St. Joseph's Primary School

School Development Plan
2021-2024

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School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

School Mission

The mission of St. Joseph's Primary School is to educate students in areas of moral, intellectual, physical, social, aesthetic and spiritual development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with FAITH and ZEAL.

We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

Our mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

School Goals

SJPS will keep its rich legacy and long heritage in education on the one hand, and respond to the changing needs of the students, the parents, the local community, the country and the world on the other. All our students will:

- enjoy learning, be effective in communication (bi-literate & tri-lingual), be creative, and have a sense of commitment;
- have all-round development (including excellence in academic work and IT competence);
- be capable of life-long learning; and
- make contributions to the society, mainland China and the world.

School Motto

"LABORE ET VIRTUTE"

Core Value of Education (School Spirit)

St. Joseph's Primary School is a well-established school with good traditions. School Spirit can be seen in students' loyalty to God, their commitment to their school duties and their care and concern for others.

Our school therefore expects students to acquire good practices like:
Punctuality, respect for their teachers and schoolmates, personal discipline, obedience, honesty, integrity and good sportsmanship.

Holistic Review

Effectiveness of the Previous School Development Plan

Major Concern	Extent of Targets Achieved	Follow-up Action
1. To elevate the motivation and efficacy of learning through home-school engagement in e-Learning 延續電子教學 提升學習效能	1.1 To foster a better e-Learning environment Mostly achieved 1.2 To further enhance the effectiveness of learning and teaching Partially achieved and in steady progress 1.3 To elicit parental support and engagement Mostly achieved	• The strategies of the targets will be further developed in the next cycle's development plan by: ➤ Updating hardware and software regularly. ➤ Maintaining the infrastructure in good conditions. ➤ Subscribing to e-platform continuously. ➤ Encouraging teachers to sign up for different e-Learning courses. ➤ Conducting more subject based and school based e-Learning workshops for teachers. ➤ Strengthening students' competency and exposure in e-Learning. ➤ Encouraging parents to take more initiative to support their children in e-Learning.
2. To develop and enhance the mental well-being of students, parents and teachers 正向人生 活出希望	2.1 To equip teachers with necessary skills in nurturing students' positive values and attitudes Mostly achieved 2.2 To nurture students' positive values and attitudes Mostly achieved 2.3 To enhance parents' positive values and attitudes towards their children Partially achieved	➤ Organising more workshops / talks for all stakeholders on Positive Education. ➤ Reinforcing the concept of Positive Education including the 24 character strengths, growth mindset and positive engagement.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	• The school management has formulated a series of clear and concrete goals to foster school development. IMC was established and the school policies can be informed by teacher representatives. • The school formulates its development goals and implementation strategies in line with its mission and vision, trends in education policies and the school context. • Based on the analysis of school self-evaluation (SSE) data and findings, appropriate development priorities have been drawn up and work plans with clear targets and practicable implementation strategies are formulated. • The school management conscientiously co-ordinates the implementation of priority tasks and monitors the progress of implementation at subject panel /committee level, keeping track of the utilization of resources and evaluating the effectiveness of outcomes. The school has appointed a coordinator and a vice-chairperson to take charge of the priority tasks and assist the chairperson respectively. • Exchange of views in Principal / Vice Principal – Teacher dialogues has facilitated mutual and effective communication which in turn enables the school to think ahead for forward planning or even push forward some reforms to the mechanism for	• The transparency of school management can be further improved. All teaching staff should regularly be informed of the issues concerning school policies and development. • The division of labour should be made clearer to teachers specialising in circumscribed administrative work and roles which would further enhance efficiency and effectiveness. • To further enhance the consistency and efficiency of the school operation as well as the successive planning of administrative posts, changes in teaching and administrative duties should not be made too frequently or drastically. • Teachers' workload should be reduced to allow them more free time to communicate with students. • More teachers should be relieved to attend refreshment courses so that teachers can keep themselves abreast of new trends and strategies in teaching. • More professional development workshops and school-based staff development should be formulated for teachers' needs. • The culture of professional sharing of teaching outcomes or courses should be further cultivated.

	improvement.	
	• Close and effective coordination has been achieved by the setting up of WhatsApp groups amongst all teaching staff, subject-based and level-based groups.	
	• All the fundings (NCS/SEN/Learning & Teaching/ Quality Education Funding) are used appropriately. The resources are deployed effectively to promote student learning and strengthen student support.	
	• Resources are allocated effectively to students in need.	
	• The school management effectively promotes a self-evaluation culture. The SSE mechanism is well-developed. The school management and teachers recognise and appreciate the positive impact of SSE.	
	• The views of stakeholders are solicited and the school informs them through appropriate channels, about the latest school development and its direction and strategies for the future.	
	• The Expanded Operating Expenses Block Grant (EOEBG) is provided for SJPS in the school year following our establishment of the IMCs in 2013. It aims at providing our school with more financial autonomy in the deployment of funds for educational purposes.	
2. Professional Leadership	• With a grasp of educational trends and various education policies, the school management is able to lead the school in the formulation of development goals.	• Teachers need to spend more time on keeping themselves abreast of the latest trends in educational development. • A harmonious working atmosphere needs to be

	- School management and middle managers work in close collaboration, and support each other. They maintain close contact with teachers and are capable of motivating them to be proactive. - Staff development has been launched in line with the school policy. - Administrative arrangements for specialised teaching have been implemented with the focus made on the subjects, professional knowledge and interest that best suit the teachers in order to enhance their professional development. - School-based development and subject-based professional sharing sessions have been regularly conducted to foster a good learning and teaching ambience.	created by giving more recognition for the staff's praiseworthy effort putting themselves out for embracing the challenges, especially taking up the new mode of learning and teaching through technology, thus effectively boosting teachers' morale and team spirit.
3. Curriculum and Assessment	- Teachers provide a broad, balanced curriculum for the students. - Curriculum development is in line with the current educational development and student needs. - The school maps out broad and balanced curriculum frameworks in order to extend students' learning experiences via co-planning meetings, level meetings and subject panel meetings. - Many interactive learning materials or online resources have been used in class in order to engage students in the learning process actively. - There is ample monitoring in the implementation of the school-based curriculum. There are regular panel	- Skills in answering open-ended questions should be further strengthened. - More e-Learning activities should be integrated into the existing curriculum to arouse students' learning interest. - eAssessments such as Google Form have been designed and different modes of online assessment can be explored. - Parents should be educated on how to support students with learning difficulties. - More seminars or workshops concerning responsibilities and learning attitude should be arranged for parents.

	- and level meetings, class observations by the school head, PSMCD, panel heads, etc.
	- The school adjusts its learning content and formulates its learning and teaching strategies to meet students' learning needs via evaluation meetings, at which students' strengths and weaknesses are discussed with reference to examination results.
	- A mechanism for monitoring the implementation of the school-based curriculum is established via assignment inspection, class observations, panel and level meetings.
	- Teachers can implement assessment policy strategically.
	- The school has a good grasp of assessment for learning. Teachers produce TSA evaluation reports and assessment evaluation reports.
	- Teachers provide varied modes of assessment: e.g.
	   ■ Music – concert reports, group work, project
	   ■ G.S. – projects
	   ■ P.E. – skills, attitude, project
	- Through the implementation of e-Learning in the past three years, teachers have more experience in teaching students of different abilities.
	- There is a systematic mechanism for evaluating the effectiveness of curriculum implementation: e.g. SHS and APASO reports, discussions and evaluation from panel and level meetings.
	- The implementation of Google Classroom in KS1 and
		- Data analysis of assessments and evaluation reports are being generated, and they should be used as a reference to adjust the learning content and teaching strategies.
		- Parental education on the use of computer in e-Learning must be further strengthened.
		- There should be more structured peer observations.
		- There should be more elements of cross-subject curriculum implementations.

	KS2 provides a platform for teachers and students to share learning and teaching materials.	
	• Marking rubrics have been developed for Chinese and English writing.	
	• School-based learning materials for English Literature, Primary Science and Computer Literacy have been developed.	
	• The school has appointed a group of teachers to be in charge of advising and researching e-Learning elements appropriate for the curriculum.	
4. Student Learning and Teaching	• Installation of Wi-Fi in the school facilitates the promotion of e-Learning.	• Students' independent learning skills need to be strengthened.
	• Students are willing to utilise feedback to improve their learning.	• Lessons with varied pedagogies to cater for students' diversified learning should be encouraged.
	• Both students and parents have high expectations of learning activities and assignments.	• Teachers need to fully consider the learning need of students of different abilities when designing and
	• Students are always given adequate opportunities to explore problems on learning.	conducting learning activities.
	• Students develop good reading habits.	• More graded tasks could be used to cater for learners' diversity.
	• Teachers are serious and conscientious about their teaching. Their explanations and instructions are clear.	• More motivation activities should be designed to cater for the learning interests and needs.
	• Teachers give students timely praise and provide feedback on their strength and areas for improvement.	• Questioning techniques of teachers should be further strengthened in order to motivate students of different learning abilities.
	• Staff development conducted by the school helps promote teachers' professionalism and students' learning.	• All IT equipment should be upgraded in order to facilitate learning and teaching.
	• Teachers make good use of the teaching aids and IT resources in their lessons.	

	● Teachers and students are confident in using online tools like Zoom and Google Meet, which allows for more flexibility in learning and teaching. ● Subject-based Google Classroom has been progressively utilized as the learning management system which accelerates learning with self-directed learning materials and streamlines the process of sharing files between teachers and students and thus making it convenient to mark online assignments and upload them respectively. ● BYOD will be implemented for KS2 and it may enhance student engagement and allow students to utilise online resources easily in the learning process. It also allows teachers to use online teaching tools smoothly. ● Schools make good utilization of the teaching resources on online platforms and electronic books provided by publishers.	
5. Student Support	**School-based Support** ● The school formulates different strategies to cater for students' needs in order to foster their positive values and attitudes and enhance their interpersonal relationship and social responsibility. These include the Whole School Approach Guidance Projects, the MCE programme, the PD curriculum, the "關愛起行" Scheme, the HERO Scheme, the Responsible Josephian Passport, the outreach programme, the Family Fun Day, project learning experiences and	● Merit systems and improvement awards should be strengthened to encourage students to make an effort to improve their discipline. ● More concern and support should be offered to teachers of classes with students having discipline, emotional and behavioural problems. ● More support should be provided to students with emotional and behavioural problems. ● Teachers are encouraged to attend more advanced and thematic courses on SEN run by the EDB.

	sharing sessions in the classroom.	● More talks and workshops about parenting should be organised.
	● Different kinds of programmes like Debate Team, Maths Olympiad and STEM Team have been provided for gifted students to promote their talents and confidence.	● More programmes should be provided to identify students with potentials in different aspects.
	● Regular meetings to discuss student needs is held weekly by Student Support Team, Guidance Team and Discipline Team.	

Student Support Team and Student Guidance Team

● We have an experienced and devoted Student Support Team and Student Guidance Team.

● Students' needs are screened and referred to the Student Guidance Team for special help at an early stage.

● Observations and screenings are done by P.1 class teachers during P.1 Orientation in July.

● In-class support is provided for students with special needs.

● Special dictation and assessment arrangements are made for SEN students.

● Students with high to low learning abilities or behavioural problems are catered with a wide range of special programmes. There are different small groups for SEN students, such as groups for training fine motor skills, drawing groups for training attention and groups for training social skills.

● School Guidance Prefects have shown great care to the younger students and they have developed their

self-esteem subconsciously.

- The Understanding Adolescent Project (UAP) implemented by the EDB has enhanced students' resilience in coping with the challenges.
- The School-based EP service provides additional support to students with special needs, teachers and parents.
- More funding was received from the EDB.
  - ➢ The provision of Speech Therapy Grant enables the school to get support services from professional service providers. It enhances the speech development of particular students.
  - ➢ The provision of Learning Support Grant and NCS-SEN Grant enables the school to hire three teacher assistants to help the SEN students in the classrooms.
  - ➢ The provision of Additional Funding for Non-Chinese Speaking Students enables the school to hire two teachers for teaching the non-Chinese speaking students.
  - ➢ The provision of Comprehensive Student Guidance Grant enables the school to increase the manpower of the Student Guidance Team.

Discipline Team

- All the prefects are trained and well-briefed before they carry out their duties. They have confidence and are proud to serve their schoolmates. Prefect workshops are held several times each year.

	- One teacher has been designated as the discipline teacher for each level. - Case Referral System has been established so as to handle the students with behavioural problems effectively and efficiently. - Discipline briefing sessions to students at the beginning of each school year are conducted. **Teaching Staff** - All teachers are encouraged to attend EDB courses on SEN and NCS. - Class teachers communicate with parents regularly to share and update the status of the students. - More than 45% of teachers has completed more than 30 hours SEN training required by the EDB. **Unique School Culture** - Positive Education has been adopted so students are more aware of their strengths. - Positive relationships have been established among teaching staff, between teachers and students, among peers and between parents and children. - Students and teachers are always reminded of the school vision and mission of respecting individualism. - A culture of care and respect has been cultivated in the school.	
6. Partnership	Parents are invited to help in various school activities, e.g. lunch duties, story-mum, outings, school picnic and different learning projects. Most parents are willing to give assistance in the school activities and	- Workshops and sharing sessions for parents, e.g. good parenting, should be held more regularly. - A better connection should be established between the school and different government organisations

	• development with their expertise. • The PTA is working effectively and efficiently with the school. The PTA mobilizes parents to support the school in different activities like the Family Fun Day. • The school assists the PTA in fulfilling its function as a link between parents and school by organising the PTA AGM and organizing talks for parents. • PAAT Drive organised by PTA cultivates the culture of showing respect to teachers. • The school provides platforms for the parents to give opinions. • Links with different social service organisations, such as organisations providing speech therapy, Heifer International, The Community Chest of Hong Kong, Orbis, The Family Planning Association of Hong Kong, and Caritas Hong Kong have been developed. • The school supports student learning and its priority tasks through links and collaboration with different external organisations to organise programmes for students, e.g. Mathematical Olympiad Classes, Debate Team, Science Workshops, Musical Instrumental Classes, and STEM Workshops. • Students can experience service learning through participating in activities provided by social service organisations, such as St. James' Settlement, CYC, Red Cross, Caritas Hong Kong and Scout Association. • A close link with the SJCOBA is established while most members of the association are the alumni of our	• Government organisations can be invited to the school to give talks. • Alumni with different expertise can be invited to the school to give talks and seminars.

	• school. • As members of the Lasallian family, teachers are involved in joint school formation programme and new teacher induction programme. • Green and White Junior Cup is organised by the school annually. Alumni and teachers are invited to join. The event helps to develop a good alumni network to support school development.	
7. Attitude and Behaviour	• Almost 70% students' self-image is good. • Most of the students always put great effort in their academic performance. • Most students are eager to learn. • Most students have high self-esteem. • Students get along well with their schoolmates. • Students are highly motivated and have good performance if the topics are of their interest. • Good teacher-student rapport has been established.	• Students' moral behaviour and sense of responsibility need to be further developed. • Students' self-discipline needs to be further enhanced. • Students' self-management skills need to be improved. • Students should be able to use different resources in the library to improve their motivation in learning. • Parents' participation in school events needs to be increased. • Students should develop great interest in reading and establish good reading habits.
8. Participation and Achievement	• Students achieve good results in the HKSSF Inter-Primary School Sports Competitions and open competitions. • Students achieve good results in inter-school competitions and events, such as Music and Speech Festival. • The extra-curricular activities (ECA) are well-liked by students.	• Some students' physical fitness needs to be improved. • Students should be trained to set realistic goals in relation to their interest, ability and potential. • Different programmes should be designed properly to help students to develop a healthy lifestyle.

SWOT Analysis

Our Strengths:

- Alumni support to school is strong.
- Teachers, parents and students have a sense of belonging to the school.
- Teachers work in a harmonious and supportive environment united by a common vision and mission.
- A caring culture is well developed.
- Students are proud to be 'Josephians'.
- Students' English language ability is relatively strong.
- Extra care and support is provided for students in need via funding from different grants.
- The school has developed an ambience of professional interflow in promoting teachers' professional development on e-Learning and Special Educational Needs.
- School facilities have been progressively upgraded to facilitate better learning and teaching such as installation of LED Wall and TV Sets in School Hall, the partition project in 2/F Activity Room, renovation of table-tennis room as a multi-functional room on G/F, the provision of air-conditioning in 1/F Yard.
- The installation of optical fiber network and the enhancements made to Wi-Fi Access Points make it easy for teachers and students to access information quickly and safely while in school and thus the IT infrastructure facilitates learning and teaching.
- The physical setting of the school has been improved by the replacement of students' desk-chair sets in classroom, making it more convenient for grouping in project learning lessons.
- The purchase of iPads, Smart Keyboards and Apple Pencils for teachers can enhance the implementation of e-Learning in school.
- The support of Student Guidance Team for students is enhanced by the increase in manpower.
- Parental support to school is strong.

Our Weaknesses:

- Learning differences between students are great. Teaching strategies catering for learning diversity should be further implemented.
- Students' resilience and independence should be further enhanced.
- In order to uphold the high academic standard of SJPS, the syllabuses and time schedule are tight.
- Students have not enough space to physically release their energy which leads to inattentiveness in class and emotional problems.
- The lack of space affects the implementation of extra-curricular activities.
- School facilities should be further upgraded to facilitate better learning and teaching.
- Teachers have to allocate a lot of time to take care of the students with special needs. Therefore, routine for mainstream learning is affected to a certain extent.

Our Opportunities:

- The e-Learning and STEAM education initiated by the EDB may motivate students' self-directed learning, cater for learning diversity and foster teachers' professional development at our school.
- Students nowadays are of the digital generation and they are capable users of most electronic devices which facilitate the implementation of e-Learning.
- The funding and grants provided by the EDB allows our school to put e-Learning into practice and employ additional external support. School can apply for funding to purchase mobile computer devices, portable WiFi routers and mobile data cards for loan to financially needy students. (e.g. Quality Education Fund e-Learning Funding Programme --- Provision of Mobile Computer Devices and Internet Services Support)
- BYOD will be implemented for KS2 and it may enhance student engagement and allow students to utilize online resources easily in the learning process. It also allows teachers to use online tools smoothly.
- Life Wide Learning Grant allows students to extend their learning beyond the classroom and enables them to learn in authentic contexts.
- The funding and grants from the EDB have provided additional manpower such as SENCO, SENST and a social worker to cater for students with different needs.
- The Whole School Approach Guidance project implemented can enhance students' resilience in coping with the challenges they have to face as they grow up. It is considered that the project can also enhance students' optimism, sense of belonging towards their families and schools, communication skills and co-operation with others.
- The COVID-19 pandemic may seem like a crisis, but it can also be viewed as an opportunity to strengthen teachers' capacity towards e-Learning.

Our Threats:

- The parental choice towards Direct Subsidy Scheme Schools has indirectly influenced student intake in local aided schools in recent years.
- More and more students with special needs and emotional problems enter the mainstream schools under the current Primary One Admission System. It would in turn exert great pressure over schools to cater for individual differences.
- Excessive attention given by domestic helpers and parents weakens students' self-management and problem-solving skills.
- Some students spend an excessive amount of time at tutorial centres and as a result, they may not have enough time and space for other activities or rest.
- The prolonged face-to-face school suspension has disrupted the daily routine of schooling, the learning and teaching progress and students' life which may also lead to students' emotional issues and problems.

Major Concerns for 2021-2024

1. A Meaningful and Interesting Journey: Exploring new dimensions in learning and teaching in the e-era

2. A Path to a Purposeful Life: Cultivating meaning and well-being in students

School Development Plan (2021-2024)

Major Concern	Targets	Time Scale Year 1 (21-22)	Time Scale Year 2 (22-23)	Time Scale Year 3 (23-24)	A General Outline of Strategies
1. A Meaningful and Interesting Journey: Exploring new dimensions in learning and teaching in the e-era	1.1 To foster teachers' professionalism in e-Learning	✓	✓	✓	• Keep the staff abreast of the good practices of e-Learning and updates of technological development through attending different e-Learning training courses
		✓	✓	✓	• Organise in-house training workshops
		✓	✓	✓	• Arrange internal sharing sessions / visits for teachers
	1.2 To promote intrinsic motivation and initiative in learning	✓	✓	✓	• Refine the current curriculum, pedagogies and learning materials of the core subjects
		✓	✓	✓	• Ignite students' learning motivation by using apps and other e-devices in class
		✓	✓	✓	• Provide grounds for nurturing initiatives and promoting creativity through school-based activities
	1.3 To cater for learner diversity and develop students' self-directed learning capabilities	✓ (P4)	✓ (P4-5)	✓ (P4-6)	• Implement BYOD Scheme in KS2
		✓	✓	✓	• Launch the STEAM Project – The BRIDGET-IT project

	1.4 To elicit parental support and engagement	✓	✓	✓	• Notify parents of the activities and assignment to be done via e-platforms throughout the year at the Parents' Receptions
		✓	✓	✓	• Organise talks / workshops for parents: ➢ Implementation of BYOD (P3-4) ➢ Ethics of using computers and cyber bullying
		✓	✓	✓	• Provide updates on workshops or seminars about parent education on e-Learning and the use of e-Platforms
2. A Path to a Purposeful Life: Cultivating meaning and well-being in students	2.1 To train teachers so that they can gain the necessary skills in cultivating students' positive values	✓	✓	✓	• Arrange seminars/workshops for teachers
	2.2 To instil in students positive values and attitudes	✓	✓	✓	• Organise talks/workshops for students
		✓	✓	✓	• Refine MCE and PD curriculum to develop positive values and attitudes so as to strengthen students' mental growth
		✓	✓	✓	• Extend the scheme of SGP & UAP in order to boost students' confidence and train up leadership and resilience

		✓	✓	✓	● Launch 'A Positive Education Programme' to help students build up and strengthen their competence, improve engagement and develop a sense of accomplishment
	2.3 To reinforce parents' positive values and attitudes towards their children	✓	✓	✓	● Provide different channels for parents to acquire positive parenting skills