



QUEEN'S COLLEGE
School Development Plan
2018/19 – 2020/21

Queen's College

OUR VISION

It is our vision to provide students with an all-round education aimed at excellence in moral, intellectual, physical, social and aesthetic development, whereby they can achieve self-fulfillment in all respects throughout their lives and become leaders of tomorrow.

SCHOOL MISSIONS

1. To nurture in students a love of life-long learning ;
2. To promote the spirit in the school motto – *Labor Omnia Vincit*;
3. To develop students' mind and inculcate in them a strong sense of responsibility, self-discipline, integrity and, above all, self-esteem;
4. To ensure that students attain a high level of intellectual development in preparation for further scholastic achievements;
5. To provide students with a balanced range of activities conducive to good health and to make them aware of the importance of sports and sportsmanship;
6. To impress upon students the significance of harmonious inter-personal relationship and of serving the community and the world at large as well as developing their skills of leadership;
7. To cultivate students' creative talents and appreciation of aesthetics;
8. With a view to realizing the aforesaid goals, to encourage the involvement of parents, alumni and members of the community in the activities of the school and to provide opportunities for enhancing the professional development and commitment of the staff.

CORE VALUES

Staff – Commitment, Mutual Respect, Partnership, Care, Self Evaluation, Pursuit of Excellence, Creativity, Fiscal Conservation.

Students – Diligence, Brotherhood, Pursuit of Excellence, Integrity, Responsibility.

HOLISTIC REVIEW

Effectiveness of the previous School Development Plan 2015-2018

Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
<p>1. Promotion of Self-Directed Learning</p> <p>1.1 To nurture students' knowledge and skills in SDL through e-learning and extended learning activities so as to equip them as capable life-long learners</p> <p>1.2 To enhance teachers' professional knowledge and skills in learning and assessment design for SDL, and use of e-learning tools in SDL design and implementation</p>	<p>Fully Achieved</p> <p>Fully Achieved</p>	<p>Incorporated in subject departments as routine work</p> <p>Incorporated in school as routine work</p>	<p>Students will be encouraged to use the self-learning platforms more frequently and free softwares and useful websites will be updated continuously.</p>

Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
<p>2. Strengthening of Life Planning Education and Career Guidance</p> <p>2.1 To organize Career and Life Planning programmes</p>	<p>Partly Achieved</p>	<p>The programmes will continue with amendments made to meet the needs of our students.</p>	<p>For Career Exploration, the variety of occupation may not match well with students' aspirations and so a change in the types of occupations is needed.</p> <p>For Job shadowing / Internship, it was not easy to find appropriate number of S.5 and S.6 students to take part in the internship. Most of them were occupied by the university interviews, graduation trip or summer activities.</p> <p>Target groups of students to take part in the programme will have to be changed.</p> <p>For the Mentorship Programme, it was not easy to match mentors and mentees and some</p>

<p>2.2 To enable students to acquire knowledge and skills related to future careers through subject-related activities</p> <p>2.3 To facilitate students' personal growth and leadership development through organizing year-round extra-curricular programmes</p>	<p>Fully Achieved</p> <p>Fully Achieved</p>	<p>Incorporated in subject departments as routine work</p> <p>Incorporated in school as routine work</p>	<p>of the mentees were too passive to contact their mentors. Further coordination with QCOBA in the selection of both mentors and mentees is needed and briefing will be given to mentees before the programme so as to give guidance on their roles in the programme.</p>
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Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
<p>3. Promotion of School Ethos through Celebrating the 155th Anniversary</p> <p>3.1 To reinforce a positive school ethos and facilitate students' life-wide learning through the celebration of the 155th Anniversary</p> <p>3.2 To consolidate unity of parents, old boys, students and teachers and promote a stronger sense of belonging to our school</p> <p>3.3 To further promote the school's prestigious status in the community</p>	<p>Fully Achieved</p> <p>Fully Achieved</p> <p>Fully Achieved</p>	<p>Relevant experience can be served as reference for planning the celebration of the 160th Anniversary</p> <p>Relevant experience can be served as reference for planning the celebration of the 160th Anniversary</p> <p>Relevant experience can be served as reference for planning the celebration of the 160th Anniversary</p>	

EVALUATION OF THE SCHOOL'S OVERALL PERFORMANCE

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • Our School takes into account of our mission and vision, needs of the students and society, self-evaluation findings such as the SWOT analysis, APASO surveys and stakeholders' surveys in formulating the development plans. • Resources are deployed strategically for implementing the development plans of the School. • Evaluation of the effectiveness of the tasks set in the development plans of the School are carried out by all subject departments and functional teams and follow-up work will be done in response to ensure that the targets can be attained. • Supporting staff such as the staff in the General Office, janitors, teaching assistants, etc. work well with the teaching staff. 	<ul style="list-style-type: none"> • A succession plan of management staff is needed for maintaining school's administration continuity.
2. Professional Leadership	<ul style="list-style-type: none"> • There is harmonious relationship between the School Management Personnel and Middle Managers, and between the Middle Managers and other teachers. Staff at all levels are always ready to accept different opinions and to offer support. • All Staff are familiar with the latest educational development of the society and are ready to initiate new ideas in carrying out both teaching and non-teaching duties. • Effective support to teachers is provided by means of mentorship, peer lesson observation and sharing within / between subject panels. 	<ul style="list-style-type: none"> • Better allocation or reduction of administrative duties among Middle Managers should be made so as to empower Middle Managers for effective policy implementation. • Newly recruited staff members are in need of sufficient guidance and school-based training offered by their supervisors.

<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> • Our School has formulated curriculum goals and policies according to the needs of the students and curriculum reforms initiated by EDB and CDC. • Our School offers a combination of subjects for senior secondary levels so as to meet the needs and interests of our students. • There is a broad and well-balanced curriculum in our School to promote whole-person development of our students. • Various modes of assessments have been adopted by different subject departments to cater for the needs of students with learning diversity. 	<ul style="list-style-type: none"> • Curriculum refinement based on current educational changes is needed to facilitate students' learning for their future career and life planning needs. • The culture of formative assessment should be further promoted to provide a different dimension of Assessment for / as Learning.
<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> • Most students in our School show interest and willingness in learning. • A diverse range of teaching strategies are adopted to best fit the learning needs of our students. • Remedial, enrichment and bridging programs are launched to address the needs of different students. • Teachers are professional and knowledgeable. Their approachable and friendly manners encourage student-teacher interaction. 	<ul style="list-style-type: none"> • Due care and attention should be paid to the diverse learning needs and abilities of our students. • Students should be guided to maintain a better balance between academic studies and extra-curricular activities. • Better preparation for developing teachers' knowledge, skills and attitude in implementing new initiatives such as e-learning and Self-directed Learning can promote teachers' readiness on adopting new pedagogies.
<p>5. Student Support</p>	<ul style="list-style-type: none"> • Student Development Committee can effectively coordinate the work of different functional teams to implement student support programs in a collaborative manner. • Different learning activities are arranged by subject departments and functional teams to foster students' personal development and cultivation of positive values. 	<ul style="list-style-type: none"> • Student leadership development programmes can begin in junior forms.

6. Partnership	<ul style="list-style-type: none"> • Parents and old boys offer strong support to school. • Our School frequently receives invitations from many external bodies to join their programmes. 	<ul style="list-style-type: none"> • Our school can further explore other professional support from both academic and non-academic external bodies.
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Our students are polite and well-mannered in general. • They show enthusiasm and proactivity in school life. 	<ul style="list-style-type: none"> • More refined emphasis should be place on certain personal qualities with reference to students' characteristics and backgrounds.
8. Participation and Achievement	<ul style="list-style-type: none"> • Our students participate actively in a wide range of ECAs, inter-school competitions and community services. • Students have gained confidence and recognitions locally or internationally through obtaining numerous group and individual awards. 	<ul style="list-style-type: none"> • A more careful balance between school work and ECAs should be maintained.

SWOT ANALYSIS

Our Strengths

- The school has a clear vision and mission supported by all its stakeholders.
- Students are provided with an all-round education to face the challenges of tomorrow.
- The school management is responsive to changes in society and education, setting directions and devising plans for further development.
- Highly experienced and dedicated teachers create an inviting learning environment with meaningful life-wide learning opportunities that cater for the diverse interests and abilities of our students.
- Most of our students are motivated learners who can master and execute the various generic skills needed for life-long learning.
- To foster students' autonomy and develop students' talents, the school adopts an open approach to student development.
- A spirit of brotherhood in the school is sustained through collaboration.
- A strong sense of belonging among parents and alumni is evident in their enthusiasm and generous support given to many aspects of the school development.
- There are many different kinds of financial resources which can be utilized to support student activities.
- The school has resources to develop STEM and Gifted Education in order to unleash student potential.

Our Weaknesses

- Students put heavy concern on academic performance and may show less awareness of personal qualities such as respect, responsibility and self-discipline.
- Students are less aware of their etiquette and social skills.
- Old school building and limited space hinder school development.
- Some students in senior forms are heavily involved in extra-curricular activities.

Our Opportunities

- Our school has an established reputation for outstanding academic achievements.
- Parents, alumni and the community have generously supported the school, enabling us to offer better and more resources to our students.
- STEM activities are highly promoted in our school. Students are creative and devoted in the STEM activities.
- Our school provides many opportunities for students to participate in various ECA.

Our Threats

- It is imperative for Queen's College to retain its competitive edge over Direct Subsidy Scheme Schools which implement more diverse curriculum structures, enjoy greater flexibility in student admission and funding enrichment schemes.
- Increasing number of students are addicted to mobile games, lack self-discipline and have low motivation of studying.
- There is an increasing diversity of learning abilities of the students, especially in junior forms.
- Split class and/or pull out class may not be possible due to the reduction of number of teaching staff in the coming years.

MAJOR CONCERNS FOR 2018-21

1. Promoting Deep Learning through Experiential Learning
2. Empowerment of students with good qualities of empathy, respect and commitment so as to face the challenges in the future

SCHOOL DEVELOPMENT PLAN (2018-2021)

Major Concerns	Intended Outcomes / Targets	Outline of Strategies	Time Scale		
			18/19	19/20	20/21
1. Promoting Deep Learning through Experiential Learning	1.1 To implement experiential learning by developing subject based activities inside and outside classrooms	1.1.1 Subject departments focus on engaging experiential learning into classroom teaching: Experience, Reflect and Share, Generalize, Apply	✓	✓	✓
		1.1.2 Subject departments organize experiential learning activities outside classrooms	✓	✓	✓
		1.1.3 Subject departments arrange learning activities across subjects/KLAs	✓	✓	✓
		1.1.4 To organize training workshops/seminars on experiential learning for teachers	✓	✓	✓
	1.2 To foster good learning skills and strategies in experiential learning	1.2.1 Students apply e-learning to extend their learning experience	✓	✓	✓
		1.2.2 Students adopt reading strategies to enhance their learning	✓	✓	✓
		1.2.3 Students of the same class/elective form study groups to carry out peer tutoring	✓	✓	✓
	1.3 To develop the spirit of exploration and innovation among students by promoting STEM education	1.3.1 To implement school-based STEM curriculum	✓	✓	✓
		1.3.2 To organize school-based STEM-related activities	✓	✓	✓

Major Concerns	Intended Outcomes / Targets	Outline of Strategies	Time Scale		
			18/19	19/20	20/21
2. Empowerment of students with good qualities of empathy, respect and commitment so as to face the challenges in the future	2.1 To provide learning environment and experience for students in promoting positive values and attitudes	2.1.1 Adopt a whole-school approach to promote positive values and attitudes by highlighting specific virtues as the Theme of the Year and subject departments and functional teams incorporate in their respective curricula and program plans the instillation of those positive virtues.	✓	✓	✓
		2.1.2 Refine and enrich values education curriculum in junior forms with the inclusion of service learning.	✓	✓	✓
		2.1.3 Organize talks, workshops or personal growth programs to promote positive values and attitudes.	✓	✓	✓
	2.2 To strengthen students' bonding with others in families, schools and community	2.2.1 Organize class-based activities and cultivate a stronger sense of belonging to respective classes among students.	✓	✓	✓
		2.2.2 Provide opportunities for students to show gratitude to others in families, schools and community.	✓	✓	✓
		2.2.3 Arrange parent education programs.	✓	✓	✓

	<p>2.3 To further enhance and sustain students' sense of commitment to their respective roles so as to enable them to become contributing members to their families, schools and community</p>	<p>2.3.1 Arrange learning activities for students to develop sense of identity as a citizen on a local or even global scale and get a deeper understanding of their own roles.</p> <p>2.3.2 Organize leadership training programs to enhance students' competence in problem-solving and sense of responsibility.</p> <p>2.3.3 Arrange developmental programs in promoting mental health so as to enable students to take on challenges with courage.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>
	<p>2.4 To develop teachers' professionalism in empowering students with good qualities of empathy, respect and commitment so as to face the challenges in the future</p>	<p>2.4.1 Encourage and support teachers to take part in professional training on understanding and promoting positive values and cultures, creating supportive school atmosphere , reinforcing and sustaining students' sense of commitment.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

		2.4.2 Raise teachers' capabilities on understanding and promoting positive values and cultures, creating supportive school atmosphere , reinforcing and sustaining students' sense of commitment by professional sharing.	✓	✓	✓
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