



DIOCESAN BOYS' SCHOOL

PRIMARY DIVISION

SCHOOL DEVELOPMENT PLAN

2010/2011 – 2013/2014

Diocesan Boys' School Primary Division

School Plan

Vision and Values

We believe we should

- Value all aspects of a child's development with the same importance: academic, aesthetic, emotional, moral, physical, social and spiritual.
- Provide a challenging, supportive and caring learning environment where each child is given the opportunity to discover and develop his potential and where he can learn how to appreciate others and work collaboratively.
- Prepare our students to be responsible citizens, to contribute actively in the welfare of others in the local and global communities.
- Have unity of purpose and the support of all stakeholders of the school.

Vision Statement

From these values the vision statement is built.

Our vision is to prepare our students for future challenges in a diverse and ever-changing world where they can become contributors to society and leaders with integrity.



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.
- To maintain and build on the school identity and tradition.
- To evolve a unique cultural identity.
- To help students to develop communication and collaborative skills, creative frame of mind, critical and analytical thinking, and effective interpersonal and life-long learning skills.
- To provide opportunities for the development of good character and integrate Christian principles into school life where students are expected to be humble, respectful, trustworthy, polite, responsible, self-motivated, fair, considerate and compassionate.
- To cultivate self-discipline, self-respect and self-esteem through guided activities; at the same time to encourage respect for others, cooperation with peers and enhancement of team morale.
- To promote multiple intelligence and to enable students to maximize their potential.
- To provide for the individual needs of all students and recognize their achievements.

We aim to equip students to become life-long learners with a sound foundation of knowledge, social and technical skills to meet future challenges.



Holistic Review

Effectiveness of the Previous School Development Plan

| Major Concerns | Extent of Targets Achieved | Follow-up Action | Remarks |
|---|----------------------------|------------------------------|--|
| I. First Priority - Management and Organization | | | |
| A. Short Term Targets | | | |
| 1. To formulate a new school plan to guide the overall development of the School in a 3-year cycle | Fully Achieved | N.A. | Details are recorded in "Annual School Report 07-08" p.4 |
| 2. To formulate policies on safety measures and crises management | Fully Achieved | Incorporated as routine work | Details are recorded in "Annual School Report 07-08" p.4 |
| 3. To review the appraisal system of Middle Management & Subject Administrators | Fully Achieved | N.A. | Details are recorded in "Annual School Report 07-08" p.5 |
| 4. To formulate a staff development plan which meets the development requirements of the School and staff | Fully Achieved | Incorporated as routine work | Details are recorded in "Annual School Report 07-08" p.5 |
| 5. To provide additional resources to improve school facilities | Fully Achieved | Incorporated as routine work | Details are recorded in "Annual School Report 07-08" p.7-8 |

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| <p>B. Mid Term Targets</p> <ol style="list-style-type: none"> 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 | Fully Achieved | Incorporated as routine work | Details are recorded in “Annual School Report 08-09” p.4 |
| | Fully Achieved | N.A. | Details are recorded in “Annual School Report 08-09” p.9-10 |
| | Fully Achieved | Incorporated as routine work | Details are recorded in “Annual School Report 08-09” p.11-12 |
| <p>C. Long Term Targets</p> <ol style="list-style-type: none"> 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 | Not Achieved | Continue to be a major concern in “School Annual Plan 09-10” p.5 | Nil |
| | Not Achieved | Continue to be a major concern in “School Annual Plan 09-10” p.6 | Nil |



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| <p>II. Second Priority - Learning and Teaching</p> <p>A. Short Term Targets</p> <ol style="list-style-type: none"> 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 <p>B. Mid Term Targets</p> <ol style="list-style-type: none"> 1. To refine the monitoring and evaluation of curriculum implementation | <p>Fully Achieved</p> <p>Fully Achieved</p> <p>Fully Achieved</p> <p>Partly Achieved</p> <p>Fully Achieved</p> | <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Continue to be a major concern in "School Annual Plan 09-10" p.10</p> <p>Incorporated as routine work</p> | <p>Details are recorded in "Annual School Report 07-08" p.5-6 & "Annual School Report 08-09" p.13-14</p> <p>Details are recorded in "Annual School Report 07-08" p.6-7 & "Annual School Report 08-09" p.16-17</p> <p>Details are recorded in "Annual School Report 07-08" p.6-7</p> <p>Details are recorded in "Annual School Report 07-08" p.7 & "Annual School Report 08-09" p.23-24</p> <p>Details are recorded in "Annual School Report 08-09" p.14-15</p> |
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| 2. To sharpen teachers' professional knowledge and attitude to further improve the quality of teaching | Partly Achieved | Continue to be a major concern in "School Annual Plan 09-10" p.9 | Details are recorded in "Annual School Report 08-09" p.17-19 |
| 3. To improve students' learning attitude | Fully Achieved | Incorporated as routine work | Details are recorded in "Annual School Report 08-09" p.19-23 |
| 4. To reform the grading policy and system | Partly Achieved | Continue to be a major concern in "School Annual Plan 09-10" p.10 | Details are recorded in "Annual School Report 08-09" p.23-24 |
| C. Long Term Targets | | | |
| 1. To review the curriculum planning and organization | Partly Achieved | Continue to be a major concern in "School Annual Plan 09-10" p.8 | Details are recorded in "Annual School Report 08-09" p.15-16 |
| 2. To further enhance students' learning performance | Not Achieved | Continue to be a major concern in "School Annual Plan 09-10" p.10 | Nil |
| 3. To use assessment information as feedback to improve effectiveness of learning and teaching | Not Achieved | Continue to be a major concern in "School Annual Plan 09-10" p.10-11 | Nil |



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| <p>III. Third Priority – Student Support and School Ethos</p> <p>A. Short Term Target</p> <p>1. To extend the scope of equal opportunities policy to involve parents’ participation</p> <p>B. Mid Term Targets</p> <p>1. To review the guidelines of Discipline and Guidance</p> <p>2. To enable students to strike a balance between academic studies and extra-curricular activities</p> <p>3. To improve the school climate for strengthening student to student relationship</p> <p>4. To further enhance the interpersonal relationships among teaching staff and between students and school staff</p> | <p>Fully Achieved</p> <p>Fully Achieved</p> <p>Fully Achieved</p> <p>Fully Achieved</p> <p>Fully Achieved</p> | <p>N.A.</p> <p>N.A.</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> | <p>Details are recorded in “Annual School Report 07-08” p.4-5 & “Annual School Report 08-09” p.25</p> <p>Details are recorded in “Annual School Report 08-09” p.26-28</p> <p>Details are recorded in “Annual School Report 08-09” p.29-33</p> <p>Details are recorded in “Annual School Report 08-09” p.35</p> <p>Details are recorded in “Annual School Report 08-09” p.36</p> |
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| C. Long Term Targets | | | |
| 1. To promote effective home-school cooperation | Not Achieved | Continue to be a major concern in “School Annual Plan 09-10” p.13-15 | Nil |
| 2. To develop more links with community and external organizations | Not Achieved | Continue to be a major concern in “School Annual Plan 09-10” p.15 | Nil |
| 3. To provide additional support for G1 students with regard to adaptation to the new learning environment | Not Achieved | Continue to be a major concern in “School Annual Plan 09-10” p.12-13 | Nil |



Evaluation of the School's Overall Performance

| PI Areas | Major Strengths | Areas for Improvement |
|----------------------------|--|--|
| 1. School Management | <ul style="list-style-type: none"> • The School Committee has a strong commitment to the school and its stakeholders. • The school has a logical organizational framework which allows for effective and efficient management of the school's operation. • Budgeting procedures are efficient and effective. • The school has formulated clear and comprehensive procedures to safeguard the interests of students and staff. • The school is very well equipped. Staff members are well supported by IT personnel, hardware and software. | <ul style="list-style-type: none"> • There should be a better link between evaluation and planning. • More explicit targets and specific success criteria should be formulated in the school plans. • There should be a sharper focus on outcomes, particularly described in terms of student learning. |
| 2. Professional Leadership | <ul style="list-style-type: none"> • The Headmaster and the Headteacher work well together and the collaboration between senior managers provide a good model for the teaching team. • The Leadership Team is committed and highly experienced professionals who have the best interests of students and colleagues at the forefront of their thinking. • The Senior Management Team of the school comprises experienced primary educators. • Middle managers administer their departments well and give a strong and clear lead on curriculum and pedagogy. | <ul style="list-style-type: none"> • Middle managers should further consolidate their leadership skills in leading future school changes, especially changes in curriculum, assessment, and learning & teaching strategies. • Subject administrators should further strengthen their role as curriculum leaders and agents for cross department coherence. They will take a leading role in organizing vertical and horizontal collaborations, and involve in the long term development of the Inquiry Based Learning. |



| PI Areas | Major Strengths | Areas for Improvement |
|----------------------------------|--|---|
| 3. Curriculum and Assessment | <ul style="list-style-type: none"> ● Curriculum management is well conducted at KLA level. Comprehensive subject memoranda, with clear guidelines, are in place to facilitate good coordination. ● The school is active in initiating curricular change, and has successfully brought about changes at classroom level and in mobilizing teachers for concerted effort. ● The school curriculum is complemented by a broad range of learning activities and programmes for students to stretch their potential and to have wider exposure. ● Many subjects have enriched their subject content with extension components to set more challenging tasks for students. There are 'Lift-off', 'Supersize Me' Programmes, and Electives to meet the different needs of students. | <ul style="list-style-type: none"> ● There should be more deliberation on the success criteria and methods of evaluation in programme planning and programme evaluation. ● A wider variety of assessment modes, self or peer assessment and assessment rubrics should be developed. ● A consistent and fair scoring system should be provided for teachers to follow. ● Future Staff Development Policy should include programmes about training staff to interpret assessment data and do reflection after delivering a lesson so that data derived from assessment can be better used to inform reflection on teaching strategies and styles which will then feed forward into the process of curriculum planning and pedagogy. |
| 4. Student Learning and Teaching | <ul style="list-style-type: none"> ● There is continuous upgrading of school facilities with ample up-to-date IT equipment to promote independent and diversified learning. ● Students across all levels have a good command of English, and some are very proficient English speakers and writers. ● Students exhibit good creativity, as well as thinking and analytical skills. ● Teachers have a good rapport with students, and the learning atmosphere is inviting and pleasurable. | <ul style="list-style-type: none"> ● Teaching approaches which encourage greater student independence and self-responsibility in learning should be adopted. Curriculum leaders should work with teachers to develop learning activities that require active involvement of students. Teachers should be able to facilitate students' enquiry and help them clarify concepts. ● Classroom strategies, such as the use of graded questions and differentiated tasks, to better match students' abilities should be adopted. ● Project learning can be further developed. ● Students' generic skills should be fostered. |



| PI Areas | Major Strengths | Areas for Improvement |
|--------------------|--|--|
| 5. Student Support | <ul style="list-style-type: none"> • The school offers excellent opportunities for the holistic development of students. • The school offers appropriate support to students in their transition from primary to secondary schooling. • A positive school culture is fostered, and a wide range of religious and educational programmes and activities are organized. • A wide range of Electives, ECA and co-curricular activities are provided, and students' interest and potential in various arenas are developed. • Learning outside the classroom is actively promoted and many overseas trips are arranged to widen students' exposure. • Appropriate service opportunities are provided to foster students' commitment to themselves and to the society. • A clear referral system and an early identification mechanism are in place and work well in identifying students at risk. | <ul style="list-style-type: none"> • There should be better evaluation of the overall effectiveness of student support to consider the results of separate programmes and measures. • More collaborative effort between the Primary and Secondary Divisions should be made to evaluate the overall effectiveness of student support. |
| 6. Partnership | <ul style="list-style-type: none"> • There is frequent communication with parents through circulars and letters to solicit their support. • Suggestions made by parents are seriously considered by the school. • Parents are supportive of the school. They are willing to serve as volunteers in school functions and help raising funds to improve school facilities. | <ul style="list-style-type: none"> • Pedagogical exchanges with other schools and institutions should be increased to improve the teaching effectiveness. |



| PI Areas | Major Strengths | Areas for Improvement |
|--|--|--|
| 7. Attitude and Behaviour | <ul style="list-style-type: none"> ● Students have a strong sense of pride in, and commitment to, the school. There is strong bonding among students. ● Students are confident and have a high sense of achievement. ● Students enjoy their school life and are ready to articulate their opinions and initiate ideas. ● Students have a positive attitude towards learning. They are highly attentive, confident and eager to learn. | <ul style="list-style-type: none"> ● There should be greater awareness and more concerted action by all teachers to cultivate a higher level of personal and social responsibility among students. ● Students' competitive spirit should be balanced by stressing the need for empathy and the exercise of personal restraint for the common good. ● The self-discipline and self-management of some students needs to be enhanced so that they will have greater respect for others and become more cooperative. ● The self responsibility in learning for some students needs to be enhanced so that they can become independent learners. |
| 8. Achievement and Participation in Classroom Learning | <ul style="list-style-type: none"> ● Students' assessment results in Chinese, English and Mathematics are excellent. ● Students achieve impressive results in a wide range of inter-school activities. ● Students' performance in sports and music is particularly outstanding. ● Students enjoy the lessons and are usually fully engaged in learning activities. ● Most students follow instructions closely and participate actively in learning activities. | <ul style="list-style-type: none"> ● Students' independent learning skills can be further enhanced and they should be encouraged to take notes and to do pre-lesson preparation. ● Some students are too keen to express their own ideas and opinions, making it difficult for them to concentrate when others are presenting their work. ● Some KS 1 students are talkative during group activities and cannot fully concentrate on their work. ● Some students who finish an activity quickly or find the tasks unchallenging may take the opportunity to move off task. |



SWOT Analysis

Our Strengths

1. Management and Organization

- The School Committee has a strong commitment to the school and its stakeholders.
- The Headmaster and the Headteacher work well together and the collaboration between senior managers provide a good model for the teaching team.
- Middle managers administer their departments well and give a strong and clear lead on curriculum and pedagogy.
- The school management and budgeting procedures are effective and efficient. The school has formulated clear and comprehensive procedures to safeguard the interests of students and staff.
- The school is very well equipped. Staff members are well supported by IT personnel, hardware and software.

2. Learning and Teaching

- Curriculum management is well conducted. Subject memoranda and guidelines are in place to facilitate good coordination.
- The school is active in initiating curricular change, and has successfully brought about changes at classroom level and in mobilizing teachers for concerted effort.
- The school curriculum is complemented by a broad range of learning activities and programmes for students to stretch their potential and to have wider exposure. Many subjects have enriched their subject content with extension components to set more challenging tasks for students.
- There is continuous upgrading of school facilities with ample up-to-date IT equipment to promote independent and diversified learning.
- Students across all levels have a good command of English. They exhibit good creativity, thinking and analytical skills.
- Teachers have a good rapport with students, and the learning atmosphere is inviting and pleasurable.

3. Student Support and Partnership

- The school offers excellent opportunities for the holistic development of students.
- The school offers appropriate support to students in their transition from primary to secondary schooling.
- The school has a positive school culture, and a wide range of religious and educational programmes and activities are organized.



- A wide range of Electives, ECA and co-curricular activities are provided, learning outside the classroom is actively promoted and many overseas trips are arranged to widen students' exposure.
- Appropriate service opportunities are provided to foster students' commitment to themselves and to the society.
- A clear referral system and an early identification mechanism are in place and work well in identifying students at risk.
- There is frequent communication with parents, and suggestions made by parents are seriously considered by the school. Parents are supportive of the school. They are willing to serve as volunteers in school functions and help raising funds to improve school facilities.

4. Student Performance

- Students have a strong sense of pride in, and commitment to, the school. There is strong bonding among students.
- Students are confident and have a high sense of achievement. They enjoy their school life and are ready to articulate their opinions and initiate ideas.
- Students have a positive attitude towards learning.
- Students' assessment results in Chinese, English and Mathematics are excellent.
- Students achieve impressive results in a wide range of inter-school activities. Their performance in sports and music is particularly outstanding.
- Students enjoy the lessons and are usually fully engaged in learning activities. Most students follow instructions closely, participate actively in learning activities and provide peer support to one another.

Our Weaknesses

1. Management and Organization

- There should be a better link between evaluation and planning of school programmes.
- More explicit targets and specific success criteria should be formulated in the school plans. There should also be a sharper focus on outcomes, particularly described in terms of student learning.
- Middle managers should further consolidate their leadership skills in leading future school changes.



- Subject administrators should further strengthen their role as curriculum leaders and agents for cross department coherence.

2. Learning and Teaching

- There should be more deliberation on the success criteria and methods of evaluation in programme planning and programme evaluation.
- A wider variety of assessment modes, self or peer assessment and assessment rubrics should be developed. A consistent and fair scoring system should be provided for teachers to follow.
- Data derived from assessment can be better used to inform reflection on teaching strategies and styles which will then feed forward into the process of curriculum planning and pedagogy.
- Teaching approaches which encourage greater student independence and self-responsibility in learning should be adopted.
- Classroom strategies, such as the use of graded questions and differentiated tasks, to better match students' abilities should be adopted.
- Project learning can be further developed, and students' generic skills should be fostered.

3. Student Support and Partnership

- There should be better evaluation of the overall effectiveness of student support services to consider the results of separate programmes and measures.
- More collaborative effort between the Primary and Secondary Divisions should be made to evaluate the overall effectiveness of student support.
- Pedagogical exchanges with other schools and institutions should be increased to improve the teaching effectiveness.

4. Student Performance

- There should be greater awareness and more concerted action by all teachers to cultivate a higher level of personal and social responsibility among students.
- Students' competitive spirit should be balanced by stressing the need for empathy and the exercise of personal restraint for the common good.
- The self-discipline and self-management of some students needs to be enhanced so that they will have greater respect for others and become more cooperative.
- Students' independent learning skills can be further enhanced and they should be encouraged to take notes and to do pre-lesson preparation.



- Some students are too keen to express their own ideas and opinions, making it difficult for them to concentrate when others are presenting their work.
- Some KS 1 students are talkative during group activities and cannot fully concentrate on their work.
- Some students who finish an activity quickly or find the tasks unchallenging may take the opportunity to move off task.

Our Opportunities

1. Management and Organization

- The Comprehensive Review was conducted in 2009 and a new 3-year school development cycle will begin in the 2010/2011 school year. The timeframe enables the school to formulate new planning based on the feedback and suggestions given in the CR Report.
- The EDB has just revised the format of the School Development Plan and Annual School Plan at the beginning of the 2009/2010 school year. School administrators will be required to formulate explicit targets and specific success criteria with a sharper focus on student learning outcomes when they draw up future plans.
- Professional development of the middle managers remains to be a major focus of the school. With a view to empowering the middle managers so that they can take up more important roles in leading future school changes, they will be offered more opportunities to engage in training programmes to sharpen their leadership skills.
- With a view to developing the school into a learning community, subject administrators will collaborate more closely with the subject teachers and among the departments. They will engage in professional development programmes with a focus to strengthen their role as curriculum leaders and agents for cross department coherence.

2. Learning and Teaching

- Based on the feedback and suggestions given in the CR Report, subject administrators are required to incorporate more deliberation on the success criteria and methods of evaluation when they conduct new programme planning and programme evaluation.
- In the coming years, the school will make more effort to work on curriculum planning and assessment to ensure that they can



complement each other. Subject teachers will acquire new skills to better use the assessment data to inform reflection on teaching strategies and styles.

- One of the school long term targets is to help students lay a solid foundation for lifelong learning. Teachers will continue acquiring new skills and adopt appropriate teaching approaches to encourage greater student independence and self-responsibility in learning.
- Having been informed by the CR Team that students' potential and capabilities can be stretched further, the school will design future staff development programmes to equip teachers with necessary classroom strategies, such as the use of graded questions and differentiated tasks, to better match students' abilities.

3. Student Support and Partnership

- Top priority will be given to addressing the area of student support in the coming years. The school has identified teachers who share the same values and aspiration to be members of the Discipline and Guidance Working Committee. The School Social Workers have also established good rapport with teachers and students. It is an optimal time to adopt a holistic approach for conducting future evaluation of the overall effectiveness of student support services provided by the school.
- In the 2009/2010 school year, a new Assistant Headteacher who is responsible for overseeing student affairs has been appointed. More collaboration between the Primary and Secondary Divisions will be arranged so that the overall planning and evaluation of student support services under the One-school Policy can be conducted.
- The school has adopted a new direction to support the professional development of teachers. A new scheme on "Exploratory Practices" is being piloted and a team of school administrators and Master Teachers have been lined up to do school-based action research on topics relevant to their subjects and interests. With a view to promoting pedagogical exchanges with other schools and institutions, the adoption of "Exploratory Practices" should be an effective means to bring about improved teaching effectiveness.

4. Student Performance

- The school-based Moral Education curriculum is being developed. Having been informed by the CR Team that there is a need to balance students' competitive spirit and to reinforce their empathy and personal restraint for the common good, the Moral Education Department is given a clear direction to steer the curriculum development in the coming years.
- As suggested by the CR Team that there is a need to enhance students' self-discipline and self-management skills, the D&G Working Committee will adopt the suggestions in our future whole-school programme. It is an opportunity to solicit the input of all teachers to help cultivate a higher level of personal management skills among students.
- Students' correct learning attitude is another major need identified in the CR Report. All departments will incorporate this



concern in their subject plans for the coming years so that all teachers will make a concerted effort to help students acquire appropriate learning attitude. As a result, they will become more considerate and patient, more willing to concentrate to do their work and listen to others.

Our Threats/Difficulties

1. Management and Organization

- At the moment, the school has appointed one Deputy Headteacher, two Assistant Headteachers and six Senior Teachers to assist the Headteacher in managing the day-to-day operation of the school. Due to the heavy workload and high expectations required of each of the administrators, it is often very difficult to release them for participation in the in-service professional development courses for school administrators.
- Most of the middle managers in DBSPD have taken up the administrative role for a short period of time. It takes time for them to acquire the necessary expertise, knowledge and skills before they can play a more major role in leading future school changes.
- Similarly, most of the subject administrators have taken up their new role as the Head of Department or Panel Chairperson for a short time. More time has to be given to them so that they will gain sufficient experience and confidence to establish themselves as strong curriculum leaders and effective agents to bring about cross department coherence.

2. Learning and Teaching

- Many parents of our students are very concerned about the academic performance of their child. We often find anxious parents who get too involved in their child's learning by supervising them too closely or providing them with too much extra support after school. It is difficult for students to learn to be independent and responsible for their own learning.
- Teachers' workload has always been an issue in Hong Kong. As school administrators, we have to be extra careful when we formulate new plans as there is always an implication of an increase in workload. When we require teachers to use a variety of effective classroom strategies to better match students' abilities, they must be given sufficient support in terms of staff development and extra capacity in terms of preparation time.



3. Student Support and Partnership

- For the past few years, the Primary Division has been busy setting up and consolidating our internal policies and procedures, while the Secondary Division has been occupied in launching new initiatives, including the development of Boarding School and IB. It has been very difficult for the administrators from the Primary and Secondary Divisions to meet regularly and work together on joint programmes, or make collaborative effort to evaluate the overall effectiveness of student support services.
- Extra manpower has to be deployed and much time and extra work is required to prepare for school visits, lesson observation and discussion sessions for visitors. While acknowledging the value and need to establish networks with other schools and institutions, we have to constantly balance the benefit against the interruption brought about to teachers and students when we organize exchange programmes with other schools.

4. Student Performance

- The unique school culture and the DBS spirit aiming for the “best of the best” has a strong influence on students who would likely be molded to become highly competitive. It is very difficult to require students to restrain their personal competitive spirit, especially when they are often exposed to environments where only champions are valued and honoured.
- Many parents of our students adopt a parenting style which is indulgent and tolerant. They usually have a high level of acceptance but low level of strictness. Besides, many of our students are self-centred. It is therefore a big challenge for teachers to require our students to learn self-discipline and self-management skills. It also takes huge efforts for teachers to change students’ attitude so that they can be more respectful and be more willing to cooperate with others.
- Most of our students are very clever and diligent. They are curious and often have lots of ideas and opinions to express during lesson. This is another challenge faced by our teachers when students are required to refrain from being too dominant while active participation in lesson is expected at the same time.



Major Concerns for School Years 2010/2011 – 2013/2014

I. First Priority

A. Student Support & Partnership

1. Short Term Target
 - To evaluate the overall effectiveness of student support services through analyzing the results of separate programmes and measures adopted by the Primary Division.
2. Mid Term Target
 - To evaluate the overall effectiveness of student support services through collaborative effort between the Primary and Secondary Divisions.
3. Long Term Target
 - To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching.

B. Learning and Teaching

1. Short Term Target
 - To improve the deliberation on the success criteria and methods of evaluation in programme planning and programme evaluation.
 - To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration.



2. Mid Term Targets
 - To develop Staff Development Policy on data interpretation and reflection processes
 - To better use data derived from assessment to inform reflection on teaching strategies and styles, and to feed forward into the programme planning process.
 - To adopt classroom strategies, such as the use of graded questions and differentiated tasks, to better match students' abilities.
3. Long Term Target
 - To adopt teaching approaches which encourage greater student independence and self-responsibility in learning.
 - To develop Multiple Intelligences, including Success Intelligence, throughout the school curriculum.

II. Second Priority

A. Student Performance

1. Short Term Target
 - To enhance students' interpersonal relationships and social skills.
 - To develop students' positive learning attitude.
2. Mid Term Target
 - To improve the self-discipline and self-management skills of students.
3. Long Term Target
 - To enhance students' independent learning skills.



III. Third Priority

A. Management and Organization

1. Short Term Target
 - To ensure there is a better link between evaluation and planning of school programmes.
2. Mid Term Target
 - To develop middle managers with a focus to further consolidate their leadership skills.
3. Long Term Target
 - To develop subject administrators with a focus to further consolidate their knowledge and skills required of curriculum leaders.



School Development Plan (2010/2011 – 2013/2014)

First Priority – Student Support and Partnership; Learning and Teaching

| Major Concerns | Targets | Time Scale | | | | A General Outline of Strategies |
|--------------------|---|------------|---------|---------|---------|--|
| | | 2010/11 | 2011/12 | 2012/13 | 2013/14 | |
| 1. Student Support | <ul style="list-style-type: none"> To evaluate the overall effectiveness of student support services | ✓ | | ✓ | | <ul style="list-style-type: none"> To analyze the results of separate student support programmes and measures adopted by the Primary Division To formulate a whole-school monitoring mechanism so that the Primary and Secondary Divisions can collaborate to do timely adjustment of programmes and follow-up actions for enhancing the overall effectiveness of student support services |
| 2. Partnership | <ul style="list-style-type: none"> To organize pedagogical exchanges with other schools and institutions | | | ✓ | ✓ | <ul style="list-style-type: none"> To develop the school to become a learning organization where teachers adopt a professional attitude and engage in interflow activities and programmes with a view to enhancing the effectiveness of learning and teaching. |



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| <p>3. Curriculum and Assessment</p> | <ul style="list-style-type: none"> To improve programme planning and programme evaluation To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration | <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ | <ul style="list-style-type: none"> ✓ ✓ | | <ul style="list-style-type: none"> To formulate well-defined success criteria and methods of evaluation with sufficient deliberation when making future programme planning and programme evaluation To set up a consistent and fair scoring system for teachers to follow To adopt a wider variety of assessment modes to avoid the over-reliance on paper-and-pencil tests To develop assessment rubrics to improve continuous assessment in skill-based areas and for the affective domain To develop new guidelines on self assessment and peer assessment To take into account the extra workload involved when allocating staff teaching load in future so that the level coordinators of English, Chinese, Mathematics and GS (G1–G6) will have the capacity to organize vertical (intra-subject) collaboration on a regular basis To further enhance horizontal (inter-subject) collaboration among HoDs and Panel Chairpersons of all departments for the long term development of Inquiry Based Learning and Project Learning |
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| | <ul style="list-style-type: none"> • To develop Staff Development Policy on data interpretation and reflection processes • To better use data derived from assessment to feed forward into the programme planning process | | <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> | | | <ul style="list-style-type: none"> • To equip subject teachers with new skills about how to use data, and help them identify strategies to improve their teaching effectiveness • To develop subject teachers' skills related to reflection processes • To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness |
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| <p>4. Student Learning and Teaching</p> | <ul style="list-style-type: none"> To adopt classroom strategies to better match students' abilities To adopt teaching approaches which encourage greater student independence and self-responsibility in learning | | <p>✓</p> | <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> | <ul style="list-style-type: none"> To further develop teachers' strategies in the use of graded questions and differentiated tasks to prompt students to think and to encourage them to learn through enquiry To further engage students in experiential learning and have their generic skills effectively enhanced To adopt a systematic approach in developing project learning To enable students to have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently To enable teachers to deploy classroom and subject resources as well as information technology to create learning environments conducive to fostering students' self-learning |
| | <ul style="list-style-type: none"> To develop Multiple Intelligences, including Success Intelligence, throughout the school curriculum | | | | <p>✓</p> | <ul style="list-style-type: none"> To enable all departments to adopt approaches of Multiple Intelligences when planning for subject programmes and learning activities |



Second Priority – Student Performance

| Major Concerns | Targets | Time Scale | | | | A General Outline of Strategies |
|---------------------------|---|------------|---------|---------|---------|---|
| | | 2010/11 | 2011/12 | 2012/13 | 2013/14 | |
| 1. Attitude and Behaviour | <ul style="list-style-type: none"> To enhance students' interpersonal relationships and social skills To develop students' positive learning attitude | ✓ | ✓ | | | <ul style="list-style-type: none"> To sharpen teachers' awareness and make more concerted action to cultivate a higher level of personal and social responsibility among students To balance students' competitive spirit by stressing the need for empathy and the exercise of personal restraint for the common good To enable students to have greater respect for others and become more cooperative so that they will learn to be more patient and considerate, have better concentration and become more willing to listen to others' ideas and opinions |



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| | <ul style="list-style-type: none"> • To improve the self-discipline and self-management skills of students • To enhance students' independent learning skills | | | <p>✓</p> <p>✓</p> | <p>✓</p> | <ul style="list-style-type: none"> • To reinforce students' awareness to be more self-disciplined during lessons so that they will be able to keep quiet and stay on task when participating in class activities • To further enhance students' independent learning skills, and to encourage them to take notes and do pre-lesson preparation |
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Third Priority – Management and Organization

| Major Concerns | Targets | Time Scale | | | | A General Outline of Strategies |
|----------------------------|--|------------|---------|---------|---------|---|
| | | 2010/11 | 2011/12 | 2012/13 | 2013/14 | |
| 1. School Management | <ul style="list-style-type: none"> To ensure there is a better link between evaluation and planning of school programmes | ✓ | | | | <ul style="list-style-type: none"> To draw up school development priorities and future school programmes based on the analysis of school self-evaluation (SSE) and findings, and report of school review To sharpen the awareness of administrators so that when they write future subject development plans and programme plans, all targets and success criteria formulated in the plans will be explicit, specific and have a sharper focus on student learning outcomes |
| 2. Professional Leadership | <ul style="list-style-type: none"> To develop middle managers with a focus to further consolidate their leadership skills | | ✓ | | | <ul style="list-style-type: none"> To equip middle managers with leadership skills so that they will take a more active role in leading future school changes |



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| | | | | ✓ | | <ul style="list-style-type: none"> To enable middle managers to conscientiously coordinate the implementation of priority tasks and monitor the progress of implementation of school work |
| | | | | ✓ | | <ul style="list-style-type: none"> To require middle managers to evaluate their effectiveness by conducting focused review of the implementation of work plans and analysis of school work outcomes |
| | <ul style="list-style-type: none"> To develop subject administrators with a focus to further consolidate their knowledge and skills required of curriculum leaders | | | ✓ | ✓ | <ul style="list-style-type: none"> To equip subject administrators with sufficient knowledge and skills so that they will take a more active role in coordinating the implementation of priority tasks and monitor the progress of implementation of subject plans |
| | | | | ✓ | ✓ | <ul style="list-style-type: none"> To require subject administrators to evaluate their work effectiveness by conducting focused review of the implementation of work plans and analysis of student learning outcomes |
| | | | | ✓ | ✓ | <ul style="list-style-type: none"> To strengthen the role of subject administrators as agents for cross department coherence so as to bring about enhanced learning outcomes |



**Name of Chairman
of School Committee**

**Signature of Chairman
of School Committee**

Date