

# Po Kok Primary School



## School Development Plan

2014/15 - 2016/17

# Po Kok Primary School

## 1. School Vision & Mission

The vision of the School is as follows:-

- to adopt the motto of the Buddha's spirit of "benevolence and fraternity" and to nurture students' good characters;
- to provide a caring, supportive and stimulating environment which nurtures an all-round education and development of our students;
- to develop the full potential of our students that will enable them to become confident and independent in all aspects of school life;
- to prepare our students for their responsibilities as good citizens and develop their awareness of their role in the community.

The mission of the School is as follows:-

- to allow students to have a better understanding of Buddhism through Buddhist studies and related extra-curricular activities, which help students further explore the Buddha's spirit of "benevolence and fraternity", and facilitate their mental and intellectual developments;
- to help students acquire the ability of self-discipline and enhance their sense of belonging to the School;
- to encourage students to take part in more extra-curricular activities and create a language rich environment so that they can enhance their proficiency in Chinese and English and develop their multiple intelligence;
- to keep close touch with parents through activities organized by the Parent Teacher Association and constant contact between teachers and parents, thus facilitating the School's development and enhancing learning efficacy;
- to help students acquire knowledge of information technology and develop the ability to apply information technology so that they are able to meet the needs of society in the twenty-first century.

## 2. School Goals

- Uphold moral and spiritual values based on Buddhism principles, help students further explore the Buddha's spirit of "benevolence and fraternity";
- Provide a holistic education that nurtures the whole person and helps students acquire the

ability of self-discipline and enhance their sense of belonging to the School;

- Promote multiple- intelligence development to allow students to develop their own individual talents and a bilingual program that emphasizes both English and Chinese languages and cultures and leads to fluency in these two languages;
- Nurture in each student an open outlook in life, respect for cultural diversity and the beliefs and values of all people, and a sense of commitment and social responsibility;
- Helps students to become flexible thinkers who are able to question existing thinking, adapt and creatively meet the demands of the future;
- Integrate liberal arts, science and technology to allow students to adjust well in a competitive global society.

### 3. School Motto

“Benevolence and Fraternity”

### 4. Core Values of Education

Po Kok Primary School is committed to the achievement of academic excellence. It is characterized and enriched by its diverse, multicultural environment of NCS students. The core value of Po Kok Primary School is to inspire students to a lifelong love of learning.

The school promotes a holistic development based on Buddhism principles and sound moral values. It encourages creativity, which will maximize students’ potential and promote the growth of the whole person. The school prepares its students to be ethical, compassionate and responsible citizens who contribute to the local and global communities, be respectful of others views, beliefs and cultures, and make a difference in the world.

## Holistic Review

### Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>Major Concern 1: Promote and develop students' learning habits and strategies</p>	<p>1. Students can demonstrate the following qualities during lesson time:</p> <ul style="list-style-type: none"> <li>● Participate actively and confidently.</li> </ul> <p><b><u>Fully achieved:</u></b> With the implementation of cooperative learning strategies and the use of 'Better Learning and Teaching scheme', students have participated actively and confidently in class. It is evidenced by lesson observations and the results of students' questionnaire. In these three years, we have implemented Invitational Education as our teaching approach. Through different reward schemes, students have shown their confidence in class.</p> <ul style="list-style-type: none"> <li>● Try to answer different levels of questions.</li> </ul> <p><b><u>Fully Achieved:</u></b> We have continuously used cooperative learning strategies for six years. Teachers have co-planning lessons to discuss the use of different level of questions and they have recorded the questions in their collaborative lesson planning forms. Through lesson observation and teachers' questionnaire, over 90% of teachers agreed that they have used different level of questions in class.</p>	<ul style="list-style-type: none"> <li>● Cooperative learning strategies will be incorporated as routine work.</li> <li>● Continue to promote Invitational Education in the next three years school development plan to continue boosting students' confidence.</li>   <li>● Questioning techniques will be incorporated as routine work. Teachers will continue to ask different levels of questions in class.</li> </ul>	

	<p>2. Students can develop good learning habits and use appropriate learning skills:</p> <ul style="list-style-type: none"> <li>• Complete their preparation study at home.</li> </ul> <p><b><u>Partly Achieved:</u></b> According to the teachers’ observation and the results of the stakeholder survey, this aim is only partly achieved. Students do complete their preparation at home but there is room for refinement, e.g. they can put more effort in doing the preparation work/homework properly or handling in the homework on time.</p> <ul style="list-style-type: none"> <li>• KS 2 students can jot notes for self-study.</li> </ul> <p><b><u>Partly Achieved:</u></b> According to the teachers’ observation and the results of the stakeholder survey, this aim is only partly achieved. Students can jot notes during lessons. However, teachers suggest further enhancing their self-study skills and carrying on the programs to the next development plan.</p> <ul style="list-style-type: none"> <li>• Bonus Mark Dictation</li> </ul> <p><b><u>Fully Achieved:</u></b> According to the records of the teachers, the scheme is effective. Students have prepared their bonus dictation at home and they have shown their interest in doing the bonus dictation. 100% students have found words for bonus dictation during the year.</p>	<ul style="list-style-type: none"> <li>• Emphasis on the effort and seriousness of completing homework and handing in on time. Develop their positive learning attitude and enhance their self-study skills. Continue to be major concerns in the next SDP.</li> <li>• Refine the use of bank book and enhance their self-study skills. Continue to be major concerns in the next SDP.</li> <li>• Bonus dictation will be incorporated as routine work.</li> </ul>	
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Major Concern 2: Cultivate students' good moral values

- Students can follow school rules and achieve self-discipline.

**Partly Achieved:**  
 The school has organized different activities to enhance self-discipline and the students have shown improvement after three years. However, according to the results of the stakeholder survey, parents think that students can further foster their self-discipline and should abide by school regulations.

- Students can respect and get along well with each other.

**Fully Achieved:**  
 School has launched the theme 'Po Kok Family, Racial Harmony' to promote racial harmony and mutual respect at school. The school has also implemented 'Invitational Education' to value each student. Moreover, the school has organized different activities to help achieve this target. According to the results of the stakeholder survey, 'I like my school' scored 5.0 mark and 'I get along well with my classmates' scored 4.9 mark.

- Continue to be major concerns in the next SDP:  
 Provide supports to students to build up their positive attitude and to follow our school goal, 'provide a holistic education that nurtures the whole person and helps students acquire the ability of self-discipline and enhance their sense of belonging to the School.' The focus will be building up positive habits and to have a healthy life.

- Different activities that promote respect and getting along well will be incorporated as routine work.
- Teachers find that 'Invitational Education' is a powerful tool to build up students' positive values. Hence, it will be continuously used in the next school development plan.

Major Concern 3: Support teachers' professional development

- Teachers are clear about their needs of professional growth. Teachers can plan their professional development path to suit their own goals and to ensure those goals match with the school needs.

**Fully Achieved:**

According to the results of the teachers' questionnaire, 100% teachers agreed that the geese program has helped them gain more insight about their needs of professional growth and they had planned their professional development path in the last three years.

- Middle managements are clear about their organizing and monitoring roles and responsibilities.

**Partly Achieved:**

Although teachers agreed that the middle management training was effective, according to our SWOT analysis, our middle managers are still very green and inexperienced, therefore it is suggested to carry on our middle management training next year to consolidate the culture of self-evaluation.

- Geese program will be incorporated as routine work.

- Continue to be major concerns in the next SDP: A middle management training program will be launched in the next SDP.

	<p>New teachers are clear about the school visions and missions, adapt to the school culture and can learn, teach and lead students to learn by following the pedagogies suggested by school.</p> <p><b><u>Fully Achieved:</u></b> According to the results of the teachers' questionnaire, 100% new teachers agreed that the geese program has helped them gain more knowledge about the school visions and missions and adapt to the school culture. They had also learned and followed the pedagogies suggested by school.</p>	<ul style="list-style-type: none"> <li>• Geese program will be incorporated as routine work. New teachers training program will also be incorporated as routine work.</li> </ul>	
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## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• The school management is transparent and accountable with consideration of the views of stakeholders.</li> <li>• The school has a clear PIE system, which involves all teachers.</li> <li>• The school is able to keep abreast of the latest trends in educational development.</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the middle managers are green and inexperienced. They can further develop their functions of planning and evaluation. The school can also consolidate their self-evaluation concepts.</li> <li>• Refine self-evaluation system.</li> <li>• More specific programs for Non-Chinese Students.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The school management has visions and aspirations.</li> <li>• A harmonious working atmosphere boosts teacher morale and team spirit.</li> <li>• Panel heads and teachers have an amicable working relationship with sufficient communication.</li> <li>• Principal and senior teachers have sound knowledge about Non-Chinese Students.</li> <li>• Geese Program helps teachers to path their professional development and their training needs.</li> <li>• The school management makes effective utilization of internal and external resources to strategically strengthen learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher professional development team should refine the geese program allows more flexibility.</li> <li>• Strengthen the roles of middle managers so that they can lead their teams and panels to achieve the goals set in major concerns and oversee the implementation process. (respond to SWOT analysis)</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• Panels have developed their school-based curriculum to support the learning of the students.</li> <li>• The school has formulated well-defined and prioritized school based curriculum development objectives that aptly align with recent trends in education development</li> <li>• With different modes of assessment, for example quality assignments, project learning, cooperative learning strategies etc, students and parents can participate in the learning evaluation to foster students' learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Further refinement in our school based curriculum.</li> <li>• Refine teachers' IT techniques in order to catch up with the latest educational trend.</li> <li>• Strengthen the students' self-study skills and develop their positive learning attitude in response to the results of the stakeholder survey.</li> <li>• Continue to launch elearning to catch up with recent trends in education development.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Students are strongly interested and motivated in learning. They actively participated in learning activities, showing good initiative and confidence.</li> <li>• In making oral presentations, students can express themselves clearly. Their presentations are well-organized.</li> <li>• Teachers can make good use of cooperative learning strategies. They have clear instructions and demonstrations.</li> <li>• Students have ample opportunities to interact with each other and enhance their learning capacities. (As shown in stakeholder survey)</li> <li>• Teachers adopt relevant and diversify methods to teach in class. They often encourage students and provide feedbacks on their strengths and areas for improvement.</li> <li>• Pioneer in launching elearning to enhance the interactions in class.</li> <li>• The school has won ICT awards in recognition of our effort in developing our Chinese elearning apps.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Professional Development Team should monitor and oversee the implementation of the training programs and workshops of elearning to foster learning and teaching capacities.</li> <li>• Further develop students' self-study skills. Major subject panels should design activities to refine students' self-study skills, e.g. use self-checklist, bankbook etc. (Respond to stakeholder survey and ESR report)</li> <li>• Develop students' positive learning attitude so that the quality of homework can be improved, for example handing in the homework on time. (Respond to stakeholder survey and APASO)</li> <li>• Help students adopt a more serious manner at work. A reward scheme should be build up to encourage students to put more effort in their work and hand in their work on time, hence, build up their self-confidence. (Respond to stakeholder survey and APASO)</li> <li>• Create a Cantonese-speaking environment to improve students' speaking and listening skills.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li>• School has developed our school-based curriculum to support Non-Chinese Students.</li> <li>• The school provides students with various kinds of support services and program.</li> <li>• The school has strategically fostered a caring and supportive campus using invitational education approach.</li> <li>• For low-income families, the school has been working with different organizations to provide them with financial and learning support to enhance their self-confidence.</li> <li>• School has successfully created a harmonious environment, which promotes racial harmony.</li> <li>• The school has put in place a clear mechanism capable of early identification of students with SEN.</li> <li>• Students love the school. According to the stakeholder survey, we scored 4.9 in ‘I like my school’.</li> <li>• Effective utilization of external resources to help different types of students.</li> </ul>	<ul style="list-style-type: none"> <li>• More specific program should be designed for Non-Chinese Students.</li> <li>• Support Non-Chinese Students with focused values education.</li> <li>• Train students to attain physical fitness, help them manage their sense of responsibility. (Comparatively more overweight students with high BMI)</li> <li>• Strengthen the sense of healthy lifestyle.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>• The school regards parents as significant partners.</li> <li>• PTA has been set up for years and the relationship between school and PTA is harmonious.</li> <li>• The school has close relationship with the community and external organizations.</li> <li>• The parents support the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Alumni Association, invite past students to become our supporting network</li> <li>• Encourage parent volunteer to strengthen the bond between parents and school.</li> <li>• The school can bring in external expertise to help in teachers’ professional development.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behavior	<ul style="list-style-type: none"> <li>• Discipline and Counseling Team’s theme ‘Po Kok Family, Racial Harmony’ and the use of invitational education help students to develop mutual respect and enhance their self-confidence.</li> <li>• Students have strong sense of belonging to school and they abide to school regulations.</li> <li>• Discipline and Counseling Team has launched a variety of activities to enhance students' interpersonal and community relations. Most of the students can show their care for others.</li> <li>• Teachers and students have a harmonious relationship. The school score 4.9 in teacher-student relationship in stakeholder survey.</li> <li>• Students get along well with their schoolmates.</li> </ul>	<ul style="list-style-type: none"> <li>• There is still room of improvement in aspects of effort and accountability. We recommend strengthening students’ positive learning attitude so that they understand the importance of putting effort in their work.</li> <li>• According to our school goals, we should provide whole nurture to students. We recommend nurturing the concepts of healthy life to the students so that they can be physically fit and have good morals.</li> <li>• More physical training is needed to improve our students’ health.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Students participate actively in various competitions, performances and ECAs.</li> <li>• Students won a lot of prizes and have developed their talents through various means.</li> </ul>	<ul style="list-style-type: none"> <li>• More students should engage in uniform groups.</li> <li>• Engage more students in inter-school activities and international competitions.</li> <li>• According to the Health Department, some of our students have a very high BMI, which indicates that they need to build up a healthy lifestyle.</li> </ul>

# **SWOT Analysis**

## **Our Strengths**

- We have already developed our own school-based curriculum to suit the needs of the Non-Chinese Students.
- We are the pioneers to start elearning in class among all NCS schools.
- Generous support from the sponsoring body to help students enhancing their learning abilities.
- Teachers are familiar with the use of cooperative learning strategies.

## **Our Weaknesses**

- Non-Chinese Students lack self-study habits to enhance their learning capacities.
- Non-Chinese Students can improve their self-management skills.
- Relatively green middle management who lack of experience in managing and monitoring roles.

## **Our Opportunities**

- More voluntary organizations support Non-Chinese Students.
- Strong connections with ethnic minorities communities
- More attention and resources support from Education Bureau.

## **Our Threats**

- Keen competition in our district with more schools taking in Non-Chinese Students
- Our school is located at a location that is not convenient for the students.
- Non-Chinese Students have different cultures which lead to high absence and personal leave rates

## **Major Concerns for 2014/15- 2016/17 (in order of priority)**

- I. Develop students' positive learning attitude, enhance their self-study skills and promote interactions in lessons
- II. Cultivate students' sense of healthy life
- III. Strengthen middle management and consolidate the culture of self-evaluation

## School Development Plan (2014/15-2016/17)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2014-15	2015-16	2016-17	
<p>I. Develop students' positive learning attitude, enhance their self-study skills and promote interactions in lessons</p> <p>(The results of the stakeholder survey showed that students have room for improvement in doing their homework. Carry forward from the previous SDP, teachers suggested that students can further refine their self-study skills. Therefore the school is going to develop students' positive learning attitude and enhance their self-study skills. Moreover, the school is also going to include elearning in the curriculum to enhance classroom interactions so as to catch up with the latest educational trend and to match with our school mission: to help students acquire knowledge of information technology so that they are able to meet the needs of society in the twenty-first century.)</p>	<p>1. Develop students' positive learning attitude, e.g. students can hand in homework on time</p> <p>2. Students can enhance their self-study skills to check and reflect on their work progress, e.g. use self-checklist, bank book</p> <p>3. Teachers can make use of interactive teaching strategies, e.g. elearning individual whiteboard, to enhance interactions in lessons</p>	<p>✓ (P.1-2)</p> <p>✓</p> <p>✓</p>	<p>✓ (P.1-4)</p> <p>✓ (P.1-3)</p> <p>✓</p>	<p>✓ (P.1-6)</p> <p>✓ (P.1-6)</p> <p>✓</p>	<p>1. Develop students' positive learning attitude with involvement from all major subject panels:</p> <p>a. A comprehensive reward scheme: Homework Star co-organized by the Curriculum Development Team (Policy and monitoring) and Discipline Counseling Team (Operation).</p> <p>b. Display of outstanding homework in class</p> <p>c. Follow up on students who need extra support</p> <p>2. Subject panels will use different strategies to enhance students' self-study skills:</p> <p>a. Refine self-checklist</p> <p>b. Use of bank book</p> <p>c. Preview worksheet</p> <p>3. Enhance interaction in lessons:</p> <p>a. Workshops/training programs for teachers about elearning</p> <p>b. Build up an elearning resources bank</p> <p>c. Use of interactive whiteboard/iPads</p> <p>d. Use of Individual whiteboards (Start from P.3-4)</p> <p>4. Monitoring system: lesson observations, lesson plans, subjects' meeting, record of rewarding scheme, elearning record, record of co-planning, stakeholder survey, school based questionnaire and individual interview record.</p>

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2014-15	2015-16	2016-17	
<p>II. Cultivate students' sense of healthy life</p> <p>(According to our school goals, we should provide a holistic education that nurtures the whole person and helps students acquire the ability of self-discipline and enhance their sense of belonging to the School. Besides, according to stakeholder survey and APASO, there still have room for improvement of students' positive values. Therefore, it is necessary to help our students build a proper life style and attitude.)</p>	<p>1. Students can build up a positive eating and exercising habit.</p> <p>2. Students have a positive attitude towards healthy life, can respect and care about others.</p>	<p>✓ (P.5-6)</p>	<p>✓ (P.3-6)</p> <p>✓ (P.3-6)</p>	<p>✓ (P.1-6)</p> <p>✓ (P.1-6)</p>	<p>1. A 'Healthy Life' program will be launched to promote the importance of healthy life.</p> <p>a. Fitness Training b. Eat Smart Campaign c. Theme based activities d. Talks and Personal Growth Education e. Different Training Programs</p> <p>2. Interdisciplinary cooperation activities will be carried out to cultivate students' good habits and attitudes.</p> <p>3. 'Class based management' will be used to enhance the ties between students.</p> <p>a. Invitational Education approach b. Classroom decorations c. Classroom spirit d. Inter-class competitions e. Everyone has a duty</p> <p>4. Different rewarding schemes will be launched to enhance students' positive attitudes.</p> <p>a. Po Kok Super Star b. Outstanding Student Award c. Best Attendance Award</p> <p>5. Monitoring system: Regular meetings, questionnaires and student statistic will be used.</p>



Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2014-15	2015-16	2016-17	
<p>III. Strengthen middle management and consolidate the culture of self-evaluation</p> <p>(According to the result of the SWOT analysis done by all teachers, some of the middle managers are inexperienced and green. It is suggested to strengthen their monitoring roles and help them gain shared visions.)</p>	<p>1. Middle managers have a clear understanding of their roles and they have common vision for school development.</p> <p>2. Middle managers have strengthened their sense of self evaluation. Hence, they have better planning, coordinating and monitoring abilities to enhance school effectiveness.</p>	<p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>1. A middle management training program to help them understand the school management framework and build up shared visions.</p> <p>a. Middle managers' workshops</p> <p>b. Lunch meetings</p> <p>c. A school-based mentorship program.</p> <p>d. Make use of the staff appraisal to identify the strengths and weaknesses, as well as the training needs of middle managers for continuous improvement of their work performances.</p> <p>e. Participate in external professional training and internal professional sharing.</p> <p>2. Middle management PIE Training program to help enhance the sense of PIE in middle management, so that they can use the evaluation findings to feedback on planning and to enhance their work efficiency.</p> <p>a. School self-assessment workshops</p> <p>b. Training on how to use evaluation data during meetings</p> <p>c. Regular work progress reports from middle managers</p> <p>3. Monitoring system:</p> <p>a. Record the no of hours of training (quantitative)</p> <p>b. Appraisal forms (qualitative)</p> <p>c. Teachers' questionnaires (quantitative)</p> <p>d. Teachers' interview (qualitative)</p> <p>e. Stakeholder survey (quantitative)</p>