



DIOCESAN BOYS' SCHOOL
PRIMARY DIVISION

SCHOOL DEVELOPMENT PLAN

2023/2024– 2025/2026

Diocesan Boys' School Primary Division

School Plan

Vision and Values

We believe we should

- Value all aspects of a child's development with the same importance: academic, aesthetic, emotional, moral, physical, social and spiritual.
- Provide a challenging, supportive and caring learning environment where each child is given the opportunity to discover and develop his potential and where he can learn how to appreciate others and work collaboratively.
- Prepare our students to be responsible citizens, to contribute actively in the welfare of others in the local and global communities.
- Have unity of purpose and the support of all stakeholders of the school.

Vision Statement

From these values the vision statement is built.

Our vision is to prepare our students for future challenges in a diverse and ever-changing world where they can become contributors to society and leaders with integrity.



Mission

The mission of the school is: ‘to provide a liberal education based on Christian principles.’

To realize this stated mission the school has set the following objectives:

- To offer a balanced education for the development of the WHOLE person.
- To maintain and build on the school identity and tradition.
- To evolve a unique cultural identity.
- To help students to develop communication and collaborative skills, creative frame of mind, critical and analytical thinking, and effective interpersonal and life-long learning skills.
- To provide opportunities for the development of good character and integrate Christian principles into school life where students are expected to be humble, respectful, trustworthy, polite, responsible, self-motivated, fair, considerate and compassionate.
- To cultivate self-discipline, self-respect and self-esteem through guided activities; at the same time to encourage respect for others, cooperation with peers and enhancement of team morale.
- To promote multiple intelligence and to enable students to maximize their potential.
- To provide for the individual needs of all students and recognize their achievements.

We aim to equip students to become life-long learners with a sound foundation of knowledge, social and technical skills to meet future challenges.



Holistic Review

Effectiveness of the Previous School Development Plan 2020-2021 / 2022-2023

Major Concerns	Extent of Targets Achieved	Follow-up Action	Remarks
<p>I. First Priority A. Curriculum and Assessment & Learning and Teaching</p> <p>1. Short & Mid Term Targets</p> <ul style="list-style-type: none"> ● To further develop and incorporate blended learning into our routine by combining online educational materials and opportunities for interaction online with traditional place-based classroom methods. ● To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity. 	Fully Achieved	Incorporated as routine work	<p>Details are recorded in Annual School Report 20-21 p. 3-4 & Annual School Report 21-22 p. 3-14</p> <p>Details are recorded in Annual School Report 20-21 p.5-9</p>
<p>2. Long Term Targets</p> <ul style="list-style-type: none"> ● To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more strategies to cater for learners' diversity. ● To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel. 	Fully Achieved	Incorporated as routine work	<p>Details are recorded in Annual School Report 21-22 p.14-15 and Annual School Report 22-23 p.3-6</p> <p>Details are recorded in Annual School Report 22-23 p.7-10</p>



<p>B. Student Support</p> <p>1. Short & Mid Term Targets</p> <ul style="list-style-type: none"> ● To raise students' awareness of the importance of well-being. <p>2. Long Term Target</p> <ul style="list-style-type: none"> ● To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills. 	Fully Achieved	Incorporated as routine work	<p>Details are recorded in Annual School Report 20-21 p.10-11 and Annual School Report 21-22 p.16-17</p> <p>Details are recorded in Annual School Report 22-23 p.11-13</p>
Major Concerns	Extent of Targets Achieved	Follow-up Action	Remarks
<p>II. Second Priority</p> <p>A. School Management & Professional Leadership</p> <p>1. Short & Mid Term Targets</p> <ul style="list-style-type: none"> ● To cultivate the development of e-Learning system for teachers to equip IT skills to promote students' learning using different modes and to enhance the effectiveness of school management. ● To further refine the school organization structure to facilitate the work of holistic planning and collaboration among committees and functional groups, and to provide more opportunities for teachers to develop their potential and increase job satisfaction. 	Fully Achieved	Incorporated as routine work	<p>Details are recorded in Annual School Report 20-21 p.12-13</p> <p>Details are recorded in Annual School Report 20-21 p.14-15 and Annual School Report 21-22 p. 18-19</p>



<p>2. Long Term Targets</p> <ul style="list-style-type: none"> ● To reinforce the pedagogical exchange with other schools for keeping abreast of the new trend of teaching and education development. ● To further promote teachers' professional interflow and collaboration by organizing more professional development activities. 	Fully Achieved	Incorporated as routine work	<p>Details are recorded in Annual School Report 22-23 p.14-15</p> <p>Details are recorded in Annual School Report 21-22 p.20 and Annual School Report 22-23 p. 16-17</p>
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B. Partnership			
<p>1. Short & Mid Term Target</p> <ul style="list-style-type: none"> ● To further enhance the communication and home-school partnership between the School and parents with the help of PTA. 	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 20-21 p. 16-17
<p>2. Mid & Long Term Target</p> <ul style="list-style-type: none"> ● To further strengthen the connection with other schools in Hong Kong and overseas 	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 21-22 p.21 and Annual School Report 22-23 p. 18-19



Major Concerns	Extent of Targets Achieved	Follow-up Action	Remarks
<p>III. Third Priority A. Attitude and Behaviour</p> <p>1. Short Term Target</p> <ul style="list-style-type: none"> To enhance students' cooperativeness so that they learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need. 	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 20-21 p.18-25 and 21-22 p.22
<p>2. Mid & Long Term Target</p> <ul style="list-style-type: none"> To help students establish appropriate etiquettes and interpersonal skills through blended learning. 	Fully Achieved	Incorporated as routine work	Details are recorded in Annual School Report 22-23 p. 20
<p>B. Participation and Achievement</p> <p>1. Short Term Targets</p> <ul style="list-style-type: none"> To provide more support to students who have joined too many extra-curricular activities and find it difficult to focus on their study. To enhance students' acceptance of their weaknesses and encourage them to achieve a breakthrough. To provide more support to students who are too competitive and reluctant to face failures. 	Fully Achieved	Incorporated as routine work	<p>Details are recorded in Annual School Report 20-21 p.26</p> <p>Details are recorded in Annual School Report 20-21 p.27-28 and Annual School Report 21-22 p.23</p> <p>Details are recorded in Annual School Report 21-22 p.24</p>



<p>2. Mid & Long Term Targets</p> <ul style="list-style-type: none"> ● To enhance students' learning motivation and help them take more initiatives in various activities. ● To develop a more inclusive school environment through engaging students in more group interactions and community service projects. 	<p>Fully Achieved</p>	<p>Incorporated as routine work</p>	<p>Details are recorded in Annual School Report 22-23 p. 21</p> <p>Details are recorded in Annual School Report 22-23 p. 22-25</p>
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b. Based on the reflection against the seven learning goals¹¹¹, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is my students' performance in achieving the seven learning goals?

Students are highly interested and motivated in learning. They take the initiative to participate actively in the learning activities within and beyond the classroom, displaying confidence in learning and are proactive in communication. They are equipped with a solid knowledge base, as they have developed an active and extensive reading habit and have a strong interest in reading.

Students can also use information technology in a responsible manner. They are able to apply self-directed learning strategies in different key learning areas. Through the use of various online platforms such as Padlet, students are familiar with giving peer feedback to reinforce mutual support and identify their strengths and weaknesses. Students conduct self-assessment such as using Google forms or the 3-2-1 bridge thinking routine at the end of each unit to sum up their learning and seek further improvement in future.

Students are also exposed to leveled choice boards to help pick learning tasks that suit their ability and learning styles, in which they can help set learning goals that can maximize their potential.

Students are involved in cross-curricular and STEAM activities to connect ideas and concepts learnt in different subjects. Students are also developing their generic skills such as problem-solving skills and creativity to solve real world problems using their own ideas. Being supported by the QTN project spearheaded by Pak Kau College, students are exposed to the latest technologies such as Virtual Reality and Artificial Intelligence in solving their problems in their projects.

Students' general discipline performance is satisfactory, however there is a notable gap in G3, in which during the 2022-2023 school year the satisfactory levels of line-up performance during the end of recesses was around 70%; 10% lower than other grade levels. There is wide range of diversity in G3 and G6 in classroom discipline, in which one class scored only around 70% in terms of satisfactory levels, which was 20% below the other classes of the same grade level. According to disciplinary records, the total number of punishments given to students were 119 in school year 2021-2022 and 95 in 2022-2023 (as of May 2023), which were significantly more than the 56 cases recorded in 2020-2021. The increased numbers of misbehaviour cases could be attributed to the absence of face-to-face lessons during the pandemic, in which students' social skills and emotional management have deteriorated. The school has also received cases related to various degrees of bullying, some even occurring in

¹¹¹ The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.



lower grades, despite frequent intervention from class teachers and discipline teachers, indicating a need to cultivate positive values such as respect and empathy as a preventive strategy.

Out of lesson hours, a wide range of ECAs have been provided to students to help them attain a healthy and balanced lifestyle. Other well-being programmes are organized for our students, such as Jockey Club Toy Capsule Activity, anti-bullying drama and workshops from the Hong Kong Policy, anti-cyberbullying workshop, and regular game zone activities during recesses.

According to the APASO data, students have generally expressed a strong national identity and positive attitude toward the country as indicated in the APASO results, which is above the overall mean score of other schools in Hong Kong. However, their love for China is slightly lower than the mean of other schools in Hong Kong, suggesting a strong need to foster students' love for China in the upcoming development cycle.

◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

In consonance with Hong Kong's aims of education, the seven learning goals and latest trends of education development, the school sets the direction of its curriculum development and implementation strategies based on its vision and mission as well as students' needs. The school curriculum covers all KLAs and offers learning experiences both within and beyond the classroom to enable students to enhance knowledge, sharpen generic skills and develop positive values and attitudes.

The Basic Law and topics about National Security Education were extensively covered through student participation in external competitions such as 一國兩制與基本法標語創作比賽 2022、2022 國慶日網上問答比賽、第二屆《國家安全教育通通識校際挑戰賽》，visits to the Legislative Council and Hong Kong Palace Museum, and activities such as the [weekly flag-raising ceremonies](#), [Chinese Cultural Day](#), [Celebrating Chinese Cultural Heritage learning during Extended Learning Weeks](#), and [National Security Education Day](#).

Traditionally, our school's strengths lie within our extensive offering of afterschool sports and music classes. Over 90% of our entire student population enroll in either one of the school's sports teams or afterschool sports classes, across over 13 sports. On the other hand, the school is keen on developing students' musical talent. All G2 students learn erhu and G3 students learn dizi during music lessons, and 18% of our school's students actively take part in instrumental classes while 31% of the entire school population are involved in music groups such as orchestra and choir.

Students are given ample opportunities to develop their leadership skills and contribute to both the school and the community. Internally, a total of 87 G4-6 students are chosen by the school's Discipline and Guidance Team and trained as prefects to perform various patrolling and supervision duties to help maintain discipline on the school campus. Through the school's Be a CARE Leader Programme, students could serve as Environmental Ambassadors, Prayer Leaders, Altar Servers, MCs of school events, Student Mentors other than conventional roles such as class captains and librarians.



Externally, students are invited along with their parents to perform service all around Hong Kong, such as distributing lunchboxes and gifts to people experiencing homelessness in Shum Shui Po, flag selling, Kayaking and Beach Cleaning, to enrich their understanding of the needs of the local community. Students are also invited to take part in personal growth programmes, such as Peer Mediator Training, to gain a better understanding of their emotions and causes of conflict, and be equipped with strategies to help improve the classroom climate and alleviate arguments among peers. However, these meaningful activities are often oversubscribed, which there could be more timeslots to accommodate more participants. More teachers could also be deployed to organize the activities and handle logistics, such as the selection of student participants and logging the completed activities.

- ◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

Due to the covid pandemic, our school conducted lesson observations with our Sister School Zhousheng Primary School via online video conference platforms on Visual Arts topics such as “Self-portrait transformation to animals”, “Asian Games Hangzhou 2022 Poster Design”, to observe the differences between learning environments and teaching styles.

To keep abreast of the latest educational trends and align with the EDB curriculum requirements, we joined the Curriculum Leadership Development Programme (2021-2022) to train up our English Department Heads in holistic planning and implementation of the school English Language curriculum through effective leadership and management. We also enrolled in the English Language Learning Support Service (2022 – 2023) to support our School-based Curriculum Development. Through regular meetings, lesson observations and discussions with the English Language Senior Support Officer, our teachers were empowered to adopt various strategies to encourage self-directed learning, self-management, life planning education, elearning and blended learning skills in their teaching. The revised school based curriculum also incorporated various facets of values education in the texts and questions, to allow students not only to gain a deeper understanding of what values are at a cognitive level, having a feeling for these values at an affection level, but also be encouraged to apply the values in daily life, so as to learn values at an action level.

On the other hand, the school has successfully applied for a QEF grant on “My Pledge to Act” for an amount of HK\$200, 000. The objectives in the proposal were to strengthen students' sense of national identity, enhance their skills of distinguishing the authenticity of information and develop their critical thinking skills through implementing learning activities related to national security education, as well as media and information literacy.

The school has also participated in the “Quality Education Fund Thematic Network on Science in Action” Scheme in conjunction with Christian Pui Yan Primary School, Homantin Government Secondary School, Immaculate Heart Of Mary School and Man Kwan Pak Kau College. Through preparation meetings, workshops, collaborative lesson planning, lesson observations and a sharing session, we were able to reinforce the pedagogical exchange with other schools to keep abreast of the new trend of teaching and development in STEAM education. The sessions culminated in revised and new STEAM projects for Grades 1, 3 and 4 to further develop students' critical thinking and problem-solving skills.



The school actively seeks cooperation with parents through the Parent Teacher Association (PTA) in organizing community support activities, such as Dress Casual Day, Knit With Love, Box of Hope, and Fundraising for the Turkey Earthquake Relief Fund. These collaborative efforts help extend and transform learning in the classroom into actions and create a sense of shared responsibility to empathize with the needs of the local community and the world.

Being affiliated with the Secondary Division of Diocesan Boys' School, our school holds two meetings annually with the Secondary Division to discuss and assess the primary graduates' progress to enable a holistic understanding of each student's needs. This collaboration ensures that appropriate support and interventions can be implemented to promote student success. The meetings also involve sharing of teaching and assessment practices and curriculum design, which promote continuous improvement and ensure that our graduates' transition to secondary school successfully.

c. How Can My School Be Better

◆ What are my students' needs?

Our students have noticed that bullying is happening in the school and they need to be empowered to stand up against such disruptive behaviour and intervene whenever possible. They should also be educated about the different forms of bullying, its impact and strategies for prevention and intervention, so as to help prevent bullying behaviour and improve their overall well-being and sense of safety and comfort in school.

As suggested in the stakeholder survey data, students have also admitted that their self-discipline and respect for teachers has yet to be improved. The school should establish clear and consistent expectations for student behavior and communicate with them by utilizing class teacher periods and non-teaching periods such as assemblies and school activities.

Students should be given various opportunities to take part in service activities, so as to ingrain positive values such as empathy and respect for others and put them into practice. Through service learning, students can further develop life skills such as self-awareness, self-management and responsible decision-making, which can help exhibit desired behaviour in school.

While students report they live a healthy life and strike a balance between study and rest, more strategies can be employed to help students deal with stress in particularly related to academics.

Students should continue to develop a sense of belonging to their country by learning its heritage, landmarks, important historical events, and influential figures, which can be holistically incorporated in the curriculum of different key learning areas and school events.



◆ What is my school's capacity for continuous improvement and development?

The school is well supported financially by the DBS Foundation through an endowment, annual giving programme and fundraising events to support and subsidize current and projected programmes throughout the school year.

The school has lowered its turnover rate after its peak in 2021-2022 which 16 teaching staff members left the school during a wave of relocation. The majority of teaching staff have remained in the organization for an extended duration, indicating a stable workforce. The staff members are generally on harmonious terms and have a good working relationship. The positive school climate allows collaboration among staff members through professional learning communities, team meetings, and shared decision-making processes.

The school has a clear direction of development in accordance with Hong Kong's aims of education and the 7 learning goals. Through regular updates of subject panels and committees, it also effectively monitors the implementation of its work, and understands student performance in knowledge, skills, and values and attitudes against the planned targets of work. The school management makes timely adjustments to its strategies and resource deployment accordingly.

The Headteacher effectively deploys resources, oversees school performance and provides guidance to the staff to support the continuous development of the school. She has an amicable working relationship with teachers, and is capable of empowering staff to realise their full potential.

With the resignation of one deputy headteacher and the founding headteacher approaching retirement, the current deputy headteachers are to establish regular communication and pool their expertise and experience in addressing future issues in the upcoming years. The deputy headteachers should be delegated specific responsibilities and decision-making authority to help make timely decisions and assist the Headteacher Designate to have a smooth transition to the new school environment.



- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Our school needs to nurture a culture of lifelong learning, empowering students to become self-motivated, adaptable, and curious learners who are prepared to thrive in an ever-evolving world. The existing successful practices in blended learning and self-directed learning should be incorporated in our teaching and learning routine, and students need to identify the connections between Key Learning Areas and how they relate to real-world contexts. They should also be encouraged to think critically and solve complex problems that require knowledge from multiple disciplines; STEAM education should be promoted to strengthen interdisciplinary curriculum. Through life-wide learning and service learning experiences, our students should also develop a sense of empathy towards people from different backgrounds.

Students also need to have a heightened sense of national identity and develop an understanding of the country's past and present situations, through adopting a whole-school approach in integrating elements of National Security Education (NSE) into daily teaching and learning. The school should also foster a strong sense of belonging in the school community by developing and maintaining school traditions and rituals to create a shared experience and sense of identity. The school should also establish support systems such as counselling, peer support networks to address the social and emotional needs of students.

Our teachers and student leaders should familiarize with the anti-bullying policy and procedures, so as to intervene promptly against bullying or disruptive behaviour taking place in the school community. Parents should also be involved in school related activities so that they can actively participate in their children's holistic development.



Major Concerns for School Years 2023/2024 – 2025/2026

Based on the above holistic review of school performance, the major concerns in order of priority are:

1. Developing Diocesan boys into life-long learners

- To further develop and incorporate life planning and self-directed learning into our teaching and learning routine
- To finetune the school curriculum and improve vertical cohesion across grade levels and horizontal cohesion across different KLAs
- To further integrate STEAM education in the school curriculum

2. Strengthening the national identity and sense of belonging of all members of the Diocesan community towards our Country and the School

- To enhance students' affection for our Country and sense of belonging to the Nation
- To develop students' understanding and appreciation of Chinese Culture
- To create a harmonious learning environment to instill students' sense of belonging to the School

3. Promoting empathy and respect for diversity to prevent bullying at school

- To expand the scope of the whole school programmes that promote empathy and respect for diversity and inclusivity by increasing students' other learning experiences, such as life-wide learning and service learning opportunities
- To familiarize teachers and students with the anti-bullying policy and procedures to follow and educate them to identify signs of bullying behaviours
- To enhance home-school cooperation and parent education to promote their active participation in their children's development



School Development Plan (2023/2024 – 2025/2026)

First Priority – Developing Diocesan boys into life-long learners

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals
		2023/24	2024/25	2025/26		
1. Developing Diocesan boys into life-long learners	<ul style="list-style-type: none"> To further develop and incorporate life planning and self-directed learning into our teaching and learning routine 	✓	✓		To employ various strategies such as choice boards, goal setting, blended learning, self-reflection tasks in teaching materials to encourage self-directed learning	Knowledge of KLAs Generic Skills
				✓	To create an online school platform for students to document and reflect on their previous learning tasks and performance with reference to Assessment as Learning (AaL) methods	Knowledge of KLAs Language Skills Reading and Information Literacy Generic Skills
	<ul style="list-style-type: none"> To finetune the school curriculum and improve vertical cohesion across grade levels and horizontal cohesion across different KLAs 	✓			To coordinate the outing arrangements among the English, Chinese, and GS Departments for all grade levels annually	Knowledge of KLAs Language Skills Reading and Information Literacy Generic Skills
		✓			To reserve dates in the school calendar for cross curricular activities to be implemented on a whole school basis	Knowledge of KLAs Language Skills Reading and Information Literacy Generic Skills



		✓			To finetune Collaborative Lesson Planning (CLP) practices by planning horizontally cross curricular lessons in the 1st term	Knowledge of KLAs Language Skills Reading and Information Literacy Generic Skills
			✓	✓	To review and modify teaching and assessment materials to help students gain a deeper understanding of the interrelatedness of all subjects and disciplines, and to sustain student motivation and engagement	Knowledge of KLAs Language Skills Reading and Information Literacy Generic Skills
<ul style="list-style-type: none"> To further integrate STEAM education in the school curriculum 		✓			To recommend colleagues from each KLA to be professionally trained for STEAM through EDB professional development workshops and internal meetings	Knowledge of KLAs Reading and Information Literacy Generic Skills
		✓			To raise the profile of STEAM working committee by assigning two representatives from each KLA to support their departments	Knowledge of KLAs Reading and Information Literacy Generic Skills
			✓	✓	To design a curriculum framework that outlines the learning and assessment objectives of STEAM education	Knowledge of KLAs Reading and Information Literacy Generic Skills



Second Priority - Strengthening the national identity and sense of belonging of all members of the Diocesan community towards our Country and the School

Major Concerns	Target	Time Scale			A General Outline of Strategies	Seven Learning Goals
		2023/24	2024/25	2025/26		
Strengthening the national identity and sense of belonging of all members of the Diocesan community towards our Country and the School.	<ul style="list-style-type: none"> To enhance students' affection for our Country and sense of belonging to the Nation 	✓			To adopt a whole-school approach in curriculum planning to integrate elements of NSE into teaching across different KLAS	<ul style="list-style-type: none"> National Identity Positive Values and Attitudes Knowledge of Key Learning Areas
		✓			To incorporate National Security Education in Speech under the National Flag	
			✓	✓	To organize Staff Development Programme on National Security Education to strengthen teachers' knowledge in the updated requirements in areas of NSE.	



<ul style="list-style-type: none"> To develop students' understanding and appreciation of Chinese Culture 		✓	✓	To emphasize the importance of preserving and treasuring traditional Chinese values and cultural characteristics	<ul style="list-style-type: none"> National Identity Positive Values and Attitudes Knowledge of Key Learning Areas
			✓	To organize Parents' workshop to enhance understanding in National Security Education	
<ul style="list-style-type: none"> To create a harmonious learning environment to instill students' sense of belonging to the School 	✓	✓		To organize whole-school assemblies to disseminate school's history and expectations	<ul style="list-style-type: none"> National Identity Positive Values and Attitudes
	✓			To promote brotherhood among lower grade and upper grade students through the Big Brother Programme	



Third Priority – Promoting empathy and respect for diversity to prevent bullying at school

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals
		2023/24	2024/25	2025/26		
Promoting empathy and respect for diversity to prevent bullying at school	<ul style="list-style-type: none"> To expand the scope of the whole school programmes that promote empathy and respect for diversity and inclusivity by increasing students' other learning experiences, such as life-wide learning and service learning opportunities 	✓		✓	<p>To provide a variety of service learning, and personal growth workshops under the Be a CARE Leader Programme to engage students with different interests on a voluntary basis.</p> <p>To coordinate a year-long community service programme for the whole grade level, i.e. Grade 6 students will pay continuous visits to an elderly centre throughout the school year.</p> <p>To arrange class-based activities to improve students' collaboration and respect for others, e.g. Grades 4-6 students will be asked to lead a morning assembly with a targeted theme set by the School as the whole class works collaboratively towards one common goal.</p>	<ul style="list-style-type: none"> Positive Values and Attitudes Language Skills National Identity



	<p>To familiarize teachers and students with the anti-bullying policy and procedures to follow and educate them to identify signs of bullying behaviours</p>	✓			<p>To provide training for teachers to increase teachers' understanding and awareness of signs of bullying behaviours.</p> <p>To promote positive values and educate students about the effects of bullying and not being a bystander in assemblies.</p> <p>To offer training to Prefects and Kindness Ambassadors to equip them with the knowledge in identifying bullying behaviours around them and equip them with the skills to intervene.</p>	<ul style="list-style-type: none"> ● Positive Values and Attitudes ● Healthy Lifestyle
	<ul style="list-style-type: none"> ● To enhance home-school cooperation and parent education to promote their active participation in their children's development 		✓	✓	<p>To introduce the anti-bullying policy and procedures to parents in the parents' tea sessions</p> <p>To utilize the One-off Grant on Parent Education in organising parent-child activities to engage parents and students in meaningful collaboration to build a harmonious relationship.</p>	<ul style="list-style-type: none"> ● Positive Values and Attitudes ● Healthy Lifestyle

