

St. Joseph's Primary School



School Development Plan 2018-2021

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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 spiritual 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
1. To enhance the effectiveness of learning and teaching through e-Learning 透過電子學習 提升學與教的效能	1. To equip teachers with necessary skills to implement e-Learning Mostly achieved	➤ The strategies of the targets will be further developed in the next cycle's development plan by: <ul style="list-style-type: none"> ● Encouraging teachers to sign up for different e-Learning courses. ● Conducting more subject based and school based e-Learning workshops for teachers. ● Further strengthening students' competency and exposure in e-Learning through refining CL curriculum and trying out new apps, e-Learning resources and new teaching strategies in class. ● Purchasing more tablets in order to facilitate the implementation of e-Learning. ● Improving the stability of Wi-Fi network by installing fibre-optic cable.
	2. To develop students' skills and competence in e-Learning Partly achieved and in steady progress	
	3. To develop an e-Learning environment in the school Partly achieved and in progress	
	4. To motivate students to take more initiative in learning Partly achieved and in progress	

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 series of clear and concrete goals to foster school development. IMC was established and the school policies can be informed by teacher representatives. ● The school formulates its development goals and implementation strategies in line with its mission and vision, trends in education policies and the school context. ● Based on the analysis of school self-evaluation (SSE) data and findings, appropriate development priorities have been drawn up and work plans with clear targets and practicable implementation strategies are formulated. ● The school management conscientiously co-ordinates the implementation of priority tasks and monitors the progress of implementation at subject panel /committee level, keeping track of the utilization of resources and evaluating the effectiveness of outcomes. The school has appointed a suitable coordinator to take charge of the priority tasks. ● All the fundings (NCS/SEN/Learning & Teaching) are used appropriately. The resources are deployed effectively to promote student learning and strengthen student support. ● Resources are allocated effectively to those students 	<ul style="list-style-type: none"> ● The transparency of school management can be further improved. All teaching staff should regularly be informed of the issues concerning school policies and development by teacher representatives of IMC. ● The division of labour should be made clearer to teachers specialising in circumscribed administrative work and roles which would further enhance efficiency and effectiveness. However, the school needs to strike a balance between a clear division of labour and a complicated hierarchy which is prone to lower the efficiency. ● To further enhance the consistency and efficiency of the school operation, the change in teaching and administrative duties should not be made too frequent or radical. ● Teachers' workload should be reduced to allow them more free time to communicate with students. ● More teachers should be relieved to attend refreshment courses so that teachers can keep themselves abreast of new trends and strategies in teaching. ● More professional development workshops should be formulated for teachers' needs. ● The culture of professional sharing of teaching outcomes or courses should be further cultivated.

	<p>in need.</p> <ul style="list-style-type: none"> ● The school management effectively promotes a self-evaluation culture. The SSE mechanism is well-developed. The school management and teachers recognise and appreciate the positive impact of SSE. ● The views of stakeholders are solicited and the school informs them through appropriate channels, about the latest school development and its direction and strategies for the future. ● The Expanded Operating Expenses Block Grant (EOEBG) is provided for SJPS in the school year following our establishment of the IMCs in 2013. It aims at providing our school with more financial autonomy in the deployment of funds for educational purposes. 	
<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> ● With a grasp of educational trends and various education policies, the school management is able to lead the school in the formulation of development goals. ● The school management and the middle managers work in close collaboration, and support each other. They maintain close contact with teachers and are capable of motivating them to be proactive. ● Staff development has been launched in line with the school policy. ● Administrative arrangements for specialised teaching have been implemented with the focus made on the 	<ul style="list-style-type: none"> ● Teachers need to spend more time on keeping themselves abreast of the latest trends in educational development. ● A harmonious working atmosphere needs to be created by giving more recognition for the staff's effort, thus effectively boosting teachers' morale and team spirit.

	<p>subjects, professional knowledge and interest that best suit the teachers in order to enhance their professional development.</p> <ul style="list-style-type: none"> ● Subject-based professional sharing sessions have been regularly conducted to foster a good learning and teaching ambience. 	
<p>3. 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. ● The school maps out broad and balanced curriculum frameworks in order to extend students' learning experiences via co-planning meetings, level meetings and subject panel meetings. ● Many interactive learning materials or online resources have been used in class in order to engage students in the learning process actively. ● There is ample monitoring in the implementation of the school-based curriculum. There are regular panel and level meetings, class observations by the school head, PSMCD, panel heads, etc. ● The school adjusts its learning content and formulates its learning and teaching strategies to meet students' learning needs via evaluation meetings, at which students' strengths and weaknesses are discussed with reference to examination results. ● A mechanism for monitoring the implementation of 	<ul style="list-style-type: none"> ● More open-ended questions in assignment should be designed for arousing students' interests. A rubric should be set up for marking. ● More e-Learning activities should be integrated into the existing curriculum to arouse students' learning interest. ● eAssessment can be considered as it provides instant feedback to students. ● Parents should be educated on how to support students with learning difficulties. ● More seminars or workshops concerning responsibilities and learning attitude should be arranged for parents. ● More school-based teaching materials should be developed. ● Data analysis of assessments and evaluation reports should be utilized to adjust the learning content or teaching strategies accordingly. ● e-Learning should be integrated to replace some of the existing curriculum in order to arouse students' learning.

	<p>the school-based curriculum is established via assignment inspection, class observations, panel and level meetings.</p> <ul style="list-style-type: none"> ● Teachers can implement assessment policy strategically. ● The school has a good grasp of assessment for learning. Teachers produce TSA evaluation reports, test and exam evaluation reports. ● Teachers provide varied modes of assessment: e.g. <ul style="list-style-type: none"> ■ Music – concert reports, group work, project ■ G.S. – projects ■ P.E. – skills, attitude, project ● Through the implementation of e-Learning in the past three years, teachers have more experience in teaching students of different abilities. ● 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. ● The implementation of Google Classroom in KSII provides a platform for teachers and students to share learning and teaching materials. 	<ul style="list-style-type: none"> ● The school should appoint a person in charge in advising and researching e-Learning elements appropriate for the curriculum. ● The school could explore in more depth the existing e-Learning platforms and fully utilize them. ● Parental education on the use of computer in e-Learning must be further strengthened. ● There should be more structured peer observations. ● There should be more elements of cross-subject curriculum implementations.
<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> ● Installation of Wi-Fi in the school facilitates the promotion of e-Learning. ● Students are willing to utilise feedback to improve their learning. ● Both students and parents have high expectations of 	<ul style="list-style-type: none"> ● Students' independent learning skills need to be strengthened. ● Lessons with varied pedagogies to cater for students' diversified learning should be encouraged. ● Teachers need to fully consider the learning need of

	<p>learning activities and assignments.</p> <ul style="list-style-type: none"> ● Students are always given adequate opportunities to explore problems on learning. ● Students develop good reading habits. ● Teachers are serious and conscientious about their teaching. Their explanations and instructions are clear. ● Teachers give students timely praise and provide feedback on their strength and areas for improvement. ● The staff development conducted by school helps promote teachers' professionalism and students' learning. ● Teachers make good use of the teaching aids and IT resources in their lessons. 	<p>students of different abilities in designing and conducting learning activities.</p> <ul style="list-style-type: none"> ● More graded tasks could be used to cater for learners' diversity. ● More motivation activities should be designed to cater for the learning interests and needs. ● Different levels of questioning techniques should be employed in the lessons to motivate students' learning. ● All IT equipment should be upgraded in order to facilitate learning and teaching.
<p>5. Student Support</p>	<p>School-based Support</p> <ul style="list-style-type: none"> ● The school formulates different strategies to cater for students' needs in order to foster their positive values and attitudes and enhance their interpersonal relationship and social responsibility. These include the MCE programme, the PD curriculum, the “關愛起行” Scheme, the HERO Scheme, the Responsible Josephian Passport, the service programme, the annual Family Fun Day, project learning experiences and sharing sessions in the classroom. ● Different kinds of programmes like Debate Team and Maths Olympiad have been provided for gifted students to promote their talents and confidence. ● A special timetable to discuss student needs is 	<ul style="list-style-type: none"> ● Merit systems and improvement awards should be introduced to encourage students to make an effort to improve their discipline. ● More concern and support should be offered to teachers of classes with students having discipline, emotional and behavioural problems. ● More gifted programmes are needed. ● More support should be provided to students with emotional and behavioural problems. ● All teachers should attend more courses on SEN which are run by EDB. ● More talks and workshops about parenting should be organised.

established for meetings held by MCE Panel and Discipline Team.

Student Support Team and Student Guidance Team

- We have an experienced and devoted Student Support Team and Student Guidance Team.
- Students' needs are screened and referred to the Student Guidance Team for special help at an early stage.
- Observations and screenings are done by P.1 class teachers during P.1 Orientation in July.
- Students with high to low learning abilities or behavioural problems are catered with a wide range of special programmes. There are different small groups for SEN students, such as groups for training fine motor skills, drawing groups for training attention and groups for training social skills.
- Special dictation, test and examination arrangements are made for SEN students.
- More funding was received from the EDB.
 - The provision of Speech Therapy Grant for every school year has been raised, which enables the school to get support services from professional service providers. It enhances the speech development of particular students.
 - The provision of Learning Support Grant for the school year 2017-18 has been raised, which enables the school to hire three teacher assistants to help the SEN students in the classrooms.

- The provision of Additional Funding for Non-Chinese Speaking Students for the school year of 2017-2018 enables the school to hire two teachers for teaching the Non-Chinese Speaking Students.
- The provision of Comprehensive Student Guidance Grant for the school year of 2017-2018 enables the school to increase the manpower of the Student Guidance Team.

Discipline Team

- All the prefects are trained and well-briefed before they carry out their duties. They have confidence and are proud to serve their schoolmates. Prefect workshops are held 4 times each year.
- Regular meetings are held by the Student Support Team, the Student Guidance Team and the Discipline Team.
- A teacher has been designated as the discipline teacher for each level.
- Case Referral System has been established so as to handle the students with behavioural problems effectively and efficiently.
- Talk, presented by the Police Community Relations Officer, about proper behaviour is organised every year.

Moral & Personal Development Team

- All the topics and syllabuses are reviewed and revised frequently. They are updated and designed for the

	<p>needs of students.</p> <p>Teaching Staff</p> <ul style="list-style-type: none"> ● All teachers are encouraged to attend EDB courses on SEN and NCS. ● Class teachers communicate with parents regularly to share and update the status of the students. <p>Unique School Culture</p> <ul style="list-style-type: none"> ● Good relationships have been established among teaching staff, between teachers and students, and among peers. ● Students and teachers are always reminded of the school vision and mission of respecting individualism. ● A culture of care and respect has been cultivated in the school. 	
<p>6. Partnership</p>	<ul style="list-style-type: none"> ● Parents are invited to help in various school activities, e.g. lunch duties, story-mum, outings, school picnic and different learning projects. Most parents are willing to give assistance in the school activities and development with their expertise. ● The PTA is working effectively and efficiently with the school. The PTA mobilizes parents to support the school in different activities like the Family Fun Day. ● The school assists the PTA in fulfilling its function as a link between parents and school by organising the PTA AGM and organizing talks for parents. ● The advancement of Information Technology enhances communication between parents and the school. A better and closer link is established through 	<ul style="list-style-type: none"> ● Workshops and sharing sessions for parents, e.g. good parenting, should be held more regularly. ● A better connection should be established between the school and different government organisations. The school can invite government organisations to come to give talks. ● Alumni with different expertise can be invited to the school to give talks and seminars.

different channels of communication.

- The school provides platforms for the parents to give opinions.
- Links with different social service organisations, such as organisations providing speech therapy, Heifer International, The Community Chest of Hong Kong, Orbis, The Family Planning Association of Hong Kong, etc., have been developed.
- The school supports student learning and its priority tasks through links and collaboration with different external organisations to organise programmes for students, e.g. Mathematical Olympiad Classes, Debate Team, Science Workshops, Musical Instrumental Classes, etc.
- Students can experience service learning through participating in activities provided by social service organisations, such as St. James' Settlement, CYC, Red Cross, Caritas and Scout Association.
- A close link with the SJCOBA is established while most members of the association are the alumni of our school.
- As the member of the Lasallian family, teachers are involved in joint school formation programme and new teacher induction programme.
- Green and White Junior Cup is organised by the school annually. Alumni and teachers are invited to join. The events help to develop a good alumni network to support school development.

<p>7. Attitude and Behaviour</p>	<ul style="list-style-type: none"> ● Almost 70% students' self-image is good. ● Most of the students always put great effort in their academic performance. ● Most students are eager to learn. ● Most students have high self-esteem. ● Students get along well with their schoolmates. ● Students are highly motivated and have good performance if the topics are of their interest. ● Students develop great interest in reading and establish good reading habits. ● Students are willing to participate in community services in the form of voluntary work. 	<ul style="list-style-type: none"> ● Students' moral behaviour and sense of responsibility need to be further developed. ● Students' self-discipline needs to be further enhanced. ● Students' self-management skills need to be improved. ● Students need to develop resilience. ● A good teacher-student rapport need to be further promoted. ● Students should be able to use different resources in the library to improve their motivation in learning. ● Some students need to learn to control their emotions.
<p>8. Participation and Achievement</p>	<ul style="list-style-type: none"> ● Students' performance in internal assessments and public examination is good. ● Students achieve good results in the HKSSF Inter-Primary School Sports Competitions and open competitions. ● Students achieve good results in inter-school competitions and events, such as Music and Speech Festival. ● The extra-curricular activities (ECA) are well-liked by students. 	<ul style="list-style-type: none"> ● Some students' physical fitness needs to be improved. ● Students should be trained to set realistic goals in relation to their interest, ability and potential. ● Different programmes should be designed properly to help students to develop a healthy lifestyle.

SWOT Analysis

Our Strengths:

- Alumni support to school is strong.
- Teachers, parents and students have a sense of belonging to the school.
- Teachers work in a harmonious and supportive environment united by a common vision and mission.
- A caring culture is well developed.
- Students are proud to be 'Josephians'.
- Students' English language ability is relatively strong.
- Extra care and support is provided for students in need via funding from different grants.
- The school has developed an ambience of professional interflow in promoting teachers' professional development on e-Learning and Special Education Needs.
- The installation of router and Wi-Fi Access Points in Phase I & II of WF900 and the purchase of iPads for teachers and students can enhance the implementation of e-Learning in the school.
- The support of Student Guidance Team for students is enhanced by the increase in manpower.
- Parental support to school is strong.

Our Weaknesses:

- Learning differences between students are great. Teaching strategies catering for learning diversity should be further implemented.
- Students' resilience and independence should be further enhanced.
- In order to uphold the high academic standard of SJPS, the syllabuses and time schedule are tight.
- The physical setting of the school limits the activities of students. Students have no space to physically release their energy which leads to inattentiveness in class and emotional problems.
- The lack of space affects the implementation of extra-curricular activities.
- School facilities should be upgraded to facilitate better learning and teaching.
- Teachers have to allocate a lot of time to take care of the students with special needs. Therefore, routine for mainstream learning is somehow affected.

Our Opportunities:

- The e-Learning and STEM education initiated by the EDB may motivate students' self-directed learning, cater for learning diversity and foster teachers' professional development at our school.
- Students are capable users of most electronic devices which facilitate the implementation of e-Learning.
- The funding and grants provided by the EDB allows our school to put e-Learning into practice and employ additional external support.
- The funding and grants provided by the EDB has led an additional provision of 0.1 teacher per class in the 2017/18 school year.
- The Understanding Adolescent Project (UAP) implemented by the EDB can enhance students' resilience in coping with the challenges they have to face as they grow up. It is considered that the project can also enhance students' optimism, sense of belonging towards their families and schools, communication skills and co-operation with others.

Our Threats:

- The parental choice towards Direct Subsidy Schools has indirect influence over student intake in local aided schools in recent years.
- More and more students with special needs and emotional problems enter the mainstream schools under the current Primary One Admission System. It would in turn exert great pressure over schools to cater for individual differences.
- Excessive attention given by domestic helpers and parents weakens students' self-management and problem-solving skills.

Major Concerns for 2018-2021

1. To elevate the motivation and efficacy of learning through home-school engagement in e-Learning

延續電子教學 提升學習效能

2. To develop and enhance the mental well-being of students, parents and teachers

正向人生 活出希望

School Development Plan (2018-2021)

Major Concern	Targets	Time Scale			A General Outline of Strategies
		Year 1 (18-19)	Year 2 (19-20)	Year 3 (20-21)	
1. To elevate the motivation and efficacy of learning through home-school engagement in e-Learning 延續電子教學 提升學習效能	1.1 To foster a better e-Learning environment	✓	✓		● Enhance computer competence through the establishment of a school-based CL Curriculum
		✓	✓		● Purchase more tablets to facilitate a more comprehensive and efficient implementation of e-Learning in classroom
		✓	✓		● Upgrade technical fixtures and equipment to ensure a more stable and reliable transmission
	1.2 To further enhance the effectiveness of learning and teaching	✓	✓	✓	● Establish an e-Learning core group with representatives from major subjects and provide more opportunities for internal sharing
		✓	✓	✓	● Keep the staff abreast of the good practices of e-Learning and updates of technological development through staff development
		✓	✓	✓	● Ignite students' learning motivation by using Apps and other e-devices in class

			✓	✓	<ul style="list-style-type: none"> ● Provide grounds for nurturing initiatives and promoting creativity through school-based activities
	1.3 To elicit parental support and engagement	✓	✓	✓	<ul style="list-style-type: none"> ● Notify parents of the activities and assignment to be done via e-platforms throughout the year at the Parents' Reception in September
		✓	✓	✓	<ul style="list-style-type: none"> ● Organise workshops on Ethics of using computers and cyber bullying with PTA
		✓	✓	✓	<ul style="list-style-type: none"> ● Provide updates on workshops or seminars about parent education on e-Learning and the use of school e-Platforms
2. To develop and enhance the mental well-being of students, parents and teachers 正向人生 活出希望	2.1 To equip teachers with necessary skills in nurturing students' positive values and attitudes	✓	✓	✓	<ul style="list-style-type: none"> ● Arrange seminars/workshops for teachers
	2.2 To nurture students' positive values and attitudes	✓	✓	✓	<ul style="list-style-type: none"> ● Organise talks/workshops for students
		✓	✓	✓	<ul style="list-style-type: none"> ● Refine MCE and PD curriculum to develop positive values and attitudes so as to strengthen their mental growth
		✓	✓	✓	<ul style="list-style-type: none"> ● Extend the scheme of SGP & UAP in order to boost students' confidence and train up leadership and resilience

		✓	✓	✓	<ul style="list-style-type: none"> ● Launch ‘A Positive Education Programme’ to help students build up their competence, belongingness and optimism
			✓	✓	<ul style="list-style-type: none"> ● Develop a caring environment at school, using programmes such as “Big Buddy/ Brother Scheme”
	2.3 To enhance parents’ positive values and attitudes towards their children	✓	✓	✓	<ul style="list-style-type: none"> ● Provide different channels for parents to acquire positive parenting skills