

1. School Vision

Develop fully students' potentials;
Equip them with life-long learning skills;
Help them integrate into local community and
Develop a global outlook.

2. School Mission

It is our mission to provide a pleasing environment for students to enjoy learning; to enhance their effectiveness in communication and to develop in them a sense of creativity and commitment through a balanced education programme which covers ethical, intellectual, physical, social and aesthetic development.

3. School Motto

"Seize The Day" -- We encourage students to treasure every day and make use of the time meaningfully.

4. Core Values

- Provide a balanced curriculum with emphasis on literacy
- Nurture students to become independent learners to strive for excellence
- Cultivate students' positive values and stretch their potentials
- Develop students' generic skills and foster life-long learning

Holistic Review on the Major Concerns for the Year 2015-18**I. Effectiveness of the School Development Plan 2015-2018 (as at 23rd April, 2018)**

	Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others
1.	To enhance learning and teaching through E-learning	<p>Mostly Achieved The programmes were implemented as scheduled and were found to be effective.</p>	<p>E-learning will be incorporated as routine work.</p> <ul style="list-style-type: none"> - Teachers were able to integrate E-learning into the curriculum in the core subjects and non-academic subjects including Music and P.E. - Teachers found E-learning was the most useful as a source for the enrichment of the learning content, or as a consolidation. - By observation, students' interest was aroused a lot. They performed well in making use of i-pad or tablets as a tool to for searching information, gathering ideas in mind-map, and learning through learning games and activities. They were active in learning in those lessons. - Students of upper primary also made use of MS Office 365 as a platform for self-learning. <p>Follow-up action:</p> <ul style="list-style-type: none"> - Teachers observed that students' learning attitude should be improved as they are passive in learning in some areas. Hence, in the next school development cycle, teachers would like to develop students' self-directed learning.

	Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others
2.	Cultivate students' positive values and confidence	<p>Mostly Achieved The programme was completed according to schedule with good performance by students.</p>	<p>The programme will be incorporated as a routine work.</p> <ul style="list-style-type: none"> - Under the programme, the whole-school approach award scheme was organized to encourage students to build up positive habits and confidence and perseverance. - Majority of the students were found eager in the activities and tried their best in academic and non-academic fields to earn stamps. - For those who were in the school teams or in the service groups, they showed their determination in the training or in the service. <p>Follow-up action:</p> <ul style="list-style-type: none"> - Teachers found that students did not have the confidence to face their deficiencies or a mistake made, both in study and in peer relations. Most probably they don't know how to face and handle the situation. - It is also important to teach students to be thankful to others. - Therefore, in the next school development cycle, the focus would be drawn on cultivating cultivate students' positive values on gratitude, love and care and honesty.

	Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others
3.	Foster good learning attitude and study skills	<p>Fully Achieved The programmes were implemented as scheduled and were found to be effective.</p>	<p>The programme will be incorporated as a routine work.</p> <ul style="list-style-type: none"> - Regarding using performance chart illustrating pupils' performance, teachers reflected that it was a useful strategy to encourage pupils to strive for excellence especially for pupils with higher abilities. However, pupils with lower abilities had no chance to be the top ten and had a place in the chart. - Teachers suggested that we should include pupils with improvement so that we could cover all the pupils in the class. - Regarding reading corner in the classroom, teachers reflected that pupils loved to use the materials placed in the corner especially after they had their lunch. Pupils especially loved to read English books and magazines. - New books and magazines should be added throughout the school year in order to maintain pupils' interests. - Regarding web-based material, pupils were encouraged to use web-based materials in most of the subject. However, not all the pupils could access internet at home, therefore hindered pupils' development in self-learning. - Regarding develop pupils' study skills, teachers reflected that reading skills, note-taking skills, problem solving skills, collecting and analyzing information and self-learning skills were included in different subjects. - For General Studies, subject panels suggested that teachers can teach two skills on note-taking instead of one. Case study was incorporated in the GS curriculum and examination which could help pupils to develop their problem-solving skills. <p>Follow-up action:</p> <ul style="list-style-type: none"> - Current school-based curriculum of the core subjects has been refined and included the corresponding study skills to suit the need of learning different subjects. - The suggestions made by teachers on the acknowledgement of the improvement in study made by the less able students will be incorporated as routine work of subjects.

Holistic Review on School's Overall Performance 2015-18**II. Evaluation of the School's Overall Performance**

Major Concerns	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> -The school had a clear direction of development. Both school administration and curriculum development align with the School Development Plan and Annual School Plan. -The School Self Evaluation was conducted accordingly. Evaluation was conducted after each important school event. -The school had a 'Teachers' Handbook', 'Policies and Procedure Manuel' as well as 'Subject Guidelines' for teachers to follow. -Due to the increase in the number of classes, there is one PSM added to the manpower. 	<ul style="list-style-type: none"> - Enrich "Policies and Procedure Manuel" to include all the school policies. - Enrich 'Teachers' Handbook' for the benefit of new teachers and teachers as a whole.
2. Professional Leadership	<ul style="list-style-type: none"> -The principal and the middle management had a harmonious working relationship with teachers. -Teachers' professional development was enhanced through collaborative lesson planning and peer lesson observations. -Teachers are encouraged to attend workshops or talks related to their teaching or administrative duties. -The school makes effective utilization of internal and external resources to strengthen learning and teaching including NET section, the University of Hong Kong and the Education Bureau. 	<ul style="list-style-type: none"> - Explore more external resources to support school in curriculum development.

Major Concerns	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> -Subject panels have refined school-based curriculum according to the current curriculum development and students' need. -Subject panels monitor curriculum implementation through regular meetings, lesson observations and evaluations. -Graded worksheets are designed to suit the learning ability of students. -Internal assessment results were systematically analyzed with recommendations made by subject teachers to monitor students' performance and progress. -E-learning elements are integrated into the curriculum of various subjects to enhance learning and teaching efficiency. 	<ul style="list-style-type: none"> - Further refine the school-based curriculum, especially in STEM education.
4. Student Learning and Teaching	<ul style="list-style-type: none"> -Most students are willing to learn. -Students show great interest in e-learning. -Collaborative Lesson Planning was well established so that teachers could co-plan their lessons and share their ideas to better their teaching. -PLPR/W is conducted in P.1-P.3 English lessons to enhance learning and teaching of English. -Students were levelled according to their reading abilities in English. The results is used to help grouping in writing according to students' reading ability. -Students are encouraged to read at home and in their spare time. Reading Corner is set up in each classroom. Magazines, fictions and non-fictions in both English and Chinese are chosen for students. -Students are not so enthusiastic about reading Chinese books. 	<ul style="list-style-type: none"> - Motivate the passive students to be active learners. - Encourage students to strive for excellence in studies. - Reading Programme can be organized to promote class reading habits. - Students' Chinese reading environment can be boosted through the school librarian and the teachers.

Major Concerns	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> -The school has opened up Computer Room A for students' use and students' IT skills are strengthened. -The school actively encourage and provide lots of chances for students to participate in co-curricular activities which extend students' potential in the non-academic areas. -With the government funding for non-Chinese speaking students, various support programmes and services on study and social life were arranged for them. -To provide extra support for academic low achievers, programmes including recovery programmes of English, Chinese and Maths, and reading buddy programmes are arranged weekly. Lessons are taught in a small class size. -Support programmes including speech therapy and social skills training are arranged for students with special educational needs. -To cater for learner diversity and give extra support, teaching assistants and part-time teachers are assigned to P.1 to P.3 English Reading and Writing lessons, and Non-Elite Class in Chinese from P.1-6. 	<ul style="list-style-type: none"> - More emphasis on gifted education for the more capable students.
6. Partnership	<ul style="list-style-type: none"> - The school and parents maintain harmonious relationship. -Activities are organized by the school and PTA for parents to participate, as a way to foster home-school cooperation. - Parents are willingly to act as serving parents in school events and for the well-being of the students. -E-notice is implemented to further enhance the communication between parents and school. Parents were well informed of school affairs and development through circulars, newsletters and school webpage. -Alumni are willing to join Home-coming Day and Alumni hiking event. -Both PTA and Alumni Association are supportive to school. 	<ul style="list-style-type: none"> - Organize parent-education activities with a focus to raise students' expectation on their study. - Invite alumni to share their experience on study and career achievement to upper primary students or P.1 parents.

Major Concerns	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> - Students respect teachers and maintain good relationship with teachers. - The students had a strong sense of belonging to the school and loved going to school. Students enjoyed school life and were thankful to the help and support provided by teachers. -Most students are well-behaved. -Students got along with schoolmates and they showed care for others. -The school had cultivated students' positive values and behaviour through Moral and Civic Education, Understanding Adolescent Programme and Whole School Approach Award Scheme. -The 2 Student Guidance Personnels provide much care and support to the students in need. 	<ul style="list-style-type: none"> - Encourage students to be considerate to others. - Equip students with the skills to overcome difficulties and failures for whole-person development. - Teach students to be thankful to those who help them. - 'Class Period' can be made better use of for rapport building and activation of students' positive values.
8. Participation and Achievement	<ul style="list-style-type: none"> -Students were talented in sports, art and music. -School provided a lot of chances for students to participate in various extra-curricular activities and inter-school competitions to develop their potential in non-academic talents. -Students got satisfactory results Hong Kong Schools Speech and Music Festival, Hong Kong Dance Festival and Hong Kong Drama Festival. -ICAS results showed that students got good result in English and Mathematics. -Students were encouraged to serve the community through participating in voluntary work. 	<ul style="list-style-type: none"> - Students can be encouraged to join more academic and non-academic competition to widen their exposure.

III. SWOT Analysis

Our Strengths

1. The school climate is good as a good relationship is built between all stakeholders. The school has established a good and positive school image among parents. A good reputation is found among alumni towards the school.
2. Teachers are passionate and caring and have provided a lot of support to students.
3. Most parents are supportive to the school. A strong home-school cooperation is found.
4. The school provides a good learning environment to students, especially the environment for learning English.
5. The school has organized activities of all diversity. Various activities are organized for students with financial difficulties for free.
6. The high variety in ethnicity of students results in a multi-cultural environment. Students get along well with each other.
7. Most students are easy-going and very positive towards school life. Students are talented in different aspects. Sport team members are proud of being a member of the team they belong to.
8. Most students are quite confident and have positive learning attitude.
9. The two Student Guidance Personnel (SGPs) strengthened the counselling service for students.
10. Small class size makes teaching more effective.
11. Secondary school placement results is satisfactory.

Our Weaknesses

1. Parental support is still weak, especially on students' studies.
2. The financial status of some families is weak. Some families do not have computers for e-learning.
3. There is a discrepancy of expectation between local and NCS parents. Some parents have low expectation to their children.
4. Some parents are reluctant to admit the deficiencies of their children or to receive services provided by school to meet the need of their children.
5. There is an increasing number of students who need more attention and special care from teachers.
6. Some students take long leave frequently and weaken their learning efficiency.
7. Some students are not active learners. They are not passionate in learning and have low learning motivation. Some students have low self-discipline in learning.

8. Students seldom read newspaper and leisure reading materials at home.
9. Using English as the medium of instruction may be challenging to Chinese-speaking students in lower levels.
10. Non-Chinese students lack the motivation in learning Chinese. The Chinese speaking climate is not strong at home.

Our Opportunities

1. The English learning environment (EMI) attract local students to apply for our school because Chinese students can have more chances to use English in school.
2. Non-Chinese students have more chances to learn and practice Chinese at school.
3. More government funding is provided to support the teaching and learning, and to organize free activities for NCS students.
4. Parents in general are more supportive to students' learning, especially the Chinese.
5. There are many choices of EMI secondary schools in Wanchai district. Some well-known secondary schools in the same district invite our students to participate in their school events.

Our Threats

1. More and more local primary schools admit NCS students.
2. There is a frequent change of teaching staff.
3. The allocation of government funding for NCS students will be affected if the number of NCS students decreases in lower primary levels.
4. The intake of more Chinese students who are weak in English may weaken the English environment at school.

Major Concerns for the years 2018-2021

1. To enhance teaching and learning effectiveness through self-directed learning
2. To cultivate students' positive values
3. To enhance parents' involvement in parent education

School Development Plan 2018 – 2021**Major Concern 1: To enhance teaching and learning effectiveness through self-directed learning**

Targets	Time Scale			Strategies
	18/19	19/20	20/21	
1. To enhance students' self-directed learning skills. / To develop students as self-directed learners	✓	✓	✓	<ul style="list-style-type: none"> - Implement E-assessment and E-platform (MS Office 365) in core subjects by phases - Build up students' self-reflective skills through higher order thinking skills such as six thinking hats and higher-order questioning skills - Integrate self-learning components in assignments by including the section of 'self-checking' in the worksheets of the core subjects
2. To develop students' reading skills	✓	✓	✓	<ul style="list-style-type: none"> - Develop a school-based spiral curriculum on reading skills - Teach students the reading skills in gathering information for cross-curriculum project
3. To promote teachers' professional development on students' self-directed learning	✓	✓	✓	<ul style="list-style-type: none"> - Organize teachers' workshops or talks of the related theme - Develop resource bank of self-directed learning materials - Conduct Teachers' sharing sessions during Friday Sharing sessions or subject panel meetings - Discuss teaching strategies on self-directed learning in CLP meetings

Major Concern 2: To cultivate students' positive values

Targets	Time Scale			Strategies
	18/19	19/20	20/21	
<p>1. <u>Gratitude:</u> To cultivate students' positive values on presenting their gratitude to others</p>	✓			<ul style="list-style-type: none"> - Arrange workshops and educational talks to students for practicing their positive attitude with the focus on 'Gratitude' - Display role models of being thankful to direct students on putting the core value into practice in daily and school lives through Campus TV - Organise competitions in cooperation with different subject disciplines including V.A. and English to enhance students' awareness on the core value - Launch an award scheme to inculcate the core value to students' attitude / Integrate the core value 'Gratitude' into the whole-school chop award scheme - Organise annual whole school theme-based activities to consolidate students' sense of the related value - Provide a platform for students to display their 'Note of Thanks' to different personnel around them - Establish 'Gratitude Coupon' system to award students with thankful behaviour
<p>2. <u>Love and Care:</u> To foster students with the positive attitude on showing their concerns to the others and surroundings</p>		✓		<ul style="list-style-type: none"> - Arrange workshops and educational talks to students for practicing their positive attitude with the focus on 'Love and Care' - Display evidence of being caring to direct students on putting the value into practice in daily and school lives through Campus TV - Facilitate students to explore individual's and others' qualities in order to fully understand one self's and others' needs in a community in a pre-target setting session - Provide common targets for students as ultimate goals and supported

				<p>evaluation session as guidance on assessing their own progress and improvement</p> <ul style="list-style-type: none"> - Launch different award schemes to inculcate the core value to students' attitude / Integrate the core value 'Love and Care' into the whole-school chop award scheme - Organise annual whole school theme-based activities to consolidate students' sense of the related values - Organise competitions in-cooperation with different subject disciplines including G.S. and Chinese to enhance students' awareness on the core value - Establish 'Love and Care Coupon' system to award students who demonstrate love and care to others
<p>3. <u>Honesty:</u> To strengthen students' sense of truthfulness to their behaviour</p>			<p>✓</p>	<ul style="list-style-type: none"> - Launch different award schemes to inculcate the core values in students' attitude in particular to honesty and encourage them to be truthful to their mistaken behaviour - Provide guidance and opportunities for students to criticize in dilemmas through case studies in related MCE topic - Present models on improving oneself from mistakes in daily and school lives to students as samples and evidences of success - Conduct workshops, educational talks to strengthen students' sense of honesty - Organise annual whole school theme-based activity to consolidate students' sense of honesty - Arrange an online quiz in cooperation with I.T. subject for students to conduct self-assessment on honesty to enhance their awareness on the core value - Establish 'Honesty Coupon' system to award students with honest behaviour

Major Concern 3: To enhance parents' involvement in parent education

Targets	Time Scale			Strategies
	18/19	19/20	20/21	
1. To enhance parents' connection with school	✓	✓	✓	- Organize theme-based talks for parents on reading skills and study skills on Level Parents' Day
				- Arrange workshops for parents to learn the skills in using e-assessment platform
	✓			- Appraise classes who give active response to E-notice by displaying on board (another option: students and parents who give active response to E-notice by giving chops on whole-school Chop Award)
2. To raise parents' expectation on students' studies	✓	✓	✓	- Invite parents to give comments or evaluation on students' assignment (Writing, GS mini-project and selected VA artworks). *Checklist will be provided to parents for their comments or evaluation. *An allocation of the assignment to be distributed to parents will be set by school. One assignment will be selected for a month. *In one term, parents will be invited to give comments or evaluation on 5 pieces of assignment in total)
				- Implement Parent-child Reading Card to encourage students to read at home
3. To enhance parenting skills on providing a healthy life to their children	✓	✓		- Organize parent workshops on providing a healthy diet to their children
	✓	✓	✓	- Organize course for parents on basic first aid knowledge
		✓	✓	- Organize parent-child exercise sessions to raise parents' awareness of the importance of doing exercise

The End