



St. Joseph's Primary School

School Development Plan

2009-2012

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Contents	Page
⊠ School Vision & Mission	2-3
⊠ Holistic Review	4-10
- Effectiveness of the Previous School Development Plan	
- Evaluation of the School's Overall Performance	
⊠ Where We Are Now	11
⊠ Major Concern for 2009 – 2012	12
⊠ School Development Plan	13

St. Joseph's Primary School

School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

School Mission

The mission of St. Joseph's Primary School is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with FAITH and ZEAL.

We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

Our mission is successful when our students:

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.



School Goals

SJPS will keep its rich legacy and long heritage in education on the one hand, and respond to the changing needs of the students, the parents, the local community, the country and the world on the other. All our students will:

- enjoy learning, be effective in communication (bi-literate & tri-lingual), be creative, and have sense of commitment;
- have all-round development (including excellence in academic work and IT competence);
- be capable of life-long learning; and
- make contributions to the society, mainland China and the world.

School Motto

"LABORE ET VIRTUTE"

Core Value of Education (School Spirit)

St. Joseph's Primary School is a well-established school with good traditions. School Spirit can be seen in students' loyalty to God, their commitment to their school duties and their care and concern for others.

Our school therefore expects students to acquire good practices like:

Punctuality, respect for their teachers and schoolmates, personal discipline, obedience, honesty, integrity and good sportsmanship.



Holistic Review

Effectiveness of the Previous School Development Plan

Major Concern	Extent of targets achieved	Follow-up action	Remarks
1. Promotion of Self-directed Learning	To a large extent, the targets of the major concern have been achieved. Through various tasks designed by different subject panels, teachers helped to raise students' awareness of their roles in learning and to become effective learners. Students now demonstrate a greater awareness of their responsibility in making learning meaningful and monitoring themselves. They are more motivated, persistent and self-confident.	All the key elements of self-directed learning can be maintained according to the needs of different subject panels and will be integrated into the current curriculum.	

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ◆ The school management has formulated a clear and concrete goal to foster school development. ◆ The school policy is consistent with the clear objectives of school-based management. ◆ The school management has executed professional development programmes for the entire staff. ◆ The school management has devised a clearly defined goal for the school based curriculum. ◆ Teachers understand the mission and vision well. The direction of development is clear enough to meet the needs of our students. 	<ul style="list-style-type: none"> ◆ The school policies can be made more transparent to enhance better communication and cooperation among teachers. ◆ To raise the morality, the school management should praise the performance of those teaching staff who obtain good results in appraisal. ◆ The school should announce the self-evaluation results of the school regularly.
2. Professional Leadership	<ul style="list-style-type: none"> ◆ There is a good relationship between middle managers and basic rank teachers. Communication and collaboration among them is in good condition. ◆ There is a harmonious relationship between the school heads and teaching staff. ◆ There is a good team spirit in the school. ◆ Teachers understand and agree that professional development and training benefit both teachers and pupils. ◆ The atmosphere in school is in harmony among 	<ul style="list-style-type: none"> ◆ The deputy heads serve as a bridge to different levels/ranks of teachers to ensure an effective and smooth operation of school. It is expected that communication between levels and subject panels can be further strengthened. ◆ Teachers need to spend more time to keep abreast of the latest trends in the educational development. ◆ Teachers have different ability and strength. Focus should be made on the subject(s) best suit him/her in order to enhance their professional development.

	<p>teachers, parents and pupils. School management and middle managers have strong commitment to school.</p>	<ul style="list-style-type: none"> ◆ School should recognize the devoted teachers and give support to their teaching.
<p>1. Curriculum and Assessment</p>	<ul style="list-style-type: none"> ◆ Teachers provide a broad, balanced curriculum for the students. ◆ Curriculum development is in line with the current educational development and student needs. ◆ There is enough monitoring in the implementation of the school-based curriculum. There are regular panel and level meetings, class observations by the school heads, PSMCDs, etc. ◆ Teachers can implement assessment policy strategically. ◆ The school has a good grasp of assessment for learning. Teachers work out TSA evaluation reports, test and exam evaluation reports. ◆ Teachers provide varied modes of assessment: e.g. Music – concert reports, group work, project. G.S. – project. P.E. – skills, attitude, project. ◆ There is a systematic mechanism for evaluating the effectiveness of curriculum implementation: e.g. SHS and APASO reports, discussions and evaluation from panel and level meetings. 	<ul style="list-style-type: none"> ◆ More teaching times must be allocated together with arranging outings for students. ◆ Due to the board coverage of the curriculum, there is not enough time for in-depth teaching in class. ◆ More time is needed for co-planning among teachers. ◆ The CYCLE system should be taken into consideration to solve the insufficient teaching time problem. ◆ Different activities should be employed to cater for some of the low-achievers.

<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> ◆ Majority of students possess good attitudes, motivation and interest in learning. ◆ Students are able to utilise feedback to improve their learning. ◆ Students have high demand in their learning activities and assignments. ◆ Students are always given adequate opportunities to explore problems on learning. ◆ Students develop positive reading habits. ◆ Teachers design their teaching content and strategies through teaching guides and that fulfill parents' expectation. ◆ Teachers can adjust the teaching content and strategies corresponding to the students' progress. ◆ Parents deemed that their sons show interest in their learning. 	<ul style="list-style-type: none"> ◆ Pedagogy and teaching material should be adjusted to cater for different needs of students. ◆ To further engage students in learning on their own initiative, more oral discussions or presentations in the form of individual or group work should be arranged for students. ◆ More effort should be put on evaluation of learning effectiveness and follow up on the learning progress for individual students.

<p>5. Student Support</p>	<ul style="list-style-type: none"> ◆ Student Guidance Team(SGT): <ul style="list-style-type: none"> - Students with special needs are screened and referred to the SGT for special help at early stage. - From gifted to lower learning abilities or behavioral problems, students are catered with a wide range of special programmes. - Special examination and test arrangements are available for SEN students. ◆ Discipline Team <ul style="list-style-type: none"> - A well-organized Prefect Team & School Bus Prefect Team composed of teachers and students are available to ensure the school a healthy and safe environment. - Workshops are run for prefects and monitors at the beginning of each school term. Prefects can seek help from all teachers at all time. ◆ Moral & Personal Development (MPD)Team <ul style="list-style-type: none"> - MPD programmes based on national identity, 	<ul style="list-style-type: none"> ◆ Not all teachers are experienced in the area of special education. Some may find hard to offer assistance to the needy. More teachers are encouraged to enroll themselves in special education courses run by the EDB. ◆ In spite of the availability of the Discipline Team and the disciplinary measures, a small percentage of the students are still behaving offensively to the school rules. We advise that the Moral theme for discipline and the consequence pupils could face after breaking laws or rules need to be reinforced. ◆ All teachers should offer a helping hand to students to settle their dispute or address their concerns as far as possible.

	<p>perseverance, caring & love, commitment are conducted throughout the school year.</p> <ul style="list-style-type: none"> - Under some uprising circumstances like the Tsunami, Sichuan Province Earthquake, or the sacrifice of the two great firefighters, special talks and corresponding activities will be conducted for students' assistance. <p>◆ Extra Curricular Activities (ECA)</p> <ul style="list-style-type: none"> - A variety of ECA are available for students to join according to their own interest. Elite students may be recommended to join the school team to undergo more specific training. 	
<p>6. Partnership</p>	<ul style="list-style-type: none"> ◆ A wide range of communication channels in terms of phone calls, SMS, emails, facsimiles, students' handbooks, school circulars, parents' meetings, school intranets or parents' interviews are available between school and teachers. ◆ PTA is working effectively and efficiently with the school. ◆ The school runs and offers talks on some specific issues for parents. ◆ Parents show great enthusiasm in taking part or playing the role as volunteers and helpers in all school activities. ◆ The relationship between parents and teachers remains close and harmonious which can be 	<ul style="list-style-type: none"> ◆ Some parents are reluctant to admit the faults of their children at school and such practice could be hazardous to the implementation of disciplinary measures. School should make school policy and disciplinary measures clear to all parents during parents' gatherings. ◆ The current economic crisis hindered parents to take part in most school events as volunteers or helpers in the last school year.

	<p>reflected in the running of the annual “Parents-Also-Appreciate-Teachers Drive” by the PTA at school.</p>	
<p>7. Attitude and Behavior</p>	<ul style="list-style-type: none"> ◆ Parents, teachers and students all have their own definition of self-concepts. (Parents and teachers consider students having high self-confidence whereas students rank their self-confidence low.) ◆ Students are highly motivated and have good performance if the topics are of their interest. ◆ Students develop great interest in reading and establish a reading habit. ◆ Students basically know very well the appropriate moral behavior. ◆ Students exhibit good social and interpersonal skills. 	<ul style="list-style-type: none"> ◆ Students’ self-confidence needs to be raised. ◆ Students’ moral behavior needs to be put into practice actively. ◆ Students’ self-management skills should be reinforced. ◆ Students’ self-discipline needs to be trained.

8. Participation and Achievement	<ul style="list-style-type: none">◆ On the whole, students show good performance in internal assessment, TSA and public examinations.◆ Students actively participate in the school's ECA.◆ Students achieve good results in inter-school competitions and events.◆ Students achieve high physical fitness scores.	

Where We Are Now

SWOT Analysis

Strengths:

- (1) Teachers, parents and students have a sense of belonging to the school.
- (2) Teachers are professionally trained with teaching commitment.
- (3) Students are susceptible to guidance and willing to learn.
- (4) Parents are well educated who always render their support and help to the school whenever necessary.
- (5) The school provides students with a secured, well-equipped and inspirational learning environment.

Weaknesses:

- (1) The self-evaluation mechanism being developed requires additional support and effort.
- (2) Teachers' professionalism should be further developed to follow the track of the educational reforms.
- (3) The caring culture should be further nurtured in the school.

Opportunities:

- (1) The implementation of small class teaching meets the needs of the society for quality education and keeps pace with the educational development.
- (2) The EDB school based support service helps promote the development of school curriculum and teachers' professionalism.
- (3) Grants and resources from the government foster the implementation of different educational plans and provide opportunities for teachers' training.

Threats:

- (1) The limitation of our classroom setting does not facilitate the activity-based learning for small class teaching.
- (2) The intake of students with different diversity and learning needs makes teaching more difficult and challenging.
- (3) There is a keen competition by Direct Subsidy Schools.

**Major Concern for
2009 – 2012**

**Implementation of Differentiated Instruction
in the Classroom**

適異教學

School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1.Implementation of differentiated instruction in the classroom	<ul style="list-style-type: none"> To enhance teachers' awareness of students' different learning styles and their awareness of diverse teaching strategies. 	✓			<ul style="list-style-type: none"> Staff Development: <ul style="list-style-type: none"> ➤ Workshops will be conducted by experts/ specialists ➤ Circulation of literature
	<ul style="list-style-type: none"> To equip teachers with strategies to plan and implement differentiated instruction, and design differentiated assignments. 	✓	✓	✓	
	<ul style="list-style-type: none"> To engage students in diversified learning activities in the classroom. 		✓	✓	<ul style="list-style-type: none"> Teachers' tasks: <ul style="list-style-type: none"> ➤ Formulation and implementation of differentiated teaching strategies by separate groups of teachers to

	<ul style="list-style-type: none"> • To arouse students' interest in doing assignments designed to meet their own interests and needs. 			✓	<p>write subject plans for the various disciplines.</p> <p>➤ Formulation and implementation of differentiated assignments by separate groups of teachers to devise subject related tasks.</p>
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