

Shun Lee Catholic Secondary School

3-Year School Development Plan

2021/2022– 2023/2024

順利天主教中學

悅主育人 承傳創新

Building a future that brings delight to the Lord

Bible quote: The Lord is my helper, I will not be afraid. What can anyone do to me? (Heb 13:6)

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

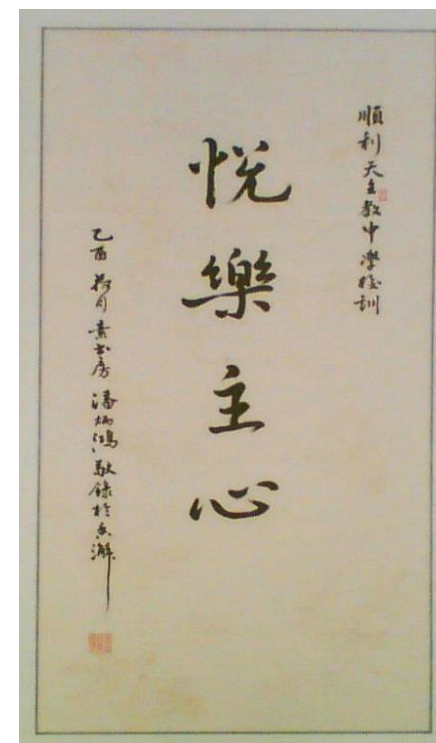
The Biblical Origin:

“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 Catholic 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 (2018-2021)

Major Concern 1: Enhancing Learning Effectiveness

Targets	Extent of Targets Achieved	Follow-up Actions																				
<p>1. Strengthening students' learning strategies</p>	<p>Targets have been well-achieved.</p> <p>✧ Students' positive feedback about the learning strategies provided by teachers in both the school-based teaching and learning survey and Stakeholders' Survey indicated that teachers have become highly aware of the importance of equipping students with learning strategies to enhance their learning effectiveness.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Stakeholders' Survey – Students' perception of teaching</th> <th style="text-align: center;">18/19</th> <th style="text-align: center;">19/20</th> <th style="text-align: center;">20/21</th> </tr> </thead> <tbody> <tr> <td>“Teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources.”</td> <td style="text-align: center;">3.81</td> <td style="text-align: center;">3.91</td> <td style="text-align: center;">4.15</td> </tr> </tbody> </table> <p>✧ Students' perception of learning in Stakeholders' Survey indicated that students have become more aware of how to apply different learning strategies in study.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Stakeholders' Survey – Students' perception of learning</th> <th style="text-align: center;">18/19</th> <th style="text-align: center;">19/20</th> <th style="text-align: center;">20/21</th> </tr> </thead> <tbody> <tr> <td>“I am able to apply learning strategies such as doing pre-lesson preparation, using concept maps and online resources.”</td> <td style="text-align: center;">3.59</td> <td style="text-align: center;">3.65</td> <td style="text-align: center;">3.64</td> </tr> <tr> <td>“I am confident in learning.”</td> <td style="text-align: center;">3.03</td> <td style="text-align: center;">3.10</td> <td style="text-align: center;">3.19</td> </tr> </tbody> </table> <p>✧ The emphasis on learning strategies has given students more confidence in mastering their learning.</p>	Stakeholders' Survey – Students' perception of teaching	18/19	19/20	20/21	“Teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources.”	3.81	3.91	4.15	Stakeholders' Survey – Students' perception of learning	18/19	19/20	20/21	“I am able to apply learning strategies such as doing pre-lesson preparation, using concept maps and online resources.”	3.59	3.65	3.64	“I am confident in learning.”	3.03	3.10	3.19	<p>✧ Class suspension weakens students' learning habits. 4Ps should be re-introduced as our regular learning and teaching practice to foster good learning habits. e-Learning tools should be incorporated to 4Ps to maximize students' active participation in lessons.</p> <p>✧ More student-centred learning tasks or self-learning opportunities should be provided for students to apply the subject-specific learning strategies.</p>
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<p>2. Strengthening assessment literacy</p>	<p>Targets have been well-achieved.</p> <p>✧ Students have given positive feedback to teachers’ efforts in highlighting their strengths/weaknesses in learning, providing feedback and suggestions to improve their learning, indicated by the school-based teaching and learning survey and Stakeholders’ Survey.</p> <table border="1" data-bbox="427 347 1686 496"> <thead> <tr> <th data-bbox="427 347 1335 395">Stakeholders’ Survey – Students’ perception of teaching</th> <th data-bbox="1335 347 1453 395">18/19</th> <th data-bbox="1453 347 1572 395">19/20</th> <th data-bbox="1572 347 1686 395">20/21</th> </tr> </thead> <tbody> <tr> <td data-bbox="427 395 1335 496">“Teachers often tell us about our progress and problems in learning.”</td> <td data-bbox="1335 395 1453 496">3.92</td> <td data-bbox="1453 395 1572 496">4.08</td> <td data-bbox="1572 395 1686 496">4.30</td> </tr> </tbody> </table> <p>✧ Students have become more aware of setting learning goals and reviewing their learning based on teachers’ feedback on assignments and assessments to enhance their learning effectiveness.</p> <table border="1" data-bbox="427 687 1686 887"> <thead> <tr> <th data-bbox="427 687 1323 735">Stakeholders’ Survey – Students’ perception of learning</th> <th data-bbox="1323 687 1442 735">18/19</th> <th data-bbox="1442 687 1561 735">19/20</th> <th data-bbox="1561 687 1686 735">20/21</th> </tr> </thead> <tbody> <tr> <td data-bbox="427 735 1323 783">“I know how to set learning goals.”</td> <td data-bbox="1323 735 1442 783">3.34</td> <td data-bbox="1442 735 1561 783">3.45</td> <td data-bbox="1561 735 1686 783">3.46</td> </tr> <tr> <td data-bbox="427 783 1323 887">“I often review my learning based on my assessment results and teachers’ comments”.</td> <td data-bbox="1323 783 1442 887">3.57</td> <td data-bbox="1442 783 1561 887">3.70</td> <td data-bbox="1561 783 1686 887">3.78</td> </tr> </tbody> </table> <p>✧ Teachers have put great emphasis on providing quality feedback to students and informing them of their learning progress and problems to enhance their learning effectiveness. Teachers have also become aware of using the assessment data to adjust their teaching strategies, curriculum planning and assessment design.</p>	Stakeholders’ Survey – Students’ perception of teaching	18/19	19/20	20/21	“Teachers often tell us about our progress and problems in learning.”	3.92	4.08	4.30	Stakeholders’ Survey – Students’ perception of learning	18/19	19/20	20/21	“I know how to set learning goals.”	3.34	3.45	3.46	“I often review my learning based on my assessment results and teachers’ comments”.	3.57	3.70	3.78	<p>✧ Teachers’ feedback remains an indispensable element in improving students’ learning performance, which should be continued and based on assessment data.</p> <p>✧ Teachers’ awareness of the coherence between teaching, assignment and assessment should be strengthened to prepare students well for tests and exams through appropriately-designed learning tasks.</p>
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Major Concern 2: Strengthening Catholic Education Core Values

Targets	Extent of Targets Achieved	Follow-up Actions
<p>1. Teachers and students share the values of life, family, justice, love and truth.</p>	<p>Targets have been well-achieved.</p> <ul style="list-style-type: none"> ✧ With the whole school approach to promote the five core values of Catholic Education, programmes held in these 3 years raised students' awareness of the two promoted values "Family" and "life". Students were inspired to think about the relationship between the core values and their daily life. Positive feedback was received in different related programmes in general. ✧ 2020-21 School Commencement Day was kicked off with the theme "Family". The hall show successfully delivered the message of "Shun Lee is my home". Students understood the positive values about "Family" and "Mutual Respect". ✧ The joint efforts of different teams and committees in adopting the whole school approach provided students with a rich environment and good opportunities to understand, acquire, and apply the core values for their whole-person development. However, many programmes, services and activities were cancelled due to class suspension. ✧ To keep abreast of students' latest conditions and maintain a close contact with students, "Sunny Call" and "Sunshine Zoom" were conducted at different stages during suspension. Teacher survey reflected that teachers had positive feedback towards Sunshine Zoom and agreed that it could help them understand students' latest conditions. ✧ S2 & S4 Service programmes were better coordinated and integrated with values. However, most services and service learning programmes were cancelled during and after suspension. The originally scheduled programmes were rearranged. 	<ul style="list-style-type: none"> ✧ Nine priority values and attitudes - "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness" and "Empathy" will be incorporated into the Catholic education core values and used to refine the Students Development Framework. ✧ The school-based programmes will be refined with the focus on the values of "Justice, Truth and Love". ✧ Students and teachers will be invited to do sharing on the themes related to Catholic core values in school activities such as assemblies.

	<p>✧ Two family meetings were held to promote the values “Family” with the theme “School Re-provisioning” in 2019-21. And a family meeting was held to promote “Justice” with the theme “SU Election” in 2020-21.</p> <p>✧ Students and teachers have given positive feedback to the school’s efforts in instilling correct values and student support, indicated by the Stakeholders’ Survey.</p> <table border="1" data-bbox="459 395 1682 550"> <thead> <tr> <th>Stakeholders’ Survey – Teachers’ perception of student development</th> <th>18/19</th> <th>19/20</th> <th>20/21</th> </tr> </thead> <tbody> <tr> <td>“The school actively helps students develop correct values.”</td> <td>4.28</td> <td>4.45</td> <td>4.44</td> </tr> </tbody> </table> <table border="1" data-bbox="459 624 1682 863"> <thead> <tr> <th>Stakeholders’ Survey – Students’ perception of student development</th> <th>18/19</th> <th>19/20</th> <th>20/21</th> </tr> </thead> <tbody> <tr> <td>“The school actively fosters our virtues.”</td> <td>3.95</td> <td>4.11</td> <td>4.23</td> </tr> <tr> <td>“The teachers care about me.” (Core value: Love)</td> <td>3.87</td> <td>3.94</td> <td>4.22</td> </tr> </tbody> </table>	Stakeholders’ Survey – Teachers’ perception of student development	18/19	19/20	20/21	“The school actively helps students develop correct values.”	4.28	4.45	4.44	Stakeholders’ Survey – Students’ perception of student development	18/19	19/20	20/21	“The school actively fosters our virtues.”	3.95	4.11	4.23	“The teachers care about me.” (Core value: Love)	3.87	3.94	4.22	
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<p>2. Foster students’ positive attitude</p>	<p>Targets have been partially achieved.</p> <p>✧ Assemblies and workshops on Sex Education, Stress Management, School Adjustment, Mental Health, Life Education & Anti-Bullying Culture were arranged to cater for students’ developmental needs. The programmes were well-received among students.</p> <p>✧ More than 500 Love Series group activities organized by Guidance Team and Student Support Team helped students to develop their potential self and reinforce students’ positive values. Different out-source programmes including study groups, music therapy and speech therapy were carried out during suspension to support the studies of SEN students. 80% of students were aware of the importance of positive thinking.</p>	<p>✧ In view of the increasing student cases related to sex issues, more programmes and workshops will be organized in the coming years to support students’ developmental growth.</p> <p>✧ Workshops and seminars</p>																				

	<p>✧ Secret Angel was another major activity held to cultivate a loving and harmonious atmosphere in the school. Writing letters is deemed a more direct way to express our sincere feelings to others. With a view to encouraging students to show their care for one another, Secret Angel helped students deliver their handwritten letters to teachers and schoolmates. Unfortunately, students' response in these 3 years was not as good as past years because of the pandemic and class suspension. However, it is believed the programme is conducive to making a positive impact on campus.</p> <p>✧ The number of programmes collaborated with external organizations increases.</p> <p>✧ Students and teachers have given positive feedback to the school's efforts in student support and the school climate, indicated by the Stakeholders' Survey.</p> <table border="1" data-bbox="459 638 1668 790"> <thead> <tr> <th>Stakeholders' Survey – Students' perception</th> <th>18/19</th> <th>19/20</th> <th>20/21</th> </tr> </thead> <tbody> <tr> <td>Support for student development</td> <td>3.67</td> <td>3.84</td> <td>4.00</td> </tr> <tr> <td>School climate</td> <td>3.83</td> <td>3.96</td> <td>4.18</td> </tr> </tbody> </table> <table border="1" data-bbox="459 837 1668 981"> <thead> <tr> <th>Stakeholders' Survey – Teachers' perception</th> <th>18/19</th> <th>19/20</th> <th>20/21</th> </tr> </thead> <tbody> <tr> <td>Support for student development</td> <td>4.04</td> <td>4.19</td> <td>4.21</td> </tr> <tr> <td>School climate</td> <td>4.11</td> <td>4.29</td> <td>4.32</td> </tr> </tbody> </table>	Stakeholders' Survey – Students' perception	18/19	19/20	20/21	Support for student development	3.67	3.84	4.00	School climate	3.83	3.96	4.18	Stakeholders' Survey – Teachers' perception	18/19	19/20	20/21	Support for student development	4.04	4.19	4.21	School climate	4.11	4.29	4.32	<p>related to mental health knowledge and skills will be organized for teachers and students.</p> <p>✧ Activities will be organized to nurture students' resilience in adversities.</p> <p>✧ More resources from external organizations will be tapped to organize different programmes for students.</p>
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<p>3. Teachers and parents show more awareness of the Catholic Education core values and put them in practice</p>	<p>Targets have been partially achieved.</p> <p>✧ Parent education programmes (e.g. S1 orientation programme, S1 & S6 parents' talks) were arranged to enhance Catholic Education core values. However, some parents talks, and cell group activities were cancelled during and after suspension.</p> <p>✧ A new S1 Parents' Cell Group was established. Though only two meetings could be arranged due to school suspension, parents showed positive feedback to the arrangement.</p>	<p>✧ Workshops and seminars related to value education will be organized for parents and students.</p> <p>✧ More Parent Education programmes will be provided to empower</p>																								

	<p>✧ Professional development programme was arranged to deepen teachers’ understanding of the Catholic Education core value “Family”.</p> <table border="1" data-bbox="461 201 1666 347"> <thead> <tr> <th data-bbox="461 201 1317 248">Stakeholders’ Survey – Parents’ perception</th> <th data-bbox="1317 201 1435 248">18/19</th> <th data-bbox="1435 201 1552 248">19/20</th> <th data-bbox="1552 201 1666 248">20/21</th> </tr> </thead> <tbody> <tr> <td data-bbox="461 248 1317 296">Home-school cooperation</td> <td data-bbox="1317 248 1435 296">4.02</td> <td data-bbox="1435 248 1552 296">3.91</td> <td data-bbox="1552 248 1666 296">3.78</td> </tr> <tr> <td data-bbox="461 296 1317 347">Support for student development</td> <td data-bbox="1317 296 1435 347">4.20</td> <td data-bbox="1435 296 1552 347">4.02</td> <td data-bbox="1552 296 1666 347">3.96</td> </tr> </tbody> </table>	Stakeholders’ Survey – Parents’ perception	18/19	19/20	20/21	Home-school cooperation	4.02	3.91	3.78	Support for student development	4.20	4.02	3.96	<p>parents to support student development.</p>
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Major Concern 3: Nurturing Students into Competent Shunleers

Targets	Extent of Targets Achieved	Follow-up Actions
<p>4. Enhancing the current ECA system</p>	<p>Targets have been well-achieved.</p> <ul style="list-style-type: none"> ✧ The new enrolment system has been introduced since 2019. Other than those who are committee members of clubs or teams, the remaining students (about 55%) are assigned to the first club of their preference through central allocation. All teachers have been reallocated to different clubs according to their choices. At least two advisors are assigned to most of the clubs. ✧ More interesting clubs like Coffee Club, Leathercraft Club and Yoga Club, STEM Club and Netflix and Philosophy Club have been introduced. About 50 to 100 students choose each of the above clubs (about 15 quotas for each club) as their first three preferences every year. ✧ The newly designed Chairperson Handbook incorporating ‘Year Plan’, ‘Activity Plan’, ‘Financial Report’ and ‘Annual Evaluation Report’ has replaced the original Program Plan and Annual Evaluation Report. The new handbook provides students with comprehensive guidelines to execute plans when running their clubs / teams. Committee members of different clubs reflected in the focus group interviews that they could organize student activities and committee meetings more smoothly than before with the clear expectations of their roles and responsibilities. ✧ The ECA Student Team has been formed to oversee the operation of all clubs and teams. The team efficiently facilitates in preparing for the Enrolment Day, organizing leadership training classes, communicating with the chairpersons of clubs, collecting and checking official documents submitted by clubs/teams. The team members have also been given 	<ul style="list-style-type: none"> ✧ More clubs which suit students’ interest should be introduced. ✧ Teacher advisors’ duty arrangement should be refined. ✧ Teachers’ awareness in coaching committee members on how to conduct committee meetings as well as club activities should be strengthened.

	<p>sufficient opportunities to develop their leadership qualities.</p> <ul style="list-style-type: none"> ✧ e-Enrolment System has been used since 2020 for all clubs and student organizations, which makes recording and monitoring students' attendance more efficient. ✧ Teachers' and students' feedback in the Stakeholders' Survey indicated that the school provides sufficient opportunities for students to participate in extra-curricular activities. However, teachers reflected that class suspension deprived students of opportunities to participate in extra-curricular activities. <table border="1" data-bbox="465 491 1673 639"> <thead> <tr> <th>Stakeholders' Survey – Students' perception of ECA</th> <th>18/19</th> <th>19/20</th> <th>20/21</th> </tr> </thead> <tbody> <tr> <td>“My schoolmates actively participate in extra-curricular activities.”</td> <td>3.60</td> <td>3.72</td> <td>3.86</td> </tr> </tbody> </table> <table border="1" data-bbox="465 715 1673 863"> <thead> <tr> <th>Stakeholders' Survey – Teachers' perception of ECA</th> <th>18/19</th> <th>19/20</th> <th>20/21</th> </tr> </thead> <tbody> <tr> <td>“The school actively encourages students to participate in extra-curricular activities.”</td> <td>3.91</td> <td>4.14</td> <td>4.09</td> </tr> </tbody> </table>	Stakeholders' Survey – Students' perception of ECA	18/19	19/20	20/21	“My schoolmates actively participate in extra-curricular activities.”	3.60	3.72	3.86	Stakeholders' Survey – Teachers' perception of ECA	18/19	19/20	20/21	“The school actively encourages students to participate in extra-curricular activities.”	3.91	4.14	4.09	
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“The school actively encourages students to participate in extra-curricular activities.”	3.91	4.14	4.09															
<p>5. Developing Students' Competence</p>	<p>Targets have been partially achieved.</p> <ul style="list-style-type: none"> ✧ The first Activity Day was successfully held for 2 years (2018/19 and 2019/20). Special timetable was adopted on those days so that the time after lunch was reserved for club activities. However, the second Activity Day was cancelled due to the class suspension. ✧ Due to class suspension, only two leadership training classes for all committee members of clubs, teams and houses were held to develop students' leadership skills. ✧ Teachers' and students' feedback in the Stakeholders' Survey acknowledged the school's efforts in extending students' learning experiences through extra-curricular activities. 	<ul style="list-style-type: none"> ✧ Activity Days should be kept to fully engage students in organizing and participating in extra-curricular activities. ✧ Award and Punishment systems for ECA will be introduced. 																

However, teachers expressed the need to provide more opportunities to foster students' leadership skills.

Stakeholders' Survey – Students' perception of ECA	18/19	19/20	20/21
“Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.”	3.73	3.89	4.02
“The school is intent on fostering our leadership.”	3.62	3.86	4.01

Stakeholders' Survey – Teachers' perception of ECA	18/19	19/20	20/21
“The school's extra-curricular activities can help extend students' learning experiences.”	4.05	4.09	4.16
“The school provides enough opportunity to foster students' leadership.”	3.91	4.14	4.09

✧ Students' leadership skills and confidence should be further strengthened through different programmes.

✧ Resources from external organizations should be tapped to provide more opportunities for students with different potential.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ol style="list-style-type: none"> 1. The school management keeps abreast of the rapid changes in society and education policies and formulate plans geared to the school development. School self-evaluation mechanism is also effectively practiced. 2. The school takes into account students' needs and evaluation findings, both quantitative and qualitative, in formulating development priorities and implementation strategies to enhance learning effectiveness and to strengthen student support. 3. Development priorities have been effectively implemented with the strong communication and collaboration among subjects and committees established through the professional sharing in staff development programmes, subject heads' meetings and staff meetings. 	<ol style="list-style-type: none"> 1. A school data management team should be set up to oversee the collection and analysis of different sets of data and to facilitate further planning of subjects, teams and committees for the school's continuous development. 2. External resources should be continuously tapped to support the implementation of priority tasks.
2. Professional Leadership	<ol style="list-style-type: none"> 1. Distributed leadership is effectually practised. School effectiveness is enhanced by the close collaboration between school management and middle managers in coordinating and monitoring priority tasks. 2. School management adopts a participatory approach, through which teachers are given sufficient opportunities to express their views regarding school policies and development priorities. A common vision for school development can thus be effectively shared among teachers. 3. Teachers are committed to the school. With good collegial relationship and timely support rendered to colleagues in need, the family-like school ethos is evident among teachers. 4. Teachers' efforts have been recognized and staff morale boosted with the principal's constant appreciation. 	<ol style="list-style-type: none"> 1. The basic rank teachers should be given more opportunities and encouragement to communicate their needs and concerns to the school. 2. 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.

<p>3. Curriculum and Assessment</p>	<ol style="list-style-type: none"> 1. The school provides a broad and balanced curriculum for students' academic and personal development. A wide range of learning activities are also arranged in Extended Curriculum (S1-3) and Other Learning Experiences (S4) to enrich students' experiences, especially in aesthetics and community services. 2. The school effectively responds to the educational trends such as e-learning, self-directed learning & STEM by launching the BYOD scheme and revamping the Science and Technology & Living curricula. 3. The school-based active learning framework 4Ps has been effectively practiced. The emphasis on assessment literacy has heightened teachers' awareness of using assessment data to provide effective feedback to improve students' learning effectiveness. 	<ol style="list-style-type: none"> 1. More cross-curricular initiatives should be arranged to enrich students' exposure, especially that of S4-S5 students. 2. School-based curricula including Integrated Humanities and Life Education will be revamped to incorporate the EDB initiatives of Value Education, Constitution Education and Basic Law Education.
<p>4. Student Learning and Teaching</p>	<ol style="list-style-type: none"> 1. Students have a heightened awareness of reviewing their learning progress based on test/exam results and teachers' comments on their assignment performance. 2. The emphasis on subject-specific learning strategies has helped students, especially S4-S6 to grasp and apply learning strategies and resources in learning more effectively. 3. Since the switch to Zoom lessons due to the class suspension, teachers have adopted more e-learning strategies to engage students in learning. Some subjects, e.g, English, Physics and Technology & Living, have started blended learning. 	<ol style="list-style-type: none"> 1. Class suspension has weakened students' learning habits and classroom routine. 4Ps should be strengthened, especially in S1-S3, to foster active learning habits. 2. Students' self-learning skills should also be strengthened by providing them with digital learning content for self-access, or by designing more student-centred learning activities such as presentation, research work and projects. 3. Subjects should be encouraged to adopt blended learning to extend students' learning beyond lesson time and foster self-learning skills. Professional sharing of good practices in blending F2F active learning tasks and online self-learning elements should be arranged.

<p>5. Student Support</p>	<ol style="list-style-type: none"> 1. Strong collegial relationship and good teacher-student rapport facilitate the whole-school approach in student support. 2. Students' diverse needs are addressed with the comprehensive support of class teachers, social workers, Guidance Team and Student Support Team. Sufficient support has been given to students for better integration into campus life and development of their potential. 3. Varied activities and school-based curricula have been provided to cater for students' needs in personal growth as well as foster their positive values and attitudes. 	<ol style="list-style-type: none"> 1. Teachers' awareness of identifying students with emotional needs and difficulties should be further strengthened. 2. Student Learning Profile should be reviewed to enhance students' reflection and goal setting for their academic and personal development. 3. A 3-tier leadership training framework catering for all, student leaders and gifted students should be formulated to nurture competent Shunleers.
<p>6. Partnership</p>	<ol style="list-style-type: none"> 1. The school benefits from the trust and close collaboration with the Parent-Teacher Association. 2. Parent education geared to students' development needs has been provided, which include parents' nights, thematic talks and religious cell groups. 3. The school benefits from various forms of support offered by the Alumni Association, which include mentorship programme and scholarship. 4. 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. 	<ol style="list-style-type: none"> 1. More external resources should be explored to enrich the school-based curriculum / programmes. 2. Links with external organizations should be strengthened to provide rich learning experiences for students.

<p>7. Attitude and Behaviour</p>	<ol style="list-style-type: none"> 1. Students act in accordance with the school core values – Love, Mutual Respect and Responsibility 2. More students have become aware of their civic obligation and show active participation in community service with the hope of advocating changes in our society. 	<ol style="list-style-type: none"> 1. Students generally lack self-confidence. They should be given more opportunities to learn and participate in external programmes / competitions to broaden their horizons.
<p>8. Participation and Achievement</p>	<ol style="list-style-type: none"> 1. More students have participated in diverse programmes organized by external organizations to nurture innovative spirit, entrepreneurship and leadership. 2. Some students have made achievements in competitions ranging from sports, aesthetics, robotics to academic aspect. 	<ol style="list-style-type: none"> 1. Students should be encouraged to set short-term study goals for improvement while exploring interests for personal development.

SWOT Analysis

Our Strengths

- ✧ The participatory approach adopted by the school management enhances the transparency in formulating priority tasks. Teachers' views are taken into consideration and the common vision for school development is effectively shared among teachers.
- ✧ Teachers appreciate the autonomy and sufficient support in online teaching during the class suspension. The trust between the school management and teachers has been further strengthened.
- ✧ The school benefits from committed parents and alumni who provide strong support in student development programmes / activities.
- ✧ Despite the complicated socio-political situations and rapid technological changes, teachers embrace different challenges. They are willing to learn and committed to serving the school and students.

Our Weaknesses

- ✧ Students' low socio-economic background narrows their horizons and undermines their self-confidence.
- ✧ Students tend to rely on teachers' input for study. Some lack confidence and motivation in self-learning.
- ✧ Students generally rely on teachers' guidelines in organizing activities. They lack courage in putting forwards new ideas and prefer to follow what have been previously done.

Our Opportunities

- ✧ The implementation of e-learning enables teachers to switch from teacher-led lessons to student-centred learning mode, providing more self-learning opportunities for students.
- ✧ The optimization of the core subjects in S4-S6 enables the school to allocate one more lesson to elective subjects, which helps students to build a stronger foundation in subject knowledge.

Our Threats

- ✧ The small campus poses certain limitations to the development of school initiatives geared for new educational trends.
- ✧ Rapid technological changes transform the way students learn and receive information. Students' attention and efforts into foundation work wane.
- ✧ Persistent social tension affects not only parents' trust towards the school, but also students' growth. More students have difficulties handling stress and emotions, which adds burden to teachers' heavy workload.
- ✧ The complicated socio-political situations pose more constraints to what can be taught in class. Teachers have become more concerned about their choice of words and examples in delivering their lessons.
- ✧ Some experienced teachers are retiring in 2-3 years, which might affect the sustainable development of the school.

Major Concerns for 2021/22 – 2023/24

1. **Fostering self-regulated learning skills to enhance learning effectiveness**
2. **Strengthening Catholic Education Core Values**
3. **Nurturing Students into Competent Shunleers**

Major Concern 1: Fostering self-regulated learning skills to enhance learning effectiveness

Targets	Intended Outcomes	Strategies	Time Scale		
			21/22	22/23	23/24
1. Strengthening students' engagement in learning	<ul style="list-style-type: none"> ✧ Students show strengthened engagement in learning through 4Ps - lesson preparation, participation in learning activities, presentation of learning outcomes and possession of learning. 	<ul style="list-style-type: none"> ✧ With the advantages brought by the upgraded classroom IT infrastructure and the BYOD scheme, teachers incorporate e-learning strategies in 4Ps to strengthen students' engagement in learning. ✧ Teachers share good practices of utilizing e-learning strategies to maximize student interactions and engagement in lessons in professional development programmes. 	✓	✓	✓
2. Enhancing students' self-regulated learning skills	<ul style="list-style-type: none"> ✧ Students possess learning by using teachers' feedback for reflection and applying subject-specific learning strategies for assignments and assessments. 	<ul style="list-style-type: none"> ✧ Subject heads strengthen lesson preparation by monitoring (i) the implementation of learning objectives and strategies based on assessment data and (ii) the provision of quality feedback to enrich students' learning. 	✓	✓	✓
	<ul style="list-style-type: none"> ✧ Junior secondary students possess skills in using iPad for note-taking and organizing learning materials. ✧ Students develop self-learning skills through student-centred learning tasks or accessing the digital learning content for self-study. 	<ul style="list-style-type: none"> ✧ Technology & Living teachers develop learning materials to equip S1-S3 students with skills to optimize the use of iPad for learning and revision. ✧ Teachers provide opportunities for students' self-learning. Examples are as follows: <ul style="list-style-type: none"> (i) Engage students in research works & projects (ii) Provide digital self-learning materials (around 10-20% of the curriculum) and checkpoint quizzes for students' self-study. 	✓	✓	✓

Major Concern 2: Strengthening Catholic Education Core Values

Target	Intended Outcomes	Strategies	Time Scale		
			21/22	22/23	23/24
1. Strengthening Catholic Education core values	✧ The values of “Truth”, “Love”, “Life”, “Family” and “Justice” can be shared among teachers, students and parents.	✧ Strengthen Catholic Education core values with the focus on one particular value in each academic year.	✓	✓	✓
		✧ Incorporate nine priority values and attitudes - "Perseverance", “Respect for Others”, “Responsibility”, “National Identity”, “Commitment”, “Integrity”, “Care for Others”, “Law- abidingness” and “Empathy" into the Catholic Education core values and refine the Students Development Framework.	✓	✓	✓
		✧ Teachers incorporate values in their lessons, activities and programmes.	✓	✓	✓
		✧ Parent education programme will be arranged to enhance Catholic core values.	✓	✓	✓
	✧ Students’ positive attitude can be fostered.	✧ Enhance mental health programmes for the better well-being of students.	✓	✓	✓
		✧ Organize activities to nurture students’ resilience in adversities.	✓	✓	✓

Major Concern 3: Nurturing Students into Competent Shunleers

Targets	Intended Outcomes	Strategies	Time Scale		
			21/22	22/23	23/24
1. Enhancing the current ECA system	<ul style="list-style-type: none"> ✧ A good balance of activities in different areas can be achieved. ✧ Teachers are adequately assigned to clubs/teams according to their talents and interests. ✧ Teachers show more awareness of student development in different generic skills. 	✧ Introduce more clubs which suit students' interest.	✓	✓	✓
		✧ Refine the duty arrangement of teacher advisors.	✓	✓	✓
		✧ Enhance teachers' awareness in coaching committee members on how to conduct committee meetings as well as club activities.	✓	✓	✓
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, planning and execution skills when organizing activities. ✧ Students show more leadership qualities and skills. <p><i>For talented Shunleers:</i></p> <ul style="list-style-type: none"> ✧ Students demonstrate greater self-confidence through participating in both academic- and non-academic-related activities. 	✧ Provide students with sufficient time to organize and participate in activities by arranging Activity Day.	✓	✓	✓
		✧ Introduce ECA Award and Punishment system to foster active participation and leadership development.	✓	✓	✓
		✧ Tap resources from external organizations to provide more opportunities for students with different potential.	✓	✓	✓
		✧ Teachers enrich students' exposure by engaging them in co-/cross-curricular activities.	✓	✓	✓
		✧ Teachers strengthen students' post-experiential learning reflection through debriefing.	✓	✓	
		✧ Subjects and teams create a talent pool and engage the selected students in external programmes and competitions.		✓	✓