

Marymount Primary School

Endorsed by IMC
on 26 Nov 2016



School Development Plan

2016-19

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1. School Vision and Mission

Marymount Primary School aims to provide quality education. According to our Catholic and cultural traditions, we aim at the greater development of our students in moral, intellectual, physical, social, aesthetic and spiritual aspects.

Through care and concern for each individual person, we seek to form our students in such a way that

1. their acquisition of knowledge and skills is joined to Christian values;
2. they will become reflective and will accept their strengths and weaknesses;
3. they will come to the knowledge of God and put Christian values into practice;
4. they are sensitive to the needs of others, especially the poor;
5. they fulfill the role in serving others to build a just and compassionate society.

To achieve our Vision and Mission, Our Team of Teachers and Support Staff are

M-iracle Workers who work with
P-assion and
S-erve with Smiles.

With teachers as their role models, students of Marymount will learn to be

C-aring
L-oving and
C-ompassionate.

With continued support from their Parents, students of Marymount will grow into

Integrated Persons of **W**isdom as they learn life-long
and work for the Greater Glory of God.

2. Profile of the MPS Graduate

MPS GRADUATES ARE
CARING,
LOVING AND
COMPASSIONATE
GLOBAL CITIZENS
WHO LOVE TO
LEARN,
LEAD AND
SERVE



3. Holistic Review

Effectiveness of the previous School Development Plan (12-16):

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
A. Quality Learning & Teaching Processes	<ul style="list-style-type: none"> To consolidate relevant Pedagogical practices at the teacher level so that the '35-min' lessons will be motivating, interactive, inspiring, effective and reflective. <ul style="list-style-type: none"> ➤ Generally Achieved 	<ul style="list-style-type: none"> Incorporated as routine work. Will change from 4 quarters to 3 semesters to provide more time and room for motivating and interactive learning activities. 	Decision made through consultation of teachers, parents and members of IMC.
	<ul style="list-style-type: none"> To design multiple modes of assessment at the teacher level so that the assessments will be motivating, interactive, inspiring, effective and reflective. <ul style="list-style-type: none"> ➤ Fully Achieved 	<ul style="list-style-type: none"> Incorporated as routine work. 	
	<ul style="list-style-type: none"> To formulate a broad and balanced curriculum at the Subject Panel Level so that students' learning experiences will be motivating, interactive, inspiring, effective and reflective. <ul style="list-style-type: none"> ➤ Generally Achieved 	<ul style="list-style-type: none"> Will further develop our school-based curriculum that enrich the learning experience of students. 	
B. Magis Student Behaviour	<ul style="list-style-type: none"> To make clear to students' expectations regarding the Code of Respect; Responsible Learner, to provide opportunities for students to reflect and strengthen home-school support so that they will display respectful, responsible and reflective behavior. <ul style="list-style-type: none"> ➤ Fully Achieved 	<ul style="list-style-type: none"> Will develop a school-based Values Education Curriculum and enhance the involvement of different teachers in Values Education in the SDP 2016-2019. 	

4. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • With a strong and professional Incorporated Management Committee, the School has been managed effectively. • The school has a clear direction of development, made clear by the Principal, shared with and supported by teachers and parents. • The school conducts systematic and comprehensive review of its strengths and weaknesses. • The school is able to handle exigencies that affect student learning and safety properly and promptly. • The school is able to foster a culture of self-evaluation. 	<ul style="list-style-type: none"> • The School Organization Chart and TEAM Tables could be fine-tuned to enhance the development of our school. • Communication and collaboration among subject panels and teams could be enhanced for even better realization of the school plans. •
2. Professional Leadership	<ul style="list-style-type: none"> • The school management formulates school-based development strategies and measures to meet students' needs. • School resources are deployed flexibly and external resources are tapped actively to support the implementation of various measures, enhancing student learning and school development. • The School has cultivated a climate of professional development and sharing among our teachers and with other institutions in various aspects. 	<ul style="list-style-type: none"> • Middle managers would benefit from more professional development to understand their roles and to perform their duties and responsibilities effectively.
3. Curriculum and Assessment	<ul style="list-style-type: none"> • The school has a clear Teaching Philosophy that every teacher is well aware of. 	<ul style="list-style-type: none"> • Leaders and coordinators of subject panels can make better use of data from various sources to inform curriculum

	<ul style="list-style-type: none"> • The school is able to align the planning of its curriculum with recent trends in education development and students' progression of studies. • The development of school-based curriculum with collaboration among different Subject Panels have been fostered. • Teachers are aware of asking HOT questions. • Teachers use different modes of assessment to evaluate the effectiveness of students' learning and teaching. • Various policy documents and guides are developed. They provide teachers with concrete guidelines. 	<p>planning and monitor its implementation.</p> <ul style="list-style-type: none"> • Monitoring and evaluation the effectiveness of the curriculum could be strengthened.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Students possess good attitudes, motivation and interest in learning. They are eager to learn and participate in various learning activities and complete their assignments seriously. • Most students successfully acquire and apply knowledge and skills. • Most students like reading very much and they have developed good reading habits. • Teachers are equipped with subject knowledge with good teaching attitude. They are able to create a good classroom learning environment for students. • Some teachers make good use of IT and eLearning strategies in the classroom to supplement their teaching. 	<ul style="list-style-type: none"> • More differentiated teaching materials and strategies can be adopted to cater for learners' learning diversity. • Teachers' provision of opportunities to extend students' learning experiences and self-learning abilities could be increased. • More resources could be given to students on how to apply learning strategies to attain their learning goals. • There is a need to provide more challenging tasks for the high achievers.
5. Student Support	<ul style="list-style-type: none"> • The school has fostered a caring and supportive culture, e.g. CLC (Care, Love, Compassion), where teacher-student rapport is good and students enjoy their 	<ul style="list-style-type: none"> • A more comprehensive student developmental framework can be developed to better prepare our students for the challenges they may face.

	<p>school life.</p> <ul style="list-style-type: none"> • Our class teachers are caring and experienced. They always work closely with parents for the better development of students. • Teachers can identify students' varied needs for student development, e.g. Multiple Intelligence. • School Prefects, Student Librarians and Student Ambassadors have their leadership skills enhanced through systematic training offered by different Teams. • The provision of Comprehensive Student Guidance Service and Understanding Adolescent Project (UAP) effectively help students at different developmental stage to overcome difficulties and challenges they encounter. 	<ul style="list-style-type: none"> • Collaboration among Subject Panels and the Learning Support Teacher (LST) could be further enhanced to support students with special educational needs. • More professional development on supporting students with special needs could be arranged for teachers. • The learning goals setting done by students could be even more rigorously promoted. • Collaboration between the Primary and Secondary Divisions could be further enhanced to help provide appropriate support to our P6 students for a smooth transition to the secondary school.
6. Partnership	<ul style="list-style-type: none"> • The school management promotes communication with trust, respect and openness. Convenient and varied channels have been established to maintain close liaison with parents. Parents' views are much treasured and their opinions are well followed up. • Members of PTA are enthusiastic and proactive. They trust the school and support its direction of development. • Parents participate in school activities and provide support to the school. They make use of their expertise and networking in enhancing school development. • The alumnae are affiliated to and share strong identification with the school. They support its development through participating in school functions and providing financial support. 	<ul style="list-style-type: none"> • Communication with Catholic parents could be enhanced so that more support could be given to the faith formation for the Catholic students. • Ties with other schools can be further strengthened.

	<ul style="list-style-type: none"> • Strong links have been developed with various organisations and tertiary institutions to offer support for curriculum development and students' development. • Students are offered ample opportunities to have a taste of other cultures when taking part in overseas exchange programmes. 	
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Students enjoy their school life. They have a strong sense of pride in, and commitment to, the School. • Students are confident and have a high sense of achievement. • Students find their learning useful and are interested in learning new things. • Students put effort in taking up challenging tasks and striving for improvement. 	<ul style="list-style-type: none"> • The school could support students to further develop their self-management and problem solving skills. • The caring and courtesy culture could be further promoted so that students could have greater respect for others.
8. Participation and Achievement	<ul style="list-style-type: none"> • Students are proficient in English. Their communication and presentation skills are very good. • Students' non-academic achievement is very impressive and they achieve impressive result in a wide range of competitions. 	<ul style="list-style-type: none"> • Students should be given more opportunities to express and present themselves in both English and Chinese as well as making good use of their talents in creative media production.

5. Where we are now...

Sep 2016

The following SWOT analysis is conducted and made close reference to the *8 areas of Performance Indicators (PI) Framework provided by the EDB. This review helps us to prioritise and set targets in the year(s) ahead for school improvement and development.

Our Strengths:

- The school has a clear direction of development, made clear by the Principal, shared with and supported by teachers and parents. *A1
- The Principal, Vice-Principals, Senior Teachers and well-experienced teachers are professional, reflective and committed. They are leading the Team of teachers to sustain school improvement in a harmonious work climate conducive to creativity, communication and collaboration. *A1 & A2
- Many relevant professional development activities have been organized and conducted systematically to enhance the teachers' capacity in order to foster student learning and development. *A2
- Our school is able to align the planning of its curriculum with the recent trends in education development. *A3
- Informal Curriculum Development Team provides planning for different learning experiences to students. Different kinds of extra-curricular activities and Bloom Time activities cater for students' diversified needs. *A3
- Our school provides different learning support to cater for students' learning needs, such as pull-out programmes for students with special educational needs. *A3 & 5
- Different policy documents and guides have been developed and they provide necessary information and guidelines for teachers to follow. *A3
- Our students possess good attitudes. They show motivation for and interest in learning. They are eager to learn and participate in different learning activities, such as group discussions, role plays etc. *A4
- Most of our students successfully acquire and apply knowledge and skills. *A4
- Most of our students like reading very much and they have developed good reading habits. *A4
- Most of students have good family background. They are well-groomed and enjoy strong family support. *A6
- Our students love our school and have a strong sense of belonging to the school. *A7
- Our students have outstanding performance in a wide range of competitions. *A8

* The 8 areas of Performance Indicators (PI) Framework refer to:

A1 – School Management

A2 – Professional Leadership

A3 – Curriculum & Assessment

A4 – Student Learning & Teaching

A5 – Student Support

A6 – Partnership

A7 – Attitude & Behaviour

A8 – Participation & Achievement

Our Weaknesses:

- The senior and middle management team are newly developed. They may need time to understand more about their roles and develop their leadership. *A2
- Given their experience and training received, Subject Panel heads could be more proactive in planning, coordinating and monitoring. *A2
- There is room for teachers to adjust the learning content and formulate their learning and teaching strategies to cater for a wide range of learning diversity and students' learning needs, especially in gifted education. *A3 & A4
- Some of our students could not apply different learning strategies effectively to achieve their learning goals. *A4
- Teachers' feedback for students' reflection and learning could be more concrete and precise. *A4
- Teachers' provision of opportunities to extend students' learning experiences and stretch their potentials could be increased. *A4

Our Opportunities:

- Members in the Executive Committee are professional, talented and full of passion. They are empowered to lead the school to new height. *A1 & A2
- The change from 4 quarters to 3 semesters provide more time and room for inspiring and interactive learning experience that lead to effective and meaningful learning. *A3
- The use of e-approach in learning and teaching provides opportunities for students to enhance their learning and reading effectiveness. *A4
- New teachers and new Student Guidance Personnel provide possible new approaches as to cater for students' learning and personal development needs. *A3 & A5
- The presence of enthusiastic parent volunteers enhances home-school co-operation and communication for the development of the school. *A6
- Sufficient funding makes it possible to hire relevant services and adequate supporting equipment for teaching and learning support. *A6
- Through attending conferences and participating in joint-projects, our school establishes new networks with schools and organisations locally and internationally. *A6

* The 8 areas of Performance Indicators (PI) Framework refer to:

A1 – School Management

A5 – Student Support

A2 – Professional Leadership

A6 – Partnership

A3 – Curriculum & Assessment

A7 – Attitude & Behaviour

A4 – Student Learning & Teaching

A8 – Participation & Achievement

Our Threats:

- Turnover of senior and middle managers may bring challenges to school in monitoring work at the Subject Panel Level and Team Level. *A2
- Substitute forms of child care in some families may impair the social development of students and create undesirable behavioral problems. *A6
- Students' moral behavior could be influenced negatively by the mass media and the decline moral and ethical standards in the society. *A7
- The increase of parents' preference for the school choices other than subsidized schools has adverse effects on our Primary One Admission. *A1

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

- 1. Enhance the Framework for the Whole-School Approach to Values Education**
- 2. Unleash our Students' Potential to become MPS thinkers, MPS Makers and MPS Presenters**

* The 8 areas of Performance Indicators (PI) Framework refer to:

A1 – School Management

A2 – Professional Leadership

A3 – Curriculum & Assessment

A4 – Student Learning & Teaching

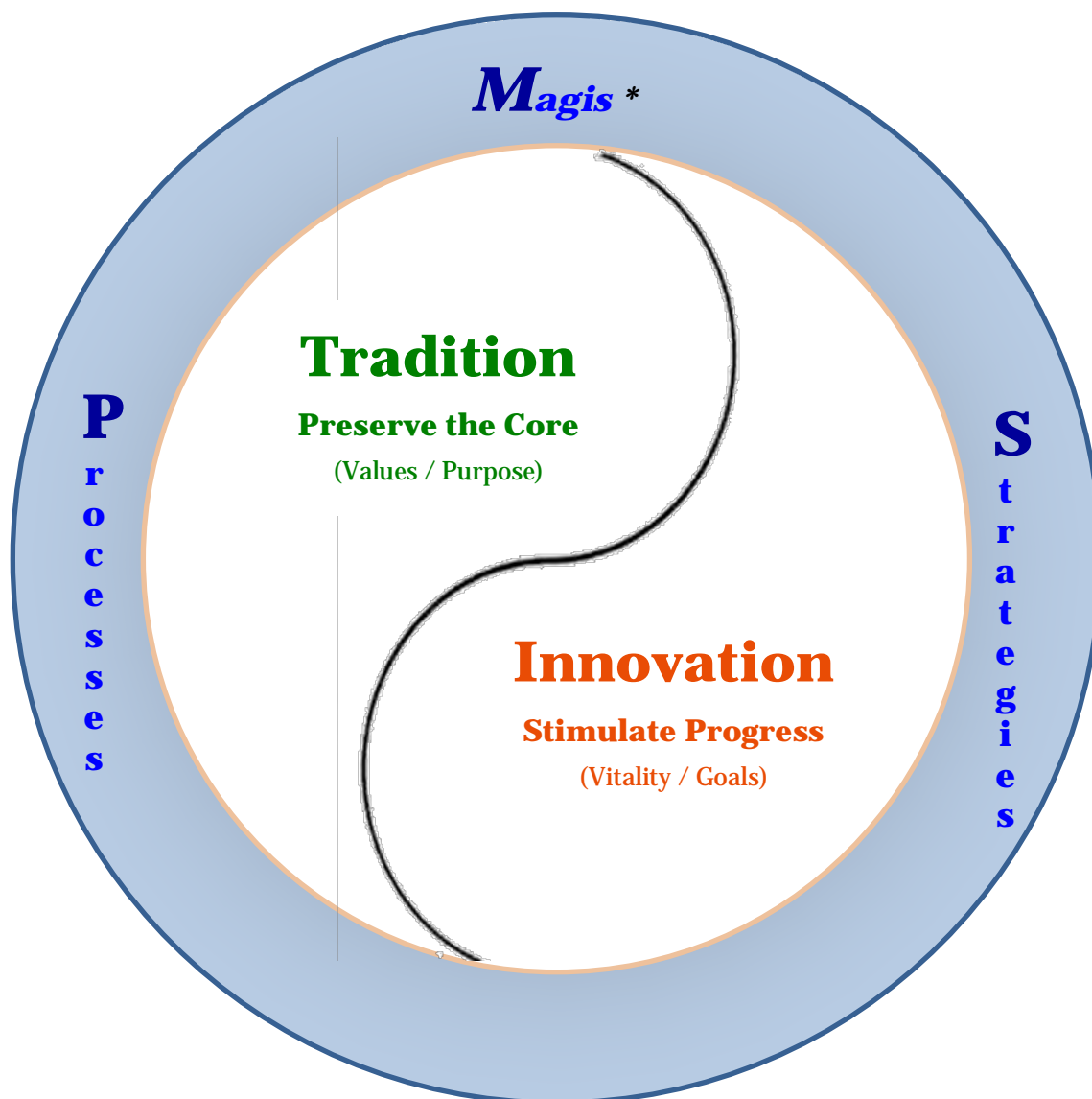
A5 – Student Support

A6 – Partnership

A7 – Attitude & Behaviour

A8 – Participation & Achievement

6. Our Core Purpose



* *'Magis'* – The yardstick of Ignatius was always to undertake that which was 'the better choice', 'the more effective enterprise', 'the more widely influential', 'meeting the greater need', not simply because such a course was harder, but because it would yield the 'greater good' or be more loving. This is the essence of the magis. (*Ignatius Loyola – Spirit and Practice for Today*. Second Edition, Edited by Martin Scroope. 2003 TECprint)

References: *"Built to Last"* – Successful Habits of Visionary Companies, Jim Collins & Jerry I. Porras 2002
"Good to Great" – Why Some Companies Make the Leap... and Others Don't, Jim Collins 2001

7. School Development Plan 2016-2019

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2016-2017	2017-2018	2018-2019	
A. Enhance the Framework for the Whole-School Approach to Values Education	1. To develop a School-Based Values Education Curriculum to deepen our students' understanding to the Core Values of the school	✓	✓		A. Design a School-Based Values Education Curriculum B. Implement the School-Based Values Education Curriculum in Bloom Time Lesson
	2. To adopt a Whole-School Approach to promote the 6 Core Values of the School	✓	✓	✓	A. Through Formal Curriculum B. Through Informal Curriculum C. Through creating the School Atmosphere D. Through Home-school Cooperation
B. Unleash our Students' Potential to become MPS thinkers, MPS Makers and MPS Presenters	1. To develop school-based curriculum --- MPS Specials	✓	✓	✓	A. Organise curriculum contents into coherent topics/activities that yield focused and meaningful learning B. Create a learning environment that aligns "assessments" with "intended learning outcomes" C. Develop teaching strategies to cater for students' diversity in cognitive abilities, learning motivation and learning styles

	2. To provide diversified learning experiences to students	✓	✓	✓	<p>A. Provide opportunities to equip our students with computational thinking skills / problem-solving skills / critical thinking skills / communication skills/ creativity</p> <p>B. Use e-learning as means for enhancing learning and teaching processes</p>
	3. To provide opportunities for sharing good teaching practices for professional development	✓	✓	✓	<p>A. Build up a professional learning community that facilitates the implementation of school-based curriculum plans and effective teaching strategies</p> <p>B. Build up a professional learning community for piloting new initiatives as well as reviewing and planning to MAGIS our assessment and teaching practices</p>

MPS Thinker possesses high-order thinking (HOT) skills. MPS Thinker is able to: 1. Analyse problems/situations 2. Evaluate pros and cons 3. Find solutions

MPS Maker is able to invent/create new things such as writing stories/scripts, composing music, making handicrafts, making DIY projects, building robots, making short video clips, creating e-books, creating animated cartoons, designing digital games and board games etc.

MPS Presenter is able to express themselves well in public speaking and writing in both English and Chinese.

Based on Bloom's Taxonomy, HOT skills include analyzing, evaluating and creating.