

## School Development Plan (2018-2021)

### Major Concern 1: To nurture students to be joyful and feel blessed

Major Concerns (in order of priority)	Targets / Intended Outcomes	Strategies	Time Scale		
			18/19	19/20	20/21
To nurture students to be joyful and feel blessed	A. Students feel loved/cared for at school and at home	1. <u>For teachers</u> To strengthen teachers' professional capacity on strategic guidance and counselling skills:	✓	✓	✓
		2. <u>For students</u> a.) Provide platforms for students to express their feelings and thoughts b.) Expose and equip students how to build positive relationships with their family	✓	✓	✓
	B. Students feel recognized for their successes and efforts	1. Engage students in 'My Story' for students to share their successful/pleasant/rewarding/meaningful experiences	✓	✓	✓
		2. Empower student leaders to play a more active role in planning and organizing their own learning experiences	✓	✓	✓
		3. Explore more means for students to do meaningful reflection after activities	✓	✓	✓
		4. Create an environment of recognizing success and effort	✓	✓	✓
C. Students have positive relationships with people	1. Engage students to decide on a strength/virtue that they want to develop for their class (Class Charism) (Gratitude / Hope/ Prudence/ Justice/ Love/ Fortitude/ Temperance)	✓	✓	✓	
	2. Heighten students' awareness of the importance of social manners/skills, respect for differences and care for the disadvantaged	✓	✓	✓	

**Major Concern 2: To enhance learning and teaching in the classroom to cater for learner diversity**

Major Concerns	Targets/Intended Outcomes	Strategies	Time Scale		
			18/19	19/20	20/21
To enhance learning and teaching in the classroom to cater for learner diversity	A. Teachers use differentiated teaching strategies to cater for learner diversity	<ol style="list-style-type: none"> <li>To further enhance teachers' understanding of catering for learner diversity.</li> <li>To provide a variety of e-learning tools for students of different abilities</li> <li>Enhance students' learning capacity through mastering 'Reading to Learn'</li> </ol>	✓	✓	✓
	B. Students of different levels of competence have a better control of their learning progress.	<ol style="list-style-type: none"> <li>To have better coordination on the delivery of homework.</li> <li>To provide more room for students to make meaningful reflections and devise their own improvement strategies.</li> </ol>	✓	✓	✓
	C. Students requiring more individual attention are given greater opportunities in classroom to extend their learning	<ol style="list-style-type: none"> <li>To provide challenging learning activities for gifted students to stretch their potential and to enhance teacher and peer support for weaker students.</li> </ol>	✓	✓	✓