# St. Margaret's Girls' College, Hong Kong

## School Plan 2018 / 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.

**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 | ➔ 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 | ➔ 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 | ➔ 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 2018 / 2019

**Main Areas of Concern:**

**I.**  **To enhance students' problem-solving skills**

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|---|---|---|---|---|
| 1. To enable students to apply problem-solving skills<br>● Subject-based Activities / Materials<br>● Study Tours / Sports Activities<br>● Activities by Social Worker<br>● Self-directed Learning Programmes | Throughout the year | ● 80% of the students showed positive responses to the projects / activities held | ● Report by subject panels and TICs | ● Panel Heads<br>● TIC of OLE<br>● TIC of D&G Committee | --- |
| 2. To adopt inquiry approach in teaching<br>● Collaborative lesson preparation among panel members<br>● Sharing by teachers at meetings<br>● Incorporation of Exam Questions Analysis<br>● Networking with other schools | Throughout the year | ● 80% of the subjects adopted inquiry approach in teaching<br>● 70% of the students able to apply the problem-solving skills learnt | ● Report by subject panels<br>● Minutes of the meetings | ● Panel Heads<br>● Subject Teachers | --- |
| 3. To evaluate the effectiveness of the above strategies<br>● Subject Meetings<br>● Teacher Meetings | Throughout the year | ● 80% of the students and the teachers found the strategies helpful to the learning and teaching of the problem-solving skills | ● Minutes of the meetings | ● All Teachers | --- |

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

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|---|---|---|---|---|
| 1. To arouse students' critical awareness on social and global issues<br>• Whole school activities: news quiz, news sharing, news commentary, discussion of hot issues, debates, group / individual presentation on social and global issues, reading scheme<br>• Filing of newspaper clippings and editorials in Library<br>• Subject-based / extracurricular activities | Throughout the year | • 80% of the students showed positive responses to the activities held | • Report by subject panels and TICs | • Panel Heads<br>• TIC of OLE<br>• TIC of D&G Committee<br>• Librarian | --- |
| 2. To evaluate the effectiveness of the above strategies<br>• Subject Meetings<br>• Teacher Meetings | Throughout the year | • 80% of the students and the teachers found the strategies helpful to the learning and teaching of the critical thinking skills | • Minutes of the meetings | • All Teachers | --- |

### III. To promote e-learning culture

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|---|---|---|---|---|
| 1. To equip teachers with the necessary skills in implementing e-learning<br>● Staff Development<br>● Sharing by teachers<br>● External workshops, seminars, etc. | Throughout the year | ● 80% of the teachers showed positive responses to the staff development sessions attended | ● Record of staff development | ● Admin Staff<br>● All Teachers | --- |
| 2. To build up e-learning resources<br>● Set up database of e-learning tools for each subject panel | Throughout the year | ● All subjects established their own database | ● Report by subject panels | ● Panel Heads<br>● Subject Teachers | Upgrade of server |
| 3. To promote e-learning among students<br>● Subject-based Activities<br>● Mandatory IT-based learning schemes, e.g. self-directed learning programme | Throughout the year | ● 70% of teachers, students and parents show positive responses to e-learning | ● Questionnaire<br>● Report by subject panels | ● Panel Heads<br>● Subject Teachers | --- |
| 4. To conduct mobile learning in all subjects<br>● Sourcing for more useful hardwares and softwares<br>● Technical support by IT Team | Throughout the year | ● 70% of teachers and students show positive responses to mobile learning | ● Questionnaire<br>● Report by subject panels | ● Panel Heads<br>● IT Team | --- |

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|---|---|---|---|---|
| 5. To evaluate the effectiveness of the above strategies Meetings<br>• Subject Meetings<br>• Teachers Meetings<br> Teachers' Reflection Records | Throughout the year | • 80% of the students and the teachers found the strategies helpful to the learning and teaching of the critical thinking skills | • Minutes of the meetings | • All Teachers | --- |

**Other:  Diversity Learning Grant**

➢ Six S6 students are subsidized to take Applied Learning Courses.

➢ Two S6 students are subsidized to learn French at school.

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