

Annual School Plan 2022-23



MARYMOUNT
PRIMARY SCHOOL



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 fulfil 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

Wisdom 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

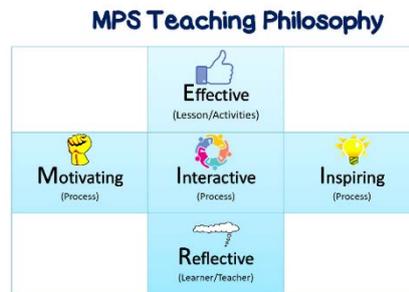
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Serve

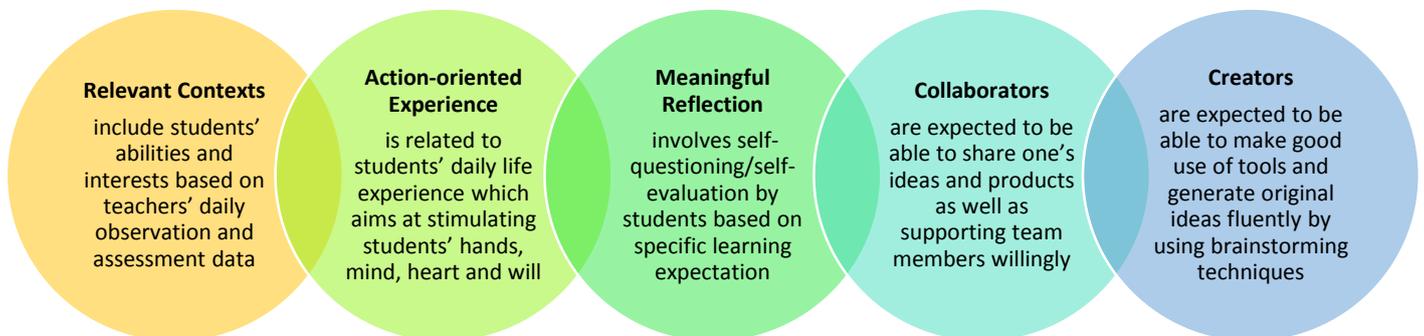


3. Our Aspirations

As we continue to be guided by Ignatius Spirituality, the spirit of MAGIS (a Latin word which means for more and for better) is always our motivation to provide quality education at our school. Since 2012, ‘MPS Teaching Philosophy’ has been developed to ensure quality learning and teacher processes. The Philosophy is illustrated in the diagram below:



In response to the rapid change of the world and the insights from the 21st century education, we worked out our new School Development Plan through the collective wisdom of our team of teachers who have contributed substantially to reflection in different Professional Learning Communities in school and SWOT analysis at different levels under the leadership of our Executive Committee. Building on our present strengths and experiences as well as the inspiration from the book ‘*Learning by Refraction: A Practitioners Guide to 21st Century Ignatian Pedagogy*’ (2019, Go & Atienza), a more in-depth elaboration to enhance our MPS Teaching Philosophy was developed is summarised below.



This Annual School Plan has formulated from evaluation, reflection, professional conversations among teachers as well as feedback from our Stakeholders.

Initial strategies and tasks planned for implementation have addressed our Major Concerns:

Develop young leaders with positive mindsets

and

Develop young leaders with independent learning skills

References:
 Johnny C. Go, S. J., Rita J. Atienza (2019). *Learning by Refraction: A Practitioners Guide to 21st Century Ignatian Pedagogy*. Quezon City: BlueBooks
 Lucas, B., G. Claxton and E. Spencer (2013). *Progression in Student Creativity in School: First Steps Towards New Forms of Formative Assessments*. OECD Education Working Papers, No. 86, OECD Publishing. (The Tallis Habits)
 Torrance, E. P. (1998). *The Torrance tests of creative thinking norms—technical manual figural (streamlined) forms A & B*. Bensenville, IL: Scholastic Testing Service, Inc. (Elements of Creativity)
 Kim Y. J. (2018). *MIT Playful Journey Lab (Maker Elements)*

4. Our Annual School Plan -- Major Concern A

To develop young leaders with positive mindsets

Target 1

Develop students' abilities in handling all kinds of feedback with positive emotion through whole-school approach

Strategy A: Through class-based pastoral care, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
P.1 – P.2 聲情教學及老師回應·每學段安排一活動·鼓勵學生完成活動·成為「我做得到的學生	7成以上學生能成為「我做得到的」的學生	老師觀察 學生紀錄表	All Year Round	P.1 -2 PTH Teachers	活動紀錄表 獎勵證書
Conduct Check-In with students regularly to create time and space for students to aware, acknowledge and share their emotions	70% of the selected students are more aware of their emotions and well-being to express their feeling to others	Teachers' Observation Students' Questionnaire	All Year Round	GF & Values Ed Committee	Check-In Materials

Strategy B: Through informal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Conduct lessons related to Positive Emotion to enhance students' well-being through the acceptance of oneself and others	70% of the selected students are more able to handle negative thoughts and feelings with positive mindsets	Teachers' Observation Students' Questionnaire	Feb to Mar 2023	GF Committee	PowerPoint
Organize talks on Moral and Positive Values to guide students in their attitudes to handle feedback	70% of the selected students are more able to handle different kinds of feedback positively	Students' Questionnaire	Oct 2022	GF Committee	PowerPoint
School Team members record feedback from teachers and peers using STEP Diary once a month for reflection over the learning process.	70% of the School Team members can reflect on themselves based on the feedback received with the help of the STEP Diary	Teachers' Observation Students' work	Oct 2022 to May 2023	School Team TIC	Printing of STEP Diary

Target 1 (Cont'd)

Develop students' abilities in handling all kinds of feedback with positive emotion through whole-school approach

Strategy C: Through formal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Introduce and practice using "WWJD-What Would Jesus Do" as a skill to reflect and guide student's decision making (Develop one level-based case analysis for group discussion per semester)	70% of students are able to internalize this thinking skill and use that in their daily life by Semester 3.	Teachers' Observation Students' Sharing	All Year Round	RME Teachers	/
「一讚賞一提醒」說話活動 · P.1 - P.6 學生學習藉說話表達出自己的創作 · 每位學生有機會在課室講自己創作的故事 · 並讓同學以「一讚賞一提醒」作出評鑑	70% 學生能藉活動創作故事及對同學有「一讚賞一提醒」的評語 · 藉此互相學習	老師觀察 學生的說話評鑑表記錄學生對同儕的讚賞與提醒	Sep 2022 to Jun 2023	Chinese Teachers P.1-6	/

Target 2

Foster students' awareness of "Peer Learning" through whole-school approach

Strategy A: Through class-based pastoral care, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Conduct Discipline Competition to enhance students' good behaviour at school through learning from their peers within and outside class and develop a greater sense of belonging in class	70% of the selected students agreed that the competition allowed them to learn from their peers and helped to develop their team spirit in class	Teachers' Observation Students' Questionnaire	Oct 2022 to May 2023	GF Committee	Mark Sheet
Create Character Strengths Classroom Roles to enhance students' understanding towards Character Strengths and learn to appreciate others' Character Strengths	70% of students agreed that 'Character Strengths Classroom Roles' helped them learn more about their own Character Strengths and how to use them 70% of students agreed that the roles helped them learn more about and appreciate others' Character Strengths	Teachers' Observation Students' Questionnaire Scrutiny of 5G Journal	All Year Round	Values Ed Committee	5G Journal Classroom Role Chart Name Tags of Different Roles
Through the ' Eggmazing Responsibility ' activity, students learn from themselves and others to take care of an egg for one week	70% of students agreed that the 'Eggmazing Responsibility' activity has taught them the meaning of responsibility, especially during the process of learning from and observing others	Teachers' Observation Students' Questionnaire Scrutiny of 5G Journal	Feb 2023	Values Ed Committee	5G Journal Eggs
Through the ' Grow Your Strengths ' activity, P.4 – P.6 students learn to take care of a class plant together for a few months	70% of P.4 – P.6 students agreed that the 'Grow Your Strengths' activity has taught them the meaning of responsibility, especially during the process of working together and observing others	Teachers' Observation Students' Questionnaire Scrutiny of 5G Journal Growth of Plants	Apr 2023 to Jul 2023	Values Ed Committee	5G Journal Plants
Through the ' Keep Your Responsibility in Cheque! ' activity, students learn about using their character strengths to take up responsibilities and learn about responsibility through others	70% of students agreed that the 'Keep Your Responsibility in Cheque!' activity has motivated them to use their character strengths to take up responsibilities and allowed them to learn about responsibility through others	Teachers' Observation Students' Questionnaire Scrutiny of 5G Journal	Sep 2022 to Jun 2023	Values Ed Committee	5G Journal 'Cheque Book' Prizes and Awards for Redemption

Strategy B: Through informal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
普通話大使活動 (小息) · 大使利用不同教具引導學生玩朗讀遊戲和拼音遊戲	7 成學生透過參與活動並從普通話大使身上提高普通話的聽說能力	學生紀錄表 老師觀察	Oct to Dec 2022 (P.3-P.6) Feb to May 2023 (P.1-P.6)	PTH Teachers	白板骰子 白板筆 活動紀錄表 小禮物
Design school-based activities to deepen students understanding and application of “ WWJD-What Would Jesus Do ” Step 1: Assembly sharing + Post up case studies and invite students to submit solutions Step 2: Invite students to submit their problems, which will be replied by teachers or peers or ambassadors	70% of students are able to internalize this thinking skill and use that in their daily life by Semester 3	Teachers’ Observation Students’ Sharing	All Year Round	RME Panel (I. Yau, A. Ho)	

Strategy C: Through formal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Presentations Strengthen the current practice for students to provide constructive feedback to others (1 thing to learn from & suggest 1 thing for magis) during presentations	<u>KS1</u> 80% of students are able to provide constructive feedback verbally (with reference to guidelines provided by teachers) based on their peers’ performance <u>KS2</u> 70% of students are able to provide constructive feedback in written form (with reference to guidelines provided by teachers) based on their peers’ performance 70% of students are able to make progress in their presentations based on the feedback received from their peers	Teachers’ Observation Students’ Written Records Students’ Performance in Presentations	Sep 2022 to Jul 2023	English Teachers	

Strategy C: Through formal curriculum, provide students with action-oriented experience (Cont'd)					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Writing Strengthen the current practice for students to appreciate/ learn from each other's work through creating regular writing debriefing opportunities	<u>KS1</u> 70% of students are able to identify areas to learn from their peers' writing through teacher's guidance <u>KS2</u> 70% of students are able to jot down good vocabulary/ phrases from reading their peers' writing for their own learning	Teachers' Observation Verbal Student Feedback Records of vocabulary/ phrases jotted down by students	Sep 2022 to Jul 2023	English Teachers	English Exercise/ Google Classroom
MPS Prolific Writers Create a platform to showcase good work (writing) of students in the Library to encourage students to appreciate and learn from their peers	1 booklet per semester compiled for display 70% of students who read the work are able to identify areas to learn from their peers' writing through appreciating their work	Booklets of the Good Work compiled Voting record/ Feedback sheet	Sep 2022 to Jul 2023	English Teachers Chinese Teachers School Librarian	Stickers Memos
Through Top Math Mini Teacher activity, KS2 students learn from each other by watching and voting for the teaching videos created by their peers	70% of students agreed that they were able to learn from their peers through watching and voting for the teaching videos created by their peers	Voting Record Form Voting Record Summary Form	All Year Round	KS2 Math Teachers	Padlet Premium Account Google Form
Students make use of "Two Stars and a Wish" to give peer feedback in evaluating students' own work on products using Scratch	80% of students can give constructive feedback in accordance with coding concept and learn from the opinions given by others	Students' Comments on Google Classroom	During P.3 Scratch Lessons	P.3 IT Teachers	
Peer Evaluation P.5 & P.6 students need to fill in the peer evaluation form and provide positive comments with encouragement based on the criteria given by teachers	70 % of students can improve their skills after viewing the evaluation form filled in by their peers and in the second attempt	Students' Performance Teachers' Observation	Sep 2022 to May 2023	P.5 & P.6 PE Teachers	Peer Evaluation Form
P.6 專題研習「XX 小檔案」 學生二人一組，同學互相訪問，加深彼此的了解，然後在報告中介紹組員值得學習的地方，反思如何自我提升，並透過小組分享，一同欣賞成果。	7 成學生能從專題研習中指出同學們值得互相學習的地方，並能反思如何自我提升	學生專題研習 老師觀察	Apr to May 2023	P.6 PTH Teachers	欣賞心意貼

Strategy C: Through formal curriculum, provide students with action-oriented experience (Cont'd)

Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<p>Peer Evaluation During the Creative Musical Performance Group Project, KS1 students give constructive verbal feedback to others and improve their own performance based on the comments received</p>	<p>70% of students are able to provide constructive verbal feedback based on others' performance</p> <p>70% of students are able to modify and improve their performance throughout the discussion and feedback sessions</p>	<p>Teachers' Observation</p> <p>Verbal Student Feedback</p>	<p>Sem 2 Jan to Apr 2023</p>	<p>KS1 Music Teachers</p>	<p>Peer Evaluation Sheet</p> <p>Peer Evaluation Summary Form</p>

Major Concern B

To develop young leaders with independent learning skills

Target 1

Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)

Strategy A:

Develop action-oriented experience through **informal curriculum** in which students play the roles as creators and/or collaborators

Creators – able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details

Collaborators – able to give constructive feedback and receive feedback positively

Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Original Musical Production --- 'Prismotto' MPS students (P.1 – P.6) collaborate, create and perform in the musical	70% of students can develop their specialist in a production (dance/ act / sing, etc) through the trial-and-error process 70% of students are able to make connection between their subject knowledge with the musical production 70% of students are able to develop the give-and-receive feedback habit among the group	Teachers' Observation during rehearsals and performance Students' Evaluation through the STEP Diary Students' Showcase in rehearsal and performance	Nov 2022 to July 2023	R. Li, A. Ho, S. Li All Teachers	Printing of STEP Diary

Strategy B:

Develop action-oriented experience through **formal curriculum** in which students play the roles as creators and/or collaborators

Creators – able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details

Collaborators – able to give constructive feedback and receive feedback positively

Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
「一讚賞一提醒」說話活動 P.1 – P.6 學生學習藉說話表達出自己的創作，每位學生有機會在課室講自己創作的故事，並讓同學以「一讚賞一提醒」作出評鑑	70% 學生能藉活動創作故事及對同學有「一讚賞一提醒」的評語，藉此互相學習	老師觀察 說話評鑑表記錄學生對同儕的觀察，讚賞與提醒	Sep 2022 to Jun 2023	Chinese Teachers P.1 – P.6	/

Strategy B:

Develop action-oriented experience through **formal curriculum** in which students play the roles as creators and/or collaborators (Cont'd)

Creators – able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details

Collaborators – able to give constructive feedback and receive feedback positively

Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<p>概念圖</p> <p>P.4 – P.6 學生能培養出在寫作前能先畫出思維圖，以能使寫作有系統建構所學</p>	70% 學生能在作文前寫出思維圖，以計劃寫作內容不同段落的鋪排及運用已學的語文知識或成語寫作	<p>思維圖 (「我的故事」練習簿)</p> <p>老師觀察</p>	Sep 2022 to Jun 2023	Chinese Teachers P.4 – P.6	/
<p>學生能以小組形式製作中文報紙，內容包括：</p> <p>KS1 趣味故事、四格圖畫、語文遊戲(圈圈或連線等，並附上答案)。</p> <p>學生以書寫及畫畫來展示(A3 報紙格式)</p> <p>KS2 隨筆分享、成語漫畫、語文遊戲(找找字並附上答案)、一格至六格圖畫。</p> <p>學生以書寫或電腦製作及畫畫來展示(A3 報紙格式)</p>	50% 學生能主動參與，並在活動中發揮所長，以不同的形式(如圖畫、遊戲、故事創作及文章創作)展示所學，並能分工合作完成作品	<p>老師觀察</p> <p>投稿反應</p>	Sep 2022 to Jun 2023	Chinese Teachers P.1 – P.6	/
<p>English Drama</p> <p>Integrating drama elements as a tool into Literature Curriculum so as to facilitate students in generating ideas for the writing tasks</p>	<p>One task per level with drama elements incorporated produced</p> <p>70% of students are able to generate ideas from different perspectives to incorporate into their writing tasks</p>	<p>CLP Record</p> <p>Students' Writing Tasks</p>	Sep 2022 to Jul 2023	English Teachers P.1 – P.6	/
<p>Group Discussion</p> <p>Introduce group discussions to KS2 so that through active listening, students generate ideas fluently and respond to other students' ideas with constructive feedback</p>	<p>One group discussion task per level introduced in KS2</p> <p>60% of students are able to generate ideas fluently based on the given topic and respond to other groupmates' ideas with constructive feedback during the discussion process</p>	<p>CLP Record</p> <p>Teachers' Observation</p>	Sep 2022 to Jul 2023	English Teachers P.4 – P.6	/
<p>KS2 students create teaching videos to explain math concepts and solutions in Top Math Mini Teacher activities</p>	70% of students are able to solve math problems and explain mathematical concepts and solutions using mathematics registers	<p>Teachers' Observation</p> <p>Students' Work</p>	All Year Round	Math Teachers P.4 – P.6	Padlet Premium Account

Strategy B: (Cont'd)

Develop action-oriented experience through formal curriculum in which students play the roles as creators and/or collaborators

Creators – able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details

Collaborators – able to give constructive feedback and receive feedback positively

Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Collaborate with Math Panel to create Math mini task	80% of students can create Math mini task	Students' Assessment Tasks	During P.4 Scratch Lessons	All P.4 IT Teachers	/
P.1-6 Thinking Tools Training Programme 1. Incorporation of Thinking Tools Training into P.1-6 SOW and lessons according to the thinking Tools Categorization and Progression Framework 2. Showcase of good work	70% of students can apply the thinking tools in GS studies (Making connection and generate original ideas fluently from different perspectives with interesting details) 70% of students agree that they have formed a habit of using thinking tools in their GS studies	Good Work Party and Evaluation Meeting after each semester SEM 3 Student Questionnaire	All Year Round	I. Law, C. Yeung & Subject Teachers	/
Rope skipping P.3 students form groups and use individual rope skipping skills to create group formation by trial and error through receiving peer feedback	70% of students are able to modify their rope skipping group formation after teacher's or groupmates' feedback 70% of students can get inspiration from trial and error by using worksheet to record their process	Students' Worksheet Teachers' Observation	Sep 2022 to May 2023	P.3 PE Teacher	Worksheet
Art Criticism Practice Students learn to appreciate and evaluate works of art while facilitating critical thinking and analysis first through teachers' modelling, then make connection and apply valuable skills and concepts to their own creations	70% of the students can speak articulately about the artworks of different artists, peers and themselves through the description, analysis, and interpretation 70% of the students can make tactful comments, which will positively impact their peers	Students' Work Teachers' Observation	All Year Round	VA Teachers P.4 – P.6	Art Critique Worksheet Peer Art Critique Form
The "ARTquarium" Through the self-learning art station, students explore and experiment with different possibilities in artmaking based on their own learning pace to generate original ideas according to the given topic	70% of the students can self-direct their art learning process and generate original ideas based on a particular topic	Students' Work Teachers' Observation	Nov 2022 to May 2023	VA Panel (C. Lau, S. Li)	Art Materials for the "ARTquarium"

Strategy B: (Cont'd)

Develop action-oriented experience through formal curriculum in which students play the roles as creators and/or collaborators

Creators – able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details

Collaborators – able to give constructive feedback and receive feedback positively

Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Creative Musical Theatre Group Project KS1 students create and present an original performance of an excerpt of a musical	70% of students are able to create and present an original performance of an excerpt of a musical 70% Students are able to plan, refine and improve their performance throughout the discussion process with groupmates and teachers	Teachers' Observation Students' Verbal Feedback Videos of the Musical Excerpt Performance	Sem 2 Jan 2023 to Apr 2023	Music Teachers P.1 – P.3	/
iMaster Curriculum Create a school-based curriculum which involves hands-on tasks that integrate subject knowledge and skills learnt during iMaster sessions	70% of students are able to apply traits of creativity and collaboration throughout the process 70% teachers are able to observe the progression in students' learning of skills as creators and collaborators	Students' Work Students' Questionnaire Teachers' Observation	Oct 2023 to Jul 2023	J. Leung iMaster Level Coordinators	/

Target 2

Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy

Strategy A: Design action-oriented experience which involves meaningful reflection based on relevant contexts					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
3T Lesson Encourage all lesson designs to include the 3T essentials: -Targets of the lesson -Tasks with are motivating and interactive (action-oriented experience) -Take-away message by the end of the lessons	70% of students are able to grasp the learning targets of lessons 70% of teachers are able to build up routines including the 3T in lesson designing and planning	Students' Questionnaire Teachers' Observation and CLP Records	Sep 2022 to Jun 2023	Curriculum Development Committee	/
中文部首鞏固 加強 P.1-3 學生對中文部首的學習及鞏固，並把學習連結在生活中	70% 學生能在日常生活中找出相關的部首	進展性評估 (Take Home FA · 每 sem1-2 次 · 全年共四次)	Sep 2022 to Jun 2023	Chinese Teachers P.1 – P.3	P.1 「531 尋部件」小冊子
P.1 高效識字教學 根據教科書內容，並配以校本學習冊(高效識字) 教授，以「主題識字、部件識字、配詞識字」等形式進行	70% 學生能從活動中掌握所學	學生課業工作紙	Sep 2022 to Jun 2023	Chinese Teachers P.1	P.1 學習冊(識字及字形結構)
P.1-6 學生多認識及背誦古詩、寓言故事、成語故事及諺語 ，並藉平日恆常的默書(背默)中鞏固所學	70%學生能背默古詩及誦讀寓言故事或成語故事	默書(背默)顯示所學	Sep 2022 to Jun 2023	Chinese Teachers P.1 – P.6	P.1-6 中文冊
Writing Journal Strengthen the writing habit in students by providing them the opportunity to write regularly	Bi-weekly take-home writing in Writing Journal 70% of students demonstrate that they are more able to write fluently both with suggested topics and free choice	Records of Writing Journal Teachers' Observation	Sep 2022 to Jul 2022	English Teachers P.1 – P.6	Writing Journal Suggested Writing Topics
KS2 students set and accomplish learning goals for self-directed learning in Gritty Math Learner activities	70% of students make good use of the online learning platform for revision or acceleration of learning regularly	Khan Academy Activity Overview Data Gritty Math Learner Self-tracker	All Year Round	Math Teachers P.4 – P.6	Khan Academy Gritty Math Learner Self-tracker
普通話大使活動 (小息) · 大使利用不同教具引導學生玩朗讀遊戲和拼音遊戲	7 成普通話大使透過推廣活動提高普通話的表達能力	學生訪問 老師觀察	Oct to Dec 2022 (P.3-P.6) Feb to May 2023 (P.1-P.6)	PTH Teachers	白板骰子 白板筆 學生專題研習活動紀錄表 小禮物
晨早天氣報告及拍攝校園電視台影片介紹中國的特色	7 成學生專心聆聽天氣報告及影片 7 成參與報告及拍攝的學生對說普通話更有自信	老師觀察 學生訪問	晨早天氣報告 (10月-6月) 拍攝影片 (9月-12月)	PTH Teachers	

Strategy B: Develop school-based curriculum by cross-subject collaboration and integration					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Collaborate with IT Panel to create Math mini tasks through Scratch in P.4	70% of students can enhance their numeracy and digital literacy through the task	Student Questionnaire	During P.4 Scratch Lessons	Math Panel & IT Panel	

Strategy C: Develop school-based learning progression framework based on relevant contexts through building up a professional learning community					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Refine the progression framework of school-based IT /Math / RME curriculum based on the trends and student needs	The progression framework is refined at the end of the school year based on student needs	Scheme of Work	Sep 2022 to Jul 2023	IT Math RME Teachers	
P.1-6 Thinking Tools Training Programme 1. Development of Thinking Tools Categorization and Progression Framework 2. Development of Thinking Tools Teaching Package (PowerPoint and Worksheet Template)	70% of teachers can apply the thinking tools in GS lessons 70% of teachers agree that students have formed a habit of using thinking tools in their GS studies	Teacher observation SEM 3 Teacher Questionnaire	All Year Round	I. Law, C. Yeung & Subject Teachers	/
School-based skills progression framework Create a school-based progression framework on skills (Creativity and Collaboration) for P.1-6 students.	Progression framework with sample tools to be delivered to all teachers	Progression Framework	All Year Round	Curriculum Development Committee	/

5. Staff Development Plan

Purpose of Staff Development Activities:

1. To provide school leadership and support for Teachers' CPD (to address our Major Concerns, continue with professional development and achieve personal growth as teachers)
2. To respect Teachers' professional autonomy by providing a school-based reference for them to facilitate their own planning for CPD for choices

A. Staff Wellness / Addressing Major Concerns A and B			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
Oct 2022 - Jun 2023	Jockey Club Blended Learning Project	Mr. T. Lam Ms. S. Tsang	Jockey Club
8 Oct 2022 3 Dec 2022 15 Apr 2023 3 Jun 2023	Harvard Workshop on Thinking Routines -- See Think Wonder	Ms. B. Lo Ms. J. Leung Ms. J. Chow Mr. I. Law	Project Zero -- STW
5, 12, 19 Nov 2022	Shell NXploers -- STEM	Ms. J. Leung Ms. B. Leung Mr. G. Chan	Shell
16 Nov 2022	Joint-School Staff Development Day for Primary Schools in Wanchai District	All Teachers	Wan Chai District School Development Section of Education Bureau
16 Dec 2022	Positive Education – Character Strengths & Emotions	All Teachers	Positive Education Hong Kong (Bei Shang Tang Foundation)
23 24 Feb 2023	Certificate Workshop on Mental Health First Aid 精神健康急救 - 基礎課程	Ms. B. Lo Mr. W. Chau Ms. W. Tse Ms. C. Tsang Ms. J. Chow Ms. T. Chan Ms. E. Tse Ms. K. To Ms. B. Leung	Educational Psychologist Ms. Kenus Leung
TBC	EP Talk	All Teachers	EDB Education Psychologist – Ms. Alice Yan
TBC	School Visits	Relevant Teachers	Ms. B. Lo Mr. W. Chau Ms. W. Tse
B. Support for New Teachers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
26 Aug 2021	New Teachers' Induction	New Teachers: Mr. Daniel Ms. A. Chan Ms. J. Shum	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. J. Leung, Ms. K. To Mentors: Ms. C. Tsang Ms. V. Wong Ms. S. Cheung
Dec 2022- May 2023	New Teachers' Sharing	New Teachers: Mr. Daniel Ms. A. Chan Ms. J. Shum	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse, Ms. J. Leung, Ms. K. To Mentors: Ms. C. Tsang Ms. V. Wong Ms. S. Cheung

C. Empowerment of Senior Teachers/Middle Managers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
3 Sep 2022	P.1 Orientation	All Teachers P.1 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Ms. J. Chow
24 Sep 2022	P.1-6 Student-Parent Day and P.5 SSPA Briefing	All Teachers P.1-6 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Ms. A. Lam, Ms. J. Leung, Ms. C. Tsang Ms. A. Ng, Mr. I. Law, Mr. T. Lam Class Teachers
Aug 2022	Sharing on Coding Education At MIT Hong Kong Innovation Node	Hong Kong Principals and Teachers	Mr. T. Lam
3 & 10 Nov 2022	Sharing on Positive Education at Positive Education Hong Kong (Bei Shang Tang Foundation)	Hong Kong Principals and Teachers	Ms. K. To & E. Tse
Jan 2023	How to make good use of iFloor for effective learning	All Teachers	Mr. G. Chan & Mr. T. Lam
D. Preparing for School Development Plan 2023-2026			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
Dec 2022 – Jan 2023	Drafting and Discussion on 3-year School Development Plan	Relevant Teachers	B. Lo, J. Leung, C. Tsang
May 2023	Community Feedback on the draft of the 3-year School Development Plan	All Teachers	B. Lo, W. Chau, W. Tse, EC
E. Teacher Capacity Building			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
17 Sep 2022	Professional Development Workshops for IMC Managers – Overview of the Personal Data (Privacy) Ordinance for Schools	Ms. B. Lo Mr. W. Chau Ms. W. Tse Ms. C. Tsang Ms. J. Leung Ms. J. Chow Ms. K. To	Legal Adviser – Ms. Asha Sharma
27 Oct 2022	eClass e-payment Training Workshop	Relevant Teachers and Office Staff	eClass
25 Nov 2022	Ignatius Education and Leadership	Relevant Teachers	Dr. So Ying Lun
Nov 2022	School-based Curriculum Development – Learning in Action Seminars	Relevant Panel Heads	Education Bureau
Dec 2022- Jan 2023	Early identification and Handling of Suspected Child Maltreatment Cases (Online Self-learning Course)	Relevant Teachers	Education Bureau
Apr – Jun 2023	21-hour Certificate Course on Life Planning Education for Primary Schools	Ms. B. Leung Ms. J. Chow	School of Continuing Education Hong Kong Baptist University
Feb 2023	Values Education Series: How to Effectively Promote Sex Education	Ms. B. Leung	Education Bureau
Oct-Nov 2022	Certificate in Professional Development Programme for Middle Management	Ms. J. Chow	The Education University of Hong Kong
Jan 2023	The Use of Microbits	All IT & GS Teachers	Mr. G. Chan Mr. T. Lam