning tools by panels to enhance interactive teaching and learning | ✓ | ✓ | ✓ | ✓ |
| | | ➔ Trial of mobile learning in CL & ICT | ✓ | | | |
| | | ➔ Trial of mobile learning in other subjects | | ✓ | ✓ | ✓ |
| | | ➔ Installation of Wifi infrastructure & purchase of more mobile devices | | | ✓ | |
| | | ➔ Implementation of mobile learning | | | | ✓ |

Diversity Learning Grant

| DLC Category | Programme Description | Class Level | Remarks | Usage |
|---------------------|---|--------------------|--|--|
| Applied Learning | <p>Mode 1 courses: open to students' choices (Saturday courses only)</p> <p>Mode 2 course: co-organized with a provider to offer students the course of Applied Chinese at school</p> | S5 - 6 | <ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations | The grant is used to pay for the course fees of the students. |
| Other Languages | French | S3, 4 & 6 | It is an in-house course to be offered to the NCSS as an elective | The grant is used to employ a French teacher, to procure necessary learning & teaching materials, and to organize subject related activities. |
| Other Programmes | Gifted Education Programme | S4 | It is a drama course to enhance students acting skills and enrich them with backstage knowledge | The grant is used to employ a tutor, to procure necessary materials, props and equipment for staging a quality performance in a well-equipped venue. |