



LA SALLE PRIMARY SCHOOL

School Development Plan 2016/17 - 2018/19

La Salle Primary School

1. Vision

By touching the minds and hearts of the children confided to our care, and by providing the highest quality of education, we aspire to be the best primary school in Hong Kong.

2. Mission

To give a human and Christian education to the young, paying particular attention to the needy.

3. School Motto

Fides et Opera

4. Educational Characteristics

- To recognise the importance of biblical teachings - commitments to Christian spiritual values.
- To strengthen the teaching and learning of English - enhancement of students' biliterate and trilingual abilities.
- To motivate self-learning
- To encourage respect for individuals
- To encourage participation in extra-curricular activities
- To enhance IT knowledge
- To attain a good understanding of China

5. Holistic Review

Effectiveness of the previous School Development Plan (12/13-15/16)

Major Concerns	Extent of Targets Achieved	Follow-up Action	Remarks
1. Learning and Teaching Efficacy – Catering for Learner Diversity	Partly achieved	Continues to be a major concern in the next SDP with a focus on self-directed learning and life-long learning as well as further strengthening educational leadership	---
2. Moral and Civic Education – Character Building	Partly achieved	Continues to be a major concern in the next SDP as we aim to develop our boys' positive values and train them up as Lasallian gentlemen	---
3. IT in Education – Enhancement of Learning Capacity	Partly achieved	Continues to be a major concern in the next SDP through further enhancement on the use of various IT tools in learning and teaching	---

6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • Elements of planning, implementation and evaluation (PIE) are incorporated in all aspects of the school • Attention is paid to transparency, consensus and accountability when formulating school development policies and strategies. • The IMC trusts the Principal and renders full support to the school in its stride towards excellence. • Appropriate contingency and follow-up measures are taken to provide students with a safe and orderly learning environment. 	<ul style="list-style-type: none"> • The organization structure can be further refined to facilitate the work of holistic planning and collaboration among committees and functional groups. • The staff appraisal mechanism should be used more effectively to identify the weaknesses and training needs of teaching staff for continuous improvement of their work performance.
2. Professional Leadership	<ul style="list-style-type: none"> • New ideas and changes are being introduced to facilitate the school's sustainable and continuous development. • Duties and responsibilities of staff members are clearly delineated. • Internal resources are deployed flexibly and external expertise and support are tapped to enhance school development. 	<ul style="list-style-type: none"> • Middle managers should be more proactive and keep abreast of the latest trends in educational development. • More professional exchange and teacher reflection on their own work can be promoted.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> • School-based curriculum helps to foster moral values and reaffirm the school’s motto of ‘Fides et Opera (Faith and Good Works) through programmes such as Service Learning for All, Photography Course in Visual Arts etc. • The multifarious co-curricular and extra-curricular activities are geared towards helping students to become all-rounded. • “Gifted education for all” is able to enhance students’ learning. • The assessment-related work of different subjects and the assessment policy is well-articulated. 	<ul style="list-style-type: none"> • There is room for improvement in curriculum innovations and pragmatic approach to cross-curricular collaboration. • More detailed planning for catering for learner diversity and STEM education has yet to be devised. • More evaluation tools and data can be used to monitor the effectiveness of learning and teaching, as well as to strengthen the overall curriculum development.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Teachers are well qualified, experienced and responsible. • Students have high learning and language abilities, and are able to use good communication and critical thinking skills • The school has made good progress in the provision of e-learning, and IT resources are appropriately used to stimulate and sustain students’ interest in learning, and facilitate the understanding of the lesson content. 	<ul style="list-style-type: none"> • Staff training in SEN teaching and the whole school approach to guidance and discipline is to be further developed. • Some teachers have yet to adapt fully to new teaching pedagogies and the skills in catering for learner diversity.

PI Areas	Major Strengths	Areas for Improvement
<p>5. Student Support</p>	<ul style="list-style-type: none"> • Remedial classes and programmes are organized to help weaker students improve their academic performance. • Appropriate training is provided to support the learning of SEN students. • A Talent Pool is put in place to ensure students' talent in different fields can be identified and sufficient opportunities provided to develop their potential. • A wide range of on-stage performance opportunities is provided for students to develop their interests and talents. • The school campus and facilities are above standard and provide an optimal learning environment for cultivating students' all round development. • Various subsidy schemes are in place to ensure no students are disadvantaged by their family financial circumstances. 	<ul style="list-style-type: none"> • More in-depth evaluation of the remedial measures should be made to facilitate further improvement in the support for SEN and the less able students. • More diversified teaching strategies and differentiated teaching and learning materials should be adopted to cater for learner diversity. • Some students have parents with unrealistically high expectations and this creates pressure and foster performance anxiety in the students.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> • The PTA is able to enhance home-school cooperation and has lots of dedicated parent volunteers who help relieve teachers' non-teaching duties and run extra-curricular activities for the students. • Parents and alumni care about the well-being of the school and are eager to support and be involved in school activities. • The EDB, tertiary institutes and outside bodies provide extra resources and expertise. 	<ul style="list-style-type: none"> • Teachers should be encouraged to join more external professional networks to widen their horizons and learn from one another. • The School can form various advisory committees to tap into expertise offered by different parties to benefit student learning.
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Students' personal and social competency, global awareness and the Lasallian spirit are strengthened through the implementation of a good range of school activities and positive discipline reinforcement programmes. • Students are energetic, confident and supportive of one another. They are well behaved and observe the school rules of 'no dashing, no unnecessary noise and no bullying'. They have a strong sense of belonging to the school. • A reading culture prevails among students, who also display positive learning attitudes. 	<ul style="list-style-type: none"> • More training and opportunities should be given to students to make use of different self-learning strategies and also self and peer assessment to develop their independent learning habit and reflective skills.

PI Areas	Major Strengths	Areas for Improvement
8.Participation and Achievement	<ul style="list-style-type: none"> • Students are multi-talented and attained above territory level academic results and very good achievements in extra-curricular activities and external competitions. • Students enjoy and participate actively in the rich variety of activities provided. 	<ul style="list-style-type: none"> • The passive students can be further encouraged to participate and contribute in giving service or taking up responsibility to enhance their confidence and potential.

7. SWOT Analysis

Our Strengths

- The School has a good reputation with strong Lasallian traditions
- Have dedicated and loyal teachers, staff & administration
- Supportive administrative leadership
- Provides students with a joyful learning environment
- Many facilities are above standard.
- The school community is lenient and tolerant
- Students are provided with lots of extra-curricular activities which help extend their learning Experiences
- The School has strong and dedicated alumni
- The PTA is a very powerful resource
- The Primary has a close bond with La Salle College

Our Weaknesses

- With a large number of teachers, there is a need for the promotion of better team spirit and sharing culture for professional knowledge and practice
- The role and capacity of the middle management need to be further strengthened to provide stronger leadership and support for teaching staff
- Some teachers lack the skills of handling students with special needs.
- The diversified needs of students from the gifted to the low achievers are yet to be better catered to
- The learning motivation of some students needs to be improved
- Some boys lack problem-solving skills when facing adversity due to over-protection from parents
- School-based curriculum could be further refined to improve vertical and horizontal integration

- Some students find difficulty in working with each other collaboratively
- Many facilities like IT facilities are wearing out

Our Opportunities

- The appointment of our new principal
- Additional resources are needed to implement effective strategies for responding to SEN students' with special learning needs and also to boost support for teachers dealing with SEN students
- Building up the team spirit can utilize teachers' potential
- The School has many talented students and therefore more opportunities should be given to them to excel
- Prioritizing STEM education and IT in Education in our new School Development Plan
- A more balanced curriculum is required to make students become all rounded
- Field trips or exchange programmes outside Hong Kong can broaden students' horizons
- Collaboration with the college in curriculum planning can be further enhanced so as to plan a more comprehensive curriculum for the boys

Our Threats

- There is competition from other schools such as private schools, DSS and International Schools
- With the advance of technology, teachers need to meet new challenges in education
- Student diversity is our main challenge as aside from SEN students, the School also needs to help cater to students from the mainland who may have difficulties with both Cantonese as well as English
- The high expectations of parents and the new education system creates stress to teachers and students

8. Major Concerns for a period of 3 school years (in order of priority)

1. To enable students to acquire 21st century skills and develop a passion for life-long learning
2. To establish professional learning communities to enhance educational leadership
3. To nurture our boys into becoming Lasallian Gentlemen

LSPS School Development Plan (2016/17 - 2018/19)

Major Concerns	Targets	Time Scale (Please insert ✓)			General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To enable students to acquire 21 st century skills and develop a passion for life-long learning	<ul style="list-style-type: none"> To infuse inquiry based learning skills into the school curriculum 	✓	✓ ✓	✓	<ul style="list-style-type: none"> Organising staff development workshops for teachers Writing up the IBL skills in curriculum documents Using cross-curricular strategies for teaching the IBL skills Having an IBL project week where students can make use of co-operative learning and critical thinking strategies
	<ul style="list-style-type: none"> To promote STEM education into the Mathematics and Science curriculum 	✓	✓ ✓	✓	<ul style="list-style-type: none"> To encourage Maths and Science teachers to attend workshops/seminars related to STEM education To foster students' innovative thinking by providing students with STEM-related learning activities in and outside the classroom
	<ul style="list-style-type: none"> To have student-centred classrooms that promote life-long learning 	✓	✓	✓	<ul style="list-style-type: none"> To enhance strategies catering to the diverse needs of our students in the classrooms by using appropriate techniques To further promote self-directed learning through development of note taking skills To further develop the whole school approach to helping SEN & gifted students

Major Concerns	Targets	Time Scale (Please insert ✓)			General Outline of Strategies
		Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> To further enhance IT in Education 	✓			<ul style="list-style-type: none"> To further promote the mode of flipped classroom in the curriculum of Chinese, English, Maths and Science/GS
			✓	✓	<ul style="list-style-type: none"> To make use of various IT tools to supplement teaching in the classroom To ensure students are technology competent by using apps or programmes that are suitable for primary students
2. To establish professional learning communities (PLC) to enhance educational leadership	<ul style="list-style-type: none"> To build a collaborative community of students and staff for the benefit of student learning 	✓			<ul style="list-style-type: none"> To establish a culture of inquiry and collaboration amongst teachers and students
	<ul style="list-style-type: none"> To strive for continuous improvement in teaching pedagogy, enhance collective responsibility and to have goal alignment to ensure that students are given high expectations for achievement 	✓	✓	✓	<ul style="list-style-type: none"> To promote professional development via teacher collaboration in a PLC To share good teaching practices through collaborative lesson planning & informal lesson observations To use a wide variety of different assessment data to ensure collective goals are being met
	<ul style="list-style-type: none"> To strengthen the school culture by modifying the organizational structure and building collaborative processes to sustain the performance of school administrators, teachers, and students. 	✓	✓	✓	<ul style="list-style-type: none"> Establish various PLC groups of administrators and teachers and for both administrative and curriculum purposes To modify the existing school organizational structure to support student learning To further enhance existing appraisal system to encourage the development of quality teaching

Major Concerns	Targets	Time Scale (Please insert ✓)			General Outline of Strategies
		Year 1	Year 2	Year 3	
3. To nurture our boys in becoming Lasallian Gentlemen	<ul style="list-style-type: none"> To reinforce the Lasallian spirit To build up positive moral values To show love and care from self to others To act with good manners 	✓	✓	✓	<ul style="list-style-type: none"> To implement service learning providing students with opportunities to serve the needy with love and care To cultivate the Lasallian spirit of faith, zeal and community To nurture students' positive values and attitudes through assemblies, Personal Growth Education lessons, seminars and workshops To encourage students to love oneself and extend love and care to others through subject activities, co-curricular activities and cross-curricular learning experiences To organise school-based whole school programmes to develop mutual respect, humility and compassion among students To motivate students to show mutual care and respect for others by launching award schemes To develop good manners that are socially acceptable and respectful by familiarising students with basic etiquette