



W F Joseph Lee Primary School

**School Development Plan
5-school-year period
2009-2014**

Our Philosophy

It is our belief that the overall aims of education are to enable every child to attain all-around development in the domains of ethics, intellect, physique, social skills and aesthetics. Therefore, along with the academic learning, education also involves the enhancement of self-esteem, social interaction and responsibility, personal growth, creative imagination, and independent thinking. It is only through the integration of these diverse skills that our future generations can be properly prepared to meet their challenges.

School Vision

“The school is an Exemplary Learning Organization wherein every member achieves one’s best.”

Our students as beacons of light

Our teachers and staff as exemplary mentors and role models

Our school as a learning institution for all

School Mission

To provide quality education and develop our students’ multiplicity of capabilities so that they are intellectual, individual thinkers.

To develop students to their fullest potential in all areas: physically, morally, intellectually, psychologically and aesthetically.

To develop students into responsible future global members of society, worthy of respect.

Core Values of Education

“All for our Children”

Ethical, responsible, responsive

Everyone has the right to be respected

Everyone is valuable, lovable and doable

Everyone is to put his best foot forward

Trusting and trustworthy relationships

School Goals

To sustain responsible teaching and successful learning

To foster the learning and development of children in a pleasant, creative and caring environment

School Motto

“Wisdom-Faith-Love”

SWOT Analysis

Our Strengths

- The School Management Committee gives full support and clear direction to the school.
- Our teachers are enthusiastic, energetic and open-minded, and they care about their students.
- Our students have high cognitive ability and are multi-talented. They have a positive learning attitude and a good sense of belonging.
- Our parents are keen to support the school and their children's learning.
- The school has adequate resources to provide quality education.

Our Weaknesses

- Our staff turnover rate has been high.
- Most of our teachers are young, and therefore, inexperienced.
- Communication and collaboration with parents have yet to be strengthened.

Our Opportunities

- Being a DSS school, we have greater flexibility in student intake and curriculum design.
- Our teachers are eager to learn and improve.
- Resources from the school sponsoring body and external funding allow us to further improve our school campus and provide for our students above standard facilities.
- The restructuring of school organization and redistribution of work this year will help to develop teachers' leadership and potential, and enhance work efficiency and teaching effectiveness.

Our Threats

- High expectation of parents creates great pressure for the management and the teachers.
- Our school's remote location affects our enrolment.
- The decrease in birth rate also affects our student admission.
- A DSS 'through train' school newly set up in the district leads to a keen competition in student intake.

Major concerns for the next 5 school years

We expect our students to become future leaders. In Chinese, a leader is called "ling xiu", the two characters that meant 'collar' and 'sleeve'. One of the interpretations is that to be a leader, one must be top enough to lead while humble enough to serve. Hence, we need to help our students excel and at the same time instil in them qualities such as humility and social responsibility.

In the light of the above, we endeavour to cater for students' differences and implement gifted education to help students discover and develop their strengths. In addition, due emphasis will be put on moral and civic education to nurture the kind of character important for a good leader. Lastly, we need to maximize teaching effectiveness so that a difference in the achievement and character of each and every student can be made.

In short, the three areas of concern will be:

1. Catering for Learners' Differences – implementation of Gifted Education
2. Moral and Civic Education – character building
3. Teaching Effectiveness – enhancement of learning capacity

School Development Plan (2009-2014)

Major Concerns	Targets	Time Scale (Year)					Brief Outline of Strategies
		1	2	3	4	5	
1. Learners' Differences – Gifted Education	<ul style="list-style-type: none"> To meet EDB Comprehensive Review Team's suggestion as stipulated in the Report – <i>'To further enhance student support, the school could direct more attention to the needs of the gifted and help develop their potential to the full.'</i> To cater for the individual needs and ability of all students. To strengthen the learning objectives and enhance the learning interest and ability of all students. 	√					• establish a Gifted Education Team (GET)
		√					• prepare a Reference Manual to provide guidelines for teachers
			√	√	√	√	• review, modify and improve the Reference Manual
		√	√				• determine the gifted student selection criteria, tools and procedures
		√	√	√	√	√	• inform parents about the relevant arrangements
		√					• conduct preliminary selection for the talent pool
		√	√	√			• organise teaching and learning workshops
		√	√	√	√	√	• encourage teachers to attend outside related seminars and workshops
		√	√	√	√	√	• employ the three elements of gifted education in daily teaching (higher-order thinking skills, creativity and personal-social competence)
			√	√			• conduct collaborative teaching and classroom observations on gifted education
		√	√	√	√	√	• develop whole-class programmes (*Level 1A – see Appendix: Three-tiered Implementation Mode of Gifted Education)
		√	√	√	√	√	• use differentiated teaching in regular lessons (*Level 1B)
			√	√	√	√	• arrange pull-out programmes of generic nature (*Level 2A)
		√	√	√	√	√	• arrange pull-out programmes for students with specific talents (*2B)
	√	√	√	√	• arrange off-site individualised support for the exceptionally gifted (*Level 3)		

<ul style="list-style-type: none"> • To make full use of outside resources to support gifted students. • To ensure the educational needs of all students can be met, so that their potential, no matter where they lie in the ability spectrum, can be maximally developed. 		√	√	√	√	• encourage participation in inside and outside school competitions
	√	√	√	√	√	• conduct inter-school professional exchange activities
	√	√	√	√	√	• seek professional advice
	√	√	√	√	√	• provide teachers with resources and administrative support
		√	√	√	√	• broaden the scope of selection - invite parents and coaches etc. to nominate students
			√	√	√	• explore other feasible implementation modes and training plans
	√	√	√	√	√	• review and revise the different programmes regularly
			√	√	√	• develop online curriculum resources on gifted education
			√	√	√	• set up ‘Young Achievers’ Gallery’

2. Moral and Civic Education (MCE)	• To enhance students' self-discipline	√	√	√	√	√	• build on good practices
		√	√	√	√	√	• use a whole school approach to guidance, counselling and discipline
	• To arouse students' awareness of healthy living habits and environments	√	√	√	√	√	• provide guidance and counseling technique training for teachers
		√	√	√	√	√	• foster close communication and cooperation between the school, the school social worker and parents e.g. Sunshine Calls, Parents' Day
	• To develop students' sense of care, concern and appreciation to others	√	√	√	√	√	• share school vision and major concerns with the students
			√				• improve House League and Buddy System
		√	√	√	√	√	• infuse moral values in subjects, assemblies and activities
	• To develop students' love for self, others and the world	√	√	√	√	√	• arrange talks by guest speakers, police force etc.
		√	√	√	√	√	• organize activities to raise money for charity organizations
	• To enhance teachers' competency in provision of guidance to student	√	√	√	√	√	• implement personal growth lessons to train self-management and positive attitude
		√	√	√	√	√	• buy service from experts and external organizations e.g. Understanding Adolescent Project
	• To help students to become critical thinkers, problem solvers and reflective learners	√	√	√	√	√	• provide training for healthy life style and habits
		√	√	√	√	√	• organize leadership camp, prefect camp, UAP camp etc.
		√	√	√	√	√	• implement student-awards system
		√	√	√	√	√	• make good use of MCE display board
	• To foster in students a sense of responsibility and accountability to the family, school, community and country	√	√	√	√	√	• join MCE and national education activities, competitions organized by external organizations
		√	√	√	√	√	• design theme-based activities reflecting national identity
		√	√	√	√	• organize parent seminars and workshops on annual focus of MCE	

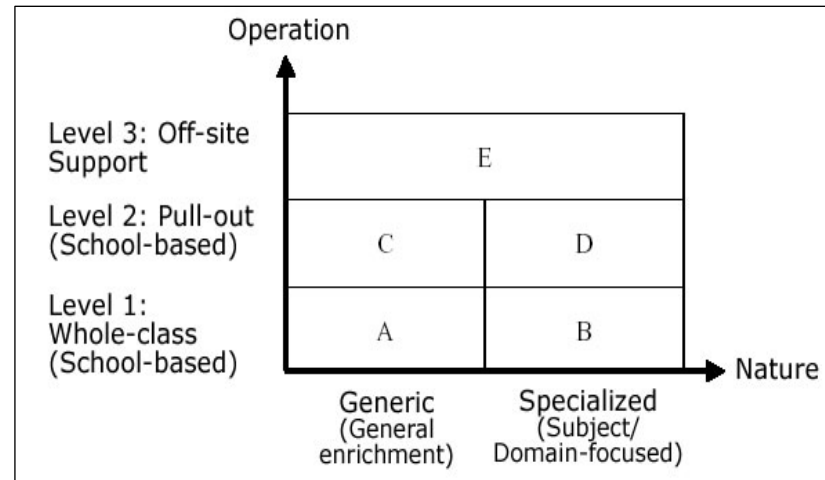
<ul style="list-style-type: none"> • To strengthen students' sense of national identity • To broaden students' outlook and world perspective • To help parents realise the importance of MCE 	√	√	√	√	√	• provide early intervention and support for students with need, continuous progress and improvement monitoring
	√	√	√	√	√	• provide opportunities for students to serve others within school e.g. library prefect and buddy system
	√	√	√	√	√	• provide voluntary and community service for P.4 – P.6 students
	√	√	√	√	√	• instil positive values in students through staff role modeling
	√	√	√	√	√	• arrange flag raising training for students
	√	√	√	√	√	• provide authentic learning experience on the Mainland e.g. study tour
	√	√	√	√	√	• use relevant learning and teaching packages and online materials provided by EDB, Commission on Youth, The Committee on the Promotion of Civic Education etc.

3. Teaching Effectiveness	<ul style="list-style-type: none"> To arouse students' interest in learning To motivate students to play an active role in the learning process To cater for learner diversity To upgrade academic performance e.g. in TSA To equip students with self-learning and life-long learning skills To foster a sense of achievement in teachers and students To enhance parents' satisfaction, the school image and student intake 		√	√	√	√	• implement specialised teaching
		√	√	√	√	√	• allocate more human resources to enable better class / teacher ratio
			√	√	√	√	• implement school-based curriculum e.g. cross-curricular project
		√	√	√	√	√	• organize school-based staff development for teaching pedagogy, strategies, understanding diversity, questioning technique etc.
			√	√	√	√	• arrange regular in-house sharing sessions
		√	√	√	√	√	• set time for collaborative lesson preparation and peer observation
		√	√	√	√	√	• provide mentorship programmes for novice teachers
		√	√	√	√	√	• provide subsidy for professional development training fees
		√	√	√	√	√	• use the core elements advocated in gifted education in teaching (high order thinking skills, creativity and personal-social competence)
			√	√	√	√	• use differentiated instruction and teaching
			√	√	√	√	• employ cooperative learning and inquiry learning
		√	√	√	√	√	• integrate IT into daily teaching
			√	√	√	√	• set up an e-platform for staff's resource sharing and students' self-learning
		√	√	√	√	√	• monitor teacher performance through lesson observation (with specific foci), exercise book inspection etc.
			√	√	√	√	• enhance teachers' self-evaluation awareness
	√	√	√	√	• provide upgraded computer facilities to enhance teaching		

		√	√	√	√	√	• give financial support for initiatives and implementation of activities
		√	√	√	√	√	• build up a harmonious and enjoyable learning atmosphere
			√	√	√	√	• provide more timely and suitable support to SEN students

Appendix

Three-tiered Implementation Mode of Gifted Education:



***Level One**

- A: immersion of the core elements advocated in gifted education, i.e. high order thinking skills, creativity and personal-social competence in the curriculum for ALL students in regular classrooms
- B: differentiated teaching through appropriate grouping of students to meet the different needs of the groups with enrichment and extension of curriculum across ALL subjects in regular classrooms

***Level Two**

- C: pullout programmes of generic nature conducted outside the regular classroom to allow systematic training of a homogeneous group of students
- D: pullout programme of specific nature (e.g. maths, art, etc.) conducted outside the regular classroom to allow systematic training of students with outstanding performance in specific areas

***Level Three**

- E: individualised educational arrangement for the exceptionally gifted who requires resource support outside the regular school (e.g. Counselling, mentorship, early entry to advanced class, etc.)