



DIOCESAN BOYS' SCHOOL
PRIMARY DIVISION

SCHOOL DEVELOPMENT PLAN
2007/2008 – 2009/2010

School Plan

I. Mission

The mission of the school is: **‘to provide a liberal education based on Christian principles.’**

To realize this stated mission the School has set the following objectives:

- To offer a balanced education for the development of the WHOLE person through effective means and agreeable strategies.
- To maintain the school tradition.
- To evolve a unique cultural identity.
- To help students to develop critical thinking, creative frame of mind and communication skills.
- To provide opportunities for the development of good character based on Christian principles where students are expected to be trustworthy, responsible, fair and considerate.
- To cultivate self-respect and self-esteem through guided activities.
- To promote multiple intelligence and to enable students to maximize their talents.
- We aim to equip students with sound knowledge, social and technical skills to meet future challenges.

II. Vision and Values

We believe we should

- Value all aspects of a child's development equally: academic, aesthetic, physical, emotional and spiritual.
- Provide the means, place and space for each individual to discover his capabilities.
- Be an important part of the local community.
- Have unity of purpose, support of the parents and the community.

Vision Statement

From these values the vision statement is built.

- Our vision is to prepare our students for the 21st century and to become contributors to society and leaders of the community.

Strategies

- To balance specialized and comprehensive knowledge.
- To cultivate the sense of belonging to DBS.
- To create learning experience.
- To contextualize intelligences.
- To actualize Christian principles.
- To realize individuals' competences.
- To nurture multiple intelligences.

III. Major Concerns for School Years 2007/2008 – 2009/2010

I. First Priority - Management and Organization

A. Short Term Targets

1. To formulate a new school plans to guide the overall development of the School in a 3-year cycle
2. To formulate policies on safety measures and crises management
3. To review the appraisal system of Middle Management & Subject Administrators
4. To formulate a staff development plan which meets the development requirements of the School and staff
5. To provide additional resources to improve school facilities

B. Mid Term Targets

1. To establish clear policy-making procedures so that staff can participate in the planning and development of the School
2. To review the principles of assigning staff duties to ensure fair distribution of teaching and administrative duties
3. To develop the School Management, Senior Teachers and Subject Administrators so that they have a good grasp of professional knowledge, become more visionary and creative, and are sensitive to changes in society and education

C. Long Term Targets

1. To enhance the effectiveness of the School Management, Senior Teachers and Subject Administrators in leading the staff in their work
2. To review the self-evaluation mechanism and its implementation

II. Second Priority - Learning and Teaching

A. Short Term Targets

1. To improve the school curriculum through better coordination and collaboration in school curriculum
2. To cater for students' learning diversities
3. To improve quality of teaching through effective strategies and skills
4. To review the assessment policy and system

B. Mid Term Targets

1. To refine the monitoring and evaluation of curriculum implementation
2. To sharpen teachers' professional knowledge and attitude to further improve the quality of teaching
3. To improve students' learning attitude
4. To reform the grading policy and system

C. Long Term Targets

1. To review the curriculum planning and organization
2. To further enhance students' learning performance
3. To use assessment information as feedback to improve effectiveness of learning and teaching

III. Second Priority – Student Support and School Ethos

A. Short Term Target

1. To extend the scope of equal opportunities policy to involve parents' participation

B. Mid Term Targets

1. To review the guidelines of Discipline and Guidance
2. To enable students to strike a balance between academic studies and extra-curricular activities
3. To improve the school climate for strengthening student to student relationship
4. To further enhance the interpersonal relationships among teaching staff and between students and school staff

C. Long Term Targets

1. To promote effective home-school cooperation
2. To develop more links with community and external organizations
3. To provide additional support for G1 students with regard to adaptation to the new learning environment

Diocesan Boys' School Primary Division
School Development Plan (2007/2008 – 2009/2010)

First Priority – Management and Organization

Major Concerns (in order of priority)	Intended Outcomes/Targets	Strategies	Time Scale		
			07/08	08/09	09/10
1. Planning and Administration	1.1 To formulate a new school plans to guide the overall development of the School in a 3-year cycle	● To set up a new 3-year School Development Plan	✓		
	1.2 To formulate policies on safety measures and crises management	● To evaluate and further develop a mechanism to deal with crisis management	✓		
	1.3 To establish clear policy-making procedures so that staff can participate in the planning and development of the School	<ul style="list-style-type: none"> ● To collect views and suggestions of staff, and to involve teachers in the school decision-making process ● To provide both informal and formal communication channels to promote more communication between school management and teaching staff 		✓	

		<ul style="list-style-type: none"> ● To enhance the collaboration between DBS and the PD so as to establish a stronger link, to build a stronger bond and develop a unified vision ● To delegate administrative duties to more teachers who have the desire to participate in administrative work and school development ● To formulate new policies to improve school staff welfare 		✓	
2. Staff Management	<p>2.1 To review the appraisal system of Middle Management & Subject Administrators</p> <p>2.2 To formulate a staff development plan which meets the development requirements of the school and staff</p>	<ul style="list-style-type: none"> ● To set up a different appraisal system for Middle Management & Subject Administrators ● To set up individual staff development plans ● To set up a 5-year teacher professional development framework to build up teachers' professional capacity 	✓	✓	✓

	2.3 To review the principles of assigning staff duties to ensure fair distribution of teaching and administrative duties	<p>in catering for students with special educational needs</p> <ul style="list-style-type: none"> ● To establish a new mechanism to distribute the workload on administration and teaching more fairly and evenly according to teachers' ranks, experience and abilities to align with the school's development needs. 		✓	
3. Professional Leadership	<p>3.1 To develop the School Management, Senior Teachers and Subject Administrators so that they have a good grasp of professional knowledge, become more visionary and creative, and are sensitive to changes in society and education</p> <p>3.2 To enhance the effectiveness of the School Management, Senior Teachers and Subject Administrators in leading the</p>	<ul style="list-style-type: none"> ● To require the School Management, Senior Teachers and Subject Administrators to receive specialized training relevant to their job (e.g. school-based management, curriculum development and student support services etc.), and are able to practice what they have learnt at work ● To lead staff to express their opinions on setting targets, policies, programme plans, priority and budgeting, etc. and 		✓	✓

	staff in their work	offer them feedback and assistance in order to motivate them and to achieve targets and promote their professional development			
4 Planning and Management of Resources	4.1 To provide additional resources to improve school facilities	<ul style="list-style-type: none"> ● To make use of the Quality Enhancement Fund of HK\$75,000 to introduce the Smart Card System for students to take attendance and pay petty cash ● To make use of the “Special One-off IT Grant to Schools” of HK\$234,290 to purchase 40 computers for students’ use ● To ensure optimum use is made of the library 	✓ ✓		

Second Priority – Learning and Teaching

Major Concerns (in order of priority)	Intended Outcomes/Targets	Strategies	Time Scale		
			07/08	08/09	09/10
1. Curriculum	1.1 To improve the school curriculum through better coordination and collaboration in school curriculum	<ul style="list-style-type: none"> ● To promote the culture of collaboration among the various KLA's ● To enable teachers to participate in curriculum decisions as well as exchange information and opinions on curriculum matters ● To arrange closer collaboration among subjects to avoid repetition 	✓		
	1.2 To review the mechanism for monitoring and evaluation of curriculum implementation	<ul style="list-style-type: none"> ● To evaluate the implementation of curriculum, to give timely feedback to teachers concerned, and to conduct concrete follow-ups in the light of review findings 		✓	
	1.3 To review the curriculum planning and organization	<ul style="list-style-type: none"> ● To introduce interactive learning with IT, E-learning pedagogies and E-learning 		✓	

		<p>activities in curriculum</p> <ul style="list-style-type: none"> ● To develop on-line learning resources for students ● To further improve the school-based curriculum to cater students' needs, provide them with necessary learning experiences and cultivate their generic skills 		✓	✓
2. Teaching	2.1 To cater for students' learning diversities	<ul style="list-style-type: none"> ● To further develop the Supersize Me Programme for the talented through consultation with Subject Administrators & teachers in charge of the Supersize Me Programme to develop students' potentials ● To arrange more Lift-off Programme learning places for students with learning problems ● To introduce Sets in G5 & G6 English 	✓	✓	✓

	<p>2.2 To improve quality of teaching through effective strategies and skills</p> <p>2.3 To sharpen teachers' professional knowledge and attitude to further improve the quality of teaching</p>	<ul style="list-style-type: none"> ● To take into account students' diverse abilities in class so that teachers can adopt appropriate teaching content and diversified teaching strategies ● To require teachers to receive specialized training so that they have a good mastery of the trend, contents and teaching skills of the KLA's that they teach ● To provide training for teaching in utilizing different teaching methods in accommodating students' different learning styles ● To establish clear guidelines to ascertain all teachers are patient, approachable and friendly, caring and always ready to encourage students, be fair and able to give due respect to students' viewpoints and care about their feelings 	<p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	
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		<ul style="list-style-type: none"> ● To draw up guidelines help teachers set high expectations of students' learning, recognize and value students' achievement and potential. 		✓	
3. Student Learning	<p>3.1 To analyze and inform students of their learning styles, and enable them to make good use of diversified modes of learning to facilitate learning</p> <p>3.2 To improve students' learning attitude</p>	<ul style="list-style-type: none"> ● To enable students to make good use of diversified modes of learning to facilitate learning ● To promote good teamwork among students, especially upper grades boys, so that they are willing to exchange ideas, work collaboratively to solve problems and share learning outcomes with one another ● To put more emphasis on fun and team work, and to utilize different teaching methods in accommodating students' different learning styles in P.E. and Visual Arts lessons 	✓	✓	✓

	3.3 To further enhance students' learning performance	<ul style="list-style-type: none"> ● To adopt a multi-disciplinary approach to help students who may not enjoy their learning ● To enable students to master and manipulate various generic skills, and demonstrate good and independent learning abilities 		✓	✓
4. Performance Assessment	To review the assessment policy and system	<ul style="list-style-type: none"> ● To formulate the assessment policy according to the principle of striking a balance between “assessment for learning” & “assessment of learning”, and to explain the policy to teachers, students and parents with clearly defined objectives, criteria and guidelines ● To further develop the overall assessment policy through consultation with Subject Administrators ● To further develop assessment for learning in the curriculum 	✓		

	<p>To reform the grading policy and system</p>	<ul style="list-style-type: none"> ● To devise a new grading policy and system to inform students of their assessment performance and to reduce the negative effect of rivalry among students ● To reform the assessment system so that there will be 3 major Summative Assessments in a year - 1st Assessment (late Nov) ; 2nd Assessment (late March – Before Easter); 3rd Assessment (mid-late June) 		<p>✓</p>	
	<p>To use assessment information as feedback to improve effectiveness of learning and teaching</p>	<ul style="list-style-type: none"> ● To further develop teachers' skills to identify students' strengths and weaknesses, and to give timely and useful feedback to help students improve 		<p>✓</p>	<p>✓</p>

Third Priority – Student Support and School Ethos

Major Concerns (in order of priority)	Intended Outcomes/Targets	Strategies	Time Scale		
			07/08	08/09	09/10
1. Support for Student Development	1.1 To extend the scope of equal opportunities policy to involve parents' participation	<ul style="list-style-type: none"> ● To organize parents' workshops and parent-child activities ● To help students from disadvantaged families, and to have closer relationships with their parents 	✓		
	1.2 To review the guidelines of Discipline and Guidance	<ul style="list-style-type: none"> ● To evaluate and revise the school rules and system of reward and punishment so that they are clear and reasonable, and are well-received and supported by teachers, students and parents ● To set up guidelines to give guidance and leeway to G1 students so as to help them become more accustomed to abiding by rules and regulations 		✓	✓

	<p>1.3 To enable students to strike a balance between academic studies and extra-curricular activities</p>	<ul style="list-style-type: none"> ● To identify students' special learning/emotional/social needs and difficulties, and to provide guidance and counseling to students ● To reinforce students' self-management skills and correct attitudes, such as being more polite, humble and self-disciplined ● To formulate guidelines on ECA's so that appropriate advice, guidance and assistance be given students in planning their activities ● To develop club activities and provide opportunities for students to set up their own clubs and societies ● To empower students and invite them to join particular working committees, such as School Magazine Committee 		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
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	<p>1.4 To provide additional support for G1 students with regard to adaptation to the new learning environment</p>	<ul style="list-style-type: none"> ● To form Maths School Team, G.S. School Team etc. to represent the School in external academic-related competitions ● To administer a survey for G1 parents to explore the transitional needs of students ● To design a range of strategies to engage students in more diversified and extended tasks to deepen their learning ● To create more opportunities for students' oral contribution to their work and communication with peers in cooperative group work, and to express their view and opinions with class teachers ● To review the G1 Chinese curriculum and help students to learn Chinese with more confidence 		<p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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		<ul style="list-style-type: none"> ● To set up guidelines on assessment for offering help to students in understanding the rubrics and instructions 			✓
2. School Culture	2.1 To improve the school climate for strengthening student to student relationship	<ul style="list-style-type: none"> ● To conduct more team building and inter-class and intra-class bonding activities, especially for upper grade students, so that they participate enthusiastically in school affairs and activities, and cooperate well with one another ● To enable G6 students to build good relationships with their peers and help them to transit from kids to adolescents ● To organize more pair/group work during lessons so as to promote discussion among classmates 	✓	✓	✓

<p>3. Links with Parents and External Organizations</p>	<p>3.1 To promote effective home-school cooperation</p>	<ul style="list-style-type: none"> ● To organize more parental workshops and seminars for parents to share their points of view and experiences in parenting, and to promote parent involvement in their child's learning ● To enrich the existing parental education programme by providing more sharing opportunities among parents ● To hold more parents' nights, particularly for parents of G2 and G6 students, so as to explain to parents the arrangement of homework and assignment, and to clarify the School's expectation on students' performance ● To enhance and promote a closer parent-school cooperation and liaison to discuss students' problems and seek possible solutions 			<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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	<p>3.2 To develop more links with community and external organizations</p>	<ul style="list-style-type: none"> ● To establish links with the community and other schools so that teachers and students can play an active role in community services for the development of wider experiences 			✓
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