

St. Catharine's School for Girls

**School Development Plan
2024/25 - 2026/27**

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 55 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.
- A majority of teachers are well qualified, experienced and dedicated. They possess sound subject knowledge.
- More new teachers will be joining the school and make the teaching team become more energetic.
- 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 strong.
- Trusting and co-operative parents who are supportive of the teaching of the school.
- The collaboration and knowledge-sharing among teacher panels and subject groups have been further enhanced in the past few years.

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 confident enough to develop independent learning skills.
- There is still room for enhancing the sharing of the latest pedagogies.
- Students' exposure is limited.

Our Opportunities

- The key emphases of the curriculum on STEAM education help students fully unleash their potential in innovation and equip them to meet the changes and challenges around the world.
- The school's emphasis on developing assessment literacy among teachers can further enhance teaching and learning by enabling more effective and evidence-based instructional practices that better meet the needs of diverse learners.
- The Education Bureau (EDB) has placed a strong emphasis on urging schools to promote both values education and national security education. Resources have been channeled to undertake the above-mentioned education in school so as to enable students to lead a positive and healthy life, and to become the future pillars of society, who are knowledgeable and responsible.
- The EDB's support in terms of the provision of grants has been gradually enhanced recently.
- The promotion and implementation of e-learning during the COVID period have laid the foundation for teachers and students to conduct blended learning in future, thereby improving students' learning.

Our Threats

- The disruptions to learning caused by the pandemic have led to persistent challenges in students' study habits.
- The school is facing the unprecedented challenges of learner diversity.
- Students become less mature as they do not get enough chances to strengthen their adaptability and build up confidence due to overprotective parenting and excessive reliance on technology and virtual interactions.
- The decadent and demoralizing trend in our society is undermining moral values and adversely affecting young people's attitudes.
- The number of cases related to students' mental well-being 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.

School Development Plan 2024/25 – 2026/27 Major Concerns

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale		
			24/25	25/26	26/27
1. Nurturing academic excellence through the refinement of assessment literacy and Broadening students' knowledge beyond the classroom (知評合一 志道成章)	1.1 Learning and teaching effectiveness to be promoted through the development and enhancement of assessment literacy.	<ul style="list-style-type: none"> To enhance assessment literacy to align internal assessment with student learning. 	✓	✓	✓
		<ul style="list-style-type: none"> To identify students' areas of inadequacy to provide effective instructional support. 		✓	✓
	1.2 Students' learning effectiveness to be improved by reviewing pedagogies.	<ul style="list-style-type: none"> To ensure students' learning effectiveness by conducting regular reviews of pedagogical practices. 		✓	✓
	1.3 Diversified learning experiences to be offered to students with different talents and needs.	<ul style="list-style-type: none"> To introduce various off-timetable / outside classroom measures, programs and materials, which can be used to strengthen the formal curriculum and offer diversified learning experiences to students. 		✓	✓
	1.4 Students' subject knowledge to be strengthened by the introduction of blended learning in certain subjects and functional group activities.	<ul style="list-style-type: none"> To introduce blended learning in selected subjects and functional group activities. 		✓	✓

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2. Strive to be the best, to be a person of value and a person with a sense of global identity (據德依仁 臻於至善)	2.1 Individual level: 2.1.1 Adaptability: Students' competence in dealing with challenges to be sharpened. 2.1.2 Self-awareness: Students' resilience, self-esteem and self-confidence to be strengthened.	<ul style="list-style-type: none"> To cultivate in students the qualities of diligence and perseverance by fostering students' self-discipline and unwavering commitment. To equip students with the requisite skills and empower them with the trait of adaptability to attain elevated levels of accomplishment. To facilitate, assist, and strengthen students' commitment to explore their passions. To promote self-reflection to help students understand their strengths, weaknesses and emotions, and develop strategies for managing them effectively. To launch and optimize an award scheme to acknowledge students' achievements. To enhance students' self-esteem and self-confidence by exposing students to opportunities and showcasing their talents and skills. 	✓	✓	✓

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	2.2 Interpersonal level: The importance of genuine love and care for others to be highlighted.	<ul style="list-style-type: none"> To instill in students the virtues of gratitude, respect and benevolence. To promote peer support among students, within the class and/or through mentorship from seniors to juniors. 		✓	✓
	2.3 Macro-level: Students' sense of belonging to the school, the community, the country, and the world to be reinforced.	<ul style="list-style-type: none"> To foster a spirit of unity and nurture a servant leadership ethos by encouraging students to engage in the services and opportunities provided within the school. To expand students' exposure and immersion in local, national, and global issues and contexts. To equip students to be ready to become global citizens. 		✓	✓