



**DIOCESAN BOYS' SCHOOL**

**PRIMARY DIVISION**

**SCHOOL DEVELOPMENT PLAN**

**2017/2018 – 2019/2020**

# **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 2014-2017

Major Concerns	Extent of Targets Achieved	Follow-up Action	Remarks
<b>I. First Priority</b> <b>A. Learning and Teaching</b> 1. Short Term Target <ul style="list-style-type: none"> <li>• To further develop strategies to cater to students' learning diversity</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 14-15 p.3-20
2. Mid Term Target <ul style="list-style-type: none"> <li>• To enhance students independent learning amongst students</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 15-16 p.3-19
3. Long Term Target <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> <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>	Fully Achieved	N.A.	Details are recorded in Annual School Report 16-17 p.2-11
	In Progress	N.A.	Details are recorded in Annual School Report 16-17 p.12-13



<p><b>B. Student Support &amp; Partnership</b></p> <p>1. Short Term Target</p> <ul style="list-style-type: none"> <li>To develop a Big Brother Scheme in the Primary Division</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 14-15 p.21-22
<p>2. Mid Term Targets</p> <ul style="list-style-type: none"> <li>To offer support to students with special educational needs through developing appropriate teaching strategies and learning support</li> </ul>	Fully Achieved	N.A.	Details are recorded in Annual School Report 15-16 p.20-23
<p>3. Long Term Target</p> <ul style="list-style-type: none"> <li>To strengthen the partnership between the Parent Teacher Association and the School</li> <li>To enhance co-operation between the Primary and Secondary Divisions to ensure a smooth transition for our graduates</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 15-16 p.24
	Fully Achieved	N.A.	Details are recorded in Annual School Report 16-17 p.14-17



<b>Major Concerns</b>	<b>Extent of Targets Achieved</b>	<b>Follow-up Action</b>	<b>Remarks</b>
<b>II. Second Priority</b> <b>A. Management &amp; Organization</b> 1. Short Term Target <ul style="list-style-type: none"> <li>• To develop better supervision on the use and division of human resources to enhance school development</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 14-15 p.23-27
2. Mid Term Target <ul style="list-style-type: none"> <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>	Fully Achieved	N.A.	Details are recorded in Annual School Report 15-16 p.25-27
3. Long Term Target <ul style="list-style-type: none"> <li>• To strengthen the role of subject administrators to foster the professional sharing and interaction inside and outside schools</li> </ul>	Partly Achieved	Incorporated as routine work	Details are recorded in Annual School Report 16-17 p.18-19



<b>Major Concerns</b>	<b>Extend of Targets Achieved</b>	<b>Follow-up Action</b>	<b>Remarks</b>
<b>III. Third Priority</b> <b>A. Student Performance</b> 1. Short Term Target <ul style="list-style-type: none"> <li>• To develop the self-discipline and self-management of students</li> </ul>	Partly Achieved	Incorporated as routine work	Details are recorded in Annual School Report 14-15 p. 28-29
2. Mid Term Target <ul style="list-style-type: none"> <li>• To develop the need for empathy and to reduce students' competitive spirit for the common good</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 15-16 p.29-34
3. Long Term Target <ul style="list-style-type: none"> <li>• To enhance students' self-responsibility in learning and social responsibility so that they can become independent learners and contributors to society</li> </ul>	Partly Achieved	Incorporated as routine work	Details are recorded in Annual School Report 16-17 p.23-24



## 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 has a clear direction of development and strategically formulates its development plans in line with its direction of development. (In Stakeholder Survey (SHS), the means of Q2 and Q3 in the teacher questionnaire are 4.1)</li> <li>• Members of the School Management Committee are experienced professionals who are devoted to education and put the best interests of the school's stakeholders as the top priority. Strong support is provided to the School to ensure continued school development.</li> <li>• The culture of school self-evaluation is established and the SSE mechanism is well-developed. The process of Planning, Implementation and Evaluation (PIE) are incorporated in all aspects of school operation. (In SHS, the means of Q5 and Q6 in the teacher questionnaire are 4.1)</li> <li>• The School Management is able to maintain a strong network and close relationships with the old boys and parents to elicit their support in the development of the School.</li> </ul>	<ul style="list-style-type: none"> <li>• The School should explore possible measures to enable sufficient space be provided to support a full range of education services/activities that are essential for the 21st century global education.</li> <li>• The School should make better use of the staff appraisal policy to strengthen the team.</li> <li>• Major concerns should be more specific and consistent.</li> <li>• More effective strategies conducive to the building of whole-school consensus on the school development focuses should be used for eliciting a whole-school effort to achieve them. More specific criteria should be used to measure if targets can be achieved.</li> <li>• There should be closer communication and better alignment of work between the Secondary and Primary Divisions for the development of the School.</li> <li>• The allocation of manpower and resources should be more diversified to support different development focuses/ areas.</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 School highly supports teachers to do research and attend seminars or conferences to learn about the new trend in education. Great importance is put to foster teachers' professional development with fruitful outcomes. (In SHS, the mean of Q22 in the teacher questionnaire is 4.0)</li> <li>• All teachers formulate their individual goals for self-improvement and complete their staff development plan.</li> <li>• The School provides platforms and encourages the administrative teams to have more professional sharing with others through organizing school visits and overseas tours.</li> </ul>	<ul style="list-style-type: none"> <li>• More sharing should be organized and more good practices of our teachers could be disseminated.</li> <li>• More professional development programmes (Both inside and outside the school) could be organized to better equip teachers with the latest pedagogies.</li> <li>• Parent education programmes should be organized as a major concern of our school development plan to promote students' holistic education and to enlist parents' support.</li> <li>• The mentorship scheme should be extended and implemented in a 2-year-cycle.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• Curriculum planning is effective in catering for the needs of students with varied interests and learning abilities.</li> <li>• The School plans holistically and is able to sustain its provision of a broad and diversified curriculum. (In SHS, the means of Q26-28 in the teacher questionnaire are 4.0)</li> <li>• Departments are smoothly run and well-monitored, resulting in proper alignment of work in different areas. (In SHS, the means of Q30 and Q31 in the teacher questionnaire are 4.0)</li> <li>• Teachers' collaboration within the department has been well institutionalized and teachers meet regularly for professional exchange. Pedagogical initiatives and strategies are deliberated to ensure they can be implemented in the classroom. (In SHS, the mean of Q18 in the teacher questionnaire is 4.1)</li> <li>• One of the major concerns of the School is to enhance students' independent learning skills through promoting IT in Education.</li> <li>• Students' assessment results are used as the basis to nominate students for the Lift-off programme, X-classes, pull-out classes for Chinese, and promotion of G5/G6 students to G7.</li> </ul>	<ul style="list-style-type: none"> <li>• The professional development of Middle Managers should focus on further consolidating their leadership skills. They should be able to help conduct school self-evaluation and be familiar with the PIE process.</li> <li>• The professional development of Subject Administrators should focus on further consolidating their knowledge in the areas of developing students' independent learning and higher order thinking skills.</li> <li>• More professional sharing among teachers not in the same KLA should be encouraged so that more cross-curricular activities could be organized and the curriculum time could also be better utilized.</li> <li>• Contents of the school curriculum should be more balanced to ensure students' development of knowledge, skills, values and attitudes could be equally emphasized.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> <li>• Teachers are experienced, and they can adopt a flexible approach, vary their teaching strategies to match the learning contents as well as to accommodate the needs and interest of students. (In SHS, the overall mean in student learning and teaching of the teacher questionnaire is 4.3; and that in the student questionnaire is 4.0)</li> <li>• A majority of our students are motivated to learn and engage in class activities, group work, group projects, presentations, oral and drama activities. (In SHS, the means of Q2-5 in the student questionnaire are above 4.1; and the mean of Q1 in the parent questionnaire is 4.2)</li> <li>• Students have developed good reading habits. (In SHS, the mean of Q44 in the student questionnaire is 4.3)</li> <li>• Teachers are well equipped with the subject knowledge and have a positive teaching attitude. Our teachers come from different cultural backgrounds. They bring with them high expectations and enjoy working in a challenging environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' interest in learning should be further enhanced through taking part in a greater variety of learning activities.</li> <li>• Students should be encouraged to read more books of a wider variety, and they should read both English and Chinese books.</li> <li>• Teachers should explore and employ more strategies to cater for learner diversity and help students develop independent learning skills.</li> <li>• The current class size is too big (max. 30 per class). More pull-out classes should be made possible to enable teachers to cater for the weaker students.</li> <li>• Time management is always an issue. Teachers should make better use of the teaching time available. Approaches such as flipped classroom and cross curricular activities should be included in the lesson more often.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li>• The School has clear vision and mission on how we nurture our students and uphold the school tradition. We offer a balanced education for the development of the WHOLE person and students are encouraged to take part in various activities.</li> <li>• A wide range of educational programmes and ECAs are organized to cater for students' learning diversity and to develop their potential. (In SHS, the means of Q50-51 in the teacher questionnaire and Q10 in the parent questionnaire are 4.4)</li> <li>• Various service opportunities are provided for students to foster good character and help them develop the correct values. They are encouraged to serve the community and care for people in need through performing volunteer services. (In SHS, the means of Q49 in the teacher questionnaire and Q9 in the parent questionnaire are 4.1)</li> <li>• We have a strong team of teaching staff who are caring and responsible. The relationships among teachers, students and parents are good.</li> </ul>	<ul style="list-style-type: none"> <li>• The framework of our student support programme could be more structured. All students should be involved in supporting and helping one another. Students' leadership skills could also be developed.</li> <li>• Workshops on social skills and anger management skills could be held more frequently. Some students have particular social skill issues that need to be strengthened. The overall interpersonal relationships with peers in school could also be improved.</li> <li>• Teachers have heavy workload. They should be given more capacity so that more time could be spent on student support and building a stronger rapport with them.</li> <li>• There is much room for the School to better integrate Christian principles into school life. Students should be provided with more opportunities to develop good character through having a better understanding about the Christian faith.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> <li>• The Diocesan School Old Boys' Association (DSOBA) provides full support to the School to ensure the continued development of DBS and the Primary Division.</li> <li>• Parent-Teacher Association (PTA) is formed by election. Parent members are elected to represent boys' parents of their respective grade levels. Parents are supportive to the School. They are willing to serve as volunteers in school functions and raise funds to support the on-going development of our school. (In SHS, the mean of Q20 in the parent questionnaire is 4.1)</li> <li>• The School has established effective platforms to communicate with parents and solicit their support through parents' meeting, morning tea, circulars and website posts, etc. Parents can make suggestions through the Parent Forum and PTA Working Groups. Suggestions proposed by parents are followed up by the School seriously. (In SHS, the mean of Q18 in the parent questionnaire is 4.2)</li> <li>• Students are offered ample opportunities to broaden their horizon and have a taste of other cultures through taking part in overseas trips and student exchange programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Home-school partnership established with the PTA could be further strengthened.</li> <li>• Links with other schools could be further strengthened to ensure the development of long term partnerships.</li> <li>• Connection with graduates could be strengthened to solicit their support in future years.</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 are confident. They enjoy learning and love reading.</li> <li>• Students are interested in learning about Chinese history. Relevant contents are covered in various subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' sense of achievement could be further enhanced.</li> <li>• Some parents put too much pressure on their children. Some students, especially G.4 students, are under lots of stress as they strive to enter the X-classes when they progress to G.5. It is particularly obvious when they take quizzes and assessments.</li> <li>• Students are caring and willing to serve others. More opportunities should be provided for them to perform community services.</li> </ul>



<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
<p>8. Participation and Achievement</p>	<ul style="list-style-type: none"> <li>• Many of our students are very talented in particular areas and they always have outstanding performance in individual competitions. Our school teams perform well in various external assessments and inter-schools competitions.</li> <li>• A great variety of ECAs have been organized. The School has identified many outsourced organizations, part-time tutors/coaches of the highest quality to provide additional training to our boys. (In SHS, the means of Q50-51 in the teacher questionnaire and Q10 in the parent questionnaire are 4.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Some students, especially those of the senior grades, are less committed to taking part in ECAs because they focus too much on academic studies. The School should identify those parents and students, and encourage the boys to get more involved in ECAs.</li> <li>• Parents and students are too anxious about winning in the competitions when the boys participate in the school teams.</li> <li>• Students should learn to reflect on their own mistakes.</li> <li>• Team spirit of students should be strengthened so that they could better cooperate with others.</li> <li>• There are limited outdoor areas on the campus for students to exercise. New measures should be in place to enable students to release their energy during recess time.</li> </ul>



# SWOT Analysis

## Our Strengths

### 1. Management and Organization

- The School has a strong team of school leaders who have vision and drive to achieve excellence. Under the leadership of these administrators, the School is well managed and continuous improvement projects in various aspects have been initiated.
- External links and additional resources from the community have been well utilized. The School hires professional coaches to help organize sporting activities. External organizations are also identified to collaborate with teachers to provide enriching programmes, such as life education and community services, for our boys.

### 2. Learning and Teaching

- Teachers are creative and willing to share their ideas and experience with other staff members.
- The School puts strong emphasis on developing students' collaborative skills.
- The teaching approach adopted by our teachers is student oriented
- Teachers have good rapport with students and keep close contact with parents.
- A majority of our students come from good family backgrounds.

### 3. Student Support and Partnership

- There are sufficient channels for teachers to identify students' needs during the years when they study in our school. A wide range of school-based student support services are provided.
- A clear referral system and an early identification mechanism are in place and work well in identifying students at risk.
- A wide range of electives, ECAs and cross-curricular activities are provided to cultivate student's interests in different aspects and to help them develop their potential. Enrichment learning programmes, such as overseas trips are provided for students to broaden their horizon.
- Appropriate service opportunities are provided to foster students' commitment to the society.
- Parents are supportive to the School. They are willing to serve as volunteers in school functions and raise funds to support the on-going development of our school.





- Communication between parents and teachers is effective.
- The Diocesan School Old Boys' Association (DSOBA) provides full support to the School to ensure continued development of DBS and the Primary Division.
- Links with other schools and external organizations have been well-developed. Teachers can work in collaboration with other schools and organizations to foster students' whole person development.

#### **4. Student Performance**

- Students are confident. They enjoy learning and love reading.
- Students are interested in learning about Chinese history. Relevant contents are covered in various subjects.
- Many of our students are very talented in particular areas and they always have outstanding performance in individual competitions. Our school teams perform well in various external assessments and inter-schools competitions.
- A great variety of ECAs have been organized. The School has identified many outsourced organizations, part-time tutors/coaches of the highest quality to provide additional training to our boys.

### **Our Weaknesses**

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

- The major concerns stated in the School Development Plan are not focused enough. More strategies should be identified to ensure effective implementation of the plans, and specific criteria should be adopted to assess if the targets can be achieved.
- Both teachers and students need to be further empowered so that their strengths and potential can be fully realized.
- Teachers need inspiration to further strengthen their skills in developing students' creativity and critical thinking. They require more exposure so that they can keep abreast of new ideas and the latest technology.
- The School should embrace the concept of functioning as a learning organization for all. A more comprehensive and focused plan for parent education should be formulated so that more parent education programmes could be organized in future.

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

- There are too many activities organized for students, resulting in not having enough time for teaching.
- The connection between learning activities that are organized and the contents that are taught in class is not strong enough.
- Collaboration among different departments is not sufficient.
- Weaker students are not given enough opportunities to participate in lesson or school activities.



### **3. Student Support and Partnership**

- There are an increasing number of students who require additional support in addressing problems caused by emotion and academic pressure.
- The number of teachers who have SEN training in our school is not up to the requirement set by the Education Bureau. There is room for improvement and teachers should be encouraged to acquire the required knowledge and skills so that they can provide suitable support to SEN students.
- The space (classrooms) and manpower available are limited. It is difficult for our school to implement small class teaching to cater for learners' diversity.
- The opportunities to perform community services are limited. More opportunities should be extended to all students in order to foster the commitment of our boys to serve the society.
- Teaching staff members have pressure due to heavy workloads in coping with administrative duties, thereby affecting the working atmosphere amongst teachers.
- Many parents tend to focus on students' academic results and pay less attention to students' whole person development.
- There are an increasing number of parents who take an active role to help organize school activities. Their involvement could become an obstacle which hinders the development of students' independence.
- Teachers are often too occupied in school work and do not have much family time left. They are not keen on taking part in the PTA events that are usually held during holidays.

### **4. Student Performance**

- The sense of achievement shared by students should be further strengthened.
- Teaching strategies used to cater for learners' diversity should be further developed. Some students can get bored and lose concentration quite easily in lesson, especially when they consider the teaching pace too slow.
- Some parents put too much pressure on their children. Some students have lots of stress when they have quizzes and assessments. On the other hand, some students are not too motivated to learn. They do not care much about their performance in class but are very concerned about their parents' reaction towards their academic results.
- Students are caring and willing to serve others. More opportunities should be provided for them to perform community services.
- Some students, especially those of the senior grades, are less committed to taking part in ECAs. Some students are not motivated or interested in school activities because many of their ECAs were chosen for them by their parents.
- Team spirit of some of our students is not strong enough. Some of them have difficulties in cooperating with others.
- There are limited outdoor areas on the campus for students to exercise and release their energy during recess time. As a result, some of our boys find it more difficult to concentrate in lesson. Both their physical well-being and academic performances are affected.



## **Our Opportunities**

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

- Being a DSS school adopting the through-train mode of operation, our school can offer learning programmes and extra-curricular activities of a very broad range. We will continue to develop our learning programmes gearing for the direction of global education required for the 21<sup>st</sup> Century, and will put more emphasis particularly in the fields of languages, technology, arts, sports and social services to integrate into our curriculum.
- Master Teacher (MT) is a special rank incorporated into the staff establishment of our school. The School will continue giving full support to these experienced teachers so that they can represent the School to give presentation at overseas international conferences and publish paper in education journals. The new initiatives that they propose will be able to support our curriculum development.
- Due to the flexibility in financial management of DSS schools, we are able to allocate extra funding to appoint a team of professional coaches or tutors to provide specialized training for our students. The School will continue providing sufficient resources to enable our sports teams, orchestras, choirs and other school teams to maintain a high standard in various local inter-schools events as well as international competitions.

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

- Teachers will continue be given the opportunities to learn from one another through lesson observation within the school as well as school visits to other schools both in Hong Kong and other countries.
- The School will invite more experts to conduct staff development workshops on practical topics so that teachers will find their sharing and materials beneficial to their professional growth.
- More inquiry based activities will be organized throughout the year to enable lessons to be more student-oriented.

### **3. Student Support and Partnership**

- Fund raising projects launched by the School have been very successful. The donations offered by parents and old boys enable the School to purchase new school facilities and equipment, as well as to replace the ones that are worn out.
- In response to the increasing number of SEN students that we have, the School will allocate sufficient manpower to cater for the needs of these students. More teachers will acquire relevant training and be responsible for taking care of students with special education needs.
- The School is moving towards the direction of implementing paperless office. Some administrative workloads of teachers can be reduced.
- With the increasing use of IT in education, teachers can adjust their lessons which are more student-orientated to cater for learners' diversity.



- With the assistance offered by the reverends from Sheng Kung Hui churches, services can be held in every church season.
- The School has good reputation that makes it easy to arrange school visits and pedagogical exchange with other schools.
- Students have ample learning opportunities through attending workshops and talks delivered by experts who are identified with the assistance offered by parents from different professional fields.

#### **4. Student Performance**

- A closer collaboration amongst various subjects, especially when teaching Chinese history and Culture, can avoid the overlap of teaching contents and at the same time further expand the coverage.
- The School Field of DBS can be an ideal place for students to release their energy during recess time.

### **Our Threats/Difficulties**

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

- The existing school facilities require renovation and new teaching facilities should be built in order to enable the School to remain competitive in the education sector.
- The EDB has been tightening the control of DSS schools since the release of Audit Department' report criticizing the governance of DSS Schools. The flexibility and autonomy in school management enjoyed by DSS Schools in the past, which was also a factor leading to the success of DSS schools in Hong Kong, is being hampered
- School administrators should be further empowered and given greater authority so that they can contribute more to build a sustainable and innovative school climate to meet the challenges of an ever-changing and competitive environment.
- There is a strong demand on teachers' IT competence in an era of digital learning and teaching. More support and resources are needed to equip all staff members (both teaching and non-teaching) with relevant skills and literacy.
- With the increasing number of new school initiatives such as e-Learning and STEM, the demand on teaching staff is high. A balance should be struck to enable the healthy and sustainable development of our school.

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

- Students participate in too many external competitions which have an impact on lesson time.
- Many students are all rounded and some of them tend to be selected by a few teachers to join different school teams and represent the School for various inter-schools competitions. As a result, there are often clashes of students' training schedules.



- Students engage in many activities and are persistently too busy.
- The learning attitude of some students is not serious enough as they do not foresee any threat of not being able to progress to the Secondary Division due to the through-train mode of operation adopted by DBS.

### **3. Student Support and Partnership**

- Some parents can be very demanding and their requests often lead to additional workloads and stress to teachers.
- The school environment resembles a mini-community which can be challenging for students, especially those who have weaker social skills.
- Being one of the top schools in Hong Kong, DBS always attracts the media's attention.
- The high standard set by the School makes students' learning environment very competitive.
- Many students are influenced by peer pressure that they should attend tuition classes after school. As a result, they become very busy and have insufficient rest and leisure time. More and more students have behavioral or emotional problems caused by stress.

### **4. Student Performance**

- There are an increasing number of students who attend private tuition classes and training after school. Some students have a wrong perception that they would benefit more from attending tutorials and training provided by private coaches and tutors than regular classes at school.



# Major Concerns for School Years 2017/2018 – 2019/2020

## I. First Priority - Curriculum and Assessment; Learning and Teaching; Student Support

### A. Curriculum and Assessment & Learning and Teaching

1. Short & Mid Term Targets
  - To further develop a more challenging and comprehensive curriculum to unleash the full potential of students
  - To further develop students' self-learning skills
2. Long Term Target
  - To explore more strategies to cater for learners' diversity

### B. Student Support

1. Short & Mid Term Target
  - To design a new framework of personal growth programme for implementation in all grade levels

## II. Second Priority – Management & Organization; Partnership

### A. School Management & Professional Leadership

1. Short & Mid Term Targets
  - To have closer communication and a better alignment of work between the Secondary and Primary Divisions for the ongoing development of the School
  - To continue to develop the leadership role of the middle management team so that teaching and learning will be more effective



2. Mid & Long Term Targets
  - To identify the latest trends in education and focus on the major aspects of development
  - To equip teachers with the latest pedagogies and encourage them to participate in more professional development activities both inside and outside of school

#### **B. Partnership**

1. Short Term Target
  - To further enhance the communication between teachers and parents
2. Mid & Long Term Target
  - To further strengthen the connection with other schools

### **III. Third Priority - Student Performance**

#### **A. Attitude and Behaviour**

1. Short Term Target
  - To enhance students' learning motivation and help them take more initiatives in their learning
2. Mid & Long Term Target
  - To enhance students' acceptance of their weaknesses and encourage them to achieve a breakthrough

#### **B. Participation and Achievement**

1. Mid & Long Term Target
  - To help students adopt a healthy lifestyle and strike a good balance between academic studies and ECAs



## School Development Plan (2017/2018 – 2019/2020)

### First Priority – Curriculum and Assessment; Learning and Teaching; Student Support

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2017/18	2018/19	2019/20	
1. Curriculum & Assessment	<ul style="list-style-type: none"> <li>To further develop a more challenging and comprehensive curriculum to unleash the full potential of students</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To enhance teachers' professionalism and effectiveness in teaching through implementing collaborative or other innovative teaching strategies</li> <li>To make better use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness for lower ability students</li> </ul>
2. Student Learning and Teaching	<ul style="list-style-type: none"> <li>To further develop students' self-learning skills</li> <li>To explore more strategies to cater for learners' diversity</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>To design challenging lessons and incorporate different types of learning opportunities so that students can collaborate and co-construct knowledge by themselves</li> <li>To reconstruct the class size of G.3-6, especially in teaching core subjects</li> </ul>





3. Student Support	<ul style="list-style-type: none"> <li>To design a new framework of personal growth programme for implementation in all grade levels</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To set up a framework of leadership training programme and service programme for all students</li> </ul>
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## Second Priority – Management & Organization; Partnership

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2017/18	2018/19	2019/20	
1. School Management	<ul style="list-style-type: none"> <li>To identify the latest trends in education and focus on the major aspects of development</li> <li>To have closer communication and a better alignment of work between the Secondary and Primary Divisions for the ongoing development of the School</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>To unleash teachers' potential and strengths in focused areas</li> <li>To work more closely between the Secondary and Primary Divisions and have more collaboration</li> </ul>



2. Professional Leadership	<ul style="list-style-type: none"> <li>To continue to develop the leadership role of the middle management team so that teaching and learning will be more effective</li> <li>To equip teachers with the latest pedagogies and encourage them to participate in more professional development activities both inside and outside of school</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To require all administrators to engage in professional training provided by the EDB or through organizing school exchange</li> <li>To provide more platforms for teachers to get exposure to new ideas and technologies, especially in developing students' creativity and critical thinking</li> </ul>
3. Partnership	<ul style="list-style-type: none"> <li>To further enhance the communication between teachers and parents</li> <li>To further strengthen the connection with other schools</li> </ul>	✓			<ul style="list-style-type: none"> <li>To set up a platform to create trusting relationships among teachers and parents where appreciation and gratitude are emphasized</li> <li>To organize more joint-school events to strengthen the links with other schools for building long term partnerships</li> </ul>



### Third Priority – Student Performance

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2017/18	2018/19	2019/20	
1. Attitude and Behaviour	<ul style="list-style-type: none"> <li>To enhance students' learning motivation and help them take more initiatives in their learning</li> <li>To enhance students' acceptance of their weaknesses and encourage them to achieve a breakthrough</li> </ul>	✓			<ul style="list-style-type: none"> <li>To help students understand their potential and foster the sense of achievement of students in making improvement</li> <li>To encourage students to show appreciation to others and refrain from making criticism against others</li> </ul>
2. Participation and Achievement	<ul style="list-style-type: none"> <li>To help students adopt a healthy lifestyle and strike a good balance between academic studies and ECAs</li> </ul>		✓		<ul style="list-style-type: none"> <li>To introduce to students and parents the correct attitudes towards taking part in ECAs</li> <li>To help students understand the meaning of getting involved in ECAs and the lifelong benefit of ECAs on their learning process</li> </ul>



The Most Revd. Dr. Paul Kwong

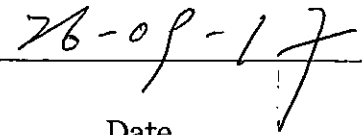
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Name of Chairman of School Committee  
& Supervisor



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Signature of Chairman of School Committee  
& Supervisor



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Date

