

## School Response

The school response on the draft ESR report was received on 9 May 2024. The original text of the school response is incorporated as follows.

順利天主教中學  
SHUN LEE CATHOLIC SECONDARY SCHOOL  
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Ms. Lee Yee, Virginia  
Quality Assurance and School-based Support Division,  
Education Bureau,  
Rm 1602, 16/F, Crocodile Centre,  
79 Hoi Yuen Road, Kwun Tong, Kowloon

Dear Ms. Lee,

### School Response to the Draft ESR Report

We would like to express our sincere gratitude to your team for your substantial time and effort invested in preparing this report. We are very pleased with your team's recognition of our efforts in providing high-quality holistic education and diverse learning experiences for students. It is also heartening to see praise for our students' positive learning attitude and eagerness to serve the school and community.

### Responses to ESR findings

With references to the comments and points raised in the following sections:

- 3.1.1 – We are aware of the importance of evaluating student performance in values and we have adopted the performance indicators established in Values Education Whole Curriculum Framework for Catholic Schools. In our upcoming three-year plan, we will continue to refine the measurement of students' performance in values to achieve a more precise evaluation specific to the focused values of each academic year.
- 3.3.3 – Our school has committed to enhancing the educational experience of high-ability students by providing them with extensive opportunities to maximize their potential. Each year, our students engage in a diverse array of activities on local, national and international levels, including the MIT Innovation Summer Programme and various overseas exchange tours. To effectively identify and support these gifted students, we have established a Talent Pool that encompasses the top 10-15% of our student body with various talents. We actively encourage their participation in gifted courses offered by the Education Bureau, the Hong Kong Academy for Gifted Education and different tertiary institutions. Additionally, we are in the process of developing a comprehensive school-based system for gifted education, which we anticipate will be implemented next year.

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- 3.7.1 – Our school prioritizes students' holistic development and physical well-being. To increase students' engagement in physical activities, all S1 students are required to take part in regular long-distance running training through SHUN Teens programme, which is a key component of our school-based Extended Curriculum. This programme culminates in a 10-kilometer local race at the end of the academic year, setting a tangible goal for our students and helping students develop grit, perseverance and self-confidence. In addition, our sports teams – including the Volleyball, Handball, Basketball, Football, Badminton, Table Tennis and Athletic teams – participate in rigorous weekly training sessions. Aiming to further promote a culture of physical fitness, morning exercises have been integrated into our Morning Assembly, actively involving the entire student body. We believe that these initiatives not only enhance physical fitness but also foster a lifelong habit of regular exercise among our students. We will continue to encourage regular and active participation in physical activities among students in the coming years.

Thank you once again for your constructive feedback, which is invaluable for our school's future development. We will continue to strive for excellence, reflecting on and refining our practices to ensure the highest quality of education for our students.

Yours faithfully,



Rev. Devos Pierre Joseph  
Supervisor