

Shun Lee Catholic Secondary School

SCHOOL DEVELOPMENT PLAN 2018/19-2020/21



School Mission

The School is dedicated to providing a positive learning environment in which students understand the truth of the Gospel and experience the love of Christ. It is where students learn to integrate Christian faith with Chinese culture and life for holistic personal development.

We believe that students are unique individuals possessing distinctive gifts and talents. We thus commit ourselves to helping students develop their potential to the fullest and become independent learners capable of mastering self-learning skills, with emphasis on fostering positive attitudes towards life.

We devote ourselves to educating students to become responsible citizens who are eager and competent to make contributions to society, and to encourage them to carry on the best of Chinese culture.

School Goals

1. Related to Outcomes for students

- 1.1 Instill in students a positive outlook on life based on the teaching and values of Christ.
- 1.2 Nurture students into responsible, competent and committed local and global citizens.
- 1.3 Equip students with the knowledge and skills required to meet the challenges of the 21st century and to become life-long learners.
- 1.4 Develop students into independent learners with competence in analysis, problem solving, making judgement and decision.
- 1.5 Develop students into individuals with high self-esteem and strong leadership.
- 1.6 Develop the individual potential of students and foster a spirit of cooperation and service.
- 1.7 Develop students' abilities in using English and Chinese for learning and communication.
- 1.8 Help students master skills for enhancing physical endurance and increased physical adaptability.
- 1.9 Help students cultivate an interest in art and develop their imagination and creativity.
- 1.10 Guide students to understand the strengths and weaknesses of Chinese culture and help them appreciate the best of its traditions and values.

2. Related to Learning Experiences for students

- 2.1 Provide religious activities for students to experience the joy and peace of being a Christian and learn to respect other religions.
- 2.2 Cultivate in students a sense of self-motivation, self-evaluation, self-respect and self-discipline through a system of rewards and admonition.
- 2.3 Provide counseling to help students solve problems.
- 2.4 Provide moral and civic education activities to instill moral values in students and heighten their social awareness.
- 2.5 Provide diversified curriculum and activities that facilitate the realization of individual potential in order to achieve a balanced development.
- 2.6 Encourage students to participate in diversified activities that could widen their horizons and broaden their experiences.
- 2.7 Provide peer counseling, allowing students from different year levels to share their learning experiences and achievements.
- 2.8 Strengthen the experience of team by providing activities that require team work from which students could learn interpersonal skills and understand the importance of cooperation.
- 2.9 Strengthen communication between the school and the community. Provide opportunities for student outreach and community services.

3. Related to Provision of Resources

- 3.1 Upgrade school resources and facilities to help teachers meet the varied needs of students and curriculum.
- 3.2 Provide school-based training and encourage teachers to take up further studies essential for their professional development.
- 3.3 Enhance teaching quality by making available more channels for sharing of good teaching practices.
- 3.4 Facilitate more programmes of exchange between teachers and students to enhance their team spirit and sense of belonging.

4. Related to School Management

- 4.1 Provide more channels for communication and encourage the active exchange of opinions among teachers.
- 4.2 Provide clear guidelines on school administration and formulate procedures for implementing school administrative policies.
- 4.3 Increase transparency in the formulation of school policies. Provide opportunities for teacher participation in school administration.
- 4.4 Enable students to understand school administration and encourage them to raise their opinions.
- 4.5 Strengthen communication between alumni and the school and provide access for alumni involvement in school activities.
- 4.6 Strengthen communication between parents and the school and provide access for parent involvement in school activities.

School Motto

SIC DEO PLACET

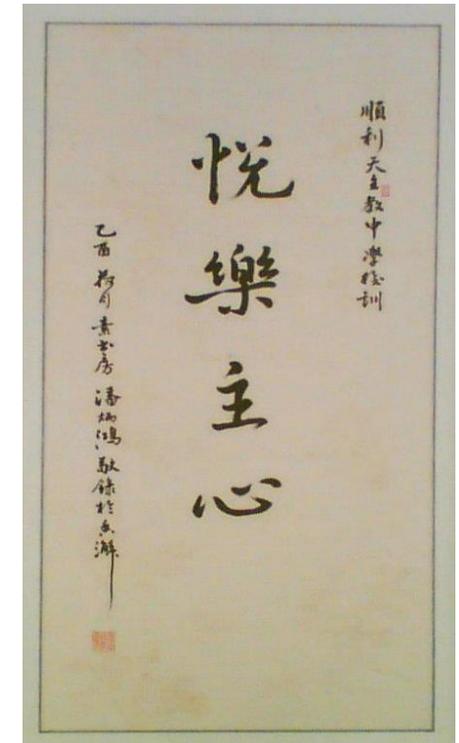
The Biblical Origin:

“So whether we are at home or away, we make it our aim to please Him” (2 Corinthians 5:9)

Message: May we live according to the will of God

Core Values of Education

As a Catholic school, we shall uphold and pass on the core values of TRUTH, JUSTICE, LOVE, LIFE and FAMILY to our students to prepare them properly for their life and future responsibility. The school also works in accordance with the school mission and dedicates itself to cultivating the core values of “Love”, “Mutual respect” and “Responsibility” in students.



Holistic Review of Major Concerns (2015-2018)

Major Concern 1 : Enhancing Students’ Learning Ownership

| Targets | Extent of Targets Achieved | Follow-up Actions |
|--|---|--|
| <p>1. Ensure students’ engagement and responsibility in learning by incorporating 4Ps - Preparation, Participation, Presentation & Possession in learning and teaching</p> | <p>Targets have been well-achieved.</p> <ul style="list-style-type: none"> ✧ Since September 2015, 4Ps have provided a “standardized practice” for teachers of different subjects to follow, making it easier for students to develop active learning habits across levels and subjects. ✧ 6 submissions of teaching packages implementing 4Ps since 2015-2016 have gathered around 220 newly developed packages and 40 revised packages. The teaching packages have given students sufficient opportunities to practice 4Ps. ✧ While lesson observation has continued to centre on the implementation of 4Ps, professional sharing of successful practices in enhancing Possession has been conducted in Subject Heads’ Meetings and Staff Meetings throughout the academic year to further strengthen the implementation of Possession. ✧ Students’ responses to 4Ps in two major surveys have indicated that 4Ps have given them a more concrete practice of active learning, which bring positive impacts on their learning habits. <ul style="list-style-type: none"> i. <i>The school-based Learning and Teaching Questionnaire Survey</i> indicated that students were generally positive about their performance in <i>Preparation, Participation, Presentation</i> and <i>Possession</i>. They also recognized teachers’ efforts in providing adequate opportunities in lessons for them to practise 4Ps. | <ul style="list-style-type: none"> ✧ 4Ps should be continued as our regular learning and teaching practice in the future. ✧ Teachers should continue to help students achieve possession for learning progress reflection and consolidation. |

| | | |
|--|---|---|
| | <p>ii. <i>Students’ perception of teaching in Stakeholders’ Survey</i> indicated that teachers provided sufficient opportunities for students to conduct 4Ps. An increase in ratings has been observed over the past 3 years in survey items:</p> <p><i>“Teachers often arrange group discussions and oral presentations in lessons”</i></p> <p><i>“Teachers often provide us with guidance in learning strategies such as pre-lesson preparation”</i></p> <p>iii. <i>Students’ perception of learning in Stakeholders’ Survey</i> indicated that students became more aware of how to apply different learning strategies in study. A rise in ratings has again been observed over the past 3 years in survey items:</p> <p><i>“I know how to set learning goals”</i></p> <p><i>“I am able to apply learning strategies such as doing pre-lesson preparation, using concept maps and online resources”</i></p> <p><i>“I often review my learning based on my assessment results and teachers’ comments”</i></p> <p>✧ The implementation of 4Ps has strengthened students’ habits to prepare for lessons. They have also become more active in participating in learning activities and presenting their learning outcomes. Meanwhile, they have developed a habit of reflection during the learning process.</p> | |
| <p>2. Embrace social skills through collaborative learning</p> | <p>Targets have been partially achieved.</p> <p>✧ S1 students have been seated in groups of 4 and given a clear framework detailing their roles and responsibilities when participating in group work. Students have developed a heightened awareness of their roles, duties and manners in group work through teachers’ guidance and training sessions provided to Student T. Students are always seen to work closely with their peers to co-construct knowledge. Active participation in lessons has been observed in S1</p> | <p>✧ TEAM setting should be continued in S1 & S2 to facilitate co-construction of knowledge among students.</p> <p>✧ S2 teachers should closely</p> |

| | | |
|---|---|--|
| | <p>classes.</p> <ul style="list-style-type: none"> ✧ However, some problems were reflected through the Focus Group Interview about the TEAM arrangement in S2, including ineffective division of labour, which resulted in heavy reliance on Student T in group projects. | <p>monitor the group dynamics for a more effective division of labour. “Job rotation” among roles could be applied to reduce reliance on student T and to motivate student M’s participation.</p> <ul style="list-style-type: none"> ✧ Successful practices will be collected from teachers for professional sharing. |
| <p>3. Equip students with life-long learning skills</p> | <p>Targets have been mostly implemented.</p> <ul style="list-style-type: none"> ✧ Learning Skills Across Curriculum (LSAC) in S1 and S3 were revised to incorporate more learning skills such as interpreting and responding to different texts and data. ✧ Students have been given opportunities to recycle skills acquired from LSAC in other subjects: S1 - IH, Chinese History, Science; S3 - IH, Chinese, Liberal Studies. They have been made more aware of the importance of transferring skills learnt from LSAC to their other subjects. ✧ Collaboration with subjects has been strengthened when more teachers of different subject backgrounds are involved in LSAC teaching. | <ul style="list-style-type: none"> ✧ LSAC will continue to work closely with Chinese History, English, Science and Integrated Humanities to provide ample opportunities for students to apply learning skills acquired in LSAC. ✧ The use of e-resources / e-platforms has not been emphasized in LSAC, but e-learning has been embedded and will continue to be promoted in other subjects. |

Major Concern 2 : Enhancing Student Development through the Integration of Value Education and Life Planning

2.1 Refine the framework of holistic student development with the integration of value education

| Targets | Extent of Targets Achieved | Follow-up Actions |
|---|--|---|
| <p>1. A well-balanced student development framework will be formulated</p> | <p>Targets have been mostly achieved.</p> <ul style="list-style-type: none"> ✧ The school-based Student Development Framework has been formulated. The framework comprises seven values including, love, responsibility, mutual respect, justice, service, perseverance and truth. ✧ Different programmes and subjects, e.g. Life Education, Sex Education programmes and Mental Health programmes, S2 and S4 Service Education, as well as S1 SHUN Teens have been refined and rearranged to optimize the student development framework. | <ul style="list-style-type: none"> ✧ Core Values of Catholic Schools will be incorporated into the Students Development Framework. ✧ Mental Health programmes will be enhanced for the better development of student. |
| <p>2. The dissemination of values in developmental stages for the understanding of stakeholders</p> | <p>Targets have been partially achieved.</p> <ul style="list-style-type: none"> ✧ School-based Life Education has been refined to strengthen students' abilities to manage stress and emotions. ✧ Improved coordination has facilitated the implementation of S2 V-power and S4 Service Education. The dissemination of values through the activities has also been achieved. ✧ School-based Sex Education programmes have been refined to ensure clear dissemination of learning objectives for different levels of students. ✧ Subjects and Teams have also incorporated values in their lessons, activities and programmes, e.g. Life Journey programme, Love Series group activities, Inter-class activities, Life Education, School Commencement Day, sharing from lawyer and police during school assemblies. | <ul style="list-style-type: none"> ✧ The Student Affairs Committee will focus on the dissemination of one or at most two values each year so that the values can be understood and internalized by students more easily. ✧ The school-based programmes will be refined with the focus on the values of "Life" and "Love". |

| | | |
|---|--|---|
| <p>3. Teachers, parents and students show more awareness of the values and put them in practice accordingly</p> | <p>Targets have been partially achieved.</p> <ul style="list-style-type: none"> ✧ Different surveys and interviews indicated that students became more aware of the values. ✧ Professional development workshops have been organized to help teachers understand the importance of value education and how to integrate values in their lessons. ✧ Parents' nights for S1 to S6 have been organized to empower parents to support students' development. ✧ The participation rate of S1 & S2 parents' nights reached 70% or above. Parents' workshop and day camp about mental health and parenting skills have also been organized by PTA and social workers. More parents have shown more awareness of their children's development. ✧ New S1 Orientation Day Camp has been organized by PTA in summer holiday as the start of parent education programmes. ✧ Messages about the values have been displayed on various learning occasions and school campus. For example, 2/F Banners outside the classrooms, 4/F Doors of S3 classroom, G/F-4/F Posters, Court A (Core values of Catholic Schools) | <ul style="list-style-type: none"> ✧ Workshops and seminars related with mental health knowledge and skills will be organized for teachers and students. ✧ New parent education programme will be arranged for parents. |
|---|--|---|

2.2 Strengthen the Career and Life Planning Education through the concerted efforts of teams and subject panels

| Targets | Extent of Targets Achieved | Follow-up Actions |
|--|---|---|
| <p>✧ Students are aware of their own potential and weaknesses</p> | <p>Targets have been well-achieved.</p> <ul style="list-style-type: none"> ✧ Students have become more aware of the importance of career and life planning through their participation in different programmes and individualized counselling meetings. ✧ Career Guidance Team has provided over 40 programmes for junior and senior secondary students respectively. A wide variety of programmes have been organized to unleash the potential of students with different abilities or interests. | |
| <p>✧ Students are eager to develop their potential</p> | <p>Targets have been mostly achieved.</p> <ul style="list-style-type: none"> ✧ Students generally found most of outsource programmes useful to their career and life planning and participants were mostly active and highly engaged in the process. ✧ The potential of some students could be actualized through various programmes such as Love Series activities, lunch performances and Guidance Prefect Training Programmes. | <p>✧ Different teams will continue to find outsource programmes for students.</p> |
| <p>✧ Students could set long term goals and prepare short term plans on career and life planning</p> | <p>Targets have been well-achieved.</p> <ul style="list-style-type: none"> ✧ School-based mentorship programme has been organized to help students set goals of career and life planning. ✧ Alumni Mentorship Programme and Career Days have been successfully launched in collaboration with Alumni Association. The School has built a good connection with Alumni Association to facilitate our students' career and life planning. | <p>✧ Career Guidance Team will explore more possibilities to arrange career sharing activities for senior secondary students to gain a better understanding of the working world.</p> |

Major Concern 3 : Enhancing Students' Digital Competence

| Targets | Extent of Targets Achieved | Follow-up Actions |
|--|---|--|
| <p>1. Upgrade IT infrastructure to facilitate e-learning</p> | <p>Targets have been mostly achieved.</p> <ul style="list-style-type: none"> ✧ All classrooms and special rooms have been installed with WIN 10 PC, projector visualizer and a mic system. All staff has their own PC in the staff room, TA room and Office. ✧ However, the stability of some devices like visualizer and mic system is not satisfactory. According to a recent survey, 16% of the teaching staff was not satisfied with the IT equipment in classrooms / special rooms. ✧ The coverage the WiFi is almost 90% of the school campus. However, the WiFi signal at some locations (e.g. school hall) is not strong enough, resulting in occasional loss of connection during operation. ✧ The progress of the implementation of e-learning is satisfactory. According to a recent survey, 84% of the teaching staff has tried out e-learning in their lessons and 62% of the teaching staff has used tablet PC in lessons. | <ul style="list-style-type: none"> ✧ Replace all cables and connecting devices (e.g. HDMI switch) inside the teacher desk in all classrooms. ✧ Seek for other brands of visualizer & projector which are more robust and reliable in the coming batch of hardware replacement. ✧ Second cycle of the WiFi 900 project will start in the coming academic year. Enhancement of the speed and the coverage of our WiFi network will be added in the tender specifications. ✧ Continue to provide training and showcase good practices to teachers for using the new tablets in conducting e-learning in lessons ✧ Consider outsourcing some of the IT operations and maintenance jobs in order to ease the workload of IT personnel in school. |

| | | |
|---|---|---|
| <p>2. Nurture Students into competent and ethical users of technology</p> | <p>Targets have been partially achieved.</p> <ul style="list-style-type: none"> ✧ The implementation of the “Young IT Ambassador Award Scheme” to nurture students’ interest and knowledge in IT is considered unsuccessful. Reasons are as follows: <ul style="list-style-type: none"> i. The requirements of the award scheme are outdated. ii. Students cannot acquire the required typing speed in Chinese and English as students are used to working on mobile devices, through which text can be entered through voice recognition. iii. Students see computer and mobile devices as tools for entertainment rather than learning. ✧ The T&L curriculum has been re-structured to cater for the change in the information age and a tentative framework of IT skills is formulated to help teachers plan activities with the aims of extending students’ digital literacy. ✧ Most students have acquired the basic cloud computing skills, which make them ready to work collaboratively with teachers and classmates. | <ul style="list-style-type: none"> ✧ Integrating computer ethics across curriculum should be considered as there is an increase use of computers in the educational environment of today. |
| <p>3. Bridge the digital gap between parents and students</p> | <p>Targets have been partially achieved.</p> <ul style="list-style-type: none"> ✧ As BYOD is far from mature and there are still a lot of technical issues related to privacy and security, it is therefore not yet implemented in our school. Students are only required to work on the tablet PCs provided by the school. The demand for parent education on the use of e-devices is not necessary at this moment. ✧ An information kit on e-learning prepared by the HKedCity has been uploaded to our school web for parents’ reference. | <ul style="list-style-type: none"> ✧ A parent talk on e-safety or e-learning will be arranged by the PTA. ✧ e-circulars will be sent to parents notifying them of the information kit and any parent talk/workshop held by NGOs in the near future. |

Evaluation of the School's Overall Performance

| PI Areas | Major Strengths | Areas for Improvement |
|-------------------------------------|--|--|
| 1. School Management | <ul style="list-style-type: none"> ➤ The School has a clear direction of development ➤ Development priority tasks have been effectively coordinated and implemented with the school's clear directions and strategies. ➤ Communication and collaboration among subjects and committees have been enhanced with the professional sharing of subject heads and teachers in staff meetings and subject heads' meetings. ➤ Evaluation findings, including quantitative and qualitative, have been effectively used to enrich planning and implementation of priority tasks. | <ul style="list-style-type: none"> ➤ The effectiveness of some priority tasks may be affected by shrinking staff population and teachers' heavy workload. Consideration should be given to the number of priority tasks and teachers' administrative duties. ➤ Coordination of various school resources should be further strengthened to maximize their effectiveness. |
| 2. Professional Leadership | <ul style="list-style-type: none"> ➤ Senior management and middle management work closely with the Principal to guide and oversee the school's continuous development. ➤ School management adopts a participatory approach, through which teachers are given sufficient opportunities to express their views regarding school policies and development priorities. ➤ The family-like school ethos is evident among teachers. With good collegial relationship and timely support rendered to colleagues in need, teachers are committed to the school. ➤ Teachers' efforts have been recognized and staff morale boosted with principal's constant appreciation. | <ul style="list-style-type: none"> ➤ Development needs of teachers at different stages and in different positions should be identified and adequately addressed to bring about continuous improvement of their work performance. ➤ Middle managers' awareness of their leadership roles should be further strengthened so that they can foster communication and collaboration more effectively. |
| 3. Curriculum and Assessment | <ul style="list-style-type: none"> ➤ The school provides a broad and balanced school-based curriculum, which caters for students' academic and personal development. ➤ Subjects are given autonomy to decide on their specific assignment and assessment policies. ➤ The school effectively responds to the educational trends such as e-learning, self-directed learning & STEM | <ul style="list-style-type: none"> ➤ Teachers should be given more training on how assessment data can be used to enrich learning and teaching. ➤ The assignment inspection policy should be reviewed to ensure the provision of quality feedback to enrich student learning. |

| | | |
|--|--|---|
| <p>4. Student Learning and Teaching</p> | <ul style="list-style-type: none"> ➤ Students have been well-adapted to the collaborative learning approach to construct knowledge. ➤ Students have become more aware of applying different strategies for learning. ➤ The implementation of 4Ps has brought a paradigm shift from teacher-led lessons to a student-centred learning approach. Teachers have provided more opportunities for students to conduct pre-lesson tasks, participate in learning activities, present their learning outcomes as well as possess learning. | <ul style="list-style-type: none"> ➤ Students generally don't have much confidence in learning. Students should be given more encouragement and opportunities to express their views and present their learning outcomes. ➤ Teachers should strike a balance between providing frameworks for learning task scaffolding and allowing room for students to handle learning tasks on their own. ➤ Some students' self-discipline should be enhanced. |
| <p>5. Student Support</p> | <ul style="list-style-type: none"> ➤ Strong student support has been facilitated by close teacher-student relationships. ➤ Various school-based curricula have been provided to cater for students' needs in personal growth as well as foster their positive values and attitudes. ➤ Sufficient support has been given to students with diverse learning needs for better integration into campus life and development of their potential. ➤ Alumni has given a lot of support on multiple pathways upon graduation. | <ul style="list-style-type: none"> ➤ Teachers' awareness of identifying students with emotional needs and difficulties should be strengthened. ➤ The current Extra-curricular Activities system should be reviewed to nurture students' commitment. ➤ A systematic leadership training programme is needed to nurture competent Shunleers with confidence, commitment and communication skills. |
| <p>6. Partnership</p> | <ul style="list-style-type: none"> ➤ The school benefits from the trust and close collaboration with the Parent-Teacher Association. ➤ The school benefits from various forms of support offered by the Alumni Association, which include mentorship programme and scholarship. ➤ The school also benefits from the support rendered by external organizations for students' personal growth and development, teachers' professional development as well as continuous school improvement. | <ul style="list-style-type: none"> ➤ Utilizing external resources to refine the school-based curriculum / programmes should be strengthened. ➤ Strengthen partnership with external organizations to provide students a broader variety of learning experiences. |

| | | |
|--|--|---|
| <p>7. Attitude and Behaviour</p> | <ul style="list-style-type: none"> ➤ Students are friendly and respectful towards peers and teachers. They are helpful both inside and outside school. ➤ More students have become aware of their civic obligation and show active participation in organizing community service with the hope of advocating changes in our society. | <ul style="list-style-type: none"> ➤ Students generally lack self-confidence. Other than providing more learning opportunities to broaden their horizons, teachers' recognition and positive reinforcement are also needed to boost their self-confidence. |
| <p>8. Participation and Achievement</p> | <ul style="list-style-type: none"> ➤ More students have participated in diverse programmes organized by external organizations to nurture innovative spirit, entrepreneurship and leadership. ➤ Students have made achievements in competitions ranging from sports, aesthetics, robotics, business to academic aspect. ➤ Students demonstrate better physique after taking part in the SHUN Teens running programme. | <ul style="list-style-type: none"> ➤ The school should work for students' greater academic achievement. ➤ The school should continue to provide students with more access to a wide variety of activities so that their interests and potential can be fully developed. |

SWOT Analysis

Our Strengths

- ✧ The family-like school ethos facilitates the cultivation of positive values in students and the sharing of common vision among teachers.
- ✧ Teachers are committed to teaching and students' whole-person development.
- ✧ Students in general exhibit the school core values – love, mutual respect and responsibility in their acts.
- ✧ The school benefits from committed parents and alumni who provide strong support in student development programmes / activities.

Our Weaknesses

- ✧ Students' low socio-economic background narrows their horizons and undermines their self-confidence.
- ✧ Some students lack motivation and self-discipline in learning and are distracted by electronic gadgets.
- ✧ Heavy workload deprives teachers of their time to communicate with students.

Our Opportunities

- ✧ The school's link with external organizations such as Quality Schools in Hong Kong of CUHK has provided teachers with more insights and professional support in learning and teaching, sports and aesthetics as well as service education.
- ✧ Increased government resources facilitate teachers' work and provide more opportunities for students to broaden their horizons.

Our Threats

- ✧ The small campus poses certain limitations to the development of school initiatives geared for new educational trends.
- ✧ The prevalence of electronic gadgets transforms the way students learn and receive information, resulting in students' short attention span.
- ✧ Complicated family backgrounds affect students' growth and more students have difficulties handling stress and emotions.

Major Concerns for 2018/19 – 2020/21

1. Enhancing Learning Effectiveness
2. Strengthening Catholic Education Core Values
3. Nurturing Students into Competent Shunleers

Major Concern 1: Enhancing Learning Effectiveness

| Targets | Intended Outcomes | Strategies | Time Scale | | |
|--|---|--|------------|-------|-------|
| | | | 18/19 | 19/20 | 20/21 |
| 1. Strengthening students' learning strategies | <ul style="list-style-type: none"> ✧ Students are able to possess learning, illustrated by their abilities to practise the following learning strategies: <ul style="list-style-type: none"> (i) comprehending questions; (ii) effectively responding to questions in both assignment and assessment tasks; (iii) making their own notes for consolidation; and (iv) applying appropriate and effective strategies in revision | <ul style="list-style-type: none"> ✧ Monitor the incorporation of learning strategies in subjects ✧ Provide staff development programmes on how to strengthen students' learning strategies ✧ Promote experience sharing among teachers on the successful implementation of learning strategies | ✓ | ✓ | ✓ |
| 2. Strengthening assessment literacy | <ul style="list-style-type: none"> ✧ Teachers are able to strengthen the coherence among learning and teaching, assignment and assessment ✧ Teachers are able to use assessment data effectively to <ul style="list-style-type: none"> (i) understand students' strengths and weaknesses in learning (ii) provide quality feedback for students to enrich their learning (iii) adjust learning and teaching strategies for improving curriculum planning and implementation | <ul style="list-style-type: none"> ✧ Enhance the assignment and assessment inspection policies in collaboration with subjects ✧ Provide staff development programmes on assessment literacy ✧ Promote experience sharing among teachers on how to provide quality feedback to enrich students' learning | ✓ | ✓ | ✓ |

Major Concern 2: Strengthening Catholic Education Core Values

| Target | Intended Outcomes | Strategies | Time Scale | | |
|---|---|--|------------|-------|-------|
| | | | 18/19 | 19/20 | 20/21 |
| 1. Strengthening Catholic Education core values | ✧ Teachers and students share the values of life, family, justice, love and truth | ✧ Strengthen Catholic Education core values with the focus on one particular value in each academic year | ✓ | ✓ | ✓ |
| | | ✧ Teachers incorporate values in their lessons, activities and programmes | ✓ | ✓ | ✓ |
| | | ✧ Emphasize community services resembling the Servant of God | ✓ | ✓ | ✓ |
| | ✧ Foster students' positive attitude | ✧ Enhance mental health programmes for the better well-being of students | ✓ | ✓ | ✓ |
| | | ✧ Tap resources from external organizations to organize different programmes for students | ✓ | ✓ | ✓ |
| | ✧ Teachers and parents show more awareness of the Catholic Education core values and put them in practice accordingly | ✧ Deepen teachers' understanding of the Catholic Education core values and Catholic social teaching through professional development | ✓ | ✓ | |
| | | ✧ Arrange parent education programmes to enhance Catholic Education core values | ✓ | ✓ | |

Major Concern 3: Nurturing Students into Competent Shunleers

| Targets | Intended Outcomes | Strategies | Time Scale | | |
|-------------------------------------|--|---|------------|-------|-------|
| | | | 18/19 | 19/20 | 20/21 |
| 1. Enhancing the current ECA system | <ul style="list-style-type: none"> ✧ A good balance of activities in different areas can be achieved after communicating with advisors of teams and clubs. ✧ Teacher advisors are evenly allocated in different activities ✧ Teachers show more awareness of student development in different generic skills | ✧ Reform the system and revise combination of extra-curricular activities | ✓ | ✓ | |
| | | ✧ Reallocate teacher advisors of activities | ✓ | ✓ | ✓ |
| | | ✧ Provide experience sharing and training to empower teachers to nurture students' competence | ✓ | ✓ | |
| 2. Developing Students' Competence | <p><i>For all participating students:</i></p> <ul style="list-style-type: none"> ✧ Students become reflective and aware of their own potential, weaknesses and responsibilities <p><i>For student leaders:</i></p> <ul style="list-style-type: none"> ✧ Students show improvement in communication, activity planning and execution skills ✧ Students show more leadership qualities and skills | ✧ Provide sufficient time for organization of and participation in activities by arranging Activity Day | | ✓ | ✓ |
| | | ✧ Monitor students' attendance rate in activities | ✓ | ✓ | ✓ |
| | | ✧ Revise various activities and programmes to unleash the leadership potential of students to strengthen students' confidence | ✓ | ✓ | ✓ |
| | | ✧ Tap resources from external organizations to provide more opportunities to cater for students with different competence | | ✓ | ✓ |