

HKUGA Primary School School Development Plan 2022-2025



HKUGA Primary School

School Development Plan 2022-2025

1. School Vision

We believe that Education is the most important force in shaping the future development of Hong Kong in the era of Knowledge Economy. Foundation Education is the basis from where the child will continue to flourish and develop, so the vision of the Hong Kong University Graduates Association Education Foundation is to set up a new model of quality school in Hong Kong. The essence of the School is quality-focused and life-enhancing, and it is our goal that the School will become one of the leading primary schools in Hong Kong and China.

2. School Mission

Our School mission is to:

- nurture lively, inquiring, discerning and creative students;
- develop visionary, caring, innovative and professional teachers;
- enable parents to become effective parents;
- contribute to the Education Reforms in Hong Kong.

3. Our Guiding Principles

We firmly believe that the success of our School lies in achieving the following guiding principles as the ***Four Cornerstones of the School:***

- Integration of Passion and Professionalism;
- Integration of the Eastern and Western cultures;
- Integration of the School and the Family;
- Integration of the School and the Community.

4. Core Values

In pursuit of our goals, we hold certain core values towards our stakeholders:

- We value each student as an individual;
- We value our teachers as professionals;
- We value parents as our partners;
- We value our school as a learning organization;
- We value the community as our support;
- We care for the environment;
- We value innovation and knowledge;
- We respect laws and standards.

5. Our Commitments

To Our Students

- We nurture lively, inquiring, discerning and creative students.
- They are happy and positive with self-respect and self-confidence, accepting challenges in growth and development;
- They are passionate about life and know how to take care of themselves, their family, their community, their nation and the world;
- They have team spirit, are accepting, co-operative and have leadership;
- They are healthy, have good habits and enjoy sports activities;
- They have a solid language foundation in English, Putonghua and Cantonese, and develop a good reading habit;
- They love learning and exploring, display intellectual curiosity and have broad general knowledge;
- They know how to learn and are able to think and solve problems independently;
- They are creative and show interest in arts, music, literature, sciences or sports.

To Our Teachers

- We develop visionary, caring, professional and innovative teachers.
- They care for children and love their work;
- They are sincere, communicate effectively and enjoy working together;
- They are well qualified, coming from different cultures and backgrounds and share the vision of the School;
- The School fosters an atmosphere of respect, trust and mutual understanding, through open, two-way communications, positive encouragement and involvement of staff in formulating the School policies;
- The School provides opportunities for learning as well as professional and career development;
- There are recognition and rewards for excellence in individual and team performance.

6. Holistic Review

6.1 Effectiveness of the previous School Development Plan (2019-2022)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. Implementing a whole-school approach to foster wellbeing through Positive Education</p> <p>1.1 To ensure that new staff members and parents are equipped with the knowledge of Positive Education.</p>	<p>1.1 Achieved – both introductory workshops for new staff members and parents were organized each year. Over 95% of the parents who attended the workshop indicated that they were satisfied with the workshop and that it gave them a comprehensive understanding of Positive Education. Similar responses were provided by the 23 staff members, including administrative and new teachers.</p> <p>Achieved – thematic development workshops were also provided to both parents and staff members in 2021-22. 20 parents were randomly chosen for the Positive Education Parent Ambassador Programme. Parents attended a series of six workshops with three theoretical input and three practical sessions. 100% of the attendees were satisfied with the workshops and were keen to undertake work within the school which will promote Positive Education further. The thematic workshop titled “Positive Emotions and Positive Language” was organized for teachers and over 87% agreed that it provided useful strategy on how to incorporate encouraging language when commenting and speaking to students.</p>	<p>With staff turnover and new parents joining the school, continuous introductory workshops have to be organized.</p> <p>Opportunities for more advanced staff professional development workshops have to be organized and sought to enhance the capacity of the more experienced staff members.</p>	

<p>1.2 To enhance teachers' capacity in fostering wellbeing through Positive education.</p>	<p>1.2 Achieved - the school-based Positive Education Framework with the inclusion of PosEd elements in Morning Sharing, Assemblies and Class Building had been completed. Together with the completion of the PSE curriculum refinement, both vertical and horizontal alignment had been achieved in the Framework.</p> <p>Achieved – the campus environment had been enriched with PosEd components. Banners reminding students of the 24 Character Strengths had been put up for easy reference for both teachers and students.</p> <p>Partially-achieved – to prepare for our participation in The Jockey Club's "Peace and Awareness" Mindfulness Culture in School Initiative from the University of Hong Kong, a total of eight teachers had participated in the Paws (a) 8-week workshops. Out of the eight, four of the teachers completed the subsequent Paws (b) workshops. As such, we have four qualified mindfulness instructors who will launch the Mindfulness Programme officially in P.2 in 2022-23 s.y..</p>	<p>With the renewal of the Values Education Framework, further revision will be needed to the school Life Education Curriculum Framework.</p> <p>More teachers will need training in both Paws (a) and (b) programme in order to implement the Mindfulness Programme in other year levels.</p>	
<p>1.3 To incorporate wellbeing practices into existing curriculum and students' school life.</p>	<p>1.3 Partially- achieved – simple breathing exercises were scheduled into the Summative Assessment timetable. The 3-minute break time for students between lessons had been included. However, further well-being practices such as breathing exercises before assemblies or morning sharing had been disrupted due to</p>	<p>Breathing exercises before assemblies or morning sharing will be reinstated as soon as gathering of big groups are feasible.</p>	

<p>1.4 To engage parents and community to promote Positive Education</p>	<p>school suspension and the measures to limit the gathering of big groups.</p> <p>1.4 Partially-achieved – parents were trained and recruited for the Parents’ Ambassador programme but due to the school suspension and stringent COVID measures, there were no opportunities for them to contribute to community services within the school context.</p>	<p>Opportunities for working with the community will be reinstated once there is the relaxation of pandemic measures.</p>	
--	---	---	--

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>2. Promote self-regulated learning for development of a learning community of responsible learners.</p> <p>2.1 Equip teachers with professional knowledge and skills for embedding self-regulated learning in daily L&T.</p> <p>2.2 Strengthen students' learning motivation and engage them in diversified learning opportunities.</p>	<p>2.1 Achieved – Professional development workshops and sharing sessions have been organized every year to empower teachers to integrate SRL development in daily L&T. Education studies were conducted in the third year to consolidate experience for future development. Over 80% of teachers agree the PD activities were helpful to share good practices among the teacher team.</p> <p>2.2 Partly achieved – Lesson design has been optimized to enhance students' intrinsic learning motivation. e-Learning tools and Learning Management System (LMS) have been widely used to facilitate implementation of Flipped Classroom practices of both physical and online real-time learning. Over 90% of parents find LMS of our schools can support the blended mode of learning. e-Reading platforms has been established to support</p>	<p>2.2 Module Curriculum of most subjects have been reorganized to promote student choices. Impacted by the pandemic, refinement of the ELA Curriculum has to be continued for providing students with an even more diversified and structured experience to learn about Sustainable Development Goals (SDG)</p>	

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>2. Promote self-regulated learning for development of a learning community of responsible learners.</p> <p>2.3 Enhance students' cognitive development through formulation of structured frameworks for generic learning skills development.</p> <p>2.4 Review and refine current strategies and tools for metacognitive learning to enhance development of self-regulated learning.</p>	<p>2.3 Achieved – Framework of Graphic Organizer has been developed to guide the development of thinking and study skills in subject L&T across different year levels.</p> <p>2.4 Partly achieved – Current practices and tools for metacognitive development such as goal setting and unit-end reflection have been reviewed to facilitate establishment of a self-regulated learning environment. CHI, ENG, MATH & GS have formulated parent letter/ unit outline for each learning unit to display concrete learning targets and expected learning outcomes, in order to support students to students and teachers to plan and manage the journey of unit L&T respectively.</p>	<p>2.3 The Framework has been trialed in Term 2-3, good practices in subjects have been collected and documented for future development.</p> <p>2.4 The use of LMS and e-Learning tools would be enhanced in the future, so as to facilitate students to conduct ongoing reflection of their learning journey and take timely actions to make betterment or strive for excellence.</p>	

6.2 Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • IMC members are professional with devotion to education; strong support is provided to school for school development • Stakeholders are properly informed of the school work through different channels (forum, monthly circulars, etc.) • To increase transparency and enhance communication of school development : The Principal meet with teachers, parents and students regularly. • The daily running of the school is systematic and flexible in handling ad hoc issues, especially during the pandemic. The school managed to change to online learning in a short period of time. Technical support has been offered to teachers and parents effectively. • The culture of school self-evaluation is established and the SSE mechanism is well-developed; • Collected data from SSE and school based surveys are used to identify development priorities or planning purposes, and formulation of follow-up actions. 	<ul style="list-style-type: none"> • Regarding to the “All teachers graduates “policy, the role and capacity of the middle management teachers as well as teachers would need to be strengthened in response to the various school developments. • Various channels ,such as task groups ,on-line platform should be set up to encourage teachers’ participation in school management and development

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
2. Curriculum and Assessment	<ul style="list-style-type: none"> • A broad and balanced school-based curriculum is developed which forms a solid foundation for the School to provide quality education and nurture lively, inquiring, discerning and creative students. • KLA, Module and ELA Curricula form the three core elements of the school-based curriculum, they are linked coherently under the Concentric Ring Curriculum Model. Facilitated by a flexible timetabling and a team of professional teachers and, students are provided with diversified learning experiences for knowledge building, application and extended learning. • The Module Curriculum is featured with diversified concurrent and sequential module programs in two key stages, which includes languages, integrated arts (visual art, music, drama, dance), sports and community service, in order to develop students' Multiple Intelligences and generic skills. Community Service Module curriculum provides P2-P6 students valuable service learning opportunities and systematic training for service learning. • STEM education has been successfully introduced in subject L&T. STEM Modules and ELA have been developed to stretch potentials of capable students and develop learning interest of students in STEM, 	<ul style="list-style-type: none"> • Extended Learning Activities (ELA) are organized strategically with Multiple Intelligences, in order to cater for learners' needs, abilities and interests. It stretches students' potentials and supports holistic development. To nurture student agency and enhance student responsibility for individual and collective well-being, our school-based Module and ELA Curricula would be reviewed and optimized with the SDGs which proposed by UNESCO. • Visualized resources and tangible facilities could enrich our learning environment in the campus and support experiential learning. STEM House has been established as an important venue for teachers to provide authentic STEM learning experiences and students to inquire STEM knowledge and skills. More teachers would be trained, supported and engaged in promoting STEM education in their subject L&T and other transdisciplinary learning programs.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
2. Curriculum and Assessment	<ul style="list-style-type: none"> • Our School has developed a 3-tiers Model to guide planning, implementation and evaluation of differentiation strategies in daily L&T. Subject curricular are enriched with differentiated measures to support the diverse learning needs and styles of students. Diversified differentiation strategies, such as streaming, small-class, co-teaching and remedial classes, are deigned to cater for the needs of both fast and weak learners. • Clear Assessment and Homework Policies have been developed. Formative assessments (FA) and summative assessments (SA) have been integrated in the school-based curriculum. Assessment data are analyzed to provide timely feedback to L&T and moderation of differentiation strategies. • Diversified modes and means of assessment and assignments have been designed, such as performance assessment, project report, oral presentation and written tasks. • A school-based mark analysis system has been developed to collect and analyze student performance, so as to make timely feedback to daily learning and teaching. • Metacognitive development is emphasized. Students are provided plenty of opportunities to reflect on their learning journey. P3-P6 students are guided to conduct their student-led conference with parents and teachers. 	<ul style="list-style-type: none"> • Accelerated curriculum has been developed in the school-based Mathematics Curriculum, so as to cater for the needs of fast learners and high achievers in Mathematics development. It provides valuable experience for the school to develop talent education in a wider extend, appropriate strategies should be explored in the future to accommodate other subject disciplines. • Independent learning has been developing for nearly two decades since our School has established, it is time for the School to summarize current practices and teacher professional experiences. Research-based theories like Self-regulated Learning (SRL) are appropriate platform for the School to evaluate the past experiences and step forward.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
3. Student Learning and Teaching	<ul style="list-style-type: none"> • The School has successfully established a Bi-literate and Tri-lingual environment for student learning. Students are competent and confident to communicate with English and Chinese (Putonghua and Cantonese). • Consistent language policy and print-rich & resourceful reading environment have been developed to support language learning of students in different key stages. Reading corners have been established in each classroom and different open areas of the campus, which make books accessible for all learners to enjoy reading in school. • Diversified life-wide learning activities are designed and integrated in daily L&T, which provide students authentic learning experiences to widen their horizons and cultivate positive values and attitudes. • Overseas study tours are designed in every year-level of KS2 to extend student subject learning purposefully. Students can join at least one overseas study tour in their 6-year study. • Project learning is widely used in daily L&T to support students to inquire subject knowledge and develop generic skills. Cross-disciplinary projects are common for subject curriculum integration, while trans-disciplinary projects will take place in their year-end activities and P6 Graduation Project. 	<ul style="list-style-type: none"> • Reading across Curriculum (RaC) and Learning across Curriculum (LaC) could be further promoted in daily learning and teaching, so as to foster students' Learning to Learn capabilities to achieve life-long learning. • Maintaining student reading interest and habit would be an essential issue for language subjects and Reading Promotion Committee to continue to work on. • Non-language subjects should summarize successful experience in RaC and spread the positive impact to more year-level as well as more KLAs. • Learning facilitates for reading and ICT education, such as the school library and computer room, should be upgraded, in order to meet the needs of our changing world and diversified learning preferences. The new library should play an important role for supporting daily L&T and promoting reading with diversified student- and parent- activities. • Home-school cooperation would be a direction for teacher team to enhance reading atmosphere and culture.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
3. Student Learning and Teaching	<ul style="list-style-type: none"> • Students are encouraged and willing to learn through hands-on and cooperative learning activities. Teachers are experienced in involving students in the learning process and providing them with opportunities to actively participate, raise questions and express themselves. • The School puts huge emphasis on teacher professional development. Team meetings, sharing and professional exchange/training opportunities with overseas schools have been held regularly in subject panels and school. Professional dialogue and continuous evaluations have formed a solid foundation for sustainable curriculum development. • The School is a learning community. It consists of a strong team of subject specialist who is willing to participate in peer-observation and mentoring schemes for continuous professional development. Education studies are adopted as one of the tools for evaluating L&T effectiveness. • Regular collaborative planning sessions are timetabled weekly within each subject and level. The school has established a strong sharing culture which is conducive to professional development. • Teachers' attitudes towards children are positive, accepting, warm and caring. We encourage students to trial and learning from mistakes. 	<ul style="list-style-type: none"> • Interactive, independent and individualized learning have been successfully introduced in subject L&T, plenty of school-based learning resources and teaching strategies have been designed. Continuous effort should be put on achieving self-regulated learning and the 3 "I"s by means of e-Platform and e-Learning tools, so as to cater for learning preferences of diversified learners. • Flipped-classroom strategies have been widely adopted in some pioneer KLA subjects in senior year-level, it forms a good foundation for other KLAs to integrate independent learning practices in their subject L&T in the future. • Good practices should be documented and shared in teacher team. Effectiveness and efficiency of the current LMS (Learning Management System) should be evaluated and optimized to support development of self-regulated learning which is a more holistic approach for nurturing independent learners in a learning community. • Home-school collaboration would be an effective way to enhance student IT literacy and relevant value education in future development. The multimedia learning room on 2/F could be transformed into a Smart Classroom with ample IT facilities to enhance and support interactive learning in daily L&T.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
4. Student Support	<ul style="list-style-type: none"> • The school made use of information obtained from APASO, Stakeholder Survey and different questionnaires to identify needs for student support. Information and follow-up actions were shared and discussed with all teachers. • The school hosted multiple discussions around supporting students' varied needs in the area of student development. i.e. class meetings, year level meetings, year level committee meetings, discipline and guidance meetings, PSDG meetings, etc. • The school provided various kinds of support services and programs to students. (i.e. developmental groups, gifted programs, educational psychology service, speech therapy etc.) • The school created opportunities and various platforms for students to stretch potential. • Teacher-student relationships were strong and positive. Students are happy to participate in school activities and services. • The school responded to daily life issues or discipline concerns on student development proactively and constructively. 	<ul style="list-style-type: none"> • Further close monitoring and follow-up should be offered to students with learning difficulties. • Regular staff professional development should be conducted to re-visit the school's vision and mission and new major concerns and provide support to staff so that they can duly perform their duties in school activities and affairs.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
5. Attitude and Behaviors	<ul style="list-style-type: none"> • Students are confident, active, and emotional balanced. Their self-concept and attitude towards the school are positive. • Students are friendly and cooperative. Leadership training were offered to students with specific roles (GBGS, Caring Angels, Student Ambassador, etc 	<ul style="list-style-type: none"> • Students' performance varies among different year levels and classes. In general, learning attitude and self-discipline are to be improved.
6. Participation and Achievement	<ul style="list-style-type: none"> • The school provided a wide range of extended learning activities and various service opportunities for students. 	<ul style="list-style-type: none"> • Resource allocation on different school teams or activities should adopt prioritization to align with the school major concerns for sustainable development.

6.3 SWOT Analysis

Our Strengths

School ethos

- A warm and loving school environment has been cultivated. Teacher-student relationship is close and positive discipline is adopted. Students enjoy going to school;
- Professional collaboration is encouraged among teachers. Teachers are receptive to continuous professional development;
- Teaching and administrative staff are dedicated members: they are loving, professional, possess high qualifications and have a mix of cultures; team work is emphasized within the school;
- We have a culture of sharing our school vision and practices with the community as well as educators in the field;
- Our students are expressive, creative and multi-talented. They are good at languages and in extra-curricular activities;
- Home-school cooperation and communication has been enhanced through different channels.
- Positive Education has been embedded into school culture and daily school life.

Curriculum

- Language learning of both Chinese and English is emphasized. Our students are developed to be bi-literate and trilingual. They are able to communicate in Cantonese, English and Putonghua reasonably well.
- Reading has been widely promoted across different aspects of school life.
- An innovative structure (KLA, Module, ELA and life-wide learning programs) has been established for a broad and balanced school-based curriculum.
- e-Learning strategies and materials have been gradually introduced and developed across different subjects and activities.
- There are ample opportunities for students to develop their self-confidence, well-being and creativity.
- A whole school approach has been adopted in promoting Positive education. All teachers are involved in student development activities, life and moral education and student counseling.
- Homeroom periods and co-class teachers system facilitates class building development which nurtures students' social skills and enhance positive relationship so as to increase sense of belonging.

Resources/ Human Resources

- School has established a comparatively large administrative team, IT team and TA team to provide logistic support so as to create more room for teachers to concentrate on teaching and learning.
- We have a favorable class-teacher ratio (1:2.8) enables school to have split classes (Math in P.4-P.6), co-teaching or small group arrangement (Chi, Eng, GS, Math) and intervention programs (remedial classes and language support classes) to cater a variety of learning diversity.
- Most teachers are specialized in core subjects, thus enhancing the quality of teaching and curriculum development.
- External links and community resources have been well utilized, such as hiring external coaches for sports activities, inviting or collaborating with organizations to provide life education and community services, etc..
- Parents are actively involved in school activities, such lunch helpers, library helpers and extra-curricular activities helpers. Parents are supportive to the School as well as to their children's learning.
- IT facilities such as school-wide wifi environment, Apple TV, iPads, Learning management System, such as Edmodo, apps and online platforms as well as e class management system are installed for the development of eLearning and school administration.
- We have our 'through-train' secondary school –HKUGA College to ensure a 12-year education for our graduates. Resources and school development concerns ,such as Positive Education are shared on a regular basis.

Areas for Improvement

- A more comprehensive and focused plan for parents' education should be developed to actualize the concept of learning organization and whole school approach to develop Positive education.
- School-based curriculum (both academic and non-academic, and moral education) needs to be further refined to ensure vertical continuity and horizontal integration.
- Further effort needs to be put into catering for learner diversity.
- Promote values education and Information Literacy to enhance students' self-discipline, self-management, responsibility and empathy further to equip our students for future life.

Opportunities

- A more stable and energetic team has been established thus providing more room to excel our current practice and accept new challenges.
- Capacity of the management team would to be further strengthened with an expanding team of senior teachers (PST)
- Considerable amount of resources and support can be sought from the HKUGA Education Foundation, HKUGA, HKU, the community, etc, to enhance school development and staff development.
- More channels have been opened for the communication and collaboration with HKUGA College. The interface groups for learning and teaching development of Chinese learning and culture and Principals & VPs will work closely to enhance collaboration .

Threats

- In addition to management and staff affairs, building team spirit is necessary to maintain a high morale.
- Stepping into an era of digital learning and teaching, there is a strong demand on teachers' IT competence. More support, resources, time and effort is needed to equip all staff (teaching and non-teaching) with the relevant skills and literacy.
- With the increasing number of new school initiatives, such as Positive Education and values education, self regulated learning , e-Learning, STEM etc., demand on teaching staff is high, a balance has to be sought to allow for healthy and sustainable development.
- Number of students is decreasing. Proper school promotion work as well as finance management are essential to maintain the school image and provide quality education.

7. Major Concerns

7.1 Fostering a holistic development of students through emphasis on values education and a culture of service.

- ◆ To create learning experiences for students through embedding Positive Education and values education at class, year and school level.
- ◆ To provide opportunities for students to serve others in a variety of contexts.
- ◆ To build teachers' capacity through a series of comprehensive and well-scaffolded professional development activities.
- ◆ To collaborate with parents to achieve understanding, support and achievement of collective well-being.

7.2 To promote student agency for shaping their own lives and contribute to the lives of others

- ◆ Enhance development of students' core foundation.
- ◆ Support students with different learning needs to learn effectively.
- ◆ Develop student transformative competencies to strive for excellence or betterment
- ◆ Equip students with information literacy (IL) to live in a digitalized community.

8. School Development Plan for the School Years of 2022-25

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2022-23	2023-24	2024-25	
8.1 To foster a holistic development of students through emphasis on values education and a culture of service	8.1.1 To create learning experiences for students through embedding Positive Education and values education at class, year and school level.	✓			<ul style="list-style-type: none"> To enrich the classrooms with descriptions of the targeted values/character strengths. <p>Targeted Values:</p> <ol style="list-style-type: none"> Responsibility Perseverance Diligence Commitment Honesty Self-regulation/Conduct National Identity and <p>Character Strengths:</p> <ol style="list-style-type: none"> Social Intelligence Integrity Empathy <p>Positive Education:</p> <ol style="list-style-type: none"> Positive Relationships Positive Emotions
		✓	✓	✓	<ul style="list-style-type: none"> To promote the use of explicit teacher language with students to promote the action of targeted values and Positive Education in daily activities.
		✓	✓	✓	<ul style="list-style-type: none"> To integrate, wherever possible, the promotion of the targeted values and Positive Education in daily activities through the concerted effort of the whole school.

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2022-23	2023-24	2024-25	
8.1 To foster a holistic development of students through emphasis on values education and a culture of service	8.1.1 To create learning experiences for students through embedding Positive Education and values education at class, year and school level.	✓	✓	✓	<ul style="list-style-type: none"> To encourage ongoing students' reflection (SRL) towards their own achievement of their various roles and acquisitions of the targeted values and Positive Education through various modes available in the pilot STAR Journey and the revised Award Scheme.
		✓	✓	✓	<ul style="list-style-type: none"> To promote the general well-being of students through the systematic launch of the Mindfulness Project in the junior year levels and the inclusion of simple breathing exercises in all year levels.
	8.1.2 To actualize Positive Meaning through providing students with opportunities for students to serve others in a variety of contexts.	✓	✓	✓	<ul style="list-style-type: none"> To verbalize the roles and responsibility of students within the class/year/school levels using the pilot version of the STAR Journey.
		✓	✓	✓	<ul style="list-style-type: none"> To support students in actively assuming roles of responsibility.
		✓	✓	✓	<ul style="list-style-type: none"> To organise event(s) with opportunities for students to interact and serve the community.
		✓	✓	✓	

8. School Development Plan for the School Years of 2022-25

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2022-23	2023-24	2024-25	
8.1 To foster a holistic development of students through emphasis on values education and a culture of service	8.1.3 To build teachers' capacity through a series of comprehensive and well-scaffolded professional development activities.	✓	✓	✓	<ul style="list-style-type: none"> To provide new teachers with a Tier 1 PD Programme such as: Mentorship Programme, Class Building in Responsive Classroom Mode and Discovering Positive Education. To provide experienced teachers with a Tier 2 PD Programme such as: Advanced Responsive Classroom, Discovering More Positive Education and participation in the Positive Education Learning Circle To systematically release more teachers to participate in the mindfulness workshops PAWS (a) and (b) to encourage the promotion of the mindfulness programme.
		✓	✓	✓	
	✓	✓	✓		
	8.1.4 To collaborate with parents to achieve understanding, support and achievement of collective well-being.	✓	✓	✓	<ul style="list-style-type: none"> To provide new parents with workshops such as Discovering Positive Education and Train the Trainer series. To collaborate with experienced parents in organising whole-school student development activities such as Experiential Day/Love and Caring Day, Community Service and talks in Career Planning and National Security Education.
		✓	✓	✓	

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2022-23	2023-24	2024-25	
8.2 To promote student agency for shaping their own lives and contribute to the lives of others.	8.2.1 Enhance development of students' core foundation.	✓	✓	✓	<ul style="list-style-type: none"> Design cross-disciplinary learning experience to enhance generic skill development, STEM education and application of learnt knowledge and skills.
	8.2.2 Support students with different learning needs to learn effectively.	✓	✓	✓	<ul style="list-style-type: none"> Review assessment tools and develop data management platform to facilitate integrated use of student data for enhancing learning and teaching effectiveness.
		✓	✓	✓	<ul style="list-style-type: none"> Design differentiated instruction strategies and supporting programs with reference to student performance data.
	8.2.3 Develop student transformative competencies to strive for excellence and betterment.	✓	✓	✓	<ul style="list-style-type: none"> Enhance development of metacognitive skills and responsibility with support of e-Learning platform and tools.
			✓	✓	<ul style="list-style-type: none"> Design advanced learning task with supporting resources for students to promote positive accomplishment.
		✓	✓	✓	<ul style="list-style-type: none"> Integrate concept of sustainable development (SDGs) and ABLE elements into ELA Curriculum and life-wide learning activities to promote positive purpose and collective well-being.

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2022-23	2023-24	2024-25	
8.2 To promote student agency for shaping their own lives and contribute to the lives of others.	8.2.4 Equip students with information literacy (IL) to live in a digitalized community.	✓			<ul style="list-style-type: none"> Provide teacher professional development about information literacy and develop School-based Information Literacy Curriculum.
		✓	✓	✓	<ul style="list-style-type: none"> Embed elements of Information Literacy Framework Category 1 “Effective and Ethical use of information for lifelong learning” in daily learning & teaching.
		✓	✓		<ul style="list-style-type: none"> Embed elements of Information Literacy Framework Category 2 “Generic Information Literacy Skills” in daily learning & teaching.
		✓	✓	✓	<ul style="list-style-type: none"> Refine school-based curriculum with Information Literacy Framework Category 3 “Information World” in daily learning & teaching.