

St. Margaret's Girls' College, Hong Kong

School Plan 2015 / 2016

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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.

School Development Plan 2015 – 2019:

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				✓

School Plan 2015 / 2016

Main Areas of Concern:

I. To enhance students' problem-solving skills

<i>Strategies / Tasks</i>	<i>Time Scale</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>People Responsible</i>	<i>Resources Required</i>
1. To review the learning and teaching of problem-solving skills <ul style="list-style-type: none"> ● Subject Panel Meetings ● Panel Heads' Meeting 	August – October 2015	<ul style="list-style-type: none"> ● All subject panels are able to identify their strength and weakness in the teaching and learning of problem-solving skills 	<ul style="list-style-type: none"> ● Minutes of the meetings 	<ul style="list-style-type: none"> ● Panel Heads ● Subject Teachers 	---
2. To strengthen the learning and teaching of problem-solving skills collaboratively <ul style="list-style-type: none"> ● Set up a working group ● Purchase of related teaching materials ● Standard worksheets designed ● Workshop conducted by form 	November 2015 – March 2016	<ul style="list-style-type: none"> ● 80% of the students understand the steps of solving problems 	<ul style="list-style-type: none"> ● Teacher Questionnaire ● Student Questionnaire 	<ul style="list-style-type: none"> ● All Teachers ● Librarian 	Reference materials on problem solving skills

<i>Strategies / Tasks</i>	<i>Time Scale</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>People Responsible</i>	<i>Resources Required</i>
3. To adopt inquiry approach in teaching <ul style="list-style-type: none"> ● Collaborative lesson preparation among panel members ● Sharing by teachers at meetings ● Lesson Observation 	Throughout the year	<ul style="list-style-type: none"> ● 80% of the subjects adopted inquiry approach in teaching ● 70% of the students able to apply the problem-solving skills learnt 	<ul style="list-style-type: none"> ● Report by subject panels ● Record of lesson observation ● Student Questionnaire 	<ul style="list-style-type: none"> ● Panel Heads ● Subject Teachers 	---
4. To enable students to apply problem-solving skills <ul style="list-style-type: none"> ● Co-curricular projects ● IES ● Adventure Camp ● JA Company Programme ● Inter-class English Drama Competition 	Throughout the year	<ul style="list-style-type: none"> ● 80% of the students showed positive responses to the projects / activities held 	<ul style="list-style-type: none"> ● Questionnaire 	<ul style="list-style-type: none"> ● Panel Heads ● TIC of OLE 	---
5. To evaluate the effectiveness of the above strategies <ul style="list-style-type: none"> ● Lesson Observation / Peer Lesson Observation / Lesson Filming ● Subject Meetings ● Teacher Meetings ● Class Representative Meetings ● I.D.E.A. Power Meetings ● Teachers' Reflection Records 	Throughout the year	<ul style="list-style-type: none"> ● 80% of the students and the teachers found the strategies helpful to the learning and teaching of the problem-solving skills 	<ul style="list-style-type: none"> ● Record of lesson Observation ● Minutes of the meetings ● Teachers' Reflection Records 	<ul style="list-style-type: none"> ● All Teachers ● Class Representatives ● Members of the I.D.E.A. Power 	---

II. To inculcate students' critical awareness on social and global issues

<i>Strategies / Tasks</i>	<i>Time Scale</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>People Responsible</i>	<i>Resources Required</i>
1. To review the learning and teaching of critical thinking skills <ul style="list-style-type: none"> ● Subject Panel Meetings ● Panel Heads' Meeting 	August – October 2015	<ul style="list-style-type: none"> ● All subject panels able to identify their strength and weakness in the teaching and learning of critical thinking skills 	<ul style="list-style-type: none"> ● Minutes of the meetings 	<ul style="list-style-type: none"> ● Panel Heads ● Subject Teachers 	---
2. To equip students with the critical thinking skills <ul style="list-style-type: none"> ● Edvenue Courses 	September 2015	<ul style="list-style-type: none"> ● 80% of the students showed positive responses to the Edvenue Courses 	<ul style="list-style-type: none"> ● Student Questionnaire 	<ul style="list-style-type: none"> ● Academic Affairs Committee 	Subscription fee of Edvenue Courses
3. To integrate critical thinking skills in teaching <ul style="list-style-type: none"> ● 13 Hot Elements in subject-based teaching materials ● Sharing by teachers at meetings 	Throughout the year	<ul style="list-style-type: none"> ● Hot Elements reflected in all subjects ● 70% of the students able to apply the critical thinking skills learnt 	<ul style="list-style-type: none"> ● Teacher Questionnaire ● Student Questionnaire ● Record of lesson observation ● Teachers' Reflection Records ● Scrutiny of teaching materials 	<ul style="list-style-type: none"> ● All Teachers ● Librarian 	Reference materials on critical thinking skills

<i>Strategies / Tasks</i>	<i>Time Scale</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>People Responsible</i>	<i>Resources Required</i>
4. To arouse students' critical awareness on social and global issues <ul style="list-style-type: none"> ● Whole school activities: news quiz, news sharing, news commentary, reading lessons ● Filing of newspaper clippings and editorials in Library ● Subject-based / extracurricular activities 	Throughout the year	<ul style="list-style-type: none"> ● 80% of the students showed positive responses to the activities held 	<ul style="list-style-type: none"> ● Subject Meeting ● Panel Heads' Meeting 	<ul style="list-style-type: none"> ● All Teachers ● Librarian 	---
5. To evaluate the effectiveness of the above strategies <ul style="list-style-type: none"> ● Lesson Observation / Peer Lesson Observation / Lesson Filming ● Subject Meetings ● Teacher Meetings ● Class Representative Meetings ● I.D.E.A. Power Meetings ● Teachers' Reflection Records 	Throughout the year	<ul style="list-style-type: none"> ● 80% of the students and the teachers found the strategies helpful to the learning and teaching of the critical thinking skills 	<ul style="list-style-type: none"> ● Record of lesson Observation ● Minutes of the meetings ● Teachers' Reflection Records 	<ul style="list-style-type: none"> ● All Teachers ● Class Representatives ● Members of the I.D.E.A. Power 	---

III. To promote e-learning culture

<i>Strategies / Tasks</i>	<i>Time Scale</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>People Responsible</i>	<i>Resources Required</i>
1. To equip teachers with the necessary skills in implementing e-learning <ul style="list-style-type: none"> ● Staff Development ● Sharing by teachers 	Throughout the year	<ul style="list-style-type: none"> ● 80% of the teachers showed positive responses to the staff development sessions attended 	<ul style="list-style-type: none"> ● Record of staff development ● Teachers' Reflection Records 	<ul style="list-style-type: none"> ● Admin Staff ● All Teachers 	---
2. To build up e-learning resources <ul style="list-style-type: none"> ● Set up database of e-learning tools for each subject panel 	Throughout the year	<ul style="list-style-type: none"> ● All subjects established their own database 	<ul style="list-style-type: none"> ● Report by subject panels 	<ul style="list-style-type: none"> ● Panel Heads 	Upgrade of server
3. To implement e-learning <ul style="list-style-type: none"> ● Chinese Language ● ICT ● Liberal Studies 	Throughout the year	<ul style="list-style-type: none"> ● 60% of teachers, students and parents show positive responses to e-learning 	<ul style="list-style-type: none"> ● Questionnaire ● Report by subject panels 	<ul style="list-style-type: none"> ● Panel Heads of the subjects concerned 	---
4. To try out mobile learning in 2 subjects <ul style="list-style-type: none"> ● CL ● ICT 	Throughout the year	<ul style="list-style-type: none"> ● 60% of teachers and students show positive responses to mobile learning 	<ul style="list-style-type: none"> ● Questionnaire ● Report by subject panels 	<ul style="list-style-type: none"> ● Panel Heads of the subjects concerned 	---

Others:

I. School-Based Support Scheme Grant: Newly Arrived Children

- A Chinese Language Course is held to help NAC learn Chinese Language to prepare them for GCSE Chinese Examination.
- The eligible students are to be subsidized to join various Other Learning Experiences activities.

II. Diversity Learning Grant

- Fourteen S4, thirty-eight S5 and twenty S6 students are subsidized to take Applied Learning Courses.
- Nine S4 and five S6 are subsidized to learn French at school.
- For gifted education programme, drama activities are organized for the 7th Cohort.

- **END** -