



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

**SCHOOL DEVELOPMENT PLAN**  
**2020/2021– 2022/2023**

# **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 2017-2018 / 2019-2020

Major Concerns	Extent of Targets Achieved	Follow-up Action	Remarks
<b>I. First Priority</b> <b>A. Curriculum and Assessment &amp; Learning and Teaching</b> 1. Short & Mid Term Target <ul style="list-style-type: none"> <li>To further develop a more challenging and comprehensive curriculum to unleash the full potential of students</li> <li>To further develop students' self-learning skills</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 17-18 p.10-16  Details are recorded in Annual School Report 18-19 p.3-17 & p.18-31
2. Long Term Target <ul style="list-style-type: none"> <li>To explore more strategies to cater for learners' diversity</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 18-19 p.3-17  Details are recorded in Annual School Report 19-20 p.3-16
<b>B. Student Support</b> 1. Short & Mid Term Target <ul style="list-style-type: none"> <li>To design a new framework of personal growth programme for implementation in all grade levels</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 17-18 p.17-18  Details are recorded in Annual School Report 18-19 p.32



Major Concerns	Extent of Targets Achieved	Follow-up Action	Remarks
<b>II. Second Priority</b> <b>A. School Management &amp; Professional Leadership</b>  1. Short & Mid Term Targets <ul style="list-style-type: none"> <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> <li>To continue to develop the leadership role of the middle management team so that teaching and learning will be more effective</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 17-18 p.19-20  Details are recorded in Annual School Report 18-19 p.34-35
2. Mid & Long Term Targets <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 equip teachers with the latest pedagogies and encourage them to participate in more professional development activities both inside and outside of school</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 17-18 p.3-9  Details are recorded in Annual School Report 18-19 p.33 & p.36  Details are recorded in Annual School Report 19-20 p.17-19



<b>B. Partnership</b> 1. Short Term Target <ul style="list-style-type: none"> <li>To further enhance the communication between teachers and parents</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 17-18 p.21
2. Mid & Long Term Target <ul style="list-style-type: none"> <li>To further strengthen the connection with other schools</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 18-19 p.37



Major Concerns	Extend of Targets Achieved	Follow-up Action	Remarks
<b>III. Third Priority</b> <b>A. Attitude and Behaviour</b>  1. Short Term Target <ul style="list-style-type: none"> <li>To enhance students' learning motivation and help them take more initiatives in their learning</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 17-18 p.22
2. Mid & Long Term Target <ul style="list-style-type: none"> <li>To enhance students' acceptance of their weaknesses and encourage them to achieve a breakthrough</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 18-19 p.38  Details are recorded in Annual School Report 19-20 p.20-21
<b>B. Participation and Achievement</b> <ul style="list-style-type: none"> <li>Mid &amp; Long Term Target</li> <li>To help students adopt a healthy lifestyle and strike a good balance between academic studies and ECAs</li> </ul>	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 18-19 p.39  Details are recorded in Annual School Report 19-20 p.22



## 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 ample resources. We have a direct link to the DBS Secondary Division, which has a long history and cherished tradition.</li> <li>• The DBSPD Sub-committee formulates clear and concrete implementation strategies pertaining to manpower and resource deployment for effective school management, school development and the implementation of teaching and learning tasks.</li> <li>• The School has a clear direction of development and strategically formulates its development plans in line with its direction of development.</li> <li>• The School systematically collects data on learning and teaching with a view to monitoring students' performance and progress. The School actively reports the results of its self-evaluation to teachers, students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• To cultivate the development of e-Learning system for teachers to equip IT skills to promote students' learning using different modes and to enhance the effectiveness of school management.</li> <li>• To further improve the transparency on the school's decision making process.</li> <li>• The organization structure can be further refined to facilitate the work of holistic planning and collaboration among committees and functional groups. Management in different levels can enhance the coordination and communication, so as to ensure decisions about school development are precisely made and clearly conveyed.</li> <li>• To further strengthen the collaboration and communication among the teaching and non-teaching staff, the Deputy Headteachers, subject panels and committee heads.</li> </ul>





PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The Headteacher effectively deploys resources, oversees school performance and provides guidance to the staff to support the continuous development of the School.</li> <li>• The Deputy Headteachers effectively facilitate collaboration and communication among committees and subject panels.</li> <li>• The subject panels and committee heads provide effective guidance to the development of their panel and committee members.</li> <li>• The School has cultivated a climate of professional development and sharing among our teachers who engaged in study programmes and experience sharing sessions organized with external institutions (Harvard University, University of Oxford, Massachusetts Institute of Technology, local and overseas secondary and primary schools) in various aspects (education ideals, management, curriculum, pedagogies, individual development, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• To further promote teachers' professional interflow and collaboration by organizing more professional development activities.</li> <li>• To further encourage professional dialogue and sharing of best practices among the teaching staff.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• The broad and balanced curriculum has enabled students to be creative, expressive and confident all-rounded learners with a global view.</li> <li>• A learning culture among students is well established. Avenues for international experiences with a variety of local and overseas programmes are offered to students to adopt a global perspective.</li> <li>• The performance assessment methods adopted by the School can effectively assess students' performance.</li> <li>• Evaluation data on students' learning and teaching has been used to inform curriculum implementation and development such that the curriculum is in line with learners' changing needs and the trend of education development.</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop blended learning by combining online educational materials and opportunities for interaction online with traditional place-based classroom methods.</li> <li>• Student performance data can be further deployed to inform and support curriculum planning and development to cater for learners' diversity.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• The School has provided generous human and financial resources to enhance the quality of teaching and learning.</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>• Teachers are experienced and well-equipped with subject knowledge. They are open-minded, flexible and willing to adopt new pedagogies that cater for the changing students' needs.</li> <li>• Teachers often engage their students in active inquiry and construction of knowledge in lessons with different thinking tools and online resources. They help students to review their learning so that students have a clear idea of their learning performance and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more strategies to cater for learners' diversity.</li> <li>• To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li>• The School has a clear vision and mission on how to nurture the students and uphold the school tradition. The School offers a balanced education for the development of the whole person.</li> <li>• The School provides ample opportunities to foster students' leadership and holistic development.</li> <li>• The School actively encourages students to participate in extra-curricular activities that help extend students' learning experiences.</li> <li>• The school climate is positive. Students have a strong sense of belonging to the School and parents are pleased to have their child studying in the School.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an increasing number of students with behavioral or emotional problems caused by stress. School programmes, activities and teacher training focusing on students' well-being can be organized to help alleviate the problem.</li> <li>• Most of our students come from an affluent background. School programmes and activities that train students' self-management skills and interpersonal skills can be organized to better support the students.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> <li>• The School has established effective platforms to communicate with its stakeholders such that they are informed of school affairs and development. Different occasions and channels, such as Parents' Day, Parents' Forum, Morning Tea, school website, circulars and other communication platforms etc., enable continuous exchange opportunities between the School and its different stakeholders.</li> <li>• The Parent-Teacher Association (PTA) facilitates effective communication between the parents and the School. The fair election mechanism of the PTA encourages parents to join as a member of the PTA Executive Committee.</li> <li>• Parents are supportive of the School. Many are willing to serve as volunteers to support in school functions and help raise fund to improve the hardware and software of the School.</li> <li>• The Diocesan School Old Boys' Association (DSOBA) provides full support to the School development.</li> </ul>	<ul style="list-style-type: none"> <li>• Home-school partnership could be strengthened with the help of PTA so that parents will have a better understanding of the development in school curriculum and policies.</li> <li>• The connection with other schools in Hong Kong and overseas 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>• Most students are confident, enthusiastic in learning and have a strong sense of commitment and belonging to the School.</li> <li>• Many students are talented in different areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' cooperativeness should be enhanced. They need to learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Students participate actively and perform well in various assessments and competitions. The School holds a good record of students' outstanding performances in external assessments and competitions - individual and group.</li> <li>• Students enjoy their lessons and participate actively in learning activities organized by their teachers and the School in general.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are too competitive and reluctant to face failures. Some students have joined too many extra-curricular activities and find it difficult to focus on their study. The School can provide more support in this area.</li> </ul>



# SWOT Analysis

## Our Strengths

### 1. Management and Organization

- Members of the DBSPD Sub-Committee and DBSPD Management Committee are professional and devoted to education. They provide strong support to the School for school development. The School Management has vision and aspiration which always takes into full consideration the views of different stakeholders. 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.
- Culture of School Self-Evaluation (SSE) is established and the SSE mechanism is well-developed. Elements of Planning, Implementation and Evaluation (PIE) are incorporated in all aspects of the School.
- With the aim of enhancing the professional capacity of teachers and establishing the School as a learning organization, the School provides sufficient support to teachers to keep abreast of the latest trends in education development. Teachers engage in different courses and seminars to try new ideas and teaching strategies.
- Both School Management and middle managers play an active role in planning and co-ordination of teachers' work. They monitor the progress and quality of work at appropriate intervals, and render support to teachers in need.

### 2. Learning and Teaching

- The School offers students a balanced education for the development of the whole person. The curriculum aims to help students develop effective communication, collaborative and learning skills, a creative and global frame of mind, and critical and analytical thinking by providing a wide range of learning activities that cater for learners' diversity.
- 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.
- The School has provided generous human and financial resources to enhance the quality of teaching and learning.
- Clear subject documents such as the subject memorandum and subject development plans with concrete action plans and objectives have been developed. Evaluation and reflections are done systematically to propel curriculum development.
- Teachers are open-minded, flexible and willing to adopt new pedagogies that cater for the changing students' needs.



- A learning culture among students is well established. Avenues for international experiences with a variety of local and overseas programmes are offered to students to adopt a global perspective.

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

- The Pastoral Care Committee that takes care of students' holistic development is well established. It is made up of a multi-disciplinary professional team of teachers, social workers, nurse and educational psychologist to provide support for the development of students' well-being.
- The School provides opportunities for students to broaden their horizons and support to those who struggle in academics. The School concerns about students' holistic development, teachers always credit good characters and virtues and it is often done in spiritual context.
- There is tremendous amount of support provided to teachers in the field of discipline and guidance.
- The School has well-established channels among its stakeholders to ensure different opinions can be collected.
- The Parent-Teacher Association and Diocesan School Old Boys' Association provide full support to the School for continuous development.
- The Parent-Teacher Association has a transparent election system which encourages parents to join the Executive Committee.

### **4. Student Performance**

- Students are confident, enthusiastic in learning and have a strong sense of pride and commitment to the School. They are curious of their surroundings, and we try to cultivate such aptitude so that they will invest their time and effort into discovering the rationale or mechanism of the object of intrigue.
- 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 and overseas trips have been organized for students to facilitate their whole person development.
- The School has identified many external organizations, part-time tutors/ coaches of the highest quality to provide additional training to our boys.





## **Our Weaknesses**

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

- Limited space and facilities on campus restrain the development of sports, music and cultural teams.
- The organization structure can be further refined to facilitate the work of holistic planning and collaboration among committees and functional groups. Management in different levels can enhance the coordination and communication, so as to ensure decisions about school development are precisely made and clearly conveyed.
- Administrators should be more proactive and keep abreast of the latest trends in education development. Strengthening of the middle management (subject and administrative teams) through empowerment and training is required, so that they can be more passionate to foster the professional sharing and interact among subject teachers.
- Turnover of staff has led to a greater need of coaching and team-building.

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

- The class size is rather large which limits the positive interaction between students and teachers. It is challenging for teachers to organize class activities due to the lack of space in the classrooms.
- There is a need for a better balance between academics, extra-curricular activities and training of other skills such as: communication and collaborative skills, creative frame of mind, critical and analytical thinking skills, and effective interpersonal and life-long learning skills.
- Student performance data can be further deployed to inform and support curriculum planning and development to cater for learners' diversity.
- Many of the parents are exam-orientated, and this mindset causes a negative impact on the students' learning.

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

- Aiming for “best of the best” has a strong influence on our students who would likely be molded to become highly competitive. Parents and students are very anxious about winning in competitions. An increasing number of students are having behavioral or emotional problems caused by stress.
- The majority of our students are raised in middle class families with domestic helpers. Most of them are very dependent in learning, poor in self-management skills and interpersonal skills.
- The School adopts a through-train mode of operation which can reduce students' stress caused by secondary school application upon completing G6. However, many students have become less motivated in their study and do not complete their daily tasks



seriously.

- Connection between the SD and PD can be strengthened.
- Home-school partnership with the PTA could be strengthened so that parents will have a better understanding of the rationales behind new changes in the school curriculum and policies.

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

- Students are too competitive and some of them are reluctant to face failures.
- Students' cooperativeness should be enhanced. Our students need to learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.
- Some students who have joined too many ECAs cannot focus on their study.

### **Our Opportunities**

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

- DBSPD is a Direct Subsidy Scheme school. The School has more flexibility in financial management. The school can employ more staff members and buy more services or resources for better management. The School has a very good network with the other elite schools in Hong Kong, the management team has a lot of chances to learn from each other.
- Being a DSS school adopting the through-train mode of operation, our school can make use of the connection with the Secondary Division to better plan our curriculum that aligns with our students learning progress, ability, as well as providing stronger support in terms of students' personal development. More communication and collaboration could be done making use of this connection to ensure a smooth transition of our students from childhood to adolescence.
- A professional development culture is well established in the School, with a variety of local and overseas programmes regularly organized to enhance teachers' professional knowledge, skills and ethics. Administrators are able to lead their Working Committee members to fulfill their work under a clear framework, and with collaboration and positive relationships among all staff members.
- There can be more collaborations with other schools and professionals to facilitate good relationships and professional sharing.



## **2. Learning and Teaching**

- The class suspension has given a risen importance in blended learning. Teachers should consider combining online educational materials and opportunities for interaction online with traditional place-based classroom methods as their regular practice.
- It is increasingly recognized that many of the world's greatest problems need to be tackled by professionals from different disciplines, cross-curricular activities and collaboration between subject departments in the School should be further developed and enhanced.

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

- Due to the current Covid-19 epidemic in Hong Kong, students are more aware of their personal hygiene, self-management and healthy life-style. The School could take this opportunity to work with parents in enhancing students' self-management skills and the awareness of the need to care for others.
- The EDB has granted a new funding for SEN support at DSS schools. With the funding, the School will have more resources to offer training and various intervention strategies to support students with SEN.
- Due to the recent social unrest, the government and NGOs will likely provide more resources and training for teachers and students on moral and civic education. These resources can be used to further develop moral and civic education in school.
- More professional exchange opportunities among partner schools can be arranged to help our school to further improve in all areas.
- The School has good reputation, and it is easy for teachers to arrange partnership activities with external organizations.
- With the tremendous support given by the Reverends of the Kowloon East Diocese, family ministry has been established in our school. The School can work with parents in the development of students' Christian faith.

## **4. Student Performance**

- The School may explore the feasibility of enabling our students to join more international competitions or assessments. We aim at unleashing students' potential in different aspects.
- A variety of online learning resources are available to our students. They can be used as a supplement to our teaching topics to arouse students' learning interest.
- The School can make good use of the existing school facilities, such as the vacant account office and auditorium in the Secondary Division for organizing activities and student training.
- The School can work with other organizations to provide more opportunities for our students to serve the community.
- The School can organize more talks or sharing sessions on different social issues or moral topics to enhance the morality and social ethics of students.



## **Our Threats/Difficulties**

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

- As all Hong Kong teachers have been regarded as graduate teachers, the mobility of teachers in DBSPD might be higher than before. This may lead to the loss of experienced staff members who are familiar with the school culture and our students' unique characteristics. This will not only impose opportunity costs on hiring and training new staff members, but also affect the effectiveness in the implementation of our priority tasks. In order to maintain a stable team, more staff deployment measures need to be taken. At the same time, giving the management team more autonomy and job satisfaction may help to ease the situation.
- The unstable social situation and Covid-19 epidemic have imposed great challenges to the School to continue its function as a learning institution where teachers and students have every day face-to-face lessons in classrooms. Advancements in IT in education tools helped students to continue their learning during school suspension but also challenged the role of teachers and the concept of attending school. It can also affect the implementation of the strategic plans to complete our priority tasks to promote student learning, to strengthen student support and to enhance the effectiveness of school management.
- The curriculum reforms introduced by the EDB and the trend of innovative pedagogies require teachers to be highly adaptive.
- The school suspension has presented huge challenges to the school management in providing effective support to all teachers on how to produce systematic and comprehensive online learning materials extensively.

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

- Some students are too complacent to improve themselves academically since the School is a through-train school.
- A number of students are transferring to international schools or overseas boarding schools. The School should continue to strive for excellence in order to retain talented students.

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

- Social conflicts are increasing. People have oppositional opinions and values. Students may encounter great challenges in the development of positive values and psycho-social wellbeing.
- Teachers do not have much experience in handling students' emotions towards social rift.
- The society shares the same intense sentiment of competitiveness. Parents and students tend to be exam-oriented and this



mindset will diminish students' interest of learning.

- There are divergent viewpoints towards learning in the society. Some people believe academic excellence of a student comes with the amount of homework assignments, assessments, and tutorial classes etc. that he has, whilst some believe that a happy school helps children's whole person development. Our school needs to have a clear standpoint so that our school policies will not be influenced easily. Parents can have a clear understanding of the school policies and will support and abide by our decisions.
- The recent social unrest has created extra difficulties in the communication between parents and the School.
- Too many school events and activities organized each year create heavy workload for teachers.

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

- Many students attend private tuition classes and training after school. Some of them have a wrong perception that they would benefit more from joining the tutorials and training provided by private coaches and tutors rather than attending regular classes at school.
- Unpredictable events may affect students' learning progress. These events include rehearsals, special training and preparation for different competitions and assessments.



# Major Concerns for School Years 2020/2021 – 2022/2023

## 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 and incorporate blended learning into our routine by combining online educational materials and opportunities for interaction online with traditional place-based classroom methods.
- To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity.

#### 2. Long Term Target

- To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more strategies to cater for learners' diversity.
- To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel.

### B. Student Support

#### 1. Short & Mid Term Targets

- To raise students' awareness of the importance of well-being.

#### 2. Long Term Target

- To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills.



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

### **A. School Management & Professional Leadership**

#### **1. Short & Mid Term Targets**

- To cultivate the development of e-Learning system for teachers to equip IT skills to promote students' learning using different modes and to enhance the effectiveness of school management.
- To further refine the school organization structure to facilitate the work of holistic planning and collaboration among committees and functional groups, and to provide more opportunities for teachers to develop their potential and increase job satisfaction.

#### **2. Long Term Target**

- To reinforce the pedagogical exchange with other schools for keeping abreast of the new trend of teaching and education development.
- To further promote teachers' professional interflow and collaboration by organizing more professional development activities.

### **B. Partnership**

#### **1. Short & Mid Term Targets**

- To further enhance the communication and home-school partnership between the School and parents with the help of PTA.

#### **2. Long Term Target**

- To further strengthen the connection with other schools in Hong Kong and overseas.



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

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

1. Short Term Targets
  - To enhance students' cooperativeness so that they learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.
2. Mid & Long Term Target
  - To help students establish appropriate etiquettes and interpersonal skills through blended learning.

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

1. Short Term Targets
  - To provide more support to students who have joined too many extra-curricular activities and find it difficult to focus on their study.
  - To enhance students' acceptance of their weaknesses and encourage them to achieve a breakthrough.
  - To provide more support to students who are too competitive and reluctant to face failures.
2. Mid & Long Term Target
  - To enhance students' learning motivation and help them take more initiatives in various activities.
  - To develop a more inclusive school environment through engaging students in more group interactions and community service projects.





## School Development Plan (2020/2021 – 2022/2023)

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

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2020/21	2021/22	2022/23	
1. Curriculum & Assessment	<ul style="list-style-type: none"> <li>To further develop and incorporate blended learning into our routine by combining online educational materials and opportunities for interaction online with traditional place-based classroom methods.</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To enhance teachers' professionalism and effectiveness in teaching with the blended learning model incorporated into our routine through organizing teacher training talks and workshops.</li> </ul>
	<ul style="list-style-type: none"> <li>To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity.</li> </ul>	✓			<ul style="list-style-type: none"> <li>To introduce digital assessments for instant feedback and blended project-based learning in the classroom environment.</li> </ul>



2. Student Learning and Teaching	<ul style="list-style-type: none"> <li>To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more strategies to cater for learners' diversity.</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>To design cross-curricular STEAM projects to enrich the school curriculum with collaborative effort from different subject departments.</li> <li>To prepare diverse learning materials for catering learners' diversity, especially in teaching languages.</li> </ul>
	<ul style="list-style-type: none"> <li>To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel.</li> </ul>			✓	<ul style="list-style-type: none"> <li>To introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students.</li> </ul>



3. Student Support	<ul style="list-style-type: none"> <li>To raise students' awareness of the importance of well-being.</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To offer well-being programmes for students to enhance their emotional intelligence and resilience when facing adversity.</li> </ul>
	<ul style="list-style-type: none"> <li>To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills.</li> </ul>			✓	<ul style="list-style-type: none"> <li>To incorporate activities that promote different life skills into the curriculum of various subjects.</li> </ul>



## Second Priority – Management & Organization; Partnership

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2020/21	2021/22	2022/23	
1. School Management	<ul style="list-style-type: none"> <li>To cultivate the development of e-Learning system for teachers to equip their IT skills to promote students' learning in different modes and to enhance the effectiveness of school management.</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To provide more opportunities for teachers to equip their I.T. skills.</li> <li>To organize effective platforms for teachers to incorporate e-Learning into their daily teaching.</li> <li>To require all administrators to explore effective I.T. systems which help improve management of staff and school documents.</li> </ul>
	<ul style="list-style-type: none"> <li>To further refine the school organization structure to facilitate the work of holistic planning and collaboration among committees and functional groups, and to provide more opportunities for teachers to develop their potential and increase job satisfaction.</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To improve the school organization structure so that managements in different levels can work together to enhance coordination and communication for holistic planning among staff.</li> <li>To offer teachers opportunities to engage in tasks that benefit both students and their own professional development.</li> </ul>



2. Professional Leadership	<ul style="list-style-type: none"> <li>To reinforce the pedagogical exchange with other schools for keeping abreast of the new trend of teaching and education development.</li> </ul>			✓	<ul style="list-style-type: none"> <li>To organize more joint-school events to strengthen the links with other schools for continued professional growth of teachers.</li> </ul>
	<ul style="list-style-type: none"> <li>To further promote teachers' professional interflow and collaboration by organizing more professional development activities.</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>To provide more platforms for teachers to get exposure to new ideas through engaging in various staff training programmes.</li> </ul>



3. Partnership	<ul style="list-style-type: none"> <li>To further enhance the communication and home-school partnership between the School and parents with the help of PTA.</li> </ul>	✓			<ul style="list-style-type: none"> <li>To work more closely with the PTA in organizing home-school partnership events, and encourage more teachers to participate.</li> </ul>
	<ul style="list-style-type: none"> <li>To further strengthen the connection with other schools in Hong Kong and overseas.</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>To organize more joint-school events for building long term relationships with partner schools.</li> </ul>



### Third Priority – Student Performance

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2020/21	2021/22	2022/23	
1. Attitude and Behaviour	<ul style="list-style-type: none"> <li>To enhance students' cooperativeness so that they learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To introduce more project work in various subjects such that students' cooperativeness would be enhanced. Students will be given the opportunity to develop knowledge and skills through engaging in projects that are set around challenges and problems which they may face in the real world.</li> </ul>
	<ul style="list-style-type: none"> <li>To help students establish appropriate etiquettes and interpersonal skills through blended learning.</li> </ul>			✓	<ul style="list-style-type: none"> <li>To introduce blended learning with a focus to help students learn how to refine their etiquettes and interpersonal skills.</li> </ul>
2. Participation and Achievement	<ul style="list-style-type: none"> <li>To provide more support to students who have joined too many extra-curricular activities and find it difficult to focus on their study.</li> </ul>	✓			<ul style="list-style-type: none"> <li>To equip students with goal setting and time management skills.</li> </ul>



	<ul style="list-style-type: none"> <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 organize sharing sessions in Moral Education lessons for students to share their experiences with others, or as part of the goal setting exercise for students at the beginning of the school year.</li> </ul>
	<ul style="list-style-type: none"> <li>To provide more support to students who are too competitive and reluctant to face failures.</li> </ul>		✓		<ul style="list-style-type: none"> <li>To provide opportunities for students to share about their failure with others in a safe environment so that they learn to face their fears by openly discussing their experience and how they overcame the obstacles.</li> </ul>
	<ul style="list-style-type: none"> <li>To enhance students' learning motivation and help them take more initiatives in various activities.</li> </ul>			✓	<ul style="list-style-type: none"> <li>To provide opportunities for students to take up more responsibilities in their study and be more proactive in participating in school life for a holistic development.</li> </ul>
	<ul style="list-style-type: none"> <li>To develop a more inclusive school environment through engaging students in more group interactions and community service projects.</li> </ul>			✓	<ul style="list-style-type: none"> <li>To develop a positive learning climate by helping our students to embrace the diversity among all students through engaging in cares and service programmes.</li> </ul>

