

School Development Plan (3-years) (2009-2012) (Revised 2011)

Mission & Vision: 1. Building a campus with harmony, love and care. 2. Instilling in students an attitude for the love of learning, so that they become talented individuals with trilingual capabilities in the society.

Key Issues	Objectives/ Expected outcomes	Schedule			Outline of Strategies
		09/10	10/11	11/12	
1. Creating a campus with harmony, love and care.	● Students can respect and accept others	✓	✓	✓	<ul style="list-style-type: none"> ● Class Operation Scheme ● School-based counseling activities
	● Students can treat others with courtesy.	✓	✓	✓	● The Courtesy Ambassador Scheme is extended.
	● Students' abilities to serve others can be raised.	✓	✓	✓	● Service Learning Scheme
	● An attitude to love and care is instilled in students.	✓	✓	✓	<ul style="list-style-type: none"> ● Big Brother and Big Sister Scheme ● Voluntary Services inside and outside campus
2. Enhancing students' interest in learning, self-learning abilities and academic level.	● Optimizing in-class teaching.	✓	✓	✓	<ul style="list-style-type: none"> ● Enhance teaching strategies ● <u>Cross-subject Learning</u> ● <u>Develop pedagogical resources</u>
	● Catering for students' individual differences	✓	✓	✓	<ul style="list-style-type: none"> ● Small Class Teaching ● Enrichment and Intervention Programme ● <u>Professional Developing School Project</u>
	● Boosting students' self-learning abilities.	✓	✓	✓	● Deepening Project Learning
	● Raising students' levels in Chinese and English TSA	✓	✓	✓	<ul style="list-style-type: none"> ● Deepening the diversified assessments in various subjects. ● Enhancing students' TSA levels through formative assessment.

3. Optimizing the trilingual learning environment so as to enhance students' language capabilities.	<ul style="list-style-type: none"> ● Creating a trilingual learning environment. 	✓	✓	✓	<ul style="list-style-type: none"> ● Optimizing the trilingual environment parameters in the campus. ● Utilizing different time intervals, including morning assembly, recess and lunch time. ● Joint-class activities
---	---	---	---	---	---

School Annual Development Plan (2011-2012)

Issue 1 : Creating a campus with harmony, love and care

Objectives/ Expected outcomes	Outline of Strategies	Schedule	Success Criteria	Evaluation methods	Responsibility of
<ul style="list-style-type: none"> ● Students can respect and accept others 	<ul style="list-style-type: none"> ● Class Operation Scheme ● School-based counseling activities 	Sep - Jun	<ul style="list-style-type: none"> ● 80% of students have positive comments on their own class. ● 80% of students able to respect and accept others. 	<ul style="list-style-type: none"> ● Student Questionnaire 	<ul style="list-style-type: none"> ● Class teachers ● Subject teachers
<ul style="list-style-type: none"> ● Students can treat others with courtesy. 	<ul style="list-style-type: none"> ● Stars of the Month Scheme ● The Courtesy Ambassador Scheme 	Jan, Jun	<ul style="list-style-type: none"> ● The average score of APASO is 2.5 ° ● 80% of the teachers give positive comments on this activity. ● Students can behave politely, e.g. saying 'Good morning', 'Thank you', etc. 	<ul style="list-style-type: none"> ● APASO Questionnaire ● Teacher Questionnaire ● Student Questionnaire 	<ul style="list-style-type: none"> ● Discipline and Counselling Team ● Head for Moral and Civic Education ● Class teachers and subject teachers

<ul style="list-style-type: none"> ● Students' abilities to serve others can be raised. 	<p>Service Learning Scheme:</p> <ul style="list-style-type: none"> ● Voluntary Service Programme ● Service Learning Scheme ● Student helpers, Prefects & Student Librarians 	Sep-Jun	<ul style="list-style-type: none"> ● 90% of all students have completed at least 10 hours of service. ● 80% of the teachers give positive comments on the performance of the students on duty. 	<ul style="list-style-type: none"> ● Duty Record for prefects. ● Teacher Questionnaire 	<ul style="list-style-type: none"> ● Discipline and Counselling Team ● Class teachers ● Subject teachers
<ul style="list-style-type: none"> ● An attitude to love and care is instilled in students. 	<ul style="list-style-type: none"> ● Big Brother and Big Sister Scheme <ul style="list-style-type: none"> -To help P.1 students handle their books and understand school rules -To guide P1 students to write handbook and do homework during Tutorial lessons. ● Voluntary Services inside and outside campus 	Sep-Oct Oct-Jun	<ul style="list-style-type: none"> ● 90% of participants perform their task. ● 90% of the teachers give positive comments on the scheme. 	<ul style="list-style-type: none"> ● Teacher Questionnaire ● Attendance Record. 	<ul style="list-style-type: none"> ● Discipline and Counselling Team

Issue 2: Enhancing students' interest in learning, self-learning abilities and academic level

Objectives/ Expected outcomes	Outline of Strategies	Schedule	Success Criteria	Evaluation methods	Responsibility of	Resources
<ul style="list-style-type: none"> ● Optimizing in-class teaching 	<p>1. Fine-tune Cooperative Learning(P.1-P.4) to enhance teaching strategies</p> <p>1.1 Set up classroom routines, master</p>	Sep, Oct	90% of P.2 and P.3	Lesson	Core group of	Cooperative Learning Association

	<p>before- teaching and while- teaching strategies.</p> <p>1.2 Supporting professionals observe lessons and give feedback to teachers three times during the whole year.</p> <p>1.3 Cooperative e-Learning in General Studies.</p> <p><u>2. Cross-subject Learning</u></p> <p>2.1 Field trips</p> <p>2.2 Picnic</p> <p>2.2 Cultural Day</p> <p><u>3. Develop pedagogical resources</u></p> <p>3.1 Using Active Board in teaching</p> <p>3.1.1 Extensive use of Active Board in P.1 teaching (Cooperative Learning).</p> <p>3.1.2 Use of Active Board in teaching Maths and Chinese.</p> <p>3.2 NCS Chinese Support Scheme</p> <p>3.2.1 P.1 – P.5 (Fortify writing and TSA)</p> <p>3.3 English school-based Support Scheme</p> <p>3.3.1 P.1- P.3 - PLPR-W</p> <p><u>3.3.2 P.4 - RIP Seed Project</u></p> <p><u>3.3.3 P.5-P.6- Process Writing</u></p>	<p>Nov, Mar and May</p> <p>Dec 9</p> <p>Feb 17</p> <p>Dec 23</p> <p>Sep-Jun</p> <p>Sep-Jun</p> <p>Sep-Jun</p> <p>Sep-Jun</p> <p>Sep-Jun</p> <p>Sep-Jun</p> <p>Sep-Jun</p> <p>Sep-Jun</p>	<p>teachers can master 3 strategies during the observed lessons.</p> <p>80% of students / teachers are satisfied with the arrangement of the activities</p> <p>Maths teachers use the Active Board (shown on lesson plans) at least once in a term.</p> <p>P.4 students can write in paragraphs (about 120 words) composition.</p> <p>Students improved in reading and writing skills</p>	<p>observation</p> <p>Evaluation by Mr Ho(hired professional)</p> <p>Observation</p> <p>Questionnaires</p> <p>Lesson plans (with evidence shown and saved for future use)</p> <p>Writing worksheets</p> <p>Student Portfolios</p>	<p>Cooperative Learning</p> <p>PSMCD/AM (Activities) Panels</p> <p>All teachers</p> <p>Maths Panel</p> <p>Ms Ko</p> <p>Chinese Panel</p> <p>English Panel</p>	<p>Community centers, parents</p> <p>Mrs Wong (Professional from EDB)</p> <p>NET Section</p> <p>Dramatic English</p>
--	--	--	---	---	---	---

<ul style="list-style-type: none"> ● Catering individual differences 	<ol style="list-style-type: none"> 1. Adopt Cooperative Learning <ol style="list-style-type: none"> 1.1 Mixed ability grouping(HAAL) 1.2 Higher ability students help weak students during lessons. 2. Enrichment and Intervention programmes in Chinese, English and Maths. 3. Adjustments for T2 students <ol style="list-style-type: none"> 3.1 Design and evaluate individual adjustment plans 3.2 Prepare graded worksheets, quizzes and test/exam paper 4. <u>Professional Development School Project -Chinese Literacy Programme in P.1</u> 5. <u>Cluster School Support Scheme</u> 	<p>Sep 10-12 月</p> <p>Sep-Jun</p> <p>Sep-Jun</p> <p>Sep-Jun</p> <p>Sep-Jun</p> <p>Sep-Jun</p>	<p>90%of teacher are satisfied with the programme.</p> <p>Improvement in tests /exams</p> <p>90% of record and adjustment completed.</p> <p>90% of teachers have positive comments on the programme.</p>	<p>Teacher Observation record</p> <p>Comparison of students' results in tests and exams.</p> <p>Teacher Questionnaire</p>	<p>Cooperative Learning Team</p> <p>Subject panels</p> <p>PSMCD</p> <p>PSMCD</p>	
<ul style="list-style-type: none"> ● Enhance students' self-learning abilities 	<ol style="list-style-type: none"> 1. Deepening Project Learning (P.1-P.6): <ol style="list-style-type: none"> 1.1 Project Learning Committee meetings by level 1.2 Project Learning Workshops once every three weeks. 1.3 <u>Class presentation and Display Days</u> 2. Self-learning Experts Scheme <ol style="list-style-type: none"> 2.1 Chinese, Maths and GS subject teachers take turns to raise questions for students during assembly to explore answers, fill in answers and submit for checking. 2.2 <u>Chinese ERS</u> 3. Enhancing self-learning skills 	<p>Sep</p> <p>Sep-May</p> <p>23-25 May</p> <p>Sep-Jun</p> <p>Sep-Jun</p>	<p>Students are able to follow teacher's instruction and finish the tasks.</p> <p>Students finish projects and give oral presentation.</p> <p>70% of students participate actively</p> <p>Students check one</p>	<p>Teachers grade students' work.</p> <p>Teacher assessment Questionnaire</p> <p>70% of teachers and students are satisfied with the outcomes.</p>	<p>GS teachers</p> <p>Project tutors (All teachers)</p> <p>Chi, Maths & GS subject teachers</p> <p>Chinese</p>	<p>Computer rooms, library</p> <p>Internets, books</p>

	<p>3.1 Filling up worksheets before Chinese lessons.</p> <p>3.2 Taking notes during lessons in subject-based format.</p> <p>3.3 Using self-learning tools</p> <p>3.3.1 On-line Chinese learning video clips</p> <p>3.3.2 On-line English & Maths learning</p> <p>3.4 Extended learning after each unit.</p> <p>4. Set up self-learning corner</p> <p><u>4.1 Chinese Self-learning Corner in P.5</u></p>	<p>Once in each unit</p> <p>Sep-Jun</p> <p>Oct-Jun</p> <p>Sep-Jun</p>	<p>another's notes daily and teachers check students' notes monthly (no marking).</p> <p>60% of students participate actively.</p>		<p>teachers</p> <p>Respective subject teachers</p>	
<p>● Enhancing students' academic levels</p>	<p>1. Deepening diversified assessment in various subjects</p> <p>1.1 <u>Unify Formative Assessment in 4 core subjects.</u></p> <p>1.2 Enhance students' TSA levels through formative assessment.</p> <p>1.3 P.3 & P.6 students do TSA Mock Exam twice.</p>		<p>70% of participating teachers consent with the programme</p> <p>80% of participating teachers consent with the programme</p> <p>70% agree the Mock Exams help to prepare them for TSA assessment.</p>	<p>Teacher Questionnaire</p> <p>Teacher Questionnaire</p> <p>Student Questionnaire</p>	<p>Subject panels</p> <p>Subject teachers</p> <p>P.3 & P.6 teachers</p>	

Issue 3: Optimizing the trilingual learning environment so as to enhance students' language capabilities.

Objectives/ Expected outcomes	Outline of Strategies	Schedule	Success Criteria	Evaluation methods	Responsibility of	Resources
<p>● Creating a trilingual</p>	<p>1. Optimizing the trilingual environment parameters in the campus.</p>		<p>60%-70% of teachers are satisfied with the outcomes</p>	<p>Questionnaires</p>	<p>Panel chairs</p>	

<p>learning environment.</p>	<p>- Decorate the walls in the hall, classrooms and the stairs.</p> <p>2. Creating a Cantonese and English learning environment through utilizing different time intervals, including morning assembly and recess.</p> <ul style="list-style-type: none"> - Q&A, presentation and performance <p>3. Inter-class activities on Friday afternoons</p> <ul style="list-style-type: none"> 4.1 Chinese 4.2 English <ul style="list-style-type: none"> 4.2.1 Language arts sharing for P.1-P.2 4.2.2 Language arts performance for P.5- P.6 	<p>Sep-Jun</p>	<p>60%-70% of students can communicate and present in Cantonese and English.</p> <p>70-80% of teachers and students consent with the activities.</p>	<p>Observation</p> <p>Teacher & Student Questionnaire</p>	<p>Panel chairs</p> <p>PSMCD Panel chairs</p>	
------------------------------	--	----------------	--	---	---	--