



# **Diocesan Boys' School**

**School Development Plan**

**2009 - 12**

## Holistic Review

### Effectiveness of previous school development plan

Major Concern	Extent of target achieved	Follow-up actions	Remarks
<b>1. To develop curriculum to accommodate the diversified needs of students</b>	Partly achieved e.g. NSS curriculum; additional enrichment programme leading to I.B.; Supports to bright and slow achievers; parents well-informed.	Continue to be major concerns for the school	Fine-tuning curriculum interface; Taking care of students needs & inputs; assessment on the effectiveness of teaching & learning
<b>2. To raise the effectiveness of administration</b>	Partly achieved; requirements and standard readily available & easily accessible to stakeholders; Inputs of teachers of various levels received; the awareness of SSE raised.	Continue to be major concerns for the school	Especially in the aspect of distributed leadership and to strengthen the monitoring processes
<b>3. To strengthen School Culture</b>	Partly Achieved evidenced in a keen raised awareness and level of action by teachers and students leaders. Main concern is to continue to exert influence on the students. The “Harvest” of this concerted seed-planting effort may not be evident within the students’ school years.	Continue to be major concerns for the school	Strengthen monitoring process and increase frequency and speed in feedback and response time. Increase communication among persons-in-charge to promote continuous and concerted effort.

## Evaluation of the School's Overall Performance

PI areas	Major strengths	Areas for improvement
1. School Management	<ul style="list-style-type: none"> <li>Logical and comprehensive organization structure with clear lines of reporting</li> <li>Well established empowerment culture</li> </ul>	<ul style="list-style-type: none"> <li>Empowered autonomy should be balanced with greater accountability on all levels</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>Subject Heads are veterans in the subject area and are fully aware of the recent changes associated with the education reform</li> <li>Mutual trust established between the school and the subject heads</li> </ul>	<ul style="list-style-type: none"> <li>Professional sharing and collaboration within and beyond the subject level have to be improved</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>Established curriculum is broad and diversified to meet the demands of students</li> <li>Fully aware the needs to revise the provision of curriculum from time to time</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening the monitoring and evaluation mechanisms in the curriculum delivery</li> <li>Further incorporation of assessment for learning at subject and class level</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>Diversified but balanced curriculum catering for the diverse needs of students</li> <li>Teachers are experienced and confident in their subject discipline</li> <li>Mutual respect between teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Promoting collaboration in teaching and reviewing the effectiveness in provisions</li> <li>Assignments and assessments should be designed to cover greater range of difficulty levels</li> <li>Teacher-Student ratio could be lowered to increase 2-way personal interaction</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>Significant emphasis and concerted effort in cultivating essential values among students.</li> <li>Positive response from students and teachers in response to various trainings and programmes</li> </ul>	<ul style="list-style-type: none"> <li>Rooms for improvement in helping the emotional development of students</li> <li>Foundation of counseling support to students e.g. SEN students is developing</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>Having established and fostering closer relationship with local and overseas tertiary organizations and professionals</li> </ul>	<ul style="list-style-type: none"> <li>Efforts to strengthen / enhance the home-school corporation</li> <li>Improve parents' perception &amp; expectation of the school through communication</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>Students are confident and have strong commitment to the school</li> <li>They trust and value the supports offered by the school</li> </ul>	<ul style="list-style-type: none"> <li>Self-management, conflict-resolution and empathetic aspects of students</li> <li>The need to strike a balance between right/ freedom and responsibility</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>Students actively participate in activities organized by the school and external organization</li> <li>Outstanding student achievements in both academic and non-academic sides</li> </ul>	<ul style="list-style-type: none"> <li>Despite the exam pressure, the level of participation of the students in the senior Secondary could be raised</li> <li>Development of activities of non-competitive nature e.g. service learning</li> <li>Enhancing indirect competition and to review students' progress regularly</li> </ul>

## **SWOT analysis**

### **Our Strengths**

- Strong support from the School Committee, parents and alumni.
- All staff members are working for the success of students
- All students are allowed to grow up in an air of freedom and trust that help to amplify creativity.

### **Our Weaknesses**

- Adaptation of teachers towards new teaching methods and pedagogies takes time.
- Weak in monitoring development due to high level of autonomous culture within the school
- Greater focus required on essentials and priorities amidst a wide array of available opportunities and projects.

### **Our Opportunities**

- Launching of NSS curriculum permits restructuring of curriculum provision and assessment modes
- Teachers are willing to accept changes
- Professional advice from the Comprehensive Review Team

### **Our Threats**

- Teachers are too busy engaging in work satisfying the high expectations from different stakeholders
- High level of diversification in development poses burden to the administrative staff

## **Major concern for a period of 3 school years (in order of priority)**

1. Strengthening core values of individual and the school
2. Enhancing teaching and learning
3. Raising the effectiveness of administration

### School Development Plan (3-school-year period)

Major concern	Targets	Time scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. Strengthening core values of individual and the school	<ul style="list-style-type: none"> <li>• Build up the culture of supporting learning diversity</li> <li>• Raise the awareness of the students the essential values via whole school approach</li> <li>• Strengthen and integrate moral and civic education into existing curriculum</li> <li>• Consistent behaviour policy</li> <li>• Clear and explicit rules for behaviour</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Teachers and students accept diversified talents and the need to help students of different learning paces</li> <li>• Strengthen the moral and civic inputs through form teacher periods, assemblies, service programs and camps.</li> <li>• Both internal and external inputs e.g. from alumni through Informal and informal seminars/ sharing conducted</li> <li>• Representatives from teachers and students in the planning process</li> <li>• Clear and consistent sanction and follow-up procedures to be established and communication to all parties</li> </ul>

Major concern	Targets	Time scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
2. Enhancing teaching and learning	<ul style="list-style-type: none"> <li>• Rationalize the curriculum content between junior and senior secondary</li> <li>• Smooth transition between old and new academic system at senior secondary level</li> <li>• Promote vertical and horizontal collaboration (intra and inter-subject / KLA)</li> <li>• Promote teaching and learning excellence among teachers and students (e.g. To enhance students' language learning in non-language subject)</li> <li>• Take care of learning diversity</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Subject Heads coordinate among each other to streamline the curriculum content, mode and frequency of assessment</li> <li>• Promoting assessment for learning</li> <li>• Identify areas of good practice through peer lesson observation and share these with staff</li> <li>• Early identification of the under achieved; launching appropriate intervention strategies by academic and pastoral staff</li> <li>• Clearly identify specific actions (pull-out classes, streaming, adjustment of pedagogies etc), with measurable timeline</li> <li>• Improved the use of data in student tracking to improve student progress</li> <li>• Progress monitoring by subject heads</li> <li>• Embed self-evaluation (subject / KLA level) to support teaching / learning improvement</li> <li>• Introducing I.B. (2010 -)</li> <li>• Review curriculum provision in NSS</li> </ul>

Major concern	Targets	Time scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
3. Raising the effectiveness of administration	<ul style="list-style-type: none"> <li>Teachers familiarize admin. And operation routines;</li> <li>Teachers can communicate effectively with management;</li> <li>Teachers are willing to play an active part to formulate and enact school policies &amp; plans</li> <li>Increase the level of monitoring to ensure full compliance with statutory requirements</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Improving the Policy Manual to encompass the policies, rights and duties; making it accessible to all teachers</li> <li>Creating additional channel for staff voice and participation by including young teachers to participate in ad hoc committees / policy formation groups</li> <li>Enhancing per/ paired mentoring opportunities</li> <li>Formulating feedback group (making up of teachers of different categories / status) to appraise and assess the effectiveness of the existing administration system status, structure and procedures</li> <li>Providing teachers a check list covering the major aspects / expectations of the administration to the staff to ensure quality education service provided</li> <li>Identifying the needs to offer additional ancillary staffing in the General Office</li> </ul>