

St. Catharine's School for Girls

**School Development Plan
2018/19 - 2020/21**

SWOT Analysis of the School

Prior to the new cycle of school development planning, a new SWOT analysis has been done to identify external opportunities and threats as well as internal strengths and weaknesses. Such a process would help determine strategic priority areas that we need to focus on for sustainable development and improvement of learning outcomes.

Our Strengths:

- A church school established with the Christian spirit.
- Good practices and traditions have been well developed over the past 50 years.
- The ethos of the school has been encouraging.
- The school provides a diverse variety of co-curricular activities and encourages students' active participation in them to widen their horizon and attain an all-round education.
- The IMC was established on 31st August 2015. Since the composition of the board of managers has been further enlarged, the betterment of the school has been further enhanced. The IMC is made up of people of vision with a broad spectrum of experiences in various fields, and they show immense enthusiasm for the school.
- Teachers are well qualified, experienced and dedicated. They possess sound subject knowledge.
- The non-teaching staff members form a highly effective and efficient team showing good rapport and teamwork.
- Most students are willing to learn.
- The sense of belonging of both students and staff towards the school is very strong.
- Trusting and co-operative parents who are supportive of the teaching of the school.

Our Weaknesses:

- Family support of the majority of students await enhancement and extra support in financial, social and cultural capital is in need.
- Students are not self-motivated enough to develop independent learning skills.
- There is still room for enhancing the sharing of teaching skills.

Our Opportunities:

- Reforms on curriculum and assessment help reinforce training in the use of language, communication skills, critical thinking and power of analysis.
- Students' awareness of social issues is enhanced and this can thus foster students' care of the society.
- The EDB's support in terms of the provision of grants has been gradually enhanced recently.

Our Threats:

- The school is facing the unprecedented challenges of learner diversity because of the widening of banding which caused by the categorizing system in banding and by the result of the decrease in the number of school-age children in recent years.
- The current academic structure puts strain on teachers and they are overloaded with duties concerning teaching, personal work, student development programmes and liaising with parents and institutions.
- Inadequate teaching time due to the implementation of the 334 curriculum.
- Senior form students become less mature as they do not get enough chances to strengthen their resolve and build up confidence due to the reduction in the number of public examinations.
- Reduction of one level under the 3+3 curriculum reduces the time for personal development of students and the training of student leaders.
- The decadent and demoralizing trend in our society is undermining moral values and adversely affecting young people's attitudes.
- Political issues have invaded education institutions recently.
- The number of cases of students' emotional illness has been increasing.
- Students are engaged by electronic social network activities and these have an adverse effect on their time-management.
- Parents have insufficient time to take care of their children.
- The number of parents who spoil their children is increasing.

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Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale		
			18/19	19/20	20/21
1. To further enhance students' and teachers' capacity for life-long learning.	1.1 Students' self-directed learning to be further enhanced through reading.	<ul style="list-style-type: none"> To adopt a holistic approach for students to develop their reading skills. 	✓	✓	✓
		<ul style="list-style-type: none"> To create a literacy-rich environment inside and outside classrooms. 	✓	✓	✓
		<ul style="list-style-type: none"> To liaise with panels and functional groups to provide students with chances for integrating and applying reading skills in self-directed learning. 	✓	✓	✓
	1.2 On-going professional development for teachers to be fostered.	<ul style="list-style-type: none"> To encourage teachers to participate in professional development activities (inside and outside school). 	✓	✓	✓
		<ul style="list-style-type: none"> To organize school-based professional development activities. 	✓	✓	✓
		<ul style="list-style-type: none"> To create a collaborative environment among and across panels. 	✓	✓	✓

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2. To further strengthen students' positive values through the acquisition of life planning skills.	2.1 Students' positive self-image and life style to be developed.	<ul style="list-style-type: none"> To enhance students' self-appreciation and self-assertion by way of constructing a culture of gratitude and appreciation on school campus. 	✓	✓	✓
	2.2 Students' resilience to be further enhanced.	<ul style="list-style-type: none"> To promote the virtues of "to serve but not to be served" by exposing students to opportunities to serve the school and the community. 	✓	✓	✓
	2.3 Students' accomplishments to be further maximized.	<ul style="list-style-type: none"> To further cultivate in students the qualities of perseverance and enthusiasm. 	✓	✓	✓
		<ul style="list-style-type: none"> To maximize the opportunities for students to unleash their potentials and to acknowledge students' accomplishments. 	✓	✓	✓
		<ul style="list-style-type: none"> To provide comprehensive support for students with special educational needs. 	✓	✓	✓
		<ul style="list-style-type: none"> To equip teaching and non-teaching staff with necessary professional knowledge and skills. 	✓	✓	✓