

School Development Plan **2006/07 – 2008/09**

Our Mission

Our mission is to provide the best opportunities for the formation of Christian and humanistic values, to foster constructive attitudes and develop a range of skills in order that our students can develop their potential to participate fully in the society and become a responsible citizen of the world.

We would endeavour to provide a caring and loving environment where everyone is regarded with mutual trust, respect and love to make the years we spend in MST a most nurturing and happy experience.

Our Long Term Development Goals

Building a Learning and Caring School

We are committed to build a school that is learning, growing and caring to enable our students to develop :

- Confidence and positive self-image as a unique and invaluable creation in the image of God, compassion and appreciation for people, and commitment to building a just and equitable society.
- Understanding of our cultural heritage and civic rights and responsibilities with a global perspective and respect for pluralistic values.
- Literacy in Chinese and English languages, mathematics and information technology.
- Higher-order thinking skills for information processing, problem-solving, decision-making and creative thinking.
- The ability to work independently and in a team, and the ability and attitude to seek continuous development by learning how to learn and to manage change.

Teachers need to learn and develop in order to keep pace with the fast growing knowledge-based society, and to understand the many sociological changes that affect the lives of the students. Continuous professional development is a necessary and important part of the life of our teachers. We would aim to build and expand the capacity of our teachers, and together with our students to make MST an ever-learning and ever-growing organization.

Context Analysis

Strengths

- Our school has won public renown as a well-established school in the district.
- Our school provides all-round co-curricular and extracurricular activities for students.
- Our school has good relationship with parents, who have strong support for our school.
- Our alliance with our Sister School in Beijing, gives us more opportunities for developing exchange programmes for our teachers and students.
- Our teachers are professional, well qualified and experienced.
- Our teachers' harmonious relationship with students contributes to a congenial environment for effective teaching and learning.
- Our students are Band One students with very good potential. They are highly motivated in class and are eager to achieve academic excellence.
- Our students are well-behaved and are ready to take advice from teachers.

Weaknesses

- Students do not have sufficient exposure to the English environment and culture.
- Noticeable diversity in students' ability has been observed.
- Students' horizons are not broad enough for their lifelong development.

Opportunities

- The education reform can encourage our teachers and students to develop a new perspective on learning, which encourages them to expand beyond the confines of the classroom. This, therefore, enhances their lifelong learning and the all-round education in our school.
- The education reform paves the way for our school to enhance our strategic plan and self-evaluation scheme.
- Revised Secondary School Places Allocation System may lead to a better intake of students.

Threats

- The restructuring of the secondary and tertiary education adds uncertainty to our development.
- The drop in the number of school children for secondary education in Tai Po leads to surplus secondary school places.

- The Early University Admission Scheme is hindering the development of our sixth form teaching and our achieving better HKALE result.
- Most teachers are preoccupied with their teaching duties and professional development training, so they find it difficult to spend time in sharing their experience on teaching.
- The increasing workload of our teachers is affecting our building of a closer relationship with students.
- Our students' value systems and attitudes are being adversely affected by unhealthy elements in our society.

Major concerns 2006/07 – 2008/09

1. To further enhance the quality of EMI teaching and learning - a whole school approach

Major concern 1	Intended Outcomes / Targets	Strategies / tasks	Time Scale		
			06-07	07-08	08-09
To further enhance the quality of EMI teaching and learning - a whole school approach	1. To fortify students' language skills for learning in EMI classroom	<ul style="list-style-type: none"> ● To organize a year-round bridging course to help S1 students adapt to the new EMI learning environment. ● To vary pace and content of teaching syllabus to cater for diversity in English ability. ● To help students build necessary vocabulary and skills of reading and writing to meet the language demand of different subjects ● To initiate and develop cross-curricular joint projects between the English Department and other subject departments ● To encourage wide reading by exposing students to books, magazines and reading materials of different subjects and diverse interests for the Morning Reading Program 	✓	✓	✓

	<p>2. To build students' confidence in the use of English outside classroom</p>	<ul style="list-style-type: none"> ● To provide an authentic and nurturing environment to practice students' speaking skills : <ul style="list-style-type: none"> a. To encourage EMI subjects / committees / societies to conduct activities in English b. To strengthen the use of English in Assemblies, Prize Presentation Ceremony, Morning PA Sharing and Prefect & SU Inauguration Ceremony c. To organize more language arts activities to enhance appreciation of the English culture. d. To encourage more students to take part in competitions, cultural activities and workshops on language skills organized by outside organizations and institutes. 	✓	✓	✓
	<p>3. To increase students' exposure to the English environment and culture</p>	<ul style="list-style-type: none"> ● To make English 'visible' all over the school building <ul style="list-style-type: none"> a. To employ English in signs, posters and notices. Others include classroom bulletin boards, school homepage and tuck shop menu, memos from teachers and the office to students, etc. b. To conduct daily routines in English e.g. Morning greetings and daily lunch-time announcements c. To take part in the Pod-casting project (CUHK) to promote oral language arts activities 	✓	✓	

	<p>4. To enhance teaching in EMI subjects</p>	<ul style="list-style-type: none"> ● To join the DOLACEE organized by the EMB a. To organize school-based workshops to help teachers polish their English skills b. To prepare a glossary of commonly used words and phrases for each level to help acquaint the students with the subject content. c. To build a strong and supportive EMI culture by encouraging peer sharing 	✓	✓	✓
	<p>5. To promote English learning at home</p>	<ul style="list-style-type: none"> ● To organize workshops or seminars to convince parents of the importance of English newspaper reading and TV viewing in their children's learning. ● To involve parents especially those of junior form students in facilitating their children's reading and viewing at home 	✓	✓	✓

2. To cultivate students' positive values and proper attitudes in whole-school approach

Major concern 2	Intended Outcomes / Targets	Strategies / tasks	Time Scale		
			06-07	07-08	08-09
To cultivate students' positive values and proper attitudes in whole-school approach	1. To strengthen collaboration amongst committees of Student Affairs in the planning and implementing school polices on student programmes	<ul style="list-style-type: none"> ● To hold regular Joint Committee Meetings of Student Affairs: <ul style="list-style-type: none"> a. To identify and prioritize major positive values and proper attitudes which should be cultivated among students b. To implement programmes with better coordination and cooperation to enhance their effectiveness c. To share and exchange of view on school policies/ practices/ environment related to the cultivation of positive values & proper attitudes ● To attend meeting of different committees of Student Affairs by Vice-principal (Student Affairs) 	✓	✓	✓

	<p>2. To cultivate students' positive values & attitudes (caring, self-discipline, commitment & related attitudes) through various educational & formative programmes</p>	<ul style="list-style-type: none"> ● To launch various educational & formative programmes / activities on the selected positive values & proper attitudes by Committees/ Departments through different means, e.g. Assembly, Morning talks, Morning reading, Form teachers' period and Posting wisdom words, etc. ● To educate and consolidate the selected positive values and attitudes from the view of Christianity by Religious & Evangelical Affairs Committee through different means, e.g. Assembly, Morning talks, Religious broadcast, Morning reading and Student Fellowship, etc. ● To direct the effort of all teachers in securing the enforcement of school rules to ensure better discipline in school ● To implement P.A.T.H.S Project in S1-S3 	✓	✓	✓
	<p>3. To strengthen teachers and parents roles and efforts in cultivating students positive values and proper attitudes</p>	<ul style="list-style-type: none"> ● To strengthen teacher training on roles and duties in value education ● To strengthen roles and duties of form teachers in class management ● To conduct programmes for parents on the importance and ways of value education in family 	✓	✓	✓

3. To achieve academic excellence in public examinations

Major Concern 3	Intended Outcomes/Target	Strategies/tasks	Time Scale		
			06-07	07-08	08-09
To achieve academic excellence in public examinations	1. To increase the number of students attaining outstanding results in the HKCEE: a. English Language/Chinese Language: “level 5” and other subjects: 3 distinctions or above b. Eligible for the University Early Admission Scheme	<ul style="list-style-type: none"> ● To award scholarships to students with outstanding results in internal and public examinations ● To arrange S6 high achievers as mentors for S5 high achievers ● To allow S4 high achievers to enroll in extra subjects (not offered in school formal curriculum) for the HKCEE 	✓	✓	✓
	2. To raise the percentage of students in attaining distinctions and credits in the HKCEE	<ul style="list-style-type: none"> ● To arrange S6 students to share their experiences with S4 students in preparing for the HKCEE ● To encourage teachers to provide learning materials to consolidate students’ learning ● To remind subject teachers the importance of mastering and following closely the latest assessment mode (e.g. School-based assessment) 	✓	✓	✓

	<p>3. To raise the quality and effectiveness of teaching and to strengthen the skills of teachers in lessons and class management</p>	<ul style="list-style-type: none"> ● To stimulate teachers to adopt more effective teaching methods such as applying higher order thinking skills and having more interactions in lessons ● To encourage mutual lesson observations for the purpose of sharing experiences rather than appraisal ● To arrange departmental sharing for good learning and teaching strategies 	✓	✓	✓
	<p>4. To raise the number of subjects having a 100% pass in the HKCEE</p>	<ul style="list-style-type: none"> ● To render extra care for the low achievers (e.g. lessons, homework, supplementary tests or examinations...etc.) ● To deploy alumni in giving supplementary lessons (financed by CEG) to average achievers after school or on Saturdays 	✓	✓	✓
	<p>5. To broaden students' horizon in academic related activities</p>	<ul style="list-style-type: none"> ● To promote reading in subject related articles ● To provide students with more opportunities to take part in external competitions and activities to attain academic related achievements 	✓	✓	✓
	<p>6. To give recognition to outstanding students over their academic achievements</p>	<ul style="list-style-type: none"> ● To provide students with more opportunities to share their academic achievements at school 	✓	✓	✓

4. To prepare for the implementation of New Senior Secondary (NSS) Curriculum

Major concern 4	Intended Outcomes / Targets	Strategies / tasks	Time Scale		
			06-07	07-08	08-09
To prepare for the implementation of New Senior Secondary (NSS) Curriculum	1. To ensure a smooth and coherent transition to NSS	<ul style="list-style-type: none"> ● To set up a NSS Curriculum Committee ● To formulate appropriate NSS time-line ● To survey teachers' views and preference on the NSS subjects to teach ● To deploy and re-structure human resources on teaching staff ● To allocate financial resources 	✓	✓	✓
	2. To work out a school-based NSS curriculum	<ul style="list-style-type: none"> ● To go through a 3-tier consultation (Academic Committee – Subject Departments – General staff) to collect ideas and to gain consensus ● To change the existing timetable to cope with changing curriculum and teaching and learning mode 	✓	✓	✓
	3. To promote and regulate staff development and training	<ul style="list-style-type: none"> ● To arrange workshops about NSS curriculum. ● To assign teachers to attend workshops concerning NSS curriculum ● To deploy teachers to receive trainings of Liberal Studies ● To arrange internal sharing among department heads ● To use resources from EMB (e.g. TPPG) effectively 	✓	✓	✓

	<p>4. To familiarize teachers with School-based Assessment (SBA), Standard-referenced Assessment (SRA) and Other Learning Experiences (OLE)</p>	<ul style="list-style-type: none"> ● To familiarize with SBA through teachers' sharing within subject or across subjects ● To develop an effective administrative system on SBA among subjects ● To help students understand the importance of learning process as a way to improve their performance through continuous assessment ● To review the student report to align with the development of Student Learning Profile (SLP) 	✓	✓	✓
	<p>5. To prepare for the introduction of NSS Liberal Studies (LS)</p>	<ul style="list-style-type: none"> ● To introduce Liberal Studies (LS) in S1-3 ● To deploy teachers to teach junior secondary LS ● To deploy teachers to receive trainings of LS 	✓	✓	✓