



QUEEN'S COLLEGE

School Development Plan

2021/22 – 2023/24

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.

Holistic Review

Effectiveness of the previous School Development Plan (2018-2021)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. Promoting Deep Learning through Experiential Learning</p> <p>1.1 To implement experiential learning by developing subject-based activities inside and outside classrooms</p> <p>1.1.1 To enhance learning atmosphere and motivation by incorporating experiential learning into classroom learning & teaching: Experience, Reflect and Share, Generalize, Apply</p> <p>1.1.2 To organize experiential learning activities across subjects/KLAs outside classrooms</p> <p>1.1.3 To organize in-house sharing of good practices on experiential learning</p>	<p>Fully Achieved</p> <p>Partly Achieved</p> <p>Fully Achieved</p>	<p>Incorporated into subject departments as routine work</p> <p>Promote more collaborations among subject departments</p> <p>Incorporated into subject departments as routine work</p>	
<p>1.2 To foster good learning skills and strategies in experiential learning</p> <p>1.2.1 To build effective learning habits and study skills in junior levels</p> <p>1.2.2 To promote students' strive for knowledge beyond textbooks through eReading strategies and eLearning platforms</p>	<p>Fully Achieved</p> <p>Partly Achieved</p>	<p>Consolidate students' habits in Major Concern 1 in the next school development cycle</p> <p>Continue next year</p>	<ul style="list-style-type: none"> - It is aimed to equip students with various study skills - Students will be encouraged to use the eLibrary and eLearning platforms.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1.2.3 To excel brotherhood through study groups (senior levels) and peer tutoring (seniors coaching juniors)	Fully Achieved	Continue next year	
<p>1.3 To develop the spirit of exploration and innovation among students by promoting STEM education and entrepreneurship experience</p> <p>1.3.1 To promote problem-based learning in classroom teaching</p> <p>1.3.2 To organize school-based STEM-related Activities</p> <p>1.3.3 To provide platforms for entrepreneurship experience</p>	<p>Fully Achieved</p> <p>Fully Achieved</p> <p>Fully Achieved</p>	<p>Incorporated in subject departments as routine work</p> <p>Continue next year</p> <p>Incorporated in S.3 curriculum as routine work</p>	
<p>2. Empowerment of students with good qualities of empathy, respect and commitment so as to face the challenges in the future</p> <p>2.1 To provide learning environment and experience for students in promoting positive values and attitudes</p> <p>2.2. To strengthen students' bonding with others in families, schools and community</p>	<p>Fully Achieved</p> <p>Partly Achieved</p>	<p>Continue to be a major concern in the next school development cycle</p> <p>Continue to be a major concern in the next school development cycle</p>	<ul style="list-style-type: none"> - A wider range of core values will be covered in the new school development cycle - New activities can be devised to strengthen students' bonding with others in the community

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<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>Partly Achieved</p>	<p>Incorporated into student development routine practice</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>Fully Achieved</p>	<p>Incorporated into staff development routine practice</p>	

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ▪ Full support and professional advice are given from the School Management Committee (SMC) ▪ Clear school plans in accordance with the latest education trend provide direction for the development of the school ▪ Teachers are having strong commitment and with shared school mission and vision ▪ Various channels like the School Development Committee (SDC), Academic Meeting and Student Development Meeting help enhance communication and collaboration among subject departments and function teams ▪ Financial and human resources are well deployed ▪ School self-evaluation practices are well adopted 	<ul style="list-style-type: none"> ▪ Further collaboration among functional teams work is needed to enhance efficacy

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	<ul style="list-style-type: none"> ▪ Principal proactively leads staff to embrace forthcoming challenges ▪ Competent Assistant Principals work effectively for the development of the school and the well-being of students through coordinating the work among subject departments and committees. ▪ Experienced middle managers are capable in leading their own departments and function teams ▪ Regular meetings are held to share vision and reviews are made on implementation plans so as to make improvement for school development, learning and teaching effectiveness and whole-person development ▪ Duties are assigned to staff according to their strengths and school needs ▪ Comprehensive staff appraisal cycles are effective for continuous development of staff ▪ Good deployment of resources from various sectors facilitates the implementation of school measures ▪ Harmonious working relationship are built on good communication and trust 	<ul style="list-style-type: none"> ▪ Potential teachers are equipped to succeed the duty of senior teachers who are going to retire ▪ Middle managers are given more chance to expose to the latest education trend

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> ▪ Broad & balanced curriculum is implemented to cater for both academic and whole person development of students ▪ School based curriculum which suits students' need and paves way for their future studies and holistic development is adopted ▪ A broad base of assessment components is used to facilitate continuous and all-round assessment ▪ Assessment for learning is adopted to enhance students' learning effectiveness ▪ Peer assessment is implemented to cater for learners' diversity ▪ Regular review of curriculum and student's assessment is conducted to uphold learning and teaching capacity 	<ul style="list-style-type: none"> ▪ More collaboration among KLAs are encouraged to facilitate students' application of knowledge and skills across the curriculum ▪ Reading across the curriculum is promoted ▪ Positive values education is stressed across the curriculum ▪ Teaching staff are encouraged to adopt data-driven analysis for refining learning and teaching capacity ▪ Students' awareness in national identity and global citizenship through formal and informal curriculum should be enriched

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> ▪ Most students are self-motivated to strive for academic excellence ▪ Students are keen to adopt a large variety of learning activities ▪ Most students are ready to collaborate with peers in their studies ▪ Students' performance in the HKDSE Examination are promising and heightening spirit among students and teachers ▪ Teachers have high expectation of students' academic pursuit ▪ Well-designed lessons with graded learning activities are tailor-made to cater for learners' diversities ▪ Effective classroom management of teachers creates an atmosphere conducive to learning ▪ Good delivery and communication skills of both teachers and students are maintained ▪ Opportunities are given for students to interact among peers and with teachers in classroom 	<ul style="list-style-type: none"> ▪ Further consolidation of self-regulated learning strategies according to students' own learning pace and styles are expected ▪ Students are encouraged to unleash their potentials in various arenas and not limited to academic performance ▪ Students should be given more opportunities to showcase their multiple talents and life competencies both inside and outside classrooms ▪ Professional collaboration and sharing of teachers should be further strengthened

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> ▪ A strong team of experienced, caring and supportive staff takes a leading role in promoting students' whole-person development ▪ Regular meetings of Student Development Committee are held to identify and address students' needs ▪ Close collaboration of various professionals, such as, educational psychologist, speech therapist and school social worker with the school is established to identify students' diverse needs and to provide timely support whenever necessary ▪ Holistic planning of whole-person development is conducted to cater for different developmental stages of students ▪ Gifted programmes ranged from Tier 1 to Tier 3 are adopted inside and outside classrooms ▪ Extra support is given to non-Chinese students and students with special educational needs (SEN) to facilitate their learning ▪ Extensive and comprehensive activities are offered to develop students' leadership skills by means of multifarious leadership training programmes and students are provided with ample opportunities to serve ▪ Harmonious peer and teacher-student relationships are maintained ▪ A liberal school atmosphere based on mutual trust is built 	<ul style="list-style-type: none"> ▪ More effort should be made in creating a more inviting school atmosphere to promote students' well-being with a whole-school approach ▪ More systematic and collaboration among function teams and teachers in nurturing students' positive values is encouraged

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> ▪ Strong support from parents, alumni and NGOs (e.g. Rotary Club) are solicited to provide regular assistance in school functions and training for students ▪ Systematic parents' education co-organized with Parents-Teachers' Association (PTA) can successfully equip parents for nurturing students' development ▪ The Old Boys Association (OBA) connects dedicated alumni with their alma mater and offer support in various school activities ▪ Multifarious local and overseas exchange programmes are organized for students to widen their horizons and inspire them on global issues ▪ Teachers are encouraged to work out individual plans to enhance their professional development ▪ All stakeholders are well informed of school events and administration through school webpage, school magazines and newsletters 	<ul style="list-style-type: none"> ▪ Communications and coordination among stakeholders can be further optimized

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Most students are well-behaved and disciplined • Most boys are having a good self-image • Strong brotherhood persists • Students are very proud of being a member of the school 	<ul style="list-style-type: none"> • Further strengthening on positive values alongside with academic excellence should be highlighted
8. Participation and Achievement	<ul style="list-style-type: none"> • Students' performance in public examination are encouraging • Students are enthusiastic to do their best in both studies and activities • Good participation is shown in activities both inside and outside classroom • Students with outstanding achievements are honoured in various channels, such as yellow dragon, school newsletters, scholarship board and assemblies • Students can acquire good leadership skills and self-confidence through participation in multifarious activities 	<ul style="list-style-type: none"> • Students' life competencies to face challenges and uncertainties should be enhanced

SWOT Analysis

Our Strengths

- A well-established college with 160 years of experience in providing quality education for boys
- Unique tradition and school culture in nurturing leaders of tomorrow
- Supportive staff with shared vision and mission
- Knowledgeable, responsible and professional teachers
- Balanced curriculum caters for students' whole-person development
- Students with high potentials and strong motivation for learning
- Sustainable spirit of brotherhood through generations
- Steadfast support from Parents'-Teachers' Association(PTA), Old Boys' Association (OBA) as well as other community partners

Our Weaknesses

- Some students show signs of inadequate life competencies and weak social skills
- A lack of opportunities for students to take part in activities outside classroom amid the pandemic
- Limiting learning space
- Lower drive and motivation for weaker students

Our Opportunities

- Teachers are competent in adopting e-learning and flipped learning
- Students have a strong enthusiasm in STEM education
- More external educational resources and funding
- Injection of young and energetic teachers
- Networks with universities and education institutes

Our Threats

- Growing trend of migration and overseas studies
- Keen competition from DSS schools and international schools
- Greater learners' diversity
- Ineffective time management of students in balancing the use of mobile devices and social media

Major Concerns for a period of 3 school years

- 1. To enhance students' life competencies through learning experience inside and outside classrooms**
- 2. To instill positive values into students and nurture them into upright and committed citizens**

School Development Plan for (2021-2024)

Major Concern 1: To enhance students' life competencies through learning experience inside and outside classrooms

Targets		Outline of Strategies		Time Scale (Please insert ✓)		
				21/22	22/23	23/24
1.1	To enhance students' life competencies through learning experience inside and outside classrooms	1.1.1	To build a strong reading culture and capacity through Reading across the Curriculum (RaC) with multi-genres and themes	✓	✓	✓
		1.1.2	To build life competencies such as collaborative skills and communication skills through project learning, gifted education programmes and life-wide learning activities	✓	✓	✓
1.2	To equip students with self-regulated learning skills and habits	1.2.1	To develop students' habits to set goals and do reflection regularly in their studies	✓	✓	✓
		1.2.2	To promote pre-lesson preparation habit through Flipped Learning	✓	✓	✓
		1.2.3	To equip junior form students with various learning strategies through training workshops and application in their studies	✓	✓	✓
		1.2.4	To encourage students to do self-revision and peer learning	✓	✓	✓
1.3	To promote teachers' professional sharing culture in school	1.3.1	To boost sharing culture by inviting teachers from different KLAs to open their classrooms for peer lesson observation with a focus on either self-regulated learning, flipped learning or value education designs	✓	✓	✓
		1.3.2	To share good practices through building subject-based resource banks	✓	✓	✓

Major Concern 2: To instill positive values into students and nurture them into upright and committed citizens

Targets		Outline of Strategies		Time Scale (Please insert ✓)		
				21/22	22/23	23/24
2.1	To promote the well-being of our students	2.1.1	To arouse students' awareness of the importance of well-being	✓	✓	✓
2.2	To cultivate positive values among students	2.2.1	To provide holistic learning experiences both inside and outside classrooms to students for the promotion of core values including perseverance, national identity, integrity, respect for others, responsibility, care for others, commitment, law-abidingness and empathy	✓	✓	✓
		2.2.2	To equip students with the competence in careers and life planning	✓	✓	✓
2.3	To enhance students' understanding of their rights and responsibilities so as to strengthen their readiness to serve	2.3.1	To provide opportunities to students in actualizing their rights and responsibilities by shouldering duties in the 160 th Anniversary events	✓	✓	
		2.3.2	To establish a harmonious family relationship and promote the virtue of filial piety	✓	✓	✓
		2.3.3	To strengthen students' national identity through understanding of the development of our motherland	✓	✓	✓
		2.3.4	To arouse students' global awareness and their roles to play as global citizens	✓	✓	✓