



Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale				
			09/10	10/11	11/12	12/13	13/14
1. Improve teaching and student learning practices	1.1 To enhance quality capabilities for e-learning, and teaching and learning	1.1.1 Review and implement best-practice standards, facilities and equipment for ICT in all learning areas	✓	✓	✓	✓	✓
		1.1.2 Upgrade the school's computer network and system	✓			✓	
		1.1.3 Install visualizers in all classrooms	✓				
		1.1.4 Upgrade out-dated computers with new ones	✓			✓	
	1.2 To uphold the quality of student learning in all areas	1.2.1 Review and strengthen the Putonghua curriculum in junior classes	✓			✓	
		1.2.2 Review and strengthen the Chinese curriculum using Putonghua as the medium of instruction with the help of TSA results		✓	✓	✓	✓
	1.3 To strengthen project learning in all subject areas	1.3.1 Implement assessment system in project learning in all subject areas, especially in general studies	✓		✓		
		1.3.2 Review and improve peer assessment and self assessment in project learning		✓		✓	
		1.3.3 Strengthen project presentation and display	Plan/Pilot	✓	✓	✓	✓
	1.4 To strengthen self-regulated learning	1.4.1 Review and improve the goal-setting and progress checking programmes in all subject areas	✓	✓	✓	✓	✓
1.4.2 Provide students with access to learning materials and extended study activities through the Intranet		✓	✓	✓	✓	✓	

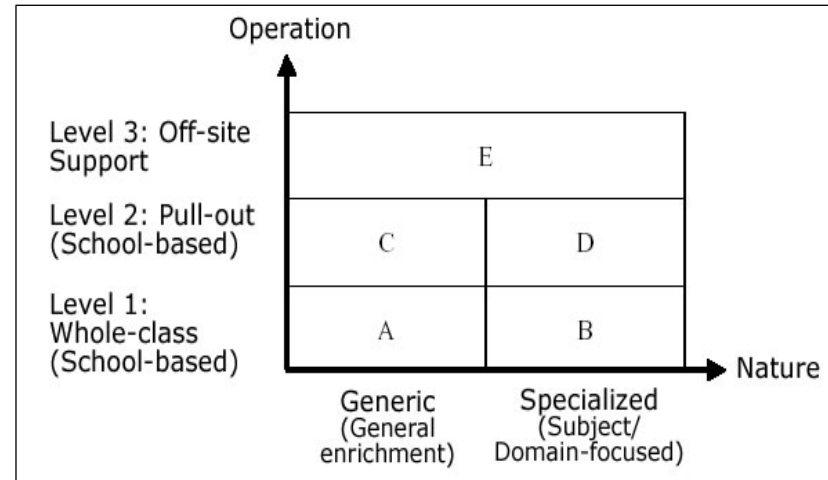
	1.5 To implement a 5-year gifted education Programme	1.5.1 Establish a Gifted Education Focus Group	Teacher Training					
		1.5.2 Prepare a Gifted Education Reference Manual	Planning & Piloting					
		1.5.3 Review and revise the Manual		✓				
		1.5.4 Review and improve the Enhancement and Remedial Programme in English, Chinese and mathematics	✓					
		1.5.5 Implement whole-class enrichment operation model (*Level 1A – see Appendix: Three-tiered Implementation Mode)	✓	✓	✓	✓	✓	✓
		1.5.6 Use differentiated teaching in regular lessons (*Level 1B)		✓	✓	✓	✓	✓
		1.5.7 Arrange pull-out programmes of generic nature (*Level 2A)	✓	✓	✓	✓	✓	✓
		1.5.8 Arrange pull-out programmes for students with specific talents (*2B)	✓	✓	✓	✓	✓	✓
		1.5.9 Arrange off-site individualised support for the exceptionally gifted (*Level 3)	✓	✓	✓	✓	✓	✓
	1.6 To continue to foster good reading habit	1.6.1 Provide reading materials at different corners of the school for easy access to books and periodicals	✓	✓	✓	✓	✓	✓
		1.6.2 Maximise the use of the class library cabinet	✓	✓	✓	✓	✓	✓
	1.7 To keep teachers abreast of education development	1.7.1 Provide teaching staff with the necessary professional development opportunities with different focus each year	✓					
2. Strengthen student support	2.1 To strengthen students' sense of responsibility at home, in school,	2.1.2 Continue with the whole school guidance programme Phase 2 – Serve at School		✓				
		2.1.3 Continue with the whole school guidance programme Phase 3 – Serve the Community			✓			

	in the community, in their own country and in the world	2.1.4 Continue with the whole school guidance programme Phase 4 – Love Our Country				✓		
		2.1.5 Continue with the whole school guidance programme Phase 5 – Embrace the World					✓	
		2.1.6 Review the whole school guidance programme; begin the third cycle of the programme with Service starts from Home					✓	
	2.2 To strengthen class management and care given to students	2.2.1 Review the single class teacher system	✓					
		2.2.2 Develop a double class teacher system		Testing	✓	✓	✓	
		2.2.3 Review the double class teacher system					✓	
	2.3 To enhance teaching staff's capability in catering for special education needs (SEN) of students	2.3.1 Provide teaching staff with necessary training opportunities in catering for SEN of students	✓	✓	✓	✓	✓	
3. Sustain School improvement / development in line with the Primary School expansion plan from 18 to 24 classes	3.1 Quality assurance in all aspects of the School	3.1.1 Undertake School Self-Evaluation (SSE) incorporating stakeholder surveys	✓	✓	✓	✓		
		3.1.3 Conduct Quality Assurance Inspection in accordance with DSS regulations and guidelines					✓	
	3.2 Good maintenance of the current school building and its facilities	3.2.1 Apply for government funds for the removal of asbestos containing material, repair of spalling concrete, repair of rusted metal gates and repainting of external walls	✓	✓				
		3.2.2 Draw up detailed proposal for the above with the help of Project Manager and Consultant	✓	✓				
		3.2.3 Carry out works: removal of asbestos containing material, repair of spalling concrete, repair of rusted metal gates and repainting of external walls			✓			

3.3 Relocation of the school from Hill Road to the Pok Fu Lam Road / Victoria Road new campus	3.3.1 Draw up plans to enhance the facilities to cope with school expansion	✓				
	3.3.2 Study for add-on facilities to the campus with the help of Project Manager and Consultant	✓				
	3.3.3 Follow up with the monthly report from the EdB / ArchSD / Consultant	✓	✓	✓		
	3.3.4 Monitor the progress of the project by meeting with the EdB / ArchSD / Consultant	✓	✓	✓		
	3.3.5 Visit the construction site at regular intervals and when necessary until the construction is completed		✓	✓		
	3.3.6 Obtain Occupation Permit from relevant government authorities.			✓		
	3.3.7 Furnish the new campus			✓		
	3.3.8 Inspect for and rectify defects			✓		
	3.3.9 Move into the new campus			✓		
	3.3.10 Handover the Hill Road campus to SKH St. Peter's Primary School			✓		
	3.3.11 Train internal staff to familiarize with the facilities in the new campus			✓		
	3.3.12 Carry out frequent inspection for defects during the Main Contractor's one-year Defect Liability Period			✓	✓	
	3.3.13 Refurbishment works to utilize the space and facilities				✓	
	3.3.14 Carry out on-going maintenance to building and facilities				✓	✓
	3.3.15 Construct swimming pool and other Alteration and Additional (A&A) works				✓	✓

3.4 Expansion of school size from 18 classes to 24 classes	3.4.1 Admit 96 students in JC1 (32 per class)	✓	✓			
	3.4.2 Admit 120 students in JC1 (30 per class) (registration in December, starting from 2011)			✓	✓	✓
	3.4.3 Recruit 10 – 16 new students at each of JC2, 3 and 4 levels for 2012 – 2013 (selection to be conducted in July 2012)			✓		
	[School size reaching 22 classes; 25 – 30 students per class from JC1 to JC4 (September 2012)				✓	
	School size reaching 23 classes; 25 – 30 students per class from JC1 to JC5 (September 2013; expecting 24 classes by September 2014)]					✓
3.5 Improvement of teacher / student ratio from 1:16 to 1:14 (48 teachers : 672 students by September 2014)	3.5.1 Recruit 9 more teachers / TA for 2012 – 2013			✓		
	3.5.2 Recruit 3 more teachers / TA for 2013 – 2014				✓	
	3.5.3 Recruit 3 more teachers / TA for 2014 – 2015					✓

Three-tiered Implementation Mode of Gifted Education



***Level One**

- A: immersion of the core elements advocated in gifted education, i.e. high order thinking skills, creativity and personal-social competence in the curriculum for ALL students in regular classrooms
- B: differentiated teaching through appropriate grouping of students to meet the different needs of the groups with enrichment and extension of curriculum across ALL subjects in regular classrooms

***Level Two**

- C: pullout programmes of generic nature conducted outside the regular classroom to allow systematic training of a homogeneous group of students
- D: pullout programme of specific nature (e.g. maths, art, etc.) conducted outside the regular classroom to allow systematic training of students with outstanding performance in specific areas

***Level Three**

- E: individualised educational arrangement for the exceptionally gifted who requires resource support outside the regular school (e.g. Counselling, mentorship, early entry to advanced class, etc.)