GOOD HOPE SCHOOL (SECONDARY SECTION)  
ANNUAL DEVELOPMENT PLAN (2012/2013 Academic Year)

Our Mission: Develop our students into women leaders of tomorrow who live up to our core values of love, hope, joy and thanksgiving

Major Concern 1: To further enhance Management and Organization

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<tr>
<th>Target</th>
<th>Strategies</th>
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<th>Methods of Evaluation</th>
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<th>Person in charge</th>
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| 1a) To further develop an effective organization structure | • To review and revise school organization structure  
• To submit recommendations for restructuring for approval  
• To assign appropriate staff to take up duties in the new structure | • Organization structure reviewed and approval from SMC on recommendations for restructuring sought | • Minute of staff meeting | • May 2013 | • Leadership Team | • Advisory Team |
| 1b) To build a more professional staff force | • To develop a staff capacity building framework for staff  
• To come up with a programme for staff professional development | • A staff development committee set up  
• Staff development policy developed | • Minute of staff meeting | • May 2013 | • Leadership Team | • Advisory Team |
| 1c) To allocate resource more efficiently | • To streamline teachers’ administration duty  
• To provide more clerical support to assist teachers in handling administration duty  
• To implement a revised system of workload distribution among teaching staff | • At least 1 category of teaching administrative duties released  
• The staff workload reviewed and a system of workload distribution proposed | • Minute of staff meeting | • May 2013 | • Leadership Team | • Advisory Team |
Major Concern 2: To facilitate Effective Learning

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| 2a) To strengthen students’ English language proficiency | • To further develop learning and teaching strategies in English language subject in meeting the diversity of students  
• To further develop learning and teaching strategies in the use of English as medium of instruction in non-language subjects  
• To enhance students’ interest in language learning through meaningful English language-related activities  
• To assess S1 – S2 students’ English proficiency comparing with the England students’ standard through INCAS | • 40% of S2 students’ English proficiency comparable to students in similar age group in England  
• 70% of S6 get level 4 or above in HKDSE | • Results of INCAS assessments for S2  
• HKDSE Results | • April 2013  
• End of July | • LUK | • Administrative support |
| 2b) To broaden students’ horizon in multi-lingual proficiency | • To provide other language programmes, such as Spanish, German and French, etc  
• To explore international benchmark examination to meet their needs | • 20% of S1 students complete the after school French or Spanish programme | • Attendance record  
• Record of Student Profile Learning Students’ questionnaires | • May 2013  
• May 2013 | • LUK and SO | • Administrative support  
• Support of librarian |
| 2c) To encourage students to read extensively | • To revise the current reading scheme  
• To provide theme-related and cross-curriculum reading suggestion list to students  
• To promote book reading through Campus TV and book sharing activities  
• To ensure effective use of morning reading time | • More than 50% of S1-S3 students read 8 English and 6 Chinese books every year  
• 50% of students like reading | • Teachers’ questionnaire | • May 2013  
• All panel heads | • Administrative support |
| 2d) To improve learning & | • To disseminate good practices of pedagogy among colleagues | • 50% of staff think that the programme | • Teachers’ questionnaire | • May 2013  
• All panel heads | • Administrative support |
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| teaching effectiveness in the classroom                             | - To facilitate peer learning, collaborative teaching and peer lesson observation  
- To promote an in-school sharing culture  
- To build up a network with local schools or schools in mainland for professional exchange                                                                 | can improve learning and teaching in classroom  
- 60% of students develop their interest in learning                                                                                                                                  | Students’ questionnaire                             |                                                             |                  | • Respective panel heads         |
| 2e) To provide opportunities to develop high achievers according to their potential | - To provide enrichment programmes for high-achievers to widen their horizon  
- To provide opportunities for high-achievers to participate in external competitions and receive support from teachers  
- To network the high achievers in regular sharing sessions                                                                                                                               | 60% of the high-achievers complete the enrichment programmes  
- 60% of the high-achievers find learning pleasurable and are confident in learning.                                                                                      | Attendance record of high achievers  
- Students’ questionnaire                                                                                                                                       | May 2013                                       | Head of AAC       | • Administrative support  
• Respective panel heads |
| 2f) To provide support for late developers                          | - To organize after-school classes  
- To maximize the learning time of S4-S6 students who have dropped an elective  
- To provide guidance or workshop for the students so as to raise their self-esteem and to build up a positive attitude and self-discipline towards learning. | The academic foundation of 20% of the late developers strengthened  
- 50% of students receiving support show positive feedback                                                                                                                     | After school classes are organized  
- Students’ questionnaire                                                                                                                                          | May 2013                                       | Head of AAC       | • Administrative support  
• Respective panel heads |
Major Concern 3: To provide Students with Ample Opportunities to develop their Potentials so that they can be Future Leaders with Moral Integrity who are Proud of their National Identity

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<td>3a) To develop the leadership capacity of students</td>
<td>To restructure the existing Students Affairs Committee so that the leadership capacity of students can be developed through the collaboration of the different teams newly set up</td>
<td>● 40% of teachers agree that the leadership capacity of students enhanced</td>
<td>● Teachers’ questionnaire</td>
<td>● May 2013</td>
<td>● Head of SCSDC</td>
<td>● Administrative support</td>
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<td>3b) To boost the moral integrity of students</td>
<td>To review the existing PATHS programme and devise a comprehensive value education programme both horizontally and vertically for all students</td>
<td>● 40% of teachers agree that the moral values of students enhanced</td>
<td>● Teachers’ questionnaire</td>
<td>● May 2013</td>
<td>● Head of VEDC</td>
<td>● Administrative support</td>
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<td>3c) To further enhance Good Hope Spirits among students</td>
<td>To incorporate Good Hope Spirits into the current co-curricular activities system</td>
<td>● 40% of students score “Good” in the assessment of Good Hope Spirits in co-curricular activities</td>
<td>● Mark sheets of teachers</td>
<td>● July 2013</td>
<td>● Head of SLDC</td>
<td>● Administrative support and AAC</td>
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<td>3d) To provide leadership development programmes for students</td>
<td>To design leadership development programmes for students</td>
<td>● 70% of the participants agree that the leadership development programmes help to sharpen their</td>
<td>● Students’ questionnaire</td>
<td>● May 2013</td>
<td>● Head of SLDC</td>
<td>● Administrative support and AAC</td>
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| 3e) To further develop school culture among students and teachers | • To develop the Code of Professional Practice for Teachers and Hopers’ Expected Qualities for students | • 60% of teachers are familiar with and observe the Code of Professional Practice for Teachers  
• 60% of students are familiar with and possess the Hopers’ expected qualities | • Teachers’ questionnaire  
• Students’ questionnaire | May 2013 | Head of SCDC | Administrative support |
## Special programmes to be implemented for NSS

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<tr>
<th>DLG Funded Programmes</th>
<th>Strategies &amp; benefits anticipated</th>
<th>Name of programme(s) / course(s) and provider(s)</th>
<th>Duration of the programme</th>
<th>Target student</th>
<th>Estimated no. of students involved in each school year</th>
<th>Evaluation of student learning / success indicators</th>
<th>Teacher-in-charge</th>
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| Other Programmes      | To enrich the knowledge of gifted students by providing enrichment programmes | ● Science  
● Maths  
● Liberal Studies | ● 3 months  
● 1 year  
● 4-6 lessons | S4-6 students of this cohort of students | ● 5-10  
● 20  
● 30 | - Students will take the HKDSE Examination | KLA heads |