



MACAU ANGLICAN COLLEGE

School Development Plan

2023~2026

Macau Anglican College

1. **School Vision** - Our vision is to inspire a new generation of learners **to become** successful learners, confident individuals, responsible citizens **and** effective contributors:
2. School Mission - We achieve our vision through upholding our three core **mission values** – a **multicultural** outlook, **maximizing potential**, and being **all-inclusive**
3. School Goals/Aims - to build a strong bond between parent, teacher and child
4. Core Values of Education – multicultural, maximizing potential, being all inclusive

| INTERNAL FACTORS | |
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| STRENGTHS (+) | WEAKNESSES (-) |
| <ul style="list-style-type: none"> *Communication with parents (and paperless) *Good educational program (curriculum) - K-12 Cambridge Curriculum (only school in Macau) *Good teamwork and collaboration *Diverse array of CCA options *Inclusive Program *Diversity of teaching staff *House system *Professional Development Opportunities (Instructional Coaching Team) *Patriotic Education / Citizenship Promotion Programs *Good reputation e.g. sports and music in the community (awareness + promotion) *Positive Education + Well-Being Program (Students & Teachers Well-Being) – Pastoral Care *Affordability *Well-being holiday *Student council – student representation *Volunteering opportunities *Strong and connected community *Competitive environment (House system etc) *Encourages sustainability among students and teachers | <ul style="list-style-type: none"> *Weak I.T. infrastructure *Lack of space and facilities *Time *Inconsistency among teachers (e.g. language, regulations, policies, etc.) *Weak teaching pedagogy (lack of Cambridge and / or teaching experience / knowledge) *Differentiated and Collaborative Teaching Methods / Program not very strong *Too much administration tasks / work *Meeting and planning time for the House System *Weak perception of IEU staff *Lack of time to plan and embed the well-being program *Noise levels in school *Declining numbers of kids who join BYOD *Cut general classes or make it less serious in terms of report card *More leniency with staying after school to do work |
| EXTERNAL FACTORS | |
| OPPORTUNITIES (+) | THREATS (-) |

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| <ul style="list-style-type: none"> *Outside learning opportunities (travel and competitions) *Inter-school activities / competitions *Online platforms (e.g. TES, IXL, etc.) *Need for more programs that cater to high demand subjects (Science & Business) *International Teaching Recruitment *Community Outreach (social awareness) *Science Fair/STEM Program (links with outside to enhance already successful programs) *Expanding Portuguese Language and Culture Program *DSEDJ PD opportunities for Chinese Teachers (Chinese Language Teaching) *Student Internship Programs (student teachers, etc.) *External PD Training Opportunities *Expand the PSA involvement in the school *Job shadowing *IB programme *Corporate sponsorship | <ul style="list-style-type: none"> *Loss of student and teacher diversity *Lack of English language ability *Competition from two international schools *Increase of IEP students affecting teaching and learning. (Ratio of students to support staff, teachers not being trained, etc.) *Post-COVID impact *Parent-Child-School Behavior Management Issues (Parents not being accepting of behavioral issues and disciplinary measures) *Cyber Bullying (amount of time kids spend online) *Weaknesses / Problems that stems from the online learning program *STEM and DAT programs not attracting female students *Changes in local education policy *Human Resources available when teachers are absent (PTH) *DSEDJ admin work |
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Major Concerns

1. Improving the instructional practice across the school
2. Develop sustainable IT infrastructure and BYOD program
3. Improving the wellbeing of students and teacher

School Development Plan (2023-2026) ^=achieved

| Major Concerns | Objectives | Time Scale (Please insert ✓) | | | Outline of Strategies | Required Resources |
|--|--|---------------------------------|--------|--------|---|--|
| | | Year 1 | Year 2 | Year 3 | | |
| 1.Improving instructional practice across the school | <ul style="list-style-type: none"> • Teachers follow the same lesson plan structure which cooperate the educational needs in different sections • Enhance students' learning outcomes and enrich their educational experience through improving lesson plans design (Year 1), implementation (Year 2) and consolidation (Year 3). The following should be incorporated: <ul style="list-style-type: none"> a) Differentiated instruction be embedded in lessons K1-F6 b) Incorporate collaborative teaching strategies in lessons K1-F6 c) Assessment for learning is used by teachers K1-F6 to monitor student progress | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> • Lesson plan designing to include target areas • Assessment of learners for planning, teaching & learning • Instructional coaching of teachers to support instructional practice | <ul style="list-style-type: none"> - Internal & external coaches - DSEDJ PD budget - School PD budget |

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| <p>2. Develop sustainable IT infrastructure and BYOD program</p> | <ul style="list-style-type: none"> Upgrade IT hardware (including teachers and students iPads & laptops; classroom desktops) & software (Microsoft Office & Adobe, etc.) Establish stable daily Wifi connectivity in classrooms, staffrooms & communal areas Encourage student BYOD participation P4-F6 to free up school IT resources | <p>✓</p> | <p>✓</p> | <p>✓</p> | <ul style="list-style-type: none"> Increase funding to upgrading and purchase updated hardware & software Upgrade wifi AP's, switch, optical transceiver on floors 3-6. Review BYOD program criteria for P4-P6 and secondary, to allow for increased student participation | <ul style="list-style-type: none"> - External expertise - Outsource tech suppliers - Improved internal expertise - External sponsorship of devices |
| <p>3. Improving the wellbeing of students and staff</p> | <ul style="list-style-type: none"> Provide students with a positive school experience & learning environment through promoting Positive Ed & wellbeing practices Improve student's emotions and behaviours K1-F6 Improve school staff and teachers wellbeing, emotions, behaviours, attendance etc. | <p>✓</p> | <p>✓</p> | <p>✓</p> | <ul style="list-style-type: none"> Monitor teachers work efficacy & workload Assessing the impact of COVID on whole school wellbeing Learn, Live, Teach, Embed elements of Positive Education Behaviour intervention Counselling talks / workshop Student F1-F6 online support program - Komodo | <ul style="list-style-type: none"> - Internal & external services; talks; trainers - Focus talks - Registration for Institute of Positive Education & Komodo - External community services - TES & Staff Pulse platform |