

1. School Vision

Develop fully students' potentials;
Equip them with life-long learning skills;
Help them integrate into local community and
Develop a global outlook.

2. School Mission

It is our mission to provide a pleasing environment for students' to enjoy learning; to enhance their effectiveness in communication and develop in them a sense of creativity and commitment through a balanced education programme which covers ethical, intellectual, physical, social and aesthetic development.

3. School Motto

"Seize The Day" -- We encourage students to treasure every day and make use of the time meaningfully.

4. Core Values

- Provide a balanced curriculum with emphasis on literacy
- Nurture students to become independent learners to strive for excellence
- Cultivate students' positive values and stretch their potentials
- Develop students' generic skills and foster life long learning

Holistic Review***Effectiveness of the School Development Plan 2012-2015***

	Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieve	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Other
1.	Brush up students' literary skills so as to enhance the learning of all subject disciplines	Mostly Achieved The programmes were implemented as scheduled and were found to be effective. On the whole students' literary skills were enhanced.	The implemented programmes were found to be effective and students have shown steady progress in their literary skills. It was proven to be on the right track and it will be incorporated as routine work with modification of various reading programmes and library activities so as to further benefit the learning of other key-learning areas.
2.	Cultivate Students' positive attitude so that they will strive for excellence	Partly Achieved Focus was made on responsibility, perseverance and commitment in three consecutive years. Students' awareness in these three core values was raised.	The targets on promoting responsibility, perseverance and commitment were found to have partially built up among the students as observed. However, students still need to be fostered in cultivating their sense of responsibility and a persistent attitude to strive for success and completion of tasks. Besides, according to the Teachers' Stakeholder Survey, teachers found that students did not complete their assignments seriously. In the coming years, emphasis would be made on cultivating students' positive values on responsibility and perseverance as well as boosting their confidence and self esteem so that they understand their responsibility as a student and would strive for success and better achievement.
3.	Nurture students to be independent learners(through fostering their self-management skills, study skills and problem solving skills)	Partly Achieved Focus was on self-management skills, study skills and problem solving skills Students' abilities were enhanced.	Through the implementation of the programmes, students' skills in the three areas showed improvement. However, as it was found in APASO and Students' Stakeholder Survey, many students reflected that they did not know effective learning methods and how to apply learning strategies in assignments and examinations. As it is crucial to equip students with different study skills and be able to apply them in learning, the fostering of these skills together with developing good learning habits would be one of the main concerns in the next school development plan.

Evaluation of the School's Overall Performance

Major Concerns	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> -The school had a clear direction of development. The School Development Plan and Annual School Plan could address the needs of the school and aligned with the educational trend. - The School Self Evaluation was conducted promptly. Evaluation was conducted after each important function. -The school had a clear Policy and Procedure Manuel as well as Subject Guidelines for teachers to follow. -The School Improvement Team was set up to collect ideas and suggestions from teachers constantly with formal meetings held twice a year. Follow-up actions were made known to all teachers. -Important matters were discussed in Advisory Meetings with senior teachers and on Friday Sharing Sessions with all teachers. 	<ul style="list-style-type: none"> -The Procedure Manuel should be reviewed and updated promptly.
2. Professional Leadership	<ul style="list-style-type: none"> -The principal and the middle management had an amicable working relationship with teachers. -Teachers' professional development was enhanced through collaborative lesson planning and peer lesson observations. -The school management makes effective utilization of internal and external resources to strengthen learning and teaching. 	<ul style="list-style-type: none"> -Conduct various staff development programmes to meet teachers' needs and interests. -Strengthen the roles of middle managers and subject panels to lead their teams and to achieve the targets set in major concerns and monitor the implementation of programmes.
3. Curriculum and Assessment	<ul style="list-style-type: none"> -The school had deployed resources to support the curriculum implementation and development. - Subject panels have developed school-based curriculum materials to support students' learning. - Subject panels could monitor curriculum implementation through regular meetings, lesson observations and evaluations. -TSA and internal assessment results were systematically analyzed with recommendations so as to monitor students' performance and progress. 	<ul style="list-style-type: none"> -Students' academic achievement in Mathematics and Chinese still needed improvement. - Further refine our school-based curriculum materials. - Introduce peer evaluation to enhance learning effectiveness.

Major Concerns	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> -Our students are keen to come to school for learning. -Both teachers and students were satisfied with their teaching and learning. -Collaborative Lesson Planning was well established so that teachers could co-plan their lessons and share their ideas to better their teaching. -External resources such as the support teams for Chinese and Mathematics as well as the PLPR/W were conducive to the enhancement of learning and teaching. 	<ul style="list-style-type: none"> -Further develop students' positive learning attitudes and learning habits so that they would strive for better academic achievement. -Apply various teaching strategies and adopt authentic learning activities to enhance learning effectiveness. -Implement e-learning to arouse students' interest and learning motivation. -Introduce and practice different study skills through different subject disciplines. - Literacy should be further enhanced so as to benefit students' learning in various subject disciplines.
5. Student Support	<ul style="list-style-type: none"> -The school actively encouraged students to participate in co-curricular activities which could extend students' learning experiences. -Students were levelled according to their reading abilities and graded worksheets were designed to cater for learner diversity. -Various support programmes and services were arranged to provide support to non-Chinese speaking students, academically low achievers and students with special educational needs. -Co-teaching in English Reading and Writing and non-elite Class in Chinese from P.1-6 with extra manpower assigned to give support to cater for learner diversity. 	<ul style="list-style-type: none"> -Encourage more teachers to have special training so as to cater for the increase number of SEN students. -Further develop students' potentials and talents in different areas to boost their confidence and self-esteem. -Give more positive encouragement to students to acknowledge their effort in learning and other areas.
6. Partnership	<ul style="list-style-type: none"> -PTA has been set up for years and the relationship between the school and PTA is good and harmonious. -Parents were well informed of school affairs and development and they were pleased to let their children study in the school. -The school had tapped external resources for organizing free classes for both parents and students. 	<ul style="list-style-type: none"> -Encourage parents to participate more actively and be more involved in school functions and activities. -Equip parents with knowledge and skills in promoting student's learning by providing relevant parent workshops.

Major Concerns	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> -Students had a strong sense of belonging to the school and could follow the school rules properly. -Students liked the school and loved going to school. -Students got along with schoolmates and they showed care for others. -The school had cultivated students' positive values and behaviour through Moral and Civic Education, and Understanding Adolescent Programme, Whole School Approach Award Scheme and Outstanding Service Award Scheme. 	<ul style="list-style-type: none"> -Further develop students' self-discipline and self-esteem. -Further cultivate students' positive values and attitudes with focus on responsibility and perseverance. -Help students to set high but achievable goals in learning and be persistent in pursuing them.
8. Participation and Achievement	<ul style="list-style-type: none"> -Students were talented in sports, art and music. They participated actively in various extra-curricular activities and inter-school competitions and got quite good results. -TSA and ICAS results showed that students got good result in English and were improving steadily in Chinese and Mathematics. -Students were encouraged to participate in the community work. 	<ul style="list-style-type: none"> -Provide more opportunities and trainings for students to stretch their talents and develop their potentials. -Recognize students' effort in various achievement

SWOT Analysis

Our Strengths

- The School has a pleasing environment with a spacious playground, basketball court and a lot of greenery.
- The School Management Team has an open attitude and is receptive to new trends in education.
- The well-established self-evaluation mechanism in the school enables a constant review on its performance so as to make further improvement.
- Policies and Procedures Manual is prepared for teachers' easy reference on school policies on different issues so as to maintain a smooth continuity of administration.
- The school climate is good and a harmonious working relationship is established among teachers.
- The supporting staff is co-operative and efficient. With their assistance, school functions and activities are carried out smoothly.
- Two SGPs are employed to provide timely support and guidance to students.
- Some teachers are well experienced to teach students of multi-cultural background.
- Students are friendly, energetic, respectful to teachers and have a strong sense of belonging to the school. They love the school and agree that they benefit from learning in the School.
- Our students come from multi-cultural background, they can learn and work together harmoniously and are very supportive towards SEN students.
- With English being employed as the medium of instruction, the school has a rich English learning environment. Students' English ability is comparatively higher than students in the territory.
- Varieties of co-curricular activities are arranged for students to stretch their potential. Students' talents in cultural subjects like art, music and sports are tapped. Their participation and performances in public competitions enhance the school image.
- Tailor-made Chinese learning materials are prepared to suit the students' needs and they were progressing steadily in their Chinese standard.
- The arrangement of the Chinese Elite Classes is proved to be effective in attending to individual diversities and helping to

further stretch the abilities of the high achievers.

- A good home-school relationship is established. Parents trust the school and they are helpful, cooperative and supportive to the school.

Our Weaknesses

- Our IT infrastructure and equipment is not up-to-date to support the fast development of e-learning.
- The great staff movement (transfer of teachers and headmistress, changes of SGP by service provider) influences the stability of school and subject development.
- Many students are weak in Chinese and Mathematics. Their learning motivation in these subjects is not high.
- Many students do not have a positive learning attitude and good sense of responsibility to work hard.
- Students' generic skills in certain areas like self-management, problem solving, critical thinking, are not strong enough to enable them become independent learners.
- Some students do not have good attendance that affects their learning effectiveness.
- The high drop-out rate which results in frequent and irregular in-take of Newly Arrivals widens the learners' diversity.
- The considerable proportion of students with Special Educational Needs also intensifies the individual differences.
- The unsatisfactory mastery of the literacy skills of some students affects the learning of other subject disciplines.
- Some parents are weak in both Chinese and English. It is difficult for teachers to communicate with them about their children' performance at school.
- Some students come from low social economic status families. Financial and parental support in learning is not sufficient.
- Parents are not familiar with the education system in Hong Kong and they may not aware of the competitive environment for further study or work in Hong Kong.

- Owing to cultural differences, parents and students expectation in learning is different than that of teachers.
- Owing to cultural differences, there may be a gap in the calculation methods and Mathematical concepts between teachers and parents causing confusion and obstacles in students' learning.
- More parents are aware of the importance of the Chinese Language in their children's education in the community. However, parental support is on the whole insufficient and language environment at home is limited to support their learning.

Our Opportunities

- The Law of Equal Opportunities raises the awareness of the society to the welfare of the minority groups and there are more voluntary organizations providing services to the children and their families.
- More funding from EDB is allocated to the School to enhance e-learning , learning of Chinese and support to SEN.
- The Small Class Policy and additional funding are beneficial to the betterment of the quality in learning and teaching.
- Supportive programmes in Chinese and Mathematics from EDB and Territory Institutions introduce new and effective learning and teaching strategies to teachers which is conducive to the enhancement of students' learning.
- There are more intakes of Chinese students and they could provide a more authentic learning environment for learning Chinese.
- The School may have a chance to operate more classes as there are more intakes of local students and students from the mainland.
- The low turn-up rates of parents have improved. More parents are willing to participate in school activities to enhance home-school co-operation.
- The placement of more of our students in Band 1 local secondary schools in the SSPA encourages more parents to send students to the School.

Our Threats

- Insufficient permanent teachers deployed to the School hinder our long-term development.
- Low birth rate and the Integration Policy threaten our school's intake as other local schools are taking non-Chinese speaking students.
- Another government primary school will be re-located near the School causing competition of intake of students.
- The English competency will be lowered due to the increase intake of Chinese speaking children.
- The increase intake of SEN may cause poorer academic performance and TSA results.
- Students' insufficient Chinese competency may affect their performance in interviews and hinder their chance of admission to local Band 1 secondary schools.
- There are insufficient English medium resources in the society to support the non-Chinese speaking children's learning in moral and civic education and different subject disciplines.
- There is lack of suitable self learning Chinese materials for the Non Chinese Speaking students.
- It is difficult to monitor the quality of service providers. Their poor management in operation may affect the school image.

Major Concerns for the years 2015-2018

1. Enhance learning and teaching through e-learning
2. Cultivate students' positive values and confidence
3. Foster good learning attitude and study skills

School Development Plan 2015 - 2018

Major Concern 1	Targets	Time Scale			Strategies
		15/16	16/17	17/18	
Enhance learning and teaching through e-learning	1. Equip students' e-learning skills and enhance their learning effectiveness	✓	✓	✓	<ul style="list-style-type: none"> - Join wifi 900 scheme - Adopt e-Textbook for IT teaching - Create MS Office 365 accounts for teachers and students to access learning and teaching materials at home/school - Develop an e-learning platform for students' self learning - Train students to use mobile learning devices and enhance their IT skills through HW periods, post-lesson activities and recesses - Gather and enrich on-line resources, apps, computer programmes according to subjects/levels/topics for easy reference - Arrange parents' workshops to equip them with the knowledge and skills to support students' learning at home
	2. Enhance teachers' professional knowledge on e-learning	✓	✓	✓	<ul style="list-style-type: none"> - Arrange Staff Development Programme and in-house sharing for all teachers - Setup an IT support group to help staff members on practical use of mobile learning devices - Peer learning in CLP and lesson observation - Encourage teachers to attend related e-learning training and workshops

School Development Plan 2015 – 2018 (Con't)

Major Concern 2	Targets	Time Scale			Strategies
		15/16	16/17	17/18	
Cultivate students' positive values and confidence	1. Cultivate students' positive values, sense of responsibility and their role of a student	✓		✓	<ul style="list-style-type: none"> - Implement school-based MCE curriculum and enrich and reprioritize the topics. - Implement UAP to P.4 to P.6 students who need extra support - Arrange workshops, educational talks and day camps to cultivate students' positive attitude
	2. Develop students' persistent attitude to strive for success and completion of tasks		✓	✓	<ul style="list-style-type: none"> - Launch different awarding schemes to inculcate the core values in students' attitude in particular to learning and encourage them to put the greatest effort in achieving their goals
	3. Boost students' confidence and self esteem	✓	✓	✓	<ul style="list-style-type: none"> - Develop students' potentials and talents in different areas through different activities and competitions (post-lesson groups, Speech and Music Festival, Broadcasting Programme, Interschool Sports Competitions etc.) - Provide leadership training to elicit students' leadership skills - Train student MC and student ambassadors for school functions - Showcase students' outstanding artwork, achievement certificates and competition photos

School Development Plan 2015 – 2018 (Con't)

Major Concern 3	Targets	Time Scale			Strategies
		15/16	16/17	17/18	
Foster good learning attitude and study skills	1. Develop students' good learning habits and attitude: <ol style="list-style-type: none"> i. Complete homework properly ii. Revise regularly 	✓	✓	✓	<ul style="list-style-type: none"> - Conduct self management programme for P.1 to P.3 - Guide and help students with their homework during HW periods - Display outstanding homework in class - Implement awarding schemes to foster students' good performances in homework, dictations and quizzes with the involvement of the four major subject panels - Follow up on students who need extra support
	2. Enable students to apply different study skills in learning	✓	✓	✓	<ul style="list-style-type: none"> - Teachers make use of inquiry learning approach and co-operative learning strategies to conduct lessons - Introduce and practice different study skills through different subject disciplines such as note taking, lesson preparation, problem solving skill, self-evaluation checklist and cross checking so as to equip students for self learning - Implement GS mini-project and cross-curricular project to strengthen students' generic skills - Arrange activities and competitions to enhance the mastery and application of the study skills - Implement reading schemes to enrich students' general knowledge and reading abilities

The End