



**LA SALLE
PRIMARY SCHOOL**

**School Development Plan
2019/20 - 2021/22**

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 Chinese, English and Mandarin - 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 in education
- ◆ To attain a good understanding of the Mainland and the world

5. Holistic Review

Effectiveness of the previous School Development Plan (16/17 - 18/19)

Major Concerns	Extent of Targets Achieved	Follow-up Action	Remarks
1.To enable students to acquire 21 st century skills and develop a passion for life-long learning	Mostly achieved	Continues to be a major concern in the next SDP with a focus on helping students extend their horizons by developing life-long learning capabilities as well as further developing students' reading habits and interests	
2.To establish professional learning communities to enhance educational leadership	Partly achieved	Continues to be a major concern in the next SDP by further strengthening the collaborative school culture	
3.To nurture our boys to become Lasallian Gentlemen	Partly achieved	Continues to be a major concern in the next SDP with an aim to reinforce the Lasallian spirit and build up positive moral values among students	

6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
<p>1. School Management</p>	<ul style="list-style-type: none"> • Apart from planning and implementation, evaluation and follow up actions are included in the meetings of all teams, committees and subject panels. • Consultation and discussion of new policies and measures are done in corresponding teams/subjects, among senior teachers, school managers and PTA directors. • Our IMC, PTA, parents and old boys are very supportive. • The Finance Advisory Committee, Building and Maintenance Advisory Committee, IT Advisory Committee, and Sports Advisory Committee are led by School Managers and consists of experienced teachers and external professionals. All trading operations and procurement procedures are monitored by an independent committee chaired by the Vice Principal. 	<ul style="list-style-type: none"> • With the implementation of the All-graduate Teaching Force Policy, the school organisation can be further refined to empower all teaching staff as well as enhance management and collaboration. • The One Executive Officer for Each School Policy will enable the School to review administrative arrangements and requirements, streamline procedures and strengthen administrative support.

PI Areas	Major Strengths	Areas for Improvement
<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> • New ideas and changes are being introduced to foster 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"> • School administrators could be more proactive in carrying out their administrative duties • Teachers could be more receptive to the latest trends in educational development and more professional sharing amongst them can be conducted in this respect.
<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> • The school-based curriculum is planned in a way to provide students with all-round development. A wide range of co-curricular and extra-curricular activities are provided to meet the needs and interests of the students. • The Inquiry-based Learning Week helps to develop different talents of students and cater for learner diversity. • Lesson observation, assignment inspection and regular panel meetings help to monitor the progress of the implementation of the curriculum. • Formative assessments allow students to engage in their own learning and track their progress. Different types of assessments help to identify students’ strengths and weaknesses. 	<ul style="list-style-type: none"> • Inquiry-based Learning projects can be introduced to other grades. • STREAM education will be devised to increase student engagement in learning. • More collaboration among teachers of different KLAs is needed.

PI Areas	Major Strengths	Areas for Improvement
<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> • The School is placing much emphasis on providing students with appropriate learning experiences, helping them develop generic skills, in particular communication skills, critical thinking skills and creativity. • The School is proactively strengthening IT in Education and STEM Education to stimulate and sustain students' interest in learning. Teachers also make good use of various IT tools to supplement teaching in classrooms. • Through collaborative lesson planning, sharing sessions and informal lesson observations, teachers can share good teaching practices and further enhance students' learning. 	<ul style="list-style-type: none"> • The School can continue to focus and deepen the development of the inquiry-based learning skills and STREAM Education. • The School can put more emphasis on "Assessment for Learning" as an integral part of the learning, teaching and assessment cycle.

PI Areas	Major Strengths	Areas for Improvement
<p>5. Student Support</p>	<ul style="list-style-type: none"> • Through e-Learning, participation for all students is enhanced and barriers to learning are reduced. • Good collaboration between teachers and different professionals, such as the Speech therapist, Educational Psychologist and Clinical Psychologist. • Two social workers are hired to provide counselling service to students in need. • Measures are taken to identify and support students with different learning needs as early as possible. • Remedial classes are organised to enhance the learning capabilities of weaker students in their academic performance. • Supportive strategies and accommodations are 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 are provided to develop their potential. • Diversified opportunities are provided for students to develop their interests and unleash their talents. • The enhanced IT equipment, above-standard school campus and facilities 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 supportive measures should be made to facilitate further improvement in the support for SEN and the less able students. • Teachers' proficiency with using new technologies, diversified teaching strategies and differentiated teaching and learning materials should be further enhanced to cater for learner diversity. • More attention should be given to the growing number of students who cannot cope with pressure and high expectations from parents. • The culture of inclusive education should be strengthened among the School's stakeholders.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> • The PTA is well established. It helps to strengthen home-school collaboration. Supportive parent volunteers help to run different extra-curricular activities for the students, which can relieve teachers' non-teaching duties. • Parents and alumni care about the well-being of the School. They are always supportive and they are eager to provide help in all aspects. • The EDB and other external organisations provide extra resources and professional advice to us. 	<ul style="list-style-type: none"> • The School continues to establish the link with the alumni. The old boys can always support the school and assist in its development. • Teachers should be encouraged to join more external professional networks to broaden their horizons and to gain new insights.
7. Attitude and Behaviour	<ul style="list-style-type: none"> • To develop students' personal and social competency, global awareness and the Lasallian spirit through the implementation of a wide range of school activities and positive discipline reinforcement programmes. • Students are energetic and confident. They feel respected and supported by teachers and peers. 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 in school. • Project-learning and reading culture prevails among students, who also develop positive attitudes towards learning. 	<ul style="list-style-type: none"> • Consistent, equitable discipline is applied for all students. • Incentives and rewards are used to build strong motivation. • More Inquiry-Based Learning (IBL) activities and ideas should be provided to students that enable them to use different self-learning strategies. Self and peer assessment would be enhanced to develop initiative and self-direction.

PI Areas	Major Strengths	Areas for Improvement
<p>8. Participation and Achievement</p>	<ul style="list-style-type: none"> • Students are multi-talented. They attain significant achievements in Hong Kong Schools Speech Festival, Hong Kong Schools Music Festival, All Hong Kong Primary School Sports Scheme and external competitions. • Students participate actively in different extra-curricular activities. • Students also have opportunities to participate in different co-curricular activities such as inter-class sports and academic competitions. They can have different learning experiences which enable them to develop life-long learning capabilities. 	<ul style="list-style-type: none"> • The School encourages passive students to participate and contribute in giving service or taking up responsibility to enhance their confidence and potential, and help them develop an active and healthy lifestyle.

7. SWOT Analysis

Our Strengths

- The School is a well-known traditional primary school in Hong Kong.
- The School has loyal, professional and dedicated administrators, teachers & staff.
- The School has a large campus with many above-standard facilities, e.g. swimming pool, football pitch, WOW room, etc.
- The School provides students with a wide range of comprehensive extra-curricular activities and various types of learning experiences locally and abroad.
- The staff are supportive of effective administrative leadership.
- The PTA is well-structured and rich in resources, providing powerful support for the School.
- The School has a substantial number of established and supportive alumni.
- La Salle College is the feeder Secondary School of La Salle Primary School. The two schools have a friendly and close relationship.
- The school community is friendly and tolerant.

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 management team (middle management) need to be further strengthened to provide stronger leadership and support for teaching staff.
- In response to the rapid change of education reforms, the level of readiness among teachers for the adoption of eLearning varies.
- 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.
- Some boys lack either motivation, problem-solving skills or collaborative skills, which are vital for 21st century learning and teaching.
- School-based curriculum could be further refined to improve vertical and horizontal integration.

Our Opportunities

- More collaborative lesson planning and sharing among teachers will improve both teaching and learning effectiveness.
- More STREAM-related activities will be provided to students.
- With the extension of IBL Project Week to other levels, students' talents will be further developed.
- Collaboration with La Salle College in curriculum planning will be enhanced.
- Field trips or exchange programmes outside Hong Kong can broaden students' horizons.
- The appointment of SENST allows the School to provide stronger support for SEN students.
- Regrading of all CM posts to APSM posts according to the All-graduate Teaching Force Policy provides more manpower for school administrative work.

Our Threats

- There is increasingly strong competition from other schools such as private schools, DSS and International schools.
- The rate of technology advancement is a big challenge in education.
- Learning diversity of students is our main challenge. Aside from SEN students, there is a need to cater students from the mainland who may have difficulties with both Cantonese and English.
- High expectations and demand from parents and society create increasing pressure to the School.
- Aging school facilities would need huge resource consumption which imposes a financial burden on the School.

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

1. To empower students to be ready for the 21st century with a love for learning
2. To engage in collective inquiry and sharing to improve learning and teaching efficacy
3. To nurture our boys to become 'bona fide' Lasallians

LSPS School Development Plan (2019/20-2021/22)

Major Concerns	Targets	Time Scale (Please insert ✓)			General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To empower students to be ready for the 21 st century with a love for learning	<ul style="list-style-type: none"> • To help students extend their horizons by developing life-long learning capabilities • To further develop students' reading habits and interests 	✓ ✓	✓ ✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> • To promote learning by doing • To facilitate students' independent learning capabilities through the development of cognitive, metacognitive and affective skills • To promote 'Reading to learn' by the use of wide range of reading materials with a view to fostering a reading culture and by joining different activities • To enable students to gain knowledge of different areas and apply reading skills and strategies to construct knowledge

	<ul style="list-style-type: none"> • To promote STREAM education into the Mathematics, Religious Knowledge, Free Reading, Visual Arts and Science curriculum 	✓			<ul style="list-style-type: none"> • To strengthen the professional capacity of teachers by providing teacher training programmes on subject knowledge and pedagogies essential for leading or designing STREAM activities • To develop school-based curriculum and facilitate collaboration across subjects in designing and implementing integrated STREAM programmes • To enhance STREAM-related learning opportunities to form part of the essential learning experiences, inclusive of learning opportunities beyond the classroom • To develop students' STREAM mindset and enable them to integrate STREAM knowledge and skills in solving authentic or real-life problems
		✓	✓		
			✓	✓	
				✓	

	<ul style="list-style-type: none"> To further integrate technology into learning and teaching 	✓			<ul style="list-style-type: none"> To incorporate technology into all subjects under the 8 KLAs To use multi-media tools and eLearning platforms to foster creativity, critical thinking, collaboration and communication To make use of the SAMR model to integrate technology into classrooms
2. To engage in collective inquiry and sharing to improve learning and teaching efficacy	<ul style="list-style-type: none"> To further enhance inquiry-based learning for students To cultivate a collaborative culture among students 	✓	✓	✓	<ul style="list-style-type: none"> To enhance peer learning through collaborative effort, group projects, performances and competitions To form a Task Group to lead project learning and IBL projects To further enhance online collaborative culture using Google Classroom
	<ul style="list-style-type: none"> To cultivate a collaborative culture among teachers To promote professional development among teachers 	✓	✓		<ul style="list-style-type: none"> To enhance professional sharing during staff meetings, staff workshops and training sessions To enhance teaching efficacy through collaborative lesson preparation, lesson observation and mentorship programme
		✓	✓	✓	<ul style="list-style-type: none"> To further collaborate with La Salle College in the teaching and learning of core subjects, as well as Physical Education, Music and Mathematics in English

	<ul style="list-style-type: none"> To further strengthen the collaborative school culture 	✓	✓		<ul style="list-style-type: none"> To further refine the existing school organisational structure To empower middle managers and APSM ranked teachers To further enhance existing staff development and appraisal system
3. To nurture our students to become “bona fide” Lasallians	<ul style="list-style-type: none"> To reinforce the Lasallian spirit of faith, zeal and community To possess a sense of responsibility To act with good manners To show love and care from self to others 	✓	✓	✓	<ul style="list-style-type: none"> To cultivate the Lasallian spirit of faith in the Religious Knowledge lessons To carry out service learning serving the needy with zeal and community To be aware of the importance of a community spirit by establishing cooperative and caring attitudes To develop a sense of responsibility through the school curriculum To enhance students’ sense of responsibility by developing empathy, cultivating their understanding of themselves and facing them with the consequences of their actions To encourage polite and respectful manners using an award scheme

			✓	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> • To organise school-based programmes to emphasise good manners • To love oneself and extend love and care to others through subject activities, co-curricular activities and cross-curricular learning experiences • To motivate students to show mutual care and respect for others by launching award schemes
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