

# La Salle Primary School



## School Development Plan 2025/26 – 2027/28

# La Salle Primary School

## 1. School's 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. School's Mission

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

## 3. School Motto

Fides et Opera

#### 4. Holistic Review of School Performance

##### a. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<b>Major Concern 1: To cultivate students into self-directed pioneers and life-long learners</b>  <b>Target(s): Students</b>	Partly achieved	Continue to be a major concern for the next development cycle with adjusted targets.	/
<b>Major Concern 2: To pursue learning and teaching excellence by fostering collaborative inquiry and sharing</b>  <b>Target(s): Teachers &amp; Students</b>	Fully achieved	Incorporated as routine work	/
<b>Major Concern 3: To nurture students to become positive Lasallian Gentlemen possessing good morals</b>  <b>Target(s): Students</b>	Partly achieved	Continue to be a major concern for the next development cycle with adjusted targets.	/

**b. Based on the reflection against the seven learning goals<sup>III</sup>, conduct school self-evaluation to review how good the School is in fostering whole-person development and lifelong learning of students.**

**How good is my students' performance in achieving the seven learning goals?**

Students have built a solid knowledge base across the Key Learning Areas (KLAs) and demonstrated the ability to apply generic skills and inquiry thinking in a wide range of learning activities. They have developed strong communication and collaboration skills through regular discussions and group tasks. This flexibility allows them to apply their knowledge and skills across KLAs in projects, cross-curricular activities, STREAM, and inquiry-based learning. Additionally, students excel in their language skills, actively engaging in biliterate and trilingual communication both inside and outside the classroom. They benefit from ample opportunities to use these skills in discussions, group work, and presentations across various subjects.

Proficiency in information technology is also evidenced among students. Most can conduct basic searches, select relevant information wisely, and are familiar with various e-learning platforms, such as Padlet, Wordwall, and Quizizz, for pre- and post-lesson tasks. These activities not only enhance their learning experience but also foster an appreciation for others' work, encourage constructive feedback, and promote independent management of their learning progress. Their adeptness with information and technology significantly expands their learning opportunities.

Furthermore, students generally show an interest in reading. The School has made concerted efforts to foster a reading culture by incorporating reading activities across subjects and implementing initiatives like the reading reward scheme. This approach ensures that extensive reading is not limited to language subjects but also spans other disciplines. However, the stakeholder survey (SHS) indicates that more efforts are needed to encourage reading beyond the classroom, as it is a crucial skill for self-directed learning. Cultivating an active reading habit among students will be essential in the next development cycle.

In terms of self-concept and morals, students exhibit a positive self-image. They have recognised and understood the 24 character strengths over the past years, learning to appreciate themselves and others. This has cultivated empathy and a positive approach to challenges. The comprehensive incorporation of national education and national security elements throughout the curriculum has further deepened their interest in Chinese history and culture, enhancing their understanding of civic obligations as Chinese citizens and fostering a robust sense of belonging and national identity.

While most students take their learning seriously and complete tasks, including homework, with dedication, some face challenges in finding enjoyment in learning both inside and outside the classroom. Although many students agree that teachers often teach learning strategies in classes, a notable number do not feel confident in applying these strategies independently. Some parents express concerns in SHS about their child's initiative in learning.

Additionally, although students display emotional stability and live a healthy lifestyle in general, the survey also highlights a need for improvement in students' self-discipline and adherence to rules, indicating areas for growth in the upcoming development cycle.

In summary, students demonstrate steady progress in achieving the seven learning goals. Nonetheless, there are areas needing attention, particularly in fostering a love for reading, empowering students to become self-directed learners and enhancing self-discipline. Addressing these challenges will be crucial for their continued growth and development in the next phase of their education.

### **How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?**

In accordance with Hong Kong's aims of education, the seven learning goals and latest trends of education development, the School formulates its curriculum development targets and implementation strategies based on its mission, vision and students' needs. The curriculum is strategically designed to make close connections between values education, curricula of all KLAs and subjects, and life-wide learning activities, creating ample opportunities for students' whole-person development. This is evidenced by over 80% of stakeholders agreeing that the School provides opportunities for students to develop their interests and life skills.

The School efficiently schedules learning time and adeptly integrates learning activities inside and outside the classroom to optimise students' learning experiences. Subject curriculums are designed to be inquiry-based to encourage independent learning. A flipped classroom model is adopted, where students need to complete pre-lesson and post-lesson tasks in various forms to ensure deeper understanding of knowledge. Challenging learning tasks are assigned for students to apply their knowledge and unleash their potentials. Curriculum leaders, subject and committee heads work closely to plan and organise diversified learning activities, ranging from inside-classroom subject-based hands-on activities and cross-curricular projects to outside-classroom field trips, competitions and so on. To continuously strengthen the curriculum interface in accordance with to students' needs at different key stages, subject panels meet regularly to review and refine learning contents and teaching strategies. Panel chairs and curriculum heads also actively review the overall curriculum to establish a robust vertical continuity and smooth interface between key stages across KLAs.

To cater for learner diversity, enrichment courses are provided for students on a wide range of interesting topics. Chinese, English and Mathematics Sunshine Classes serve as support programmes to bridge any learning gaps. Gifted programmes and school team trainings are also offered to students in the talent pool to realise their potentials. The extra-curricular activity sessions on Fridays provide students additional exposures to discover their multiple intelligences. Students are also welcome to join the PTA interest classes where they can explore their potentials in sports, music, and many other fields available from a young age.

The School arranges a rich selection of other learning experiences for students. Major school events over the last development cycle, including Techtopia in 2024 and Variety Show in 2025 provided huge platforms for students to showcase their talents beyond the classroom. Amid the rehearsals and preparations for the events, students have learnt important character strengths such perseverance and zest, which are significant to their personal growth. Students other learning experiences are elevated during the post examination period. Activities include aviation trainings, inquiry-based

learning week, fun days for various sports, Annual Concert, etc., not only broaden students' horizons but also significantly contribute to their holistic development. As the pandemic ended, overseas study tours resumed starting from the academic year 2023-2024, where senior level students would have the chance to extend their learning of Chinese history and culture in the Beijing Study Tour, engage in STREAM activities in the Singapore Study Tour, and experience a total immersion in English language in the London Summer Language Tour.

In the area of student development, the School continuously review students' varied needs for support via means such as observations, SHS and APASO, evaluate the effectiveness of the support services and make refinements accordingly. A comprehensive range of internal and external programmes are adopted to address students' developmental and social needs, enabling them to strengthen their self-management skills and establish personal goals. These programmes also play a significant role in instilling positive values and attitudes, enhancing students' interpersonal relationships and a sense of social responsibility.

Within the School, personal growth education (PGE) lessons are conducted by class teachers to equip students with life skills relevant to their developmental stages. The 24 character strengths are integrated within and beyond the PGE curriculum, with the Value in Action (VIA) Captains being introduced progressively to help students remember the strengths in focus each year. Programmes for target groups such as the Prefect's Camp, Big Brother Scheme, Game Ambassadors, Student Librarians, P.6 Tutors, Scout, etc. help to develop students' various life skills such as interpersonal skills, leadership and teamwork, problem-solving and organisation skills, and most importantly, nurture a will to serve and a sense of social responsibility.

Externally, students at all levels participate in service learning, where they learn to serve the needy from all walks of life. These activities include flag-selling on the Hong Kong Federation of Handicapped Youth Flag Day, cleaning up the Sheung Sze Wan Shoreline, organising activities for the elderlies, the impaired and students with mild intellectual disability. Additional initiatives, such as participation in the Lasallian Days for Peace Bookmark Design Competition and the Box of Hope also foster students' empathy and care for others. The annual educational visits co-organised by the School and the Parent-Teacher Association continue to infuse students with the 'Lasallian Spirit', inspiring them to be courageous and committed individuals who are willing to serve others with the love of God. In the P.4 Heritage Walks, students visit significant historical sites such as the Sai Wan Fort, Sai Wan Military Cemetery and the Stanley Military Cemetery and learn the stories of early Lasallians who served and sacrificed themselves as they defended the city during the war. In the P.6 Tomb Sweeping Activity, students visit the St. Michael's Catholic Cemetery in Happy Valley to express appreciation and gratitude to the Lasallians for their lifelong commitment in education. These activities are more than school trips, but meaningful learning experiences that pass on positive values to the next generation of Lasallians.

All these exposures connect learning to daily life and provide students with diversified life-wide learning experiences, which together contribute to a broad and balanced curriculum to achieve the seven learning goals, ensuring students a comprehensive development in the domains of ethics, intellect, physical development, social skills and aesthetics.

### **How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

The School fully embraces the spirit of school-based management, fostering a culture of self-evaluation. Its self-evaluation mechanism operates effectively by adhering closely to the Evaluate-Plan-Implement-Evaluate (EPIE) cycle. In formulating its school development plan, the School aligns with Hong Kong's educational aims, the seven learning goals, and the latest trends in educational development, while also considering its own vision, mission, and the needs of its students. Based on evidence from observations and surveys, such as SHS and APASO, the School systematically reviews its strengths and weaknesses, establishes appropriate development priorities, and devises clear targets and strategies to promote students' whole-person development and lifelong learning. This approach has been effective, as validated by the Key Performance Measures (KPM) results, in which the School's scores either attain or exceed the Hong Kong median in the area of stakeholders' perception of student learning and support for student development, as well as students' affective development.

In alignment with the School's development focuses, subject panels and committees create tailored programme plans and establish appropriate evaluation methods and success criteria based on their work targets. The School effectively deploys suitable manpower and resources, making sound use of grants such as the Life-Wide Learning Grant (LWLG) and the Quality Education Fund (QEF) to enhance facilities (e.g. the Talent Hub and the Reading Corner) and organise a diverse range of activities across different KLAs, enriching students' learning experiences. The implementation process is closely monitored, with subject panels and committees providing regular updates to school management in both formal and informal meetings. This enables the School to gain a comprehensive understanding of students' performance across all aspects relative to its targets, allowing for timely adjustments to strategies and resource allocation.

The School is deemed to be quite transparent of its operations and management. A variety of channels are well-established to ensure an open dialogue with stakeholders, which allows the School to actively collect feedback and inform the effectiveness of its works. The majority of teachers agree in the SHS that the School is transparent in its management. Over 85% of parents agree that there are sufficient channels, such as Parents' Day, phone and email, for them to express their opinions and over 90% perceive that they have good relationships with the School.

The school management and panel chairs actively engage in professional development activities to keep abreast of the latest education trends. Their commitment is demonstrated through numerous staff development workshops, professional sharing sessions, and collaborative lesson planning throughout the year. Teachers share insights from seminars, and guest speakers are invited to discuss important topics such as AI, mental health awareness, and national security education. Additionally, the annual Lasallian Formation programme constantly aligns teachers with the good virtues of Saint John Baptist de La Salle. All these activities not only prepare teachers to be professional educators, but also spiritual role models to students sharing Lasallian values and the love of God.

### **c. How Can My School Be Better**

#### **What are my students' needs?**

Our students should be empowered to become self-directed learners in order to enhance their learning efficacy. To equip students with the skills needed for the ever-evolving world, we must create an educational environment that prioritises autonomy and encourages exploration. As reflected in the stakeholder survey, while most students approach their learning with seriousness and complete tasks with dedication, some struggle to find enjoyment in learning, and they do not feel confident in applying learning strategies independently. Addressing these issues is vital to fostering a more engaged and confident student body, ultimately leading to a richer educational experience for all. To achieve this, a variety of learning opportunities that encourage student-driven exploration both inside and outside the classroom will continue to be provided. Moreover, by utilising flexible digital resources, teachers can align learning experiences with students' interests, thereby increasing motivation and fostering intrinsic learning. Additionally, it is essential to nurture students' national identity by deepening their historical and cultural awareness.

To help students become self-directed learners, our School will also focus on encouraging them to read beyond the classroom, which is also a need highlighted in the stakeholder survey. Our School benefits from excellent physical resources, including a well-stocked library and an inviting Reading Corner that offers a wide range of books across various genres. These resources provide students with the opportunity to explore diverse topics outside the classroom and foster a love for reading, further supporting their academic growth and enriching their overall educational experience.

Students should also continue to develop a positive mindset and self-discipline. As indicated by the stakeholder survey data, teachers have observed, and students have acknowledged, that there is room for improvement in their self-discipline and adherence to rules. This recognition presents an opportunity to implement targeted strategies that reinforce and strengthen students' positive mindset and self-discipline. By focusing on character strengths such as gratitude and self-regulation, teachers can help students cultivate a mindset that views challenges as opportunities for growth. Ultimately, these efforts will not only enhance academic performance but also prepare students to navigate the complexities of life with confidence and responsibility.

In summary, while students are making steady progress in achieving the seven learning goals, there are areas requiring attention, particularly in fostering a love for reading, empowering students to become self-directed learners, and enhancing self-discipline. Addressing these challenges will be crucial for their continued growth and development in the next phase of their education.

#### **What is my school's capacity for continuous improvement and development?**

Our principal, vice-principals, subject panels, and committee heads demonstrate strong professional leadership, fostering a culture of collaboration among teachers. This collaborative environment facilitates the sharing of best practices and innovative teaching strategies. Continuous professional

development opportunities are also regularly provided, enhancing the skills and knowledge of our staff and equipping them to meet diverse student needs.

Our committed teaching staff actively participates in professional development initiatives, demonstrating a willingness to embrace new strategies that enhance collaboration and improve teaching practices. This is reinforced by structured collaborative planning meetings, which empower teachers to share insights and collectively refine their approaches.

The School greatly benefits from robust support from parents and alumni, whose active involvement significantly enhances our continuous improvement efforts and fosters a collaborative environment that promotes student success. The Parent-Teacher Association (PTA) and parents work in close partnership with the School, actively contributing to various committees and school activities while offering valuable insights and feedback that help drive improvements.

Additionally, our alumni play an essential role by sharing their experiences and organising activities such as the Heritage Walk, Tomb Sweeping, and experience-sharing sessions for current students. Many alumni are eager to give back to their alma mater, recognising the profound impact their education has had on their lives. Their involvement not only enriches the learning environment but also serves as a powerful reminder of the long-term benefits of a quality education. Through their involvement, they also inspire current students to cultivate a sense of community that transcends generations. This strong connection fosters a culture of gratitude and dedication, encouraging new graduates to also contribute and engage with future students, thus creating a vibrant cycle of support and growth within our School.

Our School is equipped with a wide range of resources that support diverse learning experiences for students. The physical infrastructure includes modern classrooms, well-equipped computer labs and library, dedicated spaces for arts, music, and religious education, all designed to facilitate hands-on learning and creativity. These facilities help to enhance teaching and engage students more effectively.

Furthermore, our School offers extracurricular programmes, clubs and PTA interest classes that cater to various interests, from robotics and coding to performing arts and sports. These activities not only provide additional learning opportunities but also promote teamwork, leadership, and social skills.

Our School has consistently upheld commendable practices in its daily operations, emphasising a commitment to E-P-I-E (Evaluation, Planning, Implementation, and Evaluation). This structured approach ensures that we have a clear developmental direction aligned with Hong Kong's educational strategies and the seven learning goals. Moreover, stakeholder engagement is integral to our strategic planning process. We actively solicit feedback from teachers, parents, and students, which not only strengthens our decision-making but also enhances transparency and accountability.

**What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?**

To empower students as self-directed learners, we recognise the importance of personalisation in their educational journey. By enhancing personalised learning paths, we aim to tailor the educational experience to meet the unique interests, strengths, and developmental needs of each student. Through aligning learning experiences with individual goals, we can significantly enhance engagement and learning motivation, fostering a sense of ownership over students' education.

In addition to personalised pathways, we will continue to provide diverse, hands-on learning opportunities that encourage student-driven exploration. This includes project-based learning, blended learning, and incorporating STREAM education across various subjects, enabling students to engage in interdisciplinary projects that stimulate curiosity and deepen understanding. Our School aim to provide learning opportunities that not only enhance knowledge retention but also develop essential skills such as problem-solving and teamwork, preparing students for future challenges.

Building a positive mindset and fostering self-discipline are crucial elements in helping students transcend their limitations and realise their full potential. To achieve this, we will implement targeted programmes designed to reinforce self-discipline and promote character strengths. Our School will continue to incorporate values education into the curriculum. Through activities that promote character strengths, students will develop a deeper understanding of themselves and their impact on others. Our School will also focus on strengthening students' positive mindset where they learn to view challenges as opportunities for growth rather than obstacles, encouraging them to embrace effort and perseverance.

Moreover, our School remains committed to fostering a positive and inclusive learning environment that supports the whole-person development of our students. One effective way to achieve this is through service-learning experiences for students from P.1 to P.6. Engaging in meaningful community service will not only foster collaboration and empathy but also help students develop resilience and a growth mindset, which are key components in their journey towards self-improvement and lifelong learning.

## **5. Major Concerns of the 2025/26 – 2027/28 School Development Cycle**

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
  1. To empower students to become self-directed learners, maximising learning efficacy
  2. To strengthen students' positive mindset and self-discipline, transcending themselves and realising their potential

### School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To empower students to become self-directed learners, maximising learning efficacy	1.1 To encourage student-driven exploration inside and outside the classroom	✓	✓	✓	To reinforce student-centered lessons, encourage students to take ownership on their learning	<ul style="list-style-type: none"> <li>- Proper Values and Attitudes</li> <li>- Knowledge of Key Learning Areas</li> <li>- Language Skills</li> <li>- Reading and Information Literacy</li> <li>- Generic Skills</li> </ul>
		✓	✓	✓	To provide opportunities for students to learn outside of the classroom, such as visits, study tours etc.	<ul style="list-style-type: none"> <li>- National Identity</li> <li>- Proper Values and Attitudes</li> <li>- Knowledge of Key Learning Areas</li> <li>- Language Skills</li> <li>- Generic Skills</li> </ul>
		✓	✓	✓	To provide various resources for students to conduct effective learning inside and outside of classroom	<ul style="list-style-type: none"> <li>- Knowledge of Key Learning Areas</li> <li>- Language Skills</li> <li>- Reading and Information Literacy</li> </ul>

	1.2 To cultivate historical and cultural awareness that fosters a strong sense of national identity among students	✓	✓	✓	To enhance students' knowledge and interest of China's history and culture through learning and teaching inside and outside of classroom.	- National Identity - Proper Values and Attitudes - Knowledge of Key Learning Areas - Reading and Information Literacy - Generic Skills
		✓	✓	✓	To create a learning atmosphere on the campus to promote national security education.	- National Identity - Proper Values and Attitudes - Knowledge of Key Learning Areas - Generic Skills
		✓	✓	✓	To strengthen students' understanding of Chinese culture by taking part in competitions, visits and study tours.	- National Identity - Proper Values and Attitudes - Knowledge of Key Learning Areas - Language Skills - Generic Skills
	1.3 To incorporate STREAM education across subjects	✓	✓	✓	To equip teachers with knowledge of the newly introduced Science curriculum	- Knowledge of Key Learning Areas
			✓	✓	To encourage collaborations between different departments to arrange cross-curricular STREAM activities	- Proper Values and Attitudes - Knowledge of Key Learning Areas - Language Skills

						- Generic Skills
		✓	✓	✓	To strengthen students' knowledge to STREAM education by taking part in competitions, visits and study tours.	<ul style="list-style-type: none"> <li>- Proper Values and Attitudes</li> <li>- Knowledge of Key Learning Areas</li> <li>- Language Skills</li> <li>- Generic Skills</li> </ul>

	1.4 To inspire a passion for reading that extends beyond the classroom	✓	✓	✓	To create a reading atmosphere by organising reading related activities.	- Knowledge of Key Learning Areas - Language Skills - Reading and Information Literacy - Healthy Lifestyle
		✓	✓	✓	To increase a wide range of library collections which include printed books and e-books to cater for the diverse reading interests and abilities of the students.	- Knowledge of Key Learning Areas - Language Skills - Reading and Information Literacy
		✓	✓	✓	To encourage students to develop consistent reading habits at home	- Knowledge of Key Learning Areas - Language Skills - Reading and Information Literacy - Healthy Lifestyle
	1.5 To empower learners to personalise their learning journeys through flexible digital resources	✓	✓	✓	To introduce students to different IT platforms and skills for self-directed learning.	- Knowledge of Key Learning Areas - Language Skills - Reading and Information Literacy
		✓	✓	✓	To use flexible digital resources to foster creativity, collaboration and self-directed learning.	- Knowledge of Key Learning Areas - Language Skills - Reading and Information Literacy

2. To strengthen students' positive mindset and self-discipline, transcending themselves and realising their potential	2.1 To equip students with skills and knowledge, enabling them to understand and apply their character strengths based on Values in Action (VIA) in Positive Education	✓	✓	✓	To review the 24 Character Strengths in VIA associated with the six virtues of Wisdom , Courage, Humanity, Justice, Temperance and Transcendence with P.4 students	- Proper Values and Attitudes - Generic Skills
		✓	✓	✓	To help P.4 students understand their character strengths with the use of the character strengths assessment tool - The VIA Inventory of Strengths – Youth Version (VIA-Youth) designed for kids aged 10-17	- Proper Values and Attitudes - Generic Skills
			✓	✓	To develop P.5 students' confidence in applying their character strengths to personal pursuits and actualisation of potential	- Proper Values and Attitudes - Generic Skills
				✓	To develop P.6 students' confidence in applying their character strengths to personal pursuits and actualisation of potential	- Proper Values and Attitudes - Generic Skills

	2.2 To strengthen students' positive mindset and self-discipline by focussing on the two classes of virtues, temperance and transcendence	✓			To instil Self-regulation (自我規範) and Gratitude (感恩), one of the core character strengths under Temperance and Transcendence into students	- Proper Values and Attitudes - Generic Skills
			✓		To instil Prudence (審慎) and Hope (希望), one of the core character strengths under Temperance and Transcendence into students	- Proper Values and Attitudes - Generic Skills
				✓	To instil Modesty (謙遜) and Appreciation of Beauty (對美麗和卓越的欣賞), one of the core character strengths under Temperance and Transcendence into students	- Proper Values and Attitudes - Generic Skills
	2.3 To strengthen students' self-discipline, helping them to stay motivated and focused when pursuing their learning goals	✓	✓	✓	To enhance students' positive mindset and a sense of well-being through the Religious Knowledge and Personal Growth Education curriculums	- Proper Values and Attitudes - Knowledge of Key Learning Areas - Generic Skills

	2.4 To foster students with a greater sense of personal responsibility and self-control	✓	✓	✓	To build up students' positive emotions and self-discipline through life-wide learning by organising school-based programmes and activities	- Proper Values and Attitudes - Generic Skills
		✓	✓	✓	To provide students with hands-on service learning experiences	- Proper Values and Attitudes - Generic Skills
	2.5 To promote positive and healthy lifestyles amongst students, parents and teachers	✓	✓	✓	To organise talks, seminars or workshops on Positive Education for students, teachers and parents	- Proper Values and Attitudes - Generic Skills - Healthy Lifestyle
		✓	✓	✓	To strengthen students' positive emotions and self-discipline by means of home-school cooperation	- Proper Values and Attitudes - Generic Skills - Healthy Lifestyle
		✓	✓	✓	To improve mental states by practising mindfulness amongst students, teachers and parents	- Proper Values and Attitudes - Generic Skills - Healthy Lifestyle