# 2020-2023

## W F Joseph Lee Primary School
## School Development Plan
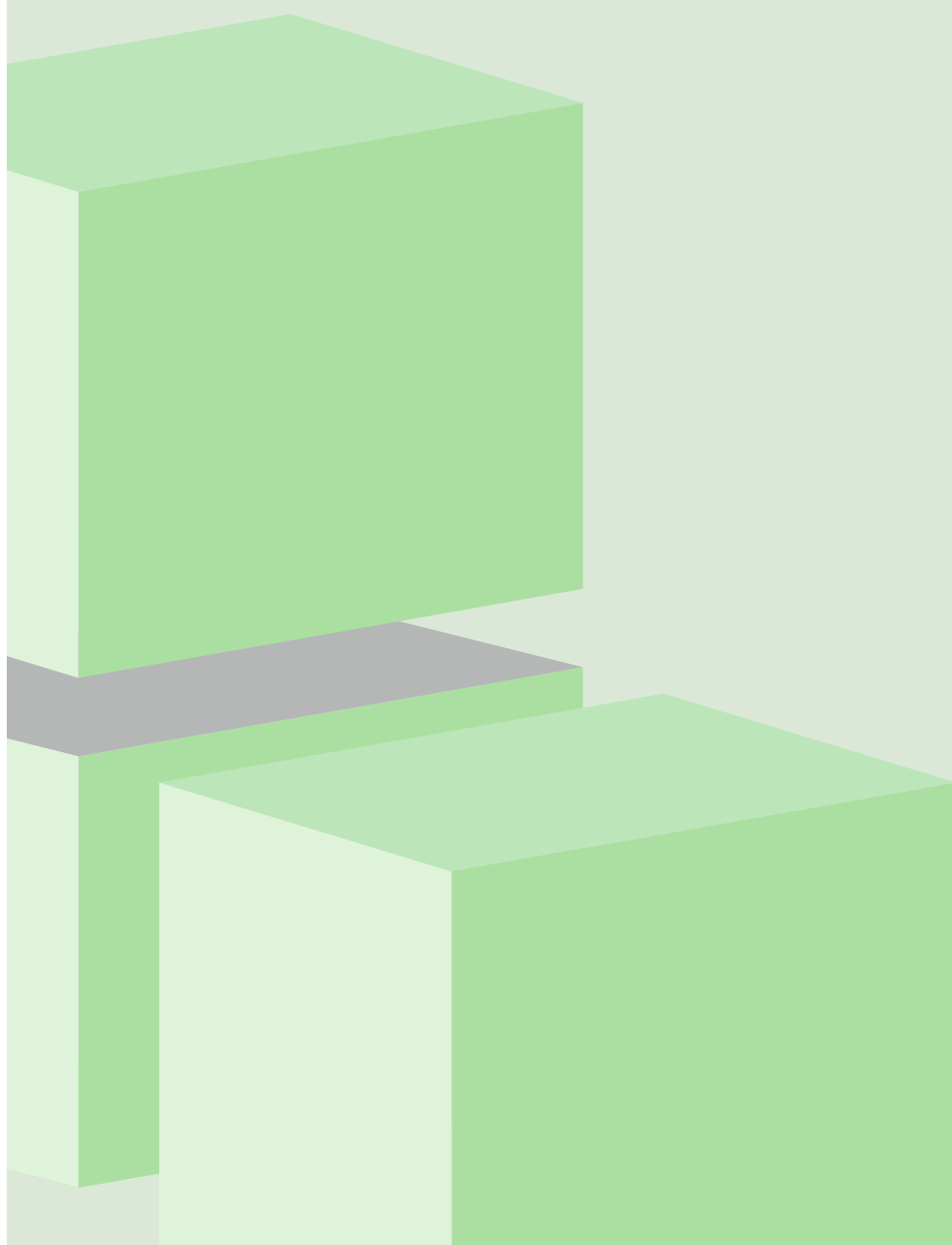
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# A．School Information

## 1. Vision

*"The school is an exemplary learning organisation wherein every member achieves one's best".* We envision
- Our students as Beacons of Light
- Our teachers and staff as exemplary mentors and role models
- Our school as a learning institution for all

## 2. Mission

- To strive to provide a safe, comfortable and caring environment that supports and develops students into confident, competent and compassionate individuals and future leaders who are effective contributors to society, successful learners and responsible citizens worthy of respect.
- To provide students with ample learning opportunities to lay a sound foundation in developing their multiplicity of capabilities so that they can develop into intellectually independent thinkers.
- To develop students to their fullest potential in the moral, intellectual, physical, social, aesthetic, affective, and spiritual domains.

## 3. Philosophy and Goals:

It is our belief that the overall aims of education are to enable every child to attain all-round development in the domains of morality, intellect, physicality, sociality, aesthetics, affection, and spirituality. It is only through the integration of these diverse skills that our future generations can be properly prepared to meet the challenges of the new millennium. Through whole-person development and the inculcation of core values of Care, Respect, Integrity, Responsibility, Commitment, and Perseverance in our students, we believe that they can develop into confident, innovative, resourceful, civic-minded, and responsible members of society and citizens of our country with good values and talents while possessing the desired qualities as described in our Student Profile.

We want our students to undergo a comprehensive and cohesive system of primary education and develop into confident, innovative and resourceful persons who are brave in facing their responsibility in society. We believe they are good citizens who show care, respect, integrity, responsibility, commitment, perseverance, and talent.

We want to see young people cherish and enjoy learning while performing to the best of their abilities in whatever they do. We believe they will be genuine moral leaders who show appreciation and passion in whatever they pursue.
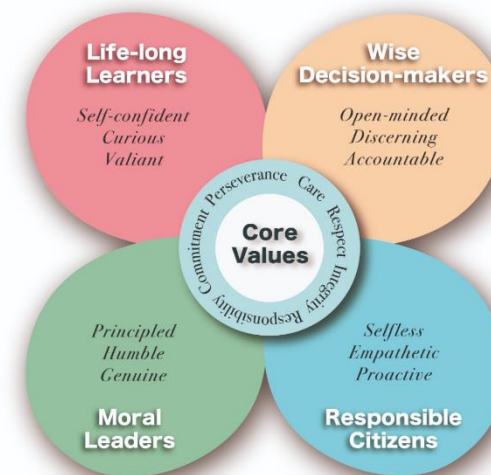
We equip our students with biliterate and trilingual skills, as well as the skills necessary for tackling daily problems. We believe they can be attuned to their surroundings with compassion, and are civic-minded, tolerant, confident, curious and continuously improving life-long learners.

## 4. School Motto:

"Wisdom, Faith, Love"

## 5. Core Values of Education:

We nurture students to understand care and appreciate life with respect, as well as embrace life with integrity, responsibility, commitment, and perseverance . By learning how to appreciate, accept, and care for others, positive character and behaviour will follow, resulting in an open-minded and mutually respectful social culture.

| CORE VALUES | BEHAVIOUR |
|---|---|
| Care | Be understanding of others' situation. To care for the family, people in need in the community, the minority and natural environment with goodness and empathy. |
| Respect | To understand and appreciate oneself and others' values, and to accept people's uniqueness and different choices. |
| Integrity | To be upright, fair and honest towards everyone. To walk the talk. |
| Responsibility | To remain steadfast in duties and try our best to keep making improvement. |
| Commitment | To shoulder personal, family's and social responsibilities and duties. |
| Perseverance | Be perseverant when facing difficulties and obstacles. To try our best to reach our goals with great stamina. |

# B. Holistic Review

## 1. Effectiveness of the Previous School Development Plan (2017-2020)

| Major Concerns | Targets | Extent of targets achieved, e.g.:<br><br>**Fully Achieved;**<br>**Partly achieved;**<br>**Not achieved** | Follow-up action, e.g.:<br><br>**Incorporated as routine work;**<br>**Continue to be major concerns in the next SDP;**<br>**Others** | Remarks |
|---|---|---|---|---|
| 1. Enhance teaching effectiveness in order to develop students to be self-directed learners | 1.1 To enhance students' self-learning habits through the process of mastering the knowledge, skill and attitude of learning in each subject and incorporating e-learning tools and strategies into classroom instruction<br><br>1.2 To equip teachers with necessary skills to implement e-learning<br><br>1.3 To strengthen the ability to integrate and apply knowledge and skills and nurture problem solving skills through cross-subject collaboration | ➤ With reference to the results of APASO from 2016-2017 to 2019-2020, we found that most individual items (Academic Initiation, Academic Monitoring, Academic Self Concept, Change to Improve, Goal Setting, Strategic Help Seeking, Study Environmental Control and Study Plan, for examples) related to the aspect of "Independent Learning Capacity" have been gradually increased and higher than the Hong Kong average norm, which indicates that the students' self-directed learning abilities have been enhanced as expected.<br><br>➤ It is likely that teachers have been equipped with the necessary skills for implementing e-learning through various workshops and visits, but improvement on the whole is not significant. Feedback | ➤ Teachers were equipped with the necessary skills for implementing e-learning and it is suggested that e-learning should be implemented more systematically and comprehensively among all subjects in the coming years.<br><br>➤ With the applied strategies of enhancing students' self-learning habits and the experience of nurturing problem solving skills through cross-subject collaboration in the past years, we can further equip our students with the necessary skills in the 21st century (critical thinking & problem | |

| Major Concerns | Targets | Extent of targets achieved, e.g.:<br><br>Fully Achieved;<br>Partly achieved;<br>Not achieved | Follow-up action, e.g.:<br><br>Incorporated as routine work;<br>Continue to be major concerns in the next SDP;<br>Others | Remarks |
|---|---|---|---|---|
| | | from our Consultants and evidence collected by SHS did not support whether this target can be achieved or not (e.g. the data collected in the items of "My views on school curriculum and assessment" (0.14) and "My views on teaching" (-0.01) from 2016-2017 to 2019-2020 is not signifantly different).<br><br>➢ We have attempted to strengthen the ability to integrate and apply knowledge and skills and nurture problem solving skills through cross-subject collaboration. However, according to the results of APASO regarding the aspect of "Learning Competency" in 2018-2019 and 2019-2020, the average scores related to creative thinking (which is 0.16 higher in both 2018-2019 and 2019-2020), critical thinking (which is 0.08 and 0.04 slightly higher in 2018-2019 and 2019-2020 respectively) and problem solving (0.09 and 0.06 higher in 2018-2019 and 2019-2020 respectively) were | solving skills, creativity & innovation, communication & collaboration skills, etc.). It is suggested that the promotion of self-learning should be brought forward to the next 3-year SDP. | |

| Major Concerns | Targets | Extent of targets achieved, e.g.:<br><br>Fully Achieved;<br>Partly achieved;<br>Not achieved | Follow-up action, e.g.:<br><br>Incorporated as routine work;<br>Continue to be major concerns in the next SDP;<br>Others | Remarks |
|---|---|---|---|---|
| | | slightly higher than the average scores of Hong Kong schools. There are still rooms for further improvement on this aspect in the coming years.<br><br>➢ In summary, the targets related to enhancing teaching effectiveness in order to develop students to be self-directed learners are partly achieved. | | |
| 2. Develop a distinctive school culture through the development of positive education. | 2.1 To establish positive school culture by infusing students and staff with positive education, as well as by developing an inviting school ethos<br><br>2.2 To enhance the sense of belonging of students and staff | ➢ According to the results of Stakeholder Survey from 2016-2017 to 2019-2020, we found that both the scores of teachers' and students' perception of school climate continuously increased. They both scored above 4 in 2018-2019 and 2019-2020 (4.07 and 4.12 for teachers and 4.04 and 4.02 for students in 2018-2019 and 2019-2020) which revealed that the positive school climate has started to establish. The scores of parents on perception of school climate maintains high from 2016-2017 to 2019-2020 (e.g. from 4.23 in | ➢ It is suggested that the sense of belonging of students and staff can be further enhanced through building up common languages and shared values and promoting positive values in mind, heart and action. Then a positive school culture and an inviting school ethos will automatically formed.<br><br>➢ Building students' characters through | |

| Major Concerns | Targets | Extent of targets achieved, e.g.:<br><br>Fully Achieved;<br>Partly achieved;<br>Not achieved | Follow-up action, e.g.:<br><br>Incorporated as routine work;<br>Continue to be major concerns in the next SDP;<br>Others | Remarks |
|---|---|---|---|---|
| | | 2016-2017 to 4.40 in 2019-2020). It appears that an inviting school culture has steadily established among stakeholders.<br><br>➢ Based on the results of APASO from 2017-2018 to 2019-2020, the mean scores of students "Negative Affect" has decreased for 3 consecutive years (-0.04). It appears that students are more positive in which the sense of belonging of students to school has enhanced, but we still have a little gap between our school with the average norm which is even lower. It is further supported with the result of the same APASO in which the mean scores of the results on "Social Integration" increased which are above the Hong Kong Average Norm for 3 consecutive school years (6 out of 9 items are higher than the Hong Kong average norm).<br><br>➢ To promote invitation education in our school, we joined the | creating positive school culture should be one of the major concerns in the coming years. | |

| Major Concerns | Targets | Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved | Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others | Remarks |
|---|---|---|---|---|
| | | IAIE School Improvement Programme from 2016-2017. Since then, we have put great effort to improve the 5Ps (e.g. a new annex for 'Places'). We were granted the IAIE Award in 2018-2019 and the Fidility Award in 2019-2020.<br><br>➢ It is believed that the targets are close to fully achieved. Both positive school culture and an inviting school ethos have started to grow. We have now successfully accomplished the first step of establishing positive school culture. | | |

| 3. Build a whole school capacity and show good practices to serve the community | 3.1 To nurture students to become compassionate individuals<br><br>3.2 To develop teachers to be life-long learners and teacher leaders, and be able to serve others<br><br>3.3 To build in a caring force among parents in collaboration with the school to serve the community<br><br>3.4 To share our good practices and build up a strong collaborative network with the society | According to the result of the SHS, students' view on "Support for student development" (3.85, 3.96 and 3.90 in 2017-2018, 2018-2019 and 2019-2020, ranking 2nd in all 4 evaluation items) and their view on "The school actively fosters our virtues" were increased in the past three years (ranked No. 1 among all 7 items with an average mean of 4.10, 4.18 and 4.15 in 2017-2018, 2018-2019 and 2019-2020 respectively). Besides, the school arranged service learning every year. The school has nurtured students to become compassionate individuals.<br><br>According to the SHS, the result of teachers' view on "Teachers' professional development" increased gradually (by 0.2 from 2016-2017 to 2019-2020), especially after the introduction of a 3-year staff development plan started in September 2017. However, teachers need more time and space to be trained as teacher leaders and be able to serve the community. The overall minimum CPD hours of this school (76.55 hours in 2019-2020) are above the average standard as required by the EDB, and our SMC has also introduced a staff development policy in which staff can claim reimbursement after completion of their continuing professional training. | The school has organised different programmes and activities to nurture students to become compassionated individuals. However, in order to reinforce the teachers' capacities to serve the community, the professional training for teachers should be more systematic. Our parents actively participated in different activities. To further tie in with the community, more parents can be invited to serve the community.<br><br>From the evaluation above, building a closer relationship with the community should be another major concern in the next development plan. | |

| Major Concerns | Targets | Extent of targets achieved, e.g.:<br><br>**Fully Achieved;**<br>**Partly achieved;**<br>**Not achieved** | Follow-up action, e.g.:<br><br>**Incorporated as routine work;**<br>**Continue to be major concerns in the next SDP;**<br>**Others** | Remarks |
|---|---|---|---|---|
| | | A total of 17 claims were done from 2017-2018 to 2019-2020.<br><br>A caring parent volunteer team has been formed and the parents actively participated in different activities. In order to strengthen the capacity of parents in serving the community, some workshops and activities are suggested to teach them the necessary skills. For example, although we had class suspension in February till June 2020, there were still a total of 4 workshops and 11 activities organised for parents this year.<br><br>Some teachers shared good practices with other teachers, such as Edmodo training. The establishment of Wofoo Commuity Hub is a good start to build up a collaborative network with the community.<br><br>In summary, the targets related to building a whole school capacity and showing good practices to serve the community are partly achieved. | | |

# 2. Evaluation of the School's Overall Performance (2017-2020)

| Performance Indicator Areas | Major Strengths | Areas for Improvement | Remarks |
|---|---|---|---|
| 1. School Management | • The school has a clear direction for development and formulates strategies in line with its long-term development. It is shown in the data of SHS on My views on school management in 2019-2020. The result of question A1 and A2 show high scores of 4.18 and 4.10 on 'the school is having clear direction for development and formulates strategies in school management.'<br><br>• The vision, mission and core values of the school are well aligned. The school aims to nuture students to be life-long learners, future leaders and good citizens.<br><br>• The school always keeps up with market trends so that teachers can deliver up-to-date education to our students.<br><br>• The school handles ad-hoc issues in a timely and effectively manner. | • A well-structured school team works to ensure consistency and continuity in implementation of school policies.<br><br>• The school can enhance the efficiency of implementation of plans by improving monitoring.<br><br>• The school can make use of data so that the evaluation can be more effective and in-depth. | |
| 2. Professional Leadership | • The Principal provides effective guidance to the continuous development of the school (e.g. Refer to SHS in 2019-2020, teachers agreed that "The school has a clear direction of development" (4.18); The school strategically formulates its development plan(s) in line with its direction of development" (4.10); "The principal provides effective guidance to the continuous development of the school" (4.27); "The principal oversees the school work effectively" (4.10); "The principal effectively deploys resources" (4.19); "The | • The leadership skills of the middle managers can be strengthened.<br><br>• The direct supervisor system can be better utilized to reinforce the professionalism of potential teachers. | |

| Performance Indicator Areas | Major Strengths | Areas for Improvement | Remarks |
|---|---|---|---|
| | principal effectively deploys teaching staff so that they can optimize their potential" (4.15); and "The principal has an amicable working relationship with the teachers" (4.27)).<br><br>• The school has harmonious working atmosphere. Teachers have amicable working relationship with one another. The school climate is positive. Refer to SHS, teachers' views on school climate increased from 3.78 to 4.12 from 2016-2017 to 2019-2020. Data from SHS in 2016-2017 and 2019-2020 are shown as follows: Teachers are on harmonious terms (from 3.89 in 2016-2017 to 4.10 in 2019-2020); they coorperate with one another happily (from 3.83 in 2016-2017 to 4.15 in 2019-2020); the teachers and students have good relationship (a stable growth from 4.18 in 2016-2017, to 4.27 in 2017-2018, 4.24 in 2018-2019, and 4.21 in 2019-2020); the staff have good morale (from 3.17 in 2016-2017 to 3.97 in 2019-2020); teachers found satisfaction in working in this school (from 3.76 in 2016-2017 to 4.10 in 2019-2020).<br><br>• The senior and middle management teams are supportive and committed to continuing school improvement. Data of SHS on teachers' views on subject panel/committee heads professional leadership in 2019-2020 kept a relative high score of 3.97 shows that the teachers were satisfied with the management of the senior and middle management teams.<br><br>• The school can fully utilise external resources to | | |

| Performance Indicator Areas | Major Strengths | Areas for Improvement | Remarks |
|---|---|---|---|
| | support school and professional development. We had a research team set up in 2018-2019 and a team of external professionals, mostly university academics, as school consultants since 2017-2018.<br><br>• The school leadership team is empowered to delineate duties and responsibilities among teachers.<br><br>• The appraisal system aims to review teachers' overall performance. Data of SHS on teachers' views about the school (questions 23, 24 & 25) show a high teachers' satisfaction on the appraisal system with score 4.03, 3.83 & 4.06 in 2019-2020. | | |
| 3. Curriculum and Assessment | • The design of curriculum and related teaching materials have incoporated elements and strategies of enhancing students' self-learning habits. According to the report of the APASO on Independent Learning Capacity, items on students' academic initiation, monitoring and self concept have been above the average norm and increasing steadily. {Academic Initiation 2.92→3.08},{Academic Monitoring 2.83→3.02},{Academic Self Concept 2.62→2.89}<br><br>• Moral values have been incorporated in lesson planning and implementation of all subjects. From the data of the SHS in 2019-2020 on My views on support for student development: "The school actively helps students develop correct values.", the result has retained at a high score of 4.20. More emphasis about values education has been promoted in Chinese Picture Book, English Language Arts and Character Building lessons. | • More collaboration among teachers of different KLAs is needed. And integrated curriculum can be further applied to different combination of subjects in order to cater for the learning needs and interest of students.<br><br>• Teachers can explore more on the varieties of assessment and the strategies related to assessment as learning. | |

| Performance Indicator Areas | Major Strengths | Areas for Improvement | Remarks |
|---|---|---|---|
| | • Assessment for learning has been applied regularly and teachers are paying more emphasis on formative assessments so that students are better informed about their learning performance. According to the data of the APASO in 2019-2020 on Independent Learning Capacity, Study plan: "If it will take longer to finish a learning task, I will set a working schedule in advance.", the result has increased from 2.86 to 3.02. It shows that our students are having designed learning plan. | | |
| 4. Teaching and Learning | • Through peer lesson observation and collaborative lesson planning, teachers can share good teaching practices and further enhance learning and teaching effectiveness. Data of SHS in 2019-2020 on teachers' views about the school (questions 21 & 22 with scores 3.83 & 3.89 respectively) shows that the school has developed an ambience of professional interflow. From the data of SHS on parents' views about the school with different learning key stages of students, the results of 'my views on student learning' show a steady increase in both key stage 1 & 2.<br><br>• The PRP, small class arrangement (for NCS and less capable students) and senior ambassadors scheme have been adopted to cater for students' diverse learning needs.<br><br>• The majority of our students are highly proficient in English. | • E-learning can be applied more systematically and comprehensively among all subjects.<br><br>• Students' self-learning habits can be further motivated and enhanced.<br><br>• A richer language environment should be maintained and enhanced to cater for the diverse needs from some under achievers and minorities. | |

| Performance Indicator Areas | Major Strengths | Areas for Improvement | Remarks |
|---|---|---|---|
| 5. Student Support | • We offer different types of life planning programmes for students to understand their own abilities and find the path that best suits them. Data of SHS in 2019-2020 on teachers' views about the school (questions 28 & 29) shows that the school can always keep good scores at 3.99 & 3.96 on the effectiveness of offering different types of life planning programmes for students.<br><br>• We intentionally organise progressive training excursions for all senior primary students. They will be exposed to new experience through communicating with people from around the world. Moreover, they can enhance their self-management skills and social skills through these authentic environments. Data of SHS in 2019-2020 on teachers' views about the school (questions 50 & 51) with scores 4.31 & 4.38 show that the school provided different chances for enhancing students experiencial learning.<br><br>• The Theme of the Year has started for a few years to establish common language among students and teachers. A positive school culture is gradually created.<br><br>• Various schemes have been provided for encouragement and establishment of students' positive values and attitudes.<br><br>• The inclusion of the M.I. and P.R.P. programmes for every child serves to let students learn how to achieve one's best. We value every contribution and attainment of students. | • More systemic training of students' leadership skills is needed.<br><br>• Education of our core values has been emphasised through assemblies and activities for students to understand the meaning of each core value. Strategical planning for further promotion of the core values is needed. It is hoped that students can understand, embed and live these core values.<br><br>• More platforms can be provided to house teachers to gather their house members and further build rapport among them. | |

| Performance Indicator Areas | Major Strengths | Areas for Improvement | Remarks |
|---|---|---|---|
| | | | |
| 6. Partnership | • The school has many dedicated parent volunteers, especially the PTA who has been actively participating in school development and serving as a bridge between home and school. (e.g. Data of SHS in 2019-2020 on parents' views on home-school cooperation: both key stage 1 & 2 have a high score of 4.30 & 4.18 repoectivly, showing that the parents of our school are having very high satisfaction on home-school cooperation.)<br><br>• The school organises diversified parent-child activities for parents, students and teachers so that they can take an active part in students' school life, thus maintaining home-school cooperation. From the data of SHS in 2019-2020 on parents' views on home-school cooperation, a high score of 4.32 from question 21 "The school often invites parents to participate in school activities" indicates that parents are satisfied with home-school partnership.<br><br>• The school has established successful partnerships with kindergartens, secondary schools and some welfare organisations in the community.<br><br>• After years of development, many alumni have grown up, and they still keep in touch with the school and participate in school activities . | • Parents and professionals can participate more in the school development process.<br><br>• Community hub activities can make better use of community resources so that we can confer benefits on society.<br><br>• The school can work on maintaining the alumni network of our school. We can foster closer relations among alumni through a variety of networkingand caring programmes. | |

| Performance Indicator Areas | Major Strengths | Areas for Improvement | Remarks |
|---|---|---|---|
| 7. Student Attitude and Behaviour | • According to the results of APASO[1], social integration of our students was good and the students' self-concepts did progressively increase. It exhibited that positive relationships and respect were gradually constructed and spread in our school.<br><br>• Different platforms and enormous choices of our school programmes and remarkable activities are provided to our students for both academic and non-academic development. Students learn to master self-management skills, social and leadership skills through all these programmes, training and activities. (e.g. Data from SHS in 2019-2020 on parents' views on support for student development shows an increase from 4.08 to 4.28 in key stage 1 and from 3.93 to 4.17 in key stage 2. Both increments show that our students have positive benefits on self-management skills, social and leadership skills from different school programmes.) | • Planning for promoting students' self-discipline, civic obligation and national identity can be further enhanced. | |
| 8. Student Participation and Achievement | Students actively parcticipate in internal and external competitions and activities. (From the data of the APASO on Attitudes To School. the scores on Achievement and Experience were 2.98 & 2.84 respectively in 2019-2020 School Year, which were slightly higher than the mean of HK (2.78 & 2.82).<br><br>• The school implements life-wide learning (e.g. | • Sharing sessions and reflections before and after competitions or activities have started. Further extension in different domains and platforms should be promoted to foster the power of students' resilience and boosting their self-confidence. | |

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[1]  With reference to the result of APASO survey from 2017-2018 to 2019-2020, students' attitude to school seemed positive in areas, like their Sense of "Achievement", "Experience", and "Social Integration" is higher than the average norm. About their overall Learning Capacity, nearly all evaluation items showed that they are also above the norm. Items include like: Academic Initiation, Academic Monitoring, Academic self-concept, Change to Improve, Goal Setting, Inquisitiveness, Strategic Help Seeking, Study Environment Control, and Study Plan, etc

| Performance Indicator Areas | Major Strengths | Areas for Improvement | Remarks |
|---|---|---|---|
| | talent development, subject-based activities, service learning, etc.) systematically. From the data of SHS on parents' view about the school in 2019-2020, question 10 "Through participation in the school's extra-curricular activities, my child's learning opportunities in respect of extra-curricular knowledge and life skills, etc." scored 4.35, which indicates that the school has provided various chances on life-wide learning for our students. | | |

# C. SWOT Analysis

## 1. Our Strengths

(1) The Principal with fruitful experience at various education sectors provides effective leadership and guidance to the continuous development and improvement of the school. With reference to the SHS in the past four years, the average mean of teachers' views on principal's professional leadership has highly increased from 3.52 to 4.20.

(2) The school has a strong partnership with the community and professional organisations.

(3) The programmes and facilities in this school can provide a lot of convenience and opportunities for student growth and healthy development. They can in turn provide the necessary conditions to support students' talent development. According to the results of SHS in the past four years, parents' views on support for student development have increased from a mean of 3.79, with the standard deviation of 0.77 in 2016-2017 to 4.10, with the standard deviation of 0.56 in 2019-2020. More parents felt that the school was able to help their children solve problems they encounter in their growing process, such as in their physical and mental development, making friends and academic performance.

(4) The school has strong administrative and supporting staff to provide professional support in developing and administering policies in compliance with both internal and external quality assurance requirements. We have a great team of both academic and non-academic staff. The staff number goes up to 110+ after three years. All people in this school are ready to face challenges and willing to take risks. We have built "trust" and very good rapport among the staff with great support from the School Management Committee under the strong leadership of our Supervisor. According to the results from SHS in the past four years, the average mean of teachers' views on school climate has a significant increment from 3.78 in 2016-2017 to 4.12 in 2019-2020.

(5) The teacher morale has been greatly increased and they are more satisfied with the school management. (With reference to the SHS for the past four years, the average mean of nearly every item has been increased, e.g. Teachers' views on school management rising from a mean of 3.77 in 2016-2017 to 4.04 in 2019-2020), principal leadership (from a mean of 3.52 in 2016-2017 to 4.20 in 2019-2020), professional leadership of VPs (from a mean of 3.46 in 2016-2017 to 3.97 in 2019-2020) and subject heads (from a mean of 3.83 in 2016-2017 to 3.97 in 2019-2020), professional development (from a mean of 3.73 in 2016-2017 to 3.93 in 2019-2020), school curriculum and assessment (from a mean of 3.83 in 2016-2017 to 3.97 in 2019-2020) and school climate (from a mean of 3.78 in 2016-2017 to 4.12 in 2019-2020).

(6) The school has strong commitment on character building. According to the SHS in the past four years, the average mean of both students' and parents' views on student development have increased. For example, more students can feel that the school has been actively fostering their virtues (from a mean of 4.08 in 2016-2017 to 4.15 in 2019-2020 with the standard deviation of 0.94). More parents can feel that the school has been actively fostering their children's virtues as well (from a mean of 4.04, with the standard deviation of 0.63 in 2016-2017 to 4.30, with the standard deviation of 0.53 in 2019-2020).

(7) The English standard of students are outstanding and most of them are eager and ready to learn. With reference to the APASO in the past three years, the average of all items related to academic initiation have raised from an average mean of 2.94 in 2017-2018 to 3.08 in 2019-2020. More students feel proactive to explore new issues, with a mean of 3.09 in 2017-2018 to 3.19 in 2019-2020, which is above the mean of HK (i.e. 3.10). More students like taking the initiative to look for answers on matters that they do not understand, with a mean of 2.97 in 2017-2018 to 3.14 in 2019-2020, which is above the mean of HK (i.e. 3.00). More students like taking the initiative to gather information, rising from a mean of 2.75 in 2017-2018 to 3.04 in 2019-2020, which is above the mean of HK (i.e. 2.75). More students like taking the initiative to answer teachers' questions, rising from a mean of 2.94 in 2017-2018 to 3.02 in 2019-2020, which is above the mean of HK (i.e. 2.84).

(8) Students are more engaged in their learning and they are steadily developing their learning capacities. They can excel their potentials with a lot of learning opportunities provided. They love the school very much. With reference to the APASO survey in the past three years, the mean of students who like being at school has increased from 2.98 in 2017-2018 to 3.08 in 2019-2020.

## 2. Our Weaknesses

(1) Most of the middle managers are young and energetic, but their leadership and management skills can be reinforced. Room for continuous improvement is expected. According to SHS results in the past four years, the leadership and management skills from middle managers have been reinforced progressively. Teachers' views on subject panel and committee heads' professional leadership have raised from a mean of 3.83 in 2016-2017 to 3.97 in 2019-2020.

(2) The horizon of student learning has been limited. Emphasis on cross-disciplinary integration or collaboration should be enhanced.

(3) Most staff lacked the expertise to analyse data and they had little experience in making use the data to inform practice. With reference to the SHS in the past four years, teachers views' on subject panels monitoring curriculum implementation through systematic use of data did not have a significant improvement. The means are 3.82, 3.95, 3.83 and 3.93 from 2016 to 2020.

(4) Staff capacity in more advanced technology development and application of digital literacy is not proficient enough. These areas should be further enhanced.

(5) Some conflicts among staff have been witnessed in the past three years. Some are still too inward-looking and they seldom see their blind spots. With reference to the SHS in the past three years, the index about staff morale has a slight decrease, from a mean of 4.02 in 2017-2018 to 3.84 in

2018-2019 and 3.97 in 2019-2020. Attention on this area should be given.

(6) The academic results of our students on the whole has been underperforming (not comparable with the intake as expected) in the past few years, and it appears that the direction and the focus of school development in the past has been wrongly designed.

(7) Referring to APASO survey, the "Negative Affect" index is generally higher than the average norm (The mean of HK is 1.68. Our students' means are 1.93 in 2017-2018, 1.90 in 2018-2019 and 1.89 in 2019-2020), meaning that our students might sometimes feel lonely, worried, upset, restless, helpless, threatened and neglected in school, having 0.11-0.27 different from students from other schools.

## 3. Our Opportunities

(1) Our parents are not only supportive to our school development directions, but also very pro-actively involved in various school activities. On the report of the SHS in the past four years, all items about parents' views on home-school cooperation have increased. The average mean is raised from 3.95 in 2016-2017 to 4.24 in 2019-2020. More parents think that they have a good relationship with the school (from a mean of 4.18 in 2016-2017 to 4.32 in 2019-2020). More parents believe the parent-teacher association can facilitate communication between parents and school (from a mean of 3.79 in 2016-2017 to 4.19 in 2019-2020). Apart from that, more parents think that they actively participate in the activities organized by the school by showing a rapid increment from a mean of 3.58 in 2016-2017 to 4.07 in 2019-2020.

(2) New bloods with high calibre and many new comers who are very much experienced and professionals joining the team in these two years can bring new insights and new ideas, build up a stronger working team and have the potential to make the learning outputs more effectively today.

(3) The student number is getting higher and higher in the past few years, from 891 in 2017-2018 to 917 to 2018-2019 and 931 in 2019-2020 The increase popularity gives rise to opportunity to continuously grow and develop.

(4) The Wofoo Community Hub provides a variety of platforms for us to connect with potential partners to support the community and extend student learning experience. The resources available in the community can be a big value and asset to our school that all can add value to our future development.

(5) The trust and support received from the SMC is also a good opportunity to further develop the school in great step.

## 4. Our Threats

(1) Higher dropout rate of students, especially after the outbreak of COVID-19 and social unrest in the city, leaving for overseas studies or returning to Mainland China can be a threat to the school.

(2) There have been complaints from individual parents as well as some individuals who dislike our school. Malpractice on issues like the maltreatment of student discipline issues or being unaware of possible conflict of interest due to contract renewal matters, etc. could be disastrous if we gave overlooked them in practice.

(3) The COVID-19 could also be a big threat to all people of our school. Precaution hygiene measures and related policies should be practiced as routine.

(4) Retention of staff can be a threat to the school if the staff force is unstable. How to keep those outstanding performing staff can be a major task for the HR if we want to make a great leap for this school from good to great.

(5) The problem of social unrest incident happened since 2019 has created separation and conflicts in the society, as well as the harmoneous relationship among the education community.

# D. Major concerns for school years 2020-2023 (in order of priority)

Major concern 1: Inculcate Positive Values in Students through Character Building

Major concern 2: Pursue Academic Excellence by Increasing Student Ownership of Learning and Enhancing Learning Effectiveness

Major concern 3: Continuously Improve and Sustain School Development by Enhancing Leadership Capacity

# E．School Development Plan (2020-2023)

**Major concern 1 : Inculcate Positive Values in Students through Character Building**

| Targets | A General Outline of Strategies | Timeline | | |
|---|---|---|---|---|
| | | Year 1 2020/21 | Year 2 2021/22 | Year 3 2022/23 |
| 1.1  To strengthen teacher-student rapport | 1.1.1 To enhance teachers' understanding and develop strategies on teacher-student relations building | ✓ | ✓ | ✓ |
| | 1.1.2 To provide platforms for social connectedness between teachers and students | ✓ | ✓ | ✓ |
| 1.2  To align key stakeholders' values with the school's values | 1.2.1 To enhance key stakeholders' understanding of the school's values | ✓ | ✓ | ✓ |
| | 1.2.2 To review school policies to align with our core values | ✓ | ✓ | ✓ |
| 1.3  To enrich positive daily experiences of students | 1.3.1 To incorporate classroom language of core values in daily interaction with students | ✓ | ✓ | ✓ |
| | 1.3.2 To enhance student physical, mental, and social wellbeing through purposeful school activities | ✓ | ✓ | ✓ |

**Major concern 2 : Pursue Academic Excellence by Increasing Student Ownership of Learning and Enhancing Learning Effectiveness**

| Targets | A General Outline of Strategies | Timeline | | |
|---|---|---|---|---|
| | | Year 1 2020/21 | Year 2 2021/22 | Year 3 2022/23 |
| 2.1 To enhance self-directed learning through diversified learning approaches | 2.1.1 To develop structured and progressive cross-curriculum theme-based learning programmes | ✔ | ✔ | ✔ |
| | 2.1.2 To promote student reflection through evidence-based learning | ✔ | ✔ | ✔ |
| | 2.1.3 To engage students with technology-based learning experience for acquisition, exploration, integration and application of knowledge | ✔ | ✔ | ✔ |
| 2.2 To increase teachers' motivation to strive for academic excellence | 2.2.1 To equip teachers with necessary skills and mindset towards pursuing academic excellence | ✔ | ✔ | ✔ |
| | 2.2.2 To develop panel heads with strong leadership and high standard on academic excellence | ✔ | ✔ | ✔ |
| | 2.2.3 To encourage teachers to conduct action research | ✔ | ✔ | ✔ |
| 2.3 To reform curriculum to keep abreast with the challenges of the 21$^{st}$ century | 2.3.1 To enhance school-based curriculum framework corresponding to the competencies required for the 21$^{st}$ century | ✔ | ✔ | ✔ |
| | 2.3.2 To promote diversifed modes of assessment corresponding to the knowledge, skills, values and attitudes required for the 21$^{st}$ century | ✔ | ✔ | ✔ |

**Major concern 3 : Continuously Improve and Sustain School Development by Enhancing Leadership Capacity**

| Targets | A General Outline of Strategies | Timeline | | |
|---|---|---|---|---|
| | | Year 1 2020/21 | Year 2 2021/22 | Year 3 2022/23 |
| 3.1 To enhance senior leaders' and middle managers' leadership capacity | 3.1.1 To train senior leaders and middle managers with visionary and strategic mindset on school leadership and development | ✔ | ✔ | |
| | 3.1.2 To strengthen the people leadership and strategic management skills of senior leaders and middle managers | ✔ | ✔ | ✔ |
| | 3.1.3 To strengthen the task management skills of senior leaders and middle managers | ✔ | ✔ | ✔ |
| 3.2 To build school capacity through community support | 3.2.1 To build a professional network with the community | ✔ | ✔ | ✔ |
| | 3.2.2 To build a community serving culture among teachers | ✔ | ✔ | ✔ |
| | 3.2.3 To develop platforms and contents to support the community | ✔ | ✔ | ✔ |
| 3.3 To enhance student leadership capacity | 3.3.1 To identify and define the quality attributes of moral leaders | ✔ | | |
| | 3.3.2 To enhance teachers' facilitation skills to develop students' leadership skills | | ✔ | ✔ |
| | 3.3.3 To cultivate students as a moral leader with the necessary leadership skills in different platforms | ✔ | ✔ | ✔ |