



**DIOCESAN BOYS' SCHOOL**  
**PRIMARY DIVISION**

**SCHOOL DEVELOPMENT PLAN**  
**2014/2015 – 2016/2017**

# **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
<p><b>I. First Priority</b></p> <p><b>A. Student Support &amp; Partnership</b></p> <p>1. Short Term Target</p> <ul style="list-style-type: none"> <li>● To evaluate the overall effectiveness of student support services through analyzing the results of separate programmes and measures adopted by the Primary Division.</li> </ul> <p>2. Mid Term Target</p> <ul style="list-style-type: none"> <li>● To evaluate the overall effectiveness of student support services through collaborative effort between the Primary and Secondary Divisions.</li> </ul> <p>3. Long Term Target</p> <ul style="list-style-type: none"> <li>● To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching.</li> </ul>	<p>Fully Achieved</p> <p>Fully Achieved</p> <p>Partly Achieved</p>	<p>N.A.</p> <p>Incorporated as routine work</p> <p>Continues to be a major concern in “School Annual Plan 13-14” p.5-6</p>	<p>Details are recorded in “Annual School Report 10-11” p.5-7</p> <p>Details are recorded in “Annual School Report 11-12” p.3 &amp; “Annual School Report 12-13” p.3</p> <p>Details are recorded in “Annual School Report 12-13” p.4</p>

<p><b>B. Learning and Teaching</b></p> <p>1. Short Term Target</p> <ul style="list-style-type: none"> <li>● To improve the deliberation on the success criteria and methods of evaluation in programme planning and programme evaluation.</li> <li>● To further promote vertical (intra-subject) &amp; horizontal (inter-subject) collaboration.</li> </ul> <p>2. Mid Term Targets</p> <ul style="list-style-type: none"> <li>● To develop Staff Development Policy on data interpretation and reflection processes</li> <li>● To better use data derived from assessment to inform reflection on teaching strategies and styles, and to feed forward into the programme planning process.</li> <li>● To adopt classroom strategies, such as the use of graded questions and differentiated tasks, to better match students' abilities.</li> </ul>	<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>Incorporated as routine work</p> <p>N.A.</p> <p>N.A.</p> <p>Incorporated as routine work</p>	<p>Details are recorded in "Annual School Report 10-11" p.8-21; p.22-23; p.24 &amp; "Annual School Report 11-12" p.4-9</p> <p>Details are recorded in "Annual School Report 10-11" p.25-26; p.27 &amp; "Annual School Report 11-12" p.9-12</p> <p>Details are recorded in "Annual School Report 11-12" p.12-13</p> <p>Details are recorded in "Annual School Report 11-12" p.14-15</p> <p>Details are recorded in "Annual School Report 11-12" p.15 &amp; "Annual School Report 12-13" p.5-7; p.8-10</p>
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<p><b>3. Long Term Target</b></p> <ul style="list-style-type: none"> <li>● To adopt teaching approaches which encourage greater student independence and self-responsibility in learning.</li>   <li>● To develop Multiple Intelligences, including Success Intelligence, throughout the school curriculum.</li> </ul>	<p>N.A.</p>	<p>Continues to be a major concern in “School Annual Plan 13-14” p.6-7</p>	<p>Nil</p>
<p>N.A.</p>	<p>N.A.</p>	<p>Continues to be a major concern in “School Annual Plan 13-14” p.7</p>	<p>Nil</p>
<p><b>II. Second Priority</b></p> <p><b>A. Student Performance</b></p> <p><b>1. Short Term Target</b></p> <ul style="list-style-type: none"> <li>● To enhance students’ interpersonal relationships and social skills.</li>   <li>● To develop students’ positive learning attitude.</li> </ul> <p><b>2. Mid Term Target</b></p> <ul style="list-style-type: none"> <li>● To improve the self-discipline and self-management skills of students.</li> </ul>	<p>Fully Achieved</p>	<p>Incorporated as routine work</p>	<p>Details are recorded in “Annual School Report 10-11” p.28; p.29 &amp; “Annual School Report 11-12” p.16</p>
<p>Fully Achieved</p>	<p>Fully Achieved</p>	<p>Incorporated as routine work</p>	<p>Details are recorded in “Annual School Report 11-12” p.17-18</p>
<p>Fully Achieved</p>	<p>Fully Achieved</p>	<p>Incorporated as routine work</p>	<p>Details are recorded in “Annual School Report 12-13” p.9-10</p>

<p>3. Long Term Target</p> <ul style="list-style-type: none"> <li>● To enhance students' independent learning skills.</li> </ul>	Partly Achieved	Continues to be a major concern in "School Annual Plan 13-14" p.8	Details are recorded in "Annual School Report 12-13" p.11-12
<p><b>III. Third Priority</b></p> <p><b>A. Management and Organization</b></p> <p>1. Short Term Target</p> <ul style="list-style-type: none"> <li>● To ensure there is a better link between evaluation and planning of school programmes.</li> </ul> <p>2. Mid Term Target</p> <ul style="list-style-type: none"> <li>● To develop middle managers with a focus to further consolidate their leadership skills.</li> </ul> <p>3. Long Term Target</p> <ul style="list-style-type: none"> <li>● To develop subject administrators with a focus to further consolidate their knowledge and skills required of curriculum leaders.</li> </ul>	<p>Partly Achieved</p> <p>Fully Achieved</p> <p>Partly Achieved</p>	<p>Incorporated as routine work</p> <p>N.A.</p> <p>Continues to be a major concern in "School Annual Plan 13-14" p.9-10</p>	<p>Details are recorded in "Annual School Report 10-11" p.30-31; p.32 &amp; "Annual School Report 11-12" p.19</p> <p>Details are recorded in "Annual School Report 11-12" p.20-21 &amp; "Annual School Report 12-13" p.13-42; p.43-65</p> <p>Details are recorded in "Annual School Report 12-13" p.66; p.66-67; p.67-68</p>

## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• The School is an outstanding DSS school with a direct link with the DBS Secondary Division which has a long history and ample resources.</li> <li>• The School has a modern and well-equipped campus.</li> <li>• With a strong and professional School Committee at its helm, the School has been managed effectively within a systematic organizational framework (both for the PD &amp; SD).</li> <li>• The School Committee and its DBSPD Sub-committee formulate clear and concrete implementation strategies pertaining to manpower and resource deployment, etc. for effective school management, school development and the implementation of priority teaching and learning tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordination and communication among various parties (Habitat Office, Account Department, Resources Committee, DBS Foundation Limited and Security, etc.) can be further strengthened to optimize effectiveness of strategy implementation and deployment of resources.</li> <li>• Division of human resources and supervision on the use of resources can be further promoted.</li> </ul>



<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The Staff Senior Management Team of the School comprises experienced primary educators.</li> <li>• The Headmaster and the Headteacher work well together and the collaborations among members of the senior management provide a good model for the teaching team.</li> <li>• There is a clear organizational framework for the DHT and AHTs (curriculum development, staff affairs and student affairs).</li> <li>• The working committees led by the senior management have amicable working relationships with teachers and are able to foster communication and collaboration with one another.</li> <li>• The School has cultivated a climate of professional development and sharing among our teachers and with other institutions in various aspects (school-based, subject-based and individual-based).</li> </ul>	<ul style="list-style-type: none"> <li>• The organization chart for Senior Teachers can be fine tuned to set in coherence with the work distribution of the DHT and AHTs.</li> <li>• Middle teacher managers can further consolidate their leadership and management skills.</li> <li>• Subject administrators can be more pro-active in professional sharing and interaction with staff members of DBSPD and other schools.</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• The broad curriculum has enabled students to be creative, expressive &amp; confident all-rounders.</li> <li>• Formative assessments have been used to inform teachers and students on the class progress and to adjust learning and teaching strategies.</li> <li>• The School has developed a positive culture of subject collaboration, collaborative lesson planning, peer lesson observation and action research to enhance the quality of learning and teaching.</li> <li>• Clear subject documents such as the subject memorandum and subject development plans with concrete action plans and objectives have been developed.</li> <li>• Evaluation and reflections are done systematically to propel curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be taught to have a better balance between their academic work and extra-curricular activities offered by the School.</li> <li>• The use of different external and internal assessment data such as the ICAS and Lexile reading scores has to be further developed to support curriculum planning.</li> <li>• Two distinct curriculums for KS1 and KS2 can be further developed.</li> <li>• More integration of moral and civic education into the overall school curriculum and the different KLAS is desirable.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• The School has provided ample human and financial resources to enhance the quality of teaching and learning.</li> <li>• Teachers adopt a flexible approach, varying teaching strategies and matching learning contents to suit the students.</li> <li>• Students are encouraged to respond actively in class and teachers give appropriate praise and feedback that keeps them motivated.</li> <li>• Students' prior knowledge, motivation, interests and abilities are taken into account when teaching materials are made.</li> <li>• Teachers make good use of IT in the classroom through flipcharts, powerpoints and videos, etc. to supplement the teaching materials.</li> </ul>	<ul style="list-style-type: none"> <li>• More differentiated teaching materials and strategies can be developed to cater to students learning diversity.</li> <li>• A small percentage of students may not have a serious learning attitude as they don't feel any threat of being allocated to another school because we are a through-train school to the Secondary Division.</li> <li>• There is a need to have more promotion to students and parents on the importance of independent learning, self-responsibility in learning and self-improvement in achievement.</li> <li>• More group work can be done starting from the lower grades so that students can develop early their communication and social skills.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
5. Student Support	<ul style="list-style-type: none"> <li>• Students and parents have a strong rapport and trusting relationship with teachers.</li> <li>• The school offers excellent opportunities for the holistic development of students.</li> <li>• A wide range of educational programmes have been organized to cater to the needs of students with different abilities.</li> <li>• Structured learning outside the classroom is well established and many overseas trips have been arranged to broaden students' horizon.</li> <li>• Regular service opportunities are provided to enable students to contribute to society and to foster their caring attitude towards people in need.</li> <li>• Students receive strong support from their families.</li> <li>• Our students have a deep sense of brotherhood.</li> </ul>	<ul style="list-style-type: none"> <li>• More initiatives and collaborations among teachers will further enhance support to students with special educational needs.</li> <li>• Financial subsidies for overseas trips may have to be reviewed as the participation fees could be a burden on the middle class parents.</li> <li>• Continuous collaboration between the Primary and Secondary Divisions can help provide appropriate support to our G6 students for a smooth transition to the secondary school.</li> <li>• A "Big Brother" Programme can help both the G1 students to adapt to their new primary school life and the G6 boys to improve their leadership skills and self-discipline.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
6. Partnership	<ul style="list-style-type: none"> <li>• There is frequent communication with parents through parent forums, circulars and letters to solicit their support.</li> <li>• Parent seminars are organized to provide support to parents and update them on ways of parenting.</li> <li>• Parents connect with the School frequently for discussions.</li> <li>• Suggestions made by parents are seriously considered by the School.</li> <li>• Parents are supportive of the School. They are willing to serve as volunteers in school functions and help raise funds to improve school facilities.</li> <li>• The PTA is very involved and is eager to provide support especially in school functions such as School Fete, Open House and Pre-10Km Fund Run.</li> <li>• Strong links have been developed with various charitable organizations to offer students opportunities to do voluntary services worldwide.</li> <li>• Students are offered ample opportunities to have a taste of other cultures when taking part in overseas exchange programmes.</li> <li>• The DSOBA provides full support to the development of the School whenever possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership with the PTA can be further strengthened. The PTA can act as a mediator between the School and parents so that parents can have a better understanding of the operation and policies of the School.</li> <li>• Pedagogical exchanges with other schools and institutions can be increased.</li> <li>• Ties with other schools can be further strengthened.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>• Students have a strong sense of pride in, and commitment to, the School. There is a strong bonding among students.</li> <li>• Students are confident and have a high sense of achievement.</li> <li>• Students enjoy their school life and are ready to articulate their opinions and initiate ideas.</li> <li>• Students in general have a positive attitude towards learning and they are eager to learn and perform well.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' overall competitive spirit has to be balanced by stressing the need for empathy and the exercise of personal restraint for the common good.</li> <li>• Self-discipline and self-management of some students can be enhanced so that they will have greater respect for others and become more cooperative.</li> <li>• The level of self-responsibility in learning and social responsibility of students can be further raised.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Students enjoy their lessons and they generally participate actively in learning activities.</li> <li>• Students' assessment results in Chinese, English and Mathematics are very good.</li> <li>• Students perform well in the Territory-wide System Assessment.</li> <li>• The ICAS average scores obtained by our students in Mathematics, Science and English are much higher than the overall average scores obtained by HK students in general.</li> <li>• Students achieve impressive results in a wide range of inter-school competitions.</li> <li>• Students' performance in sports and music is particularly outstanding.</li> <li>• Students are awarded lots of prizes in other competitions (e.g. Choral Speaking and Olympiad Mathematics Competitions, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Students have to learn note-taking in a more systematic manner and how to better utilize the notes for revision.</li> <li>• Respect for others and to listen to others' viewpoints can be further enhanced.</li> <li>• Students who finish an activity quickly or find the task unchallenging may either become restless or take the opportunity to move off task. The design of learning tasks should also address the needs of these students.</li> </ul>

# SWOT Analysis

## Our Strengths

### 1. Management and Organization

- The direct link with the DBS Secondary Division which has a long school history, unique culture, good tradition and ample resources has provided the School with
  - a systematic organizational structure under the leadership of a strong and professional School Committee;
  - a modern and well-equipped campus which is ideal for the nurture of young all-rounders;
  - clear and concrete implementation strategies pertaining to manpower and resource deployment;
  - a climate of professional development and sharing of ideas in various aspects of learning and teaching (school-based, subject-based and individual-based) among our teachers and with those of other institutions.
- The Headmaster, Headteacher, Senior and Middle Management Teams have amicable working relationships among themselves and with the teachers; a harmonious work climate conducive to creativity, communication and collaboration with one another prevails throughout the School.

### 2. Learning and Teaching

- To enhance the quality of teaching & learning and to propel curriculum development, the School has
  - provided ample human and financial resources;
  - developed a positive culture of subject collaboration, collaborative lesson planning, peer lesson observation and action research;
  - developed clear subject documents such as the subject memorandum and subject development plans with concrete development plans and objective;
  - developed various formative assessments;
  - carried out systematic evaluation and reflections on the effectiveness of teaching.
- The broad curriculum, offering diversified learning experiences through a huge variety of activities such as ECA's, Supersize-Me Programmes, Electives, Overseas Trips, etc, has enabled students to be creative, expressive and confident all-rounders.
- Teachers adopt a flexible approach using teaching strategies and learning contents which suit the students.

- Students' prior knowledge, motivation, interests and abilities are taken into account when teaching materials are made.
- Students are well motivated, receiving appropriate praise and feedback.
- Teachers make good use of IT in the classroom through flipcharts, powerpoints and videos, etc.

### 3. Student Support and Partnership

- The School
  - offers excellent opportunities for the holistic development of students;
  - offers appropriate support to our G6 students for a smooth transition to the secondary school;
  - has a positive school culture; a wide range of religious and educational programmes and activities are organized with support from the DSOBA, PTA, SKH of Kowloon East and other charitable and educational organizations;
  - provides a wide range of Electives, ECA's and co-curricular activities. Learning outside the classroom is actively promoted and many overseas trips are arranged to widen students' exposure;
  - provides appropriate service opportunities to foster students' commitment to themselves and to society.
- A clear referral system and an early identification mechanism are in place and work well in identifying students at risk.
- Through APASO and evaluations, teachers can understand the needs and the moral values of students so as to offer suitable follow-up and support to them.
- 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 raise funds to improve school facilities.

### 4. Student Performance

- DBSPD students have a strong sense of pride in, and commitment to, the School. There is a strong bonding among our students.
- Our students, in general,
  - are confident and have a high sense of achievement;
  - enjoy their school life and are ready to articulate their opinions and initiate ideas;
  - have a positive attitude towards learning and they are eager to learn;
  - enjoy their lessons and they generally participate actively in learning activities.



- Our students have
  - performed well in the Territory-wide System Assessment, achieving very good results in Chinese, English and Mathematics;
  - achieved impressive results in a wide range of inter-school competitions, excelling in sports and music in particular;
  - received lots of awards in open competitions such as the Choral Speaking and Olympiad Mathematics Competitions.
- The ICAS average scores obtained by our students in Mathematics, Science and English are much higher than the overall average scores obtained by HK students in general.

## **Our Weaknesses**

### **1. Management and Organization**

- As a through-train school, the link between the Primary and Secondary Divisions can be further strengthened.
- Co-ordination between different functional parties (Habitat Office, Account Department, Resources Committee and Security, etc.) and their understanding of one another's roles can be improved.
- More space should be explored for educational use.
- A better understanding of the school policies as well as their responsible role to promote such policies by each staff member can be enhanced to help minimize parental challenges to sound school policies.

### **2. Learning and Teaching**

- Some students may lack a serious learning attitude, knowing they are in a through-train school.
- There is a wide range of learners' diversities among the students. The design of teaching strategies and materials is a time-demanding task.
- To better balance academic work and extra-curricular activities offered by the School is always a taxing though challenging task for both students and teachers.
- Some parents who do not comprehend the School's philosophy and expectations may affect our promotion of students' independent learning and their sharing with others so as to combat students' competitiveness among themselves.

### 3. Student Support and Partnership

- More collaborative efforts between the Primary and Secondary Divisions can be made to offer appropriate support to our G6 students for a smooth transition to G7.
- The school size is big with about 900 students; the student profiles are therefore quite diverse. It is no easy task for our teachers to cater to each student's needs.

### 4. Student Performance

- Students' high competitive spirit may outweigh the need for empathy and the exercise of personal restraint for the common good.
- Self-discipline and self-management of some students can be further developed so that they will have greater respect for others and become more cooperative.
- The level of self-responsibility in learning and social responsibility of students can be further enhanced.

## **Our Opportunities**

### 1. Management and Organization

- Through attending international conferences, the EP Team establishes new networks with elite schools in other countries.
- More professional sharing with other institutions can be organized as the School has established good relationships with many schools in Hong Kong.

### 2. Learning and Teaching

- Teachers are given the opportunities to take part in various professional development programmes to enhance their teaching pedagogy.
- The use of different external and internal assessment data such as the ICAS and Lexile reading scores will help curriculum planning.
- Further development of school exchange programmes with overseas schools will provide our teachers with a broader

perspective on learning and teaching.

### 3. Student Support and Partnership

- With the assistance offered by the Hong Kong Sheng Kung Hui, pastors come to the School regularly to help conduct morning assemblies and special services. Through attending these functions, students develop their good character and acquire spiritual support and core values based on Christian principles.

### 4. Student Performance

- Overseas trips, exchange programmes, international competitions and external art exhibitions, etc. help broaden the horizons of our students.
- Internal activities such as the Inquiry-based Learning Week, Fun Learning Days, Electives Programme and Open House, etc. help develop the multiple intelligences of students and unleash their full potential.

## **Our Threats/Difficulties**

### 1. Management and Organization

- There is a recent trend that the EDB is increasing its supervision and tightening its control over the DSS schools. Teachers have to do more administrative work.
- The uniqueness of the School is being challenged by the other DSS schools and international schools.
- More and more parents may welcome other schools offering similar curriculum but charging lower school fees.

### 2. Learning and Teaching

- The rivalry among schools is getting intense, especially the competition among DSS schools.
- Students tend to over rely on the extra help offered by outside tutors.

### 3. Student Support and Partnership

- Many parents of our students are too busy to comprehend the mission of the School. They may not fully understand the operation and policies of the School and may become “difficult” parents.
- Our teachers have to devote more time on counseling both the “overly eager parents/tiger-mums” and their sons.

### 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 clever and out-spoken. They are curious and often have lots of ideas and opinions to express during lesson. Our teachers find it a challenge when students are required to refrain from being too dominant while being expected to actively participate in lesson at the same time.
- Some of our students are over confident and complacent about their current level of performance.

# Major Concerns for School Years 2014/2015 – 2016/2017

## I. First Priority

### A. Learning and Teaching

1. Short Term Target
  - To further develop teaching strategies to cater to students' learning diversity
2. Mid Term Target
  - To enhance independent learning amongst students
3. Long Term Target
  - To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching
  - To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning

### B. Student Support & Partnership

1. Short Term Target
  - To develop a Big Brother Scheme in the Primary Division
2. Mid Term Targets
  - To offer support to students with special educational needs through developing appropriate teaching strategies and learning support
  - To further strengthen the partnership between the Parent-Teacher Association and the School
3. Long Term Target
  - To enhance cooperation between the Primary and Secondary Divisions to ensure a smooth transition for our graduates

## **II. Second Priority**

### **A. Management & Organization**

1. Short Term Target
  - To develop better supervision on the use and division of human resources to enhance school development
2. Mid Term Target
  - To set clear guidelines to minimize parental challenges to the sound and clear school policies
  - To develop closer links between school administrators of the Primary and Secondary Divisions
3. Long Term Target
  - To strengthen the role of subject administrators and to foster the professional sharing and interactions inside and outside schools

## **III. Third Priority**

### **A. Student Performance**

1. Short Term Target
  - To develop self-discipline and self-management skills of students
2. Mid Term Target
  - To help students understand the need for empathy and to reduce their competitive spirit for the common good
3. Long Term Target
  - To enhance students' self-responsibility in learning and social responsibility so that they can become independent learners and contributors to society

## School Development Plan (2013/2014 – 2016/2017)

### First Priority – Learning and Teaching; Student Support & Partnership

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2014/15	2015/16	2016/17	
1. Student Learning & Teaching	<ul style="list-style-type: none"> <li>• To further develop teaching strategies to cater to students' learning diversity</li>   <li>• To enhance independent learning amongst students</li>   <li>• To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching</li> </ul>	<p>✓</p> <p>✓</p>	  <p>✓</p>	   <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>• To reduce the class size for better teacher/ students ratio</li>   <li>• To develop teachers' skills in asking challenging/open-ended questions to suit different students of various abilities. To offer more guidance to weaker students whilst students with higher ability will be expected to elaborate their answers</li>   <li>• To further enhance students' independent learning skills, and to encourage them to take notes and do pre-lesson preparation</li>   <li>• To organize school visits or seminars to improve the teaching effectiveness</li>   <li>• To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies</li> </ul>

2. Curriculum & Assessment	<ul style="list-style-type: none"> <li>To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning</li> </ul>			✓	<ul style="list-style-type: none"> <li>To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness</li> </ul>
3. Student Support	<ul style="list-style-type: none"> <li>To develop a Big Brother Scheme in the Primary Division</li> <li>To offer support to students with special educational needs through developing appropriate teaching strategies and learning support</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>To implement a Big Brother Scheme that involves all G.6 students to be Big Brothers of G.1 students</li> <li>To enhance teachers' understanding of students with special educational needs (SEN) and acquire relevant skills to offer support to the students</li> <li>To enhance the collaboration of subjects teachers in formulating strategies and plans to cater for students with SEN</li> </ul>



<p>4. Partnership</p>	<ul style="list-style-type: none"> <li>• To further strengthen the partnership between the Parent-Teacher Association and the School</li> <li>• To enhance cooperation between the Primary and Secondary Divisions to ensure a smooth transition for our graduates</li> </ul>		<p>✓</p>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>• To set up working groups and committees to meet and discuss with parents about school issues</li> <li>• To organize joint programmes and activities between the Primary and Secondary Divisions to build relationships and rapport between students of both divisions</li> <li>• To arrange informal meetings between teaching and administrative staff members of the Primary and Secondary Divisions to exchange views and enhance cooperation</li> </ul>
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## Second Priority – Management & Organization

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2014/15	2015/16	2016/17	
1. School Management	<ul style="list-style-type: none"> <li>To develop better supervision on the use and division of human resources to enhance school development</li> <li>To set clear guidelines to minimize parental challenges to the sound and clear school policies</li> <li>To develop closer links between school administrators of the Primary and Secondary Divisions</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>		<ul style="list-style-type: none"> <li>To have more collaborations amongst different parties for enhancing better communication and more effective division of human resources</li> <li>To coordinate and develop a more defined job description</li> <li>To strengthen supervision and evaluation on the use on human resources</li> <li>To clarify some of the existing guidelines which enable parents to have a better understanding of the rationale for some of the school policies</li> <li>To enable school administrators of the Primary and Secondary Divisions to coordinate and communicate more in various aspects (school management, curriculum and students support, etc.)</li> </ul>

<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> <li>To strengthen the role of subject administrators and to foster the professional sharing and interactions inside and outside schools</li> </ul>			<p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>To equip subject administrators with subject knowledge and skills so that they will take a more active role in professional sharing within the department</li> <li>To require subject administrators to explore more platforms for sharing with outside professionals</li> <li>To develop subject administrators with a focus to have professional exchanges with other schools</li> </ul>
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### Third Priority – Student Performance

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2014/15	2015/16	2016/17	
1. Attitude & Behaviour	<ul style="list-style-type: none"> <li>To develop self-discipline and self-management skills of students</li> <li>To help students understand the need for empathy and to reduce students' competitive spirit for the common good</li> <li>To enhance students' self-responsibility in learning and social responsibility so that they can become independent learners and contributors to society</li> </ul>	✓	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>To equip students with goal setting and implementation skills</li> <li>To help students develop an understanding of and empathy for the underprivileged people and further engage them in caring about the society</li> <li>To reinforce the perception of unity and harmony amongst students</li> <li>To nurture students to have empathy for others so that they will be more considerate and have greater respect for others</li> <li>To help students take responsibility in their daily homework so that they learn to complete their assignments seriously</li> <li>To enhance students' awareness of the importance of their future</li> </ul>

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**Name of Chairman  
of School Committee**

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**Signature of Chairman  
of School Committee**

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**Date**