

<p>1.3 To strengthen discovery and experiential learning all subject areas</p>	<p>1.3.1 Review and improve teaching and learning via discovery and experiential learning in all subject areas, especially in general studies</p> <p>1.3.2 Review and improve assessment system</p> <p>1.3.3 Review and improve peer assessment and self-assessment in discovery and experiential learning</p> <p>1.3.4 Strengthen project presentation and display</p>	<p>Sep – Jul</p> <p>Sep – Jul</p>	<p>Student performance of tests and exams maintained or improved as compared with previous years. (1.3.1-1.3.2)</p> <p>Peer assessment fully implemented at all levels</p> <p>Skills improved</p>	<p>Feedback from teachers and students</p>	<p>ADH (CD) PCs + VPCs</p>	
<p>1.4 To strengthen self-regulated learning</p>	<p>1.4.1 Review and improve the goal-setting programmes in all subject areas and progress checking</p> <p>1.4.2 Provide students with access to learning materials and extended study activities through the Intranet and Internet</p> <p>1.4.3 Introduce the flipped classroom concept to teachers and encourage application of the idea in J.C. 4 and 5</p> <p>1.4.4 Review the self-initiated team training programmes and interest classes and launch a number of new ones to be held concurrently with CCAs</p>	<p>Sep – Jul</p> <p>Sep – Jul</p>	<p>Better self-motivation (1.4.1 – 1.4.3)</p> <p>Skills improved</p>	<p>Feedback from teachers and students (1.4.1 – 1.4.3)</p>	<p>ADH (CD) PCs + VPCs</p> <p>ST-ECAM</p>	<p>\$100,000</p>

1.5 To reinforce the 5-year Gifted Education Programme	1.5.1	Review and reinforce the Gifted Education Reference Manual	Sep	Gifted Education Reference Manual in place		ADH (CD) + (Gifted Education Task Group) + PCs	HK\$600,000 (Music and P.E. mainly)
	1.5.2	Review and improve the Enhancement and Remedial Programme in Chinese and mathematics	Sep – Jul	On-going programme to cater for the needs of the gifted	Feedback from teachers and parents (1.5.2 – 1.5.7)		
	1.5.3	Implement whole-class enrichment operation model (*Level 1A – see Appendix: Three-tiered Implementation Mode)	Sep – Jul	Needs of the gifted met. (1.5.2 – 1.5.7)	Feedback from teachers, students and parents. (1.5.3 – 1.5.7)		
	1.5.4	Use differentiated teaching in regular lessons (*Level 1B)	Sep – Jul				
	1.5.5	Arrange pull-out programmes of generic nature (*Level 2A)	Sep – Jul				
	1.5.6	Arrange pull-out programmes for students with specific talents (*Level 2B)	Sep – Jul				
	1.5.6	Arrange off-site individualised support for the exceptionally gifted (*Level 3)	Sep – Jul				
1.6 To strengthen the Remedial and Enhancement Programmes in Chinese and mathematics	1.6.1	Pilot Pull-out Enhancement and Remedial Teaching in J.C.5 and J.C. 6 in Chinese and mathematics	Sep – Jul	Student performance in assessments maintained or improved as compared with previous years. (1.6.1 – 1.6.2)		ADH (CD) + PCs + VPCs (Chi, Math)	
	1.6.2	Pilot the split-class system in J.C. 4 for Chinese and mathematics lessons to cater for diversity in learning needs and to narrow down learner differences	Sep – Jul				

1.7 To keep teachers abreast of education development	1.7.1 Provide teaching staff with the necessary professional development opportunities with different focus	Sep – Jul	Continual staff professional development	CPD Records + Stakeholder Survey	ST-SD	
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2. Strengthen student support

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1 To strengthen students' sense of responsibility at home, in school, in the community, in their own country and in the world	2.1.1 Whole school guidance programme Phase 1 – Service Starts from Home	Sep – Jul	All activities completed	Teacher observation and feedback from parents	DH (D/G)	\$50,000
	2.1.2 Paul's Action				ADH (PC Chi)	\$180,000
2.2 To strengthen class management and care given to students	2.2.1 Implement the double class teacher system in J.C. 1 – 4 classes	Sep – Jul	JC 1 to 4 students provided with better care	Teacher observation and feedback from parents	DH (D/G)	\$1,200,000
	2.2.2 Provide students of SENs with better care and guidance by SGP and the newly recruited SGT		Students of SENs provided with better care and guidance		DH (D/G) SGP SGT	
2.3 To enhance teaching staff's capability in catering for students of special educational needs (SENs)	2.3.1 Provide teaching staff with necessary training opportunities in catering for students of SENs	Sep – Jul	2 more teachers trained	Feedback from teachers	DH (D/G)	

3. Sustain School improvement / development in line with the Primary School expansion plan from 18 to 24 classes

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.1 Quality assurance in all aspects of the School	3.1.1 Undertake School Self-Evaluation (SSE) incorporating stakeholder surveys	Jan	Stakeholder surveys completed	Data of Stakeholder surveys	ST-SD	
	3.1.2 Conduct review on current practices regarding procurement, recruitment and internal promotion	Sep – Jul	Materials, such as tenders and interview records, properly documented		H, STI	
	3.1.3 Put the 'Checklist' into use. Strengthen governance and internal control in accordance with DSS regulations and guidelines			First review by GRSC to be completed by 2016/17 school year	H, STI	
3.2 Good maintenance of the new school campus and its facilities	3.2.1 Inspect for and rectify defects. Follow up and better the utility of and furnish the new campus such as the rain-shelter	Sep – Aug	Completion of Task	Inspection by Specialist (EdB / ArchSD)	PM STI	\$500,000
	3.2.2 Utilise all 24 classrooms for class streaming and small class teaching in preparation for operation of 24 classes in foreseeable future	Sep	Split-classes in timetabled lessons	Feedback from teachers and parents	H, DH, ADHs	

Legend:

H	Headmistress	PC	Panel Chairperson	ST-SD	Senior Teacher – Staff Development
DH	Deputy Head (Discipline / Guidance)	VPC	Vice Panel Chairperson	STI	Senior Teacher In-charge
ADH (PC Chi)	Assistant Deputy Head (PC – Chinese)	SGP	Student Guidance Personnel	PM	Project Manager
ADH(CD)	Assistant Deputy Head (Curriculum Development)	SGT	Student Guidance Teacher	ST-ECAM	Senior Teacher – ECA Master
ST	Senior Teacher				