

The image shows a large, modern, multi-story school building with a distinctive architectural style featuring curved balconies and a central tower. The building is white with blue and green accents. In the background, a tall residential building is visible. The sky is clear and blue. The text is overlaid on the image in a bold, black, serif font.

WF Joseph Lee Primary School

School Development Plan

**3-school-year period
(2014-17)**

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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:

We pledge to provide quality education in developing our students’ multiplicity of capabilities so that they are intellectually individual thinkers.

We pledge to develop students to their fullest potential in all areas physical, moral, intellectual, psychological and aesthetics.

We pledge to develop students into responsible future members of society worthy of respect.

School Goals:

To sustain responsible teaching and successful learning by:

“Staff Development Programmes and Role Modelling”

Good Habit Forming and Character Building

Academic Excellence

Teaching efficiency – to work smarter, not harder

Customer intimacy – raving stakeholders

School Motto:

“Wisdom-Faith-Love”

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

Walk and talk the 7 habits advocated by Stephen Covey;

1. Be proactive
2. Begin with the End in Mind
3. Put First Thing First
4. Think Win-Win
5. Seek First to Understand, Then to Be Understood
6. Synergize
7. Sharpen the Saw

Holistic Review

Effectiveness of the 2009-2014 School Development Plan

Major Concerns	Targeted Achievements	Extent of targets achieved	Follow-up action	Goals for next SDP
<p>1. Catering for Learners' Differences – implementation of Gifted Education</p>	<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. ● To make full use of outside resources to support gifted students. ● To ensure the educational needs of all students can be met, and their potential, no matter where they lie in the ability spectrum, can be maximally developed. 	<p>Achieved and to be further developed</p>	<ul style="list-style-type: none"> -Set up a School-Based Support Team (SBST) to provide teachers with proper and effective assistance for at-risk students as well as other stakeholders in need. -Teachers refine strategies to know individual students better so as to effectively group them for classroom learning. -Refine the Potential Realization Programme (PRP) by allocating time to core-subject teachers in lower, intermediate and upper levels to engage students for remediation or enrichment. - With concerted effort, teachers and the SBST will follow up on gifted education. An Individualized Education Program (IEP) and a portfolio will be created for each identified student, including gifted students. 	

Major Concerns	Targeted Achievements	Extent of targets achieved	Follow-up action	Goals for next SDP
2. Moral and Civic Education (MCE) – character building	<ul style="list-style-type: none"> ● To enhance students’ self-discipline. ● To arouse students’ awareness of healthy living habits and environments. ● To develop students’ sense of care, concern and appreciation to others. ● To develop students’ love for self, others and the world. ● To enhance teachers’ competency in provision of guidance to student. ● To help students to become critical thinkers, problem solvers and reflective learners. ● To foster in students a sense of responsibility and accountability to the family, school, community and country. ● To strengthen students’ sense of national identity. ● To broaden students’ outlook and world perspective. ● To help parents realize the importance of Moral and Civic Education. 	Fully achieved and to be refined	<ul style="list-style-type: none"> - Define our school culture through the implementation of the 16 Habits of Mind. - Steps will be designed to achieve this goal in the 2014-17 School Development Plan (SDP). 	Goal 2
3. Teaching Effectiveness – enhancement of learning capacity	<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 lifelong learning skills. ● To foster a sense of achievement in teachers and students. ● To enhance parents’ satisfaction, the school image and student intake. 	Ongoing progress	<ul style="list-style-type: none"> - Nurturing students to be independent learners are refined as our goal in 2014-2017 SDP to enhance teaching effectiveness 	Goal 1

Evaluation of the School's Overall Performance (2009-2014)

Performance Indicator Areas	Major Strengths	Areas for Improvement
1.School Management	<ul style="list-style-type: none"> • The school deployed its resources and employed extra teachers for subject-specialized teaching. • School clarify the promotion path for teachers which align with Government's MPS. • School has upgraded its network infrastructure to enhance e-learning. Classroom facilities have also been improved. • Streamline the administration efficiency to lay a supportive and positive working environment for teachers in order to facilitate teaching effectiveness. 	<ul style="list-style-type: none"> • Teachers are encouraged to have self-reflection in the appraisal process. A self-reflection in the appraisal process will be initiated. • Specific workshops for both the management team and teachers have to be arranged to enhance their understanding and skills in preparing self-evaluation and development plan of the school.
2. Professional Leadership	<ul style="list-style-type: none"> • Most teachers are committed to continuous development. • In line with the objectives of the school year, talks and workshops were organized for staff training. • Regular team planning sessions were scheduled into the weekly timetable to enhance teachers' professionalism. 	<ul style="list-style-type: none"> • Nurture prospective middle managers by assigning them to additional duties and positions where they can gain experience and prosperity. • Mentors should be better trained so that they can take up the role of coaching and supporting novice teachers.
3. Curriculum and Assessment	<ul style="list-style-type: none"> • The school curriculum is balanced with the concept of multiple intelligences (MI) and Potential Realization Programme (PRP) infused in the student learning. • A three-tier operation mode is adopted in the implementation of gifted education (GE) to maximize students' potentials. • For core curriculum, subject manuals were produced for teachers' easy reference and teaching requirements are effectively communicated. • Teachers paid attention to both students' formative and summative performances so as to thoroughly understand students' strengths and weaknesses. 	<ul style="list-style-type: none"> • Language teachers should pay more attention to language usage. Core-subject teachers should help students connect what they have learnt in class to real life practice to enrich both their learning and life experiences. • Teachers have to realize the importance of moral education and "whole person development' in teaching. • Progressive and summative assessments shall be closely linked to teaching objectives in order to enhance reliability.

Performance Indicator Areas	Major Strengths	Areas for Improvement
4. Teaching and Learning	<ul style="list-style-type: none"> • There were regular subject meetings among teachers of each panel. They knew the overall progress of their subject. • The I.T. Department co-operated with other departments to generate e-learning materials for teachers in advance. • The majority of our students are highly proficient in English. • Teachers widely use the 13 Higher Order Thinking skills (HoT) into their lesson planning. 	<ul style="list-style-type: none"> • Teachers should enhance creativity and questioning skills in related subject activities. • Strengthen inquiry-based thinking process and the use of appropriate reading techniques. • Offer teachers training to enhance their teaching skills for effective learning by students with diverse needs and abilities. • Teachers should be more flexible and should encourage students to think out of the box. • Teachers initiated to develop students with self-learning and lifelong learning skills. • Students are motivated and trained to be critical thinkers and independent learners.
5. Student Support	<ul style="list-style-type: none"> • Our Education Psychologist and Social Worker met regularly to follow up SEN cases identified. • Workshops for parents were held to let them know how to assist their children to learn and think positively. • Teachers made full use of outside resources to support gifted students. 	<ul style="list-style-type: none"> • The SBST will establish a systematic mechanism to refer students with special educational needs to related parties so as to provide better support and follow-up. • Talented and gifted students should be identified properly for special training and provided with different enrichment courses while weak students should be given more remedial support. IEPs are to be written for students at risk.
6. Partnership	<ul style="list-style-type: none"> • Many parents served as school volunteers. • The school has strong links and active collaboration with local communities and charities. • Students are provided with ample opportunities to broaden their horizons through voluntary work and visits. 	<ul style="list-style-type: none"> • Build up the alumni network for service of the school. • Enhance home-school cooperation by organizing parent education programs to reinforce their understandings on school mission and vision. • Introduce the 16 HoM to parents through seminars or workshops.

Performance Indicator Areas	Major Strengths	Areas for Improvement
7. Student Attitude and Behaviour	<ul style="list-style-type: none"> • Character building through moral and civic education is infused in our Firefly Scheme. The Scheme includes Weekly Assembly, House League, Buddy Scheme, Class-teacher lessons and sharing in morning assemblies. • Students are enthusiastic in House League and they have built a strong sense of identity. • Buddy Scheme help to foster brotherhood and the spirit of serving others. • Students are aware of the importance in serving others and the community. • Commendable efforts have been made to promote civic, environmental and national education in students' daily school life. • The Green School Policy (7-R policy) awakens students' care and protection of the environment. • Students respond well to a whole school approach in guidance, counselling and discipline. Good discipline is maintained in class. 	<ul style="list-style-type: none"> • Establish a distinct school culture by infusing the school motto "Wisdom, Faith, Love" and the "16 Habits of Mind" into daily life. • Strengthen leadership training and team-spirit among the prefects. • House League activities will collaborate with the guidance department to establish a distinct school culture.
8. Student Participation and Achievement	<ul style="list-style-type: none"> • Students' performance in English is particularly outstanding while Chinese and Mathematics are improving well. • School teams perform well and gain good results in school and local competitions. • Students' creativity, potentials in visual arts and spatial intelligences are well demonstrated in the work they produced. Murals and sculptures that were made by students were displayed widely in the school campus. This enhance a sense of belonging and achievement among the students. 	<ul style="list-style-type: none"> • Enhance our e-learning platform to make learning more challenging and enjoyable. • Cross-curricular activities and annual exhibitions are suggested to host annually to show our students' learning outcome. This can reflect the growth and development of our teaching and learning to our parents and stakeholders.

SWOT Analysis

Our Strengths

- School enjoys the flexibility of using overseas English Language text book to widen children's scope of vision to the cultures of the world.
- Putonghua is adopted as the medium of instruction for Chinese and GS lessons. The school helps to develop students' language competency and lay a solid language foundation for them.
- The school curriculum is broad and balanced with a rich variety of learning experiences and enrichment programmes to widen students' exposure, enhancing their learning and fostering in them positive attitude and behavior.
- The period of Uninterrupted Sustained Silent Reading (USSR) and the reading schemes help to sustain children's interest in reading.
- Students generally show initiative and interest in learning. They are confident, cheerful, friendly and cooperative in class.

Our Weaknesses

- Teachers recognize the need to cater for different learning needs, to create a caring environment conducive to learning and "Whole-person development", but are yet in the experimental stage. Teachers need time to internalize the teaching strategies and adopt them flexibly in class to nurture students to be critical and independent thinkers as well as self-regulated learners.
- Middle managers are inexperienced. Specific training for Management Team and all panel chairs are needed to ensure their awareness of their role and responsibilities in monitoring and evaluating the effectiveness of learning and teaching.

Our Opportunities

- The school will undergo an external school review by EDB staff. Their critical evaluation will inform future school planning.
- Clear goals and strategies in our new 3-year School Development Plan will greatly enhance school operations.
- The construction of a swimming pool and multi-function hall will improve our school facilities.
- Being a DSS school, positioning and the strategic planning of the school is crucial for the next decade.

Our Threats

- Teachers must align themselves with the school's vision and mission and be cognitive of the School Development Plan in order to effectively built our learning community.
- Parents need to be clearly informed of school values and directions to facilitate daily operations and strong partnership with the school management.

Goals for school years 2014-17 (in order of priority)

1. Enhance teaching effectiveness in order to develop students to be independent learners.
2. Develop a distinctive school culture through the development of a reflective school ethos and deliberate cultivation of the "16 Habits of Mind".
3. Build a vigorous and vibrant learning community for all our stakeholders.

2014-17 School Development Plan

Goal 1: Enhance teaching effectiveness in order to develop students to be independent learners

Targets	A General Outline of Strategies	Timeline		
		Year 1 2014/15	Year 2 2015/16	Year 3 2016/17
To ensure student-centred instruction when planning lessons and learning activities	1. Provide in-service training for teachers on how to design student-centered lessons and learning activities for “Whole-person development” in order to train students to be self-initiated learners	✓	✓	✓
	2. The SBST shall establish a system to identify students with special educational needs to provide better support on student-centred instructions.	✓		
	3. Promote the Inquiry Process in all subject areas. Devise success indicators for measuring students mastery of Inquiry Process.	✓	✓	✓
	4. Teachers have to acquire better questioning skills to promote thinking and student participation.		✓	✓
To enhance teaching and learning (T&L) effectiveness by applying differentiated learning strategies in a holistic curriculum	1. Conduct whole-school surveys of students’ learning styles and interest inventories for grouping purposes and co-operative learning.	✓	✓	✓
	2. Analyze student performance data to evaluate the effectiveness of curriculum design and implementation of differentiated learning strategies.	✓	✓	✓
	3. Enhance teachers’ repertoire of strategies in Universal Design for Learning (UDL) each year to reflect awareness and service of Student Diversity.		✓	✓
	4. Familiarize teachers with Marzano’s Dimensions of Learning in order to lay a good foundation for students to be independent learners.		✓	✓

Targets	A General Outline of Strategies	Timeline		
		Year 1 2014/15	Year 2 2015/16	Year 3 2016/17
To enhance students' self-learning habits through the process of mastering the knowledge, skill and attitude of learning in each subject	1. Conduct a theme each year and host annual exhibition for students to reflect students' self-learning process and development: a) <u>2014-15 The Inquiry Process</u> The Inquiry Process to promote Independent Learning	✓		
	b) <u>2015-16 Project-based Learning</u> How to Design, Implement and Assess Project-based Learning		✓	
	c) <u>2016-17 Integrated Curriculum</u> How to Design, Implement and Assess Learning in an Integrated Curriculum to make connections in knowledge and skills			✓
	2. Promote independent learning through pre-lesson preparation, note-taking and extended reading in order to enhance students' self-learning habits	✓	✓	✓
To enhance the effectiveness of independent learning by incorporating e-learning tools and strategies into classroom instruction	1. In-service training for teachers on how to become tech savvy when planning lessons and learning activities.	✓	✓	✓
	2. Educate students in the prudence of using technology.	✓	✓	✓
To empower teachers to be accountable for the effectiveness of their teaching duties	1. Team Planning time is built into the daily schedule during school hours. Teachers share good teaching practices during monthly subject meetings. Conduct lesson study sessions among teachers of each subject. 2. "Teaching buddies" are provided to all teachers. 3. Mentors are matched with mentees where necessary e.g. novices. 4. Program success is measured according to the SMARTS present (Specific goal, Measurable achievement, Achievable outcome, Results-based, Time frame and Sustainable success). 5. Teaching effectiveness is a key element in "Teaching Appraisal" annually.	✓	✓	✓

Goal 2: Develop a distinctive school culture through the development of a reflective school ethos and deliberate cultivation of the “16 Habits of Mind”

Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
		Year 1 2014/15	Year 2 2015/16	Year 3 2016/17
To establish good school culture by infusing students with the ethics of our school motto “Wisdom, Faith, Love” and develop a reflective school ethos	1. Review the 16 HoM with staff and instill a common vision among stakeholders.	✓		
	2. Moral education will be structured by honing in one aspect of the school motto “Wisdom, Faith, Love” each year. Use the data from EDB’s APASO to inform the school’s planning and evaluation.	✓	✓	✓
	3. Students acquire self-management skills and the ability to face adversity.			✓
To strengthen leadership training and the team-spirit of staff and students	1. Different training activities will be organized every year for prefects, ambassordors, group leaders to extend the scope of service and enhance students’ responsibility and leadership skills. Staff and students are confident to take up challenges and appreciate the success of others.	✓	✓	✓
To enhance home-school cooperation by organizing parent education programs so as to nurture good learning habits.	1. Parent Talks shall be organized annually in co-operation with the PTA to introduce the “16 Habits of Mind” to show them how we develop student’s thinking abilities.	✓	✓	✓
	2. Develop a cohesive and mutually supportive relationship with our alumni through close communication and partnerships in various school projects.		✓	✓

Goal 3: Build a vigorous and vibrant learning community for all our stakeholders

Targets	Strategies	Time Scale		
		Year 1 2014/15	Year 2 2015/16	Year 3 2016/17
To empower middle managers to build Teams of Learners	1. Conduct a survey of needs on staff annually to set targets for professional and personal development. Engage staff in sharing reflections for whole school evaluation. Teachers and their mentors are confident in mapping out their professional and personal goals, devising appropriate strategies to achieve their objectives and reflect on their outcomes	✓	✓	✓
	2. Promote a self-reflective culture and a sense of ownership among stakeholders. Inservice HoDs for team building and use of assessment data for/as/of learning.		✓	✓
To empower students to be confident and autonomous learners	1. Teachers use “habit loops” (motivator→ routine→reward) to develop a thinking disposition among the students. Increase the number of student-led activities. Recognize and reward good learning practices.	✓	✓	✓
	2. Enhance cross-curricular collaboration to strengthen the inter-connectedness of knowledge.		✓	✓
To promote a learning culture among parents and alumni	1. Arrange parent education workshops to enhance their understanding of the 16 Habits of Mind so that they can encourage their children’s development of these habits in daily life and consolidate core values. Engage parents more frequently as school partners to build consensus among stakeholders.	✓	✓	✓
	2. Regularly revisit the SDP. Celebrate learning by show-casing students’ learning products and learning processes in various learning areas.		✓	✓