

# SHUN LEE CATHOLIC SECONDARY SCHOOL

## School Development Plan 2024-2027



# **Shun Lee Catholic Secondary School**

## **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 21<sup>st</sup> 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**

**1.1. Provide more channels for communication and encourage the active exchange of opinions among teachers.**

**1.2. Provide clear guidelines on school administration and formulate procedures for implementing school administrative policies.**

**1.3. Increase transparency in the formulation of school policies. Provide opportunities for teacher participation in school administration.**

**1.4. Enable students to understand school administration and encourage them to raise their opinions.**

**1.5. Strengthen communication between alumni and the school and provide access for alumni involvement in school activities.**

**1.6. Strengthen communication between parents and the school and provide access for parent involvement in school activities.**

# School Motto

## SIC DEO PLACET

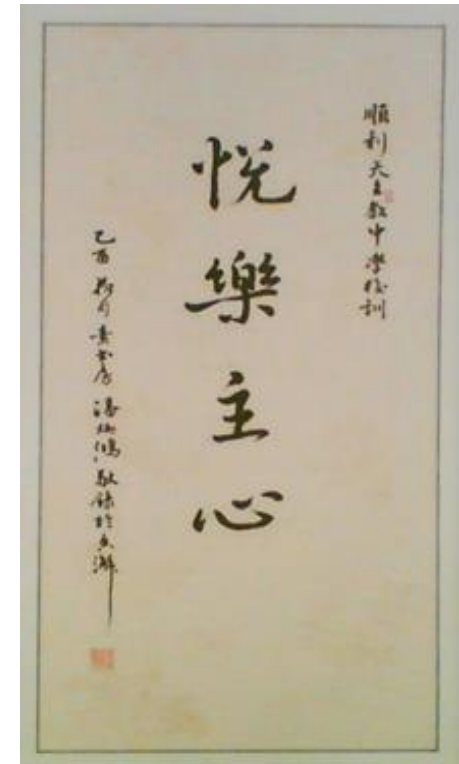
**The Biblical Origin:**

**“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.**



## 1. Holistic Review of School Performance

### a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24<sup>1</sup>

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p><b>Major Concern 1:</b> Fostering self-regulated learning skills to enhance learning effectiveness</p> <p><b>Targets:</b></p> <p>(1) Strengthening students’ engagement in learning</p> <p>(2) Enhancing students’ self-regulated learning skills</p>	Fully achieved	<p>Built on the achieved progress, the major concern will be optimized for the next development cycle with the following adjusted targets:</p> <p><b>New major concern:</b></p> <p>Optimizing self-regulated learning to nurture students into proactive learners</p> <p><b>Adjusted targets:</b></p> <p>(1) Enhancing students’ self-regulated learning skills by incorporating new e-Learning strategies (e.g. artificial intelligence) in 4Ps and implementing cross-curricular mini research projects</p> <p>(2) Stretching students’ learning capacity through revamping Student Learning Profile, enriching Reading across the Curriculum, and engaging students’ in life-wide learning experiences and gifted education programmes</p>	

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p><b>Major Concern 2:</b> Strengthening Catholic Education core values</p> <p><b>Targets:</b></p> <p>(1) Teachers and students share the values of life, family, justice, love and truth</p> <p>(a) Strengthen Catholic Education core values with the focus on one particular value in each academic year.</p> <p>(b) Incorporate twelve priority values and attitudes - “Perseverance”, “Respect for Others”, “Responsibility”, “National Identity”, “Commitment”, “Integrity”, “Care for Others”, “Law-abidingness”, “Empathy”, “Diligence”, “Self-discipline”, “Unity” and “Filial Piety” into the Catholic Education core values and refine the Students Development Framework.</p> <p>(c) Teachers incorporate values in their lessons, activities and programmes.</p>	<p>Fully achieved</p> <p>Partially achieved</p> <p>Fully achieved</p>	<p>Incorporated as routine work</p> <p>Incorporated as routine work.</p> <p>The school-based value education curriculum will be refined to better cater to the needs of students at different developmental stages.</p> <p>Incorporated as routine work. We had a good start with teachers fully trained and activities highlighted with Catholic Core values.</p>	<p>With the whole school approach to promote the five core values of Catholic Education, programmes held in the past 3 years raised students’ awareness of the five promoted core values.</p> <p>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.</p>



Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p>(d) Parent education programme will be arranged to enhance Catholic core values</p> <p>(2) Foster students' positive attitude</p> <p>(a) Enhance mental health programmes for the better well-being of students.</p> <p>(b) Organize activities to nurture students' resilience in adversities.</p>	<p>Partially achieved</p> <p>Partially achieved</p> <p>Partially achieved</p>	<p>Incorporated as routine work. More parent education programmes would be provided to empower parents to support student development.</p> <p>Continue to be a major concern for the next development cycle. Various activities promoting students' healthy lifestyles will be promoted in the upcoming year with the aim of fostering a holistic and positive outlook of life.</p> <p>Incorporated as routine work. More activities will be organized to nurture students' resilience in adversities.</p>	<p>Parent education framework should be refined.</p> <p>Some students were confident in applying positive thinking when facing difficulties but according to the statistical result from APASO, some students have negative emotions such as anxiety and depressive symptoms</p>
<p><b>Major Concern 3: Nurture Competent Shunleers</b></p> <p><b>Target(s):</b></p> <p>(1) Enhance current ECA system</p> <p>(2) Develop students' competence</p>	<p>Fully achieved</p> <p>Fully achieved</p>	<p>Incorporated as routine work. In order to suit students' interests, the number of clubs will be slightly increased upon teachers' duty arrangement.</p> <p>Incorporated as routine work. The number of activity days will be reduced to two. The clubs are encouraged to hold more activities after school or during lunchtime.</p>	

<sup>1</sup> At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

**I) Based on the reflection against the seven learning goalsII, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

**1) How good is my students' performance in achieving the seven learning goals?**

**National and Global Identity**

- Our students have demonstrated a strong sense of both national and global identity, along with an appreciation for values and attitudes reflective of Chinese culture. This is clearly illustrated by the APASO-3 results for 2023-24, in which our students achieved a commendable score (Q score about HK schools) in areas related to national identity. This achievement can be attributed to several key initiatives. Since 2021, National Education and National Security Education (NSE) have been systematically integrated into our curriculum, with all subjects incorporating NSE into their scheme of work and teaching materials.
- Furthermore, National Education has been woven into various co-curricular and cross-curricular activities, such as Global Week in January 2024, which allowed students to explore diverse cultures and enhance their understanding of Chinese culture through workshops, thematic talks and game booths hosted by teachers and students. Additionally, study tours to destinations including Ireland, Singapore, Shanghai, Sichuan and Taiwan were organized after the pandemic to broaden students' global perspectives and deepen their understanding of the world.

**Breadth of Knowledge, Language Proficiency & Generic Skills**

- Our students have demonstrated strong competence in their academic studies, language proficiency, and the application of generic skills. This is substantiated by their commendable performance in the HKDSE over the period from 2021 to 2024, where they significantly surpassed the average percentage of day school candidates meeting the minimum university entrance requirement (i.e. 332233 or 332A33) and achieving Level 4 or above across all subjects. Furthermore, approximately 85% of our students secured offers through the Joint University Programmes Admissions System (JUPAS) from 2021 to 2024, underscoring their readiness and capability to pursue higher education.
- The English-rich school environment also contributes to our students' strong language proficiency. English serves as the medium of instruction for all subjects except Chinese, Chinese History and CSD. In addition, Reading Across the Curriculum (RaC) has been integrated into the S1-S5 curriculum, aimed at enhancing students' reading skills and fostering their passion for reading. Through RaC, students deepen their understanding of the subjects they learn by engaging with reading materials across a variety of disciplines including literature, history, science, business, philosophy, psychology. Besides, we have also embedded Language across the Curriculum (LaC) in the S1 curriculum to support students' learning of other content subjects in English by equipping them with specific learning strategies like comprehending questions and presenting answers in paragraph forms.

- The results of the annual school-based Learning and Teaching surveys on 4Ps (i.e. Preparation, Participation, Presentation and Possession), in which all components received a commendable average score of 3.2 out of 4, indicate that our students have effectively engaged with the 4Ps of learning. These four elements are crucial for self-regulated learning, which we emphasize in our development framework with the aim of nurturing students into active and independent learners. Since 2022, the implementation of mini-research projects across all subjects has proved our students' ability to conduct research, collaborate with peers, and present their findings through multimodal formats including videos, leaflets, and slide presentations. Their generic skills in collaboration, self-management, and problem-solving are also evident in their active participation in co-curricular and cross-curricular activities, such as serving as committee members in the Student Union, within the four Houses, and across various interest clubs and service programmes. All in all, these engagements reveal our students' strong competence not only in their academic pursuits but also in their extracurricular activities.
- We are delighted that the External School Review (ESR) team, after a 5-day observation of our school in January and February 2024, commended our students for being active and reflective learners with effective communication skills and a strong command of language. Additionally, our student leaders have been recognized for their assertiveness, dedication, and competence, showcasing their independent learning abilities and leadership in organizing activities both within and outside the school.

### **Healthy Lifestyle**

- We attach great importance to students' whole-person development, emphasizing both academic achievement and growth in other domains. Many of our students actively participate in sports and are members of sports teams, including Athletics, Volleyball, Handball, Table Tennis, Basketball, Football and Badminton Teams, some of which have garnered notable awards in inter-school and regional competitions. We also take pride in our school-based SHUN Teens programme, which aims to build perseverance and resilience in S1 students through distance running and adventure-based training. Each year, after going through regular training sessions led by our teachers, professional coaches and parents' helpers, S1 students are able to complete the challenging 10km race, celebrating the end of the school year with a sense of accomplishment and joy. All students and teachers take part in morning exercises during assembly on Monday. All the above experiences not only enhance students' physical fitness but also fosters teamwork, determination, and resilience in facing challenges.
- Our school emphasizes on cultivating students' positive values, attitudes, and mental well-being as part of a healthy lifestyle. Programs such as "Music for the Soul", "Garden of Soul," and "Treehole for Soul" not only provide opportunities for students to manage stress but also promote habits that support overall mental health. By engaging in these activities, students learn the importance of balancing their emotional needs with healthy practices, fostering a holistic approach to well-being. Students also excel in a variety of extracurricular activities, including Music, Drama, Science, Innovation, Social Services. For example, they achieved Gold Award in Youth ImpACT 2.0 competition (感創敢為 2.0 – 青年社會創新服務獎 - 金獎); an Excellence Award in Youth Innovation & Technology Future Community Planning Competition; a Bronze Award in the

Hong Kong Youth Music Interflows Symphonic Band 2023; multiple awards for Outstanding Director, Outstanding Script, Outstanding Performer at the Hong Kong School Drama Festival 2022/23 (香港學校戲劇節), among others. Through these activities, students develop their interests and enjoy a more well-rounded and fulfilling school life.

- Our school is also committed to fostering a positive learning environment and the strong rapport between teachers and students. We believe they significantly contribute to a healthy and joyful school experience for our students.
- Despite students' impressive achievements across various domains, we recognize that many Hong Kong students, including some at our school, are less physically active. To address this, one of our goals in the next 3-year school development plan is to enhance the promotion of physical exercise among all students, ensuring that more students are encouraged to engage actively in physical activities.

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

- The school places significant emphasis on both academic excellence and whole-person development, striving to nurture not only lifelong learning skills but also providing all-round exposure for our students in spiritual, moral, intellectual, physical, social and aesthetic domains.
- To enrich students' learning experiences and broaden their exposure, our school offers a diverse range of life-wide learning activities through co-curricular, cross-curricular and extracurricular activities (ECAs) both inside and outside the classroom. For instance, all S2 students are required to take part in the V-Power service programme. Through talks, visits to the service targets, experiential learning workshops and showcases, they gain a deeper understanding of the needs and challenges faced by the underprivileged in society, and then develop innovative solutions with STEAM elements to help address their difficulties. Similarly, all S4 students have been participating in the Youth ImpACT Award Service Programme since 2018, tackling issues affecting the underprivileged in society with innovative and practical solutions. We are delighted that our students have received several awards and accolades for their creativity in this programme.
- These initiatives not only cultivate empathy among our students but also heighten their awareness of social issues. Additionally, we encourage our S4-S5 student leaders to initiate their own service programmes. One notable student-led initiative in 2022-24 is "Bring Bread for You," where our students collected bread and daily necessities from classmates and bakery shops and distributed them to cleaning workers and scavengers in the community. Furthermore, the Social Service Group has organized various community service activities, encouraging their peers to engage in volunteer services. All these efforts demonstrate our students' commitment to servant leadership, showcasing their ability to lead by example and make a difference in the community.
- In recent years, our school has expanded the number and variety of clubs to cater to students' diverse interests and facilitate the development of positive and meaningful relationships among students. New interest clubs, such as Robotics Team, STEAM Club, Natural Wonderland, Pawsitive Encounter, Coffee Club, Yoga Club and Florist Club, have been established and received positive responses from students.
- Collaborative learning has also been emphasized across subjects. Group projects and presentations, being the regular classroom routines of 4Ps,

not only enhance students' critical thinking and communication skills but also provide opportunities for them to collaborate, enriching both their intellectual and social experiences.

- To cultivate an appreciation for different art forms, a wide array of cultural activities has been integrated in the school-based Extended Curriculum for S1-S3 and S4 OLE (Aesthetic) Curriculum. These activities include movie appreciation sessions, photography classes, drama appreciation, music performances. Members of the Drama Club have achieved notable success, winning prizes at the Inter-school Drama Festival, while our music groups have also earned recognition in various competitions.
- As shown above, our school is committed to providing a wealth of opportunities and learning experiences for students to explore, with the aim of nurturing all-round and future-ready individuals who are equipped to face the challenges of the fast-changing 21st century.

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

- The school has demonstrated excellent capability in driving its continuous improvement and development. All committees and subjects have adopted the P-I-E-P (Plan-Implement-Evaluate-Plan) approach for self-evaluation, utilizing both school-based tools, such as the Learning and Teaching Survey and the Students' Development Survey, as well as resources provided by the Education Bureau, including the Stakeholders Survey and APASO-3 (Assessment Program for Affective and Social Outcomes). This comprehensive approach ensures continuous enhancement across various school domains.
- The process of establishing school development priorities is both transparent and collaborative, involving all teachers in discussions to pinpoint the essential needs of the students. This inclusive approach has fostered a strong sense of consensus and ownership among the teaching staff.
- Furthermore, our school effectively utilizes both internal and external resources to enhance teachers' professional development. We have organized a diverse array of in-school and joint-school professional development programmes to deepen teachers' understanding of current educational trends and expand their exposure to strategies that enhance the teaching and learning effectiveness. The teaching staff have shown strong support for our Professional Development Programmes, as reflected in the Teachers' Stakeholders Survey. Additionally, our school promotes a robust culture of sharing among teachers, with regular sharing on the use of e-learning and effective teaching pedagogies during subject heads' meetings, as well as collaborative lesson preparation sessions and seminars focused on nurturing positive classroom ethos.
- In addition, school leaders and teachers visit schools that excel in various areas, including service education, extracurricular activities, STEAM, and facilities etc. This practice aims to learn from other schools and gather insights to improve strategies for promoting students' holistic development and lifelong learning.
- We are grateful and proud to have been selected as a pilot school (匯進學校) by the CUHK's Quality School Improvement Project since 2022. We have been invited to share our good practices with many other local secondary schools in Hong Kong, including our strategies for optimizing school's self-evaluation, promoting teaching and learning through Assessment Literacy, developing school-based service education curriculum,

and promoting cross-curricular collaboration, as well as our initiatives in STEAM education.

- We are also delighted that the ESR team commended the school during their visit in January and February 2024 for our comprehensive self-evaluation approach throughout the years, reaffirming that we are on the right track towards more effective teaching and learning for developing students' whole-person development and life-long learning.

## **II) How Can My School Be Better**

### **4) What are my students' needs?**

- Our school is dedicated to nurturing compassionate, competent, and confident Shunleers. We believe that each student is a unique individual with distinct gifts and talents granted by God, and we strive to help them fully develop their potential and become capable, independent learners.
- As we enter the 21st century, it is essential to equip students with the skills, knowledge, and positive attitudes needed to navigate the uncertainties of the future. Therefore, we emphasize fostering lifelong learning and holistic development.
- To nurture students as lifelong learners, all subjects have been committed to incorporating e-Learning and 4Ps (Preparation, Participation, Presentation and Possession) into their lesson designs. Thanks to the concerted efforts of our teaching staff, students' learning habits and readiness for self-regulated learning have improved over the past three years, as indicated by the Stakeholders Survey and the school-based learning and teaching survey conducted after the pandemic.
- Despite this progress, we remain dedicated to enhancing students' learning effectiveness and their capabilities as lifelong learners. By refining the format and content of the Student Learning Profile (SLP), introducing subject-based and cross-curricular mini-projects, and equipping students with essential learning strategies – including the use of artificial intelligence – we strive to cultivate well-prepared, adaptable lifelong learners.
- It is beyond doubt that mastering reading skills and developing reading habits are indispensable for lifelong learning. Through Reading Across the Curriculum (RaC), students are guided to connect their learning experiences across various Key Learning Areas (KLAs). Our RaC teachers, who are also experienced language teachers, have designed a range of interactive learning tasks to hone students' reading skills and enrich their knowledge using a diverse array of reading materials. This approach not only aids students in 'learning to read' but also in 'reading to learn,' moving them a significant step closer to becoming lifelong learners. Indeed, the ESR Team has commended our RaC lessons for their effectiveness in fostering students' reading habits and interests, as observed during their visit. Their recognition serves as a validation of our efforts and inspires us to continue nurturing our students into strong, lifelong readers.
- Catering to the diverse needs of learners is increasingly crucial. While we continue to provide remedial support for those who struggle, it is equally important to help higher-achieving students develop their full potential. To broaden their horizons, we have encouraged elite students to challenge themselves and participate in a wide array of internal and external activities. Moving forward, we plan to enhance our gifted education framework to further expand students' learning capacity through subject-based and activity-based learning. A new talent pool system will be adopted to identify students' individual character strengths. Based on these insights, students will be nominated to participate in a variety of programmes – ranging from language and STEAM to humanities, physical and aesthetic education– within and outside of the school. We hope that the new gifted education framework could further boost students' performances in different areas and unlock their potential.
- Society has increasingly focused on physical and mental health in recent years, and our school is no exception. To nurture students' holistic development, it is essential to promote physical activity among all students. Beyond just members of sports teams, every student should engage in regular physical activity. Thus, we plan to implement new initiatives to encourage greater participation in physical activities through the



MVPA60 Award System (MVPA60 stands for “Moderate to Vigorous-Intensity Physical Activity for 60 minutes a day”), including an AI-powered workout monitoring app for students to track their daily physical activity and many others.

### **5) What is my school’s capacity for continuous improvement and development?**

- We hold a strong belief that our school will improve continuously with the support of the Incorporated Management Committee, school leaders, middle managers, teaching staff, parents and alumni.
- Over the past decade, our school management has demonstrated strong leadership with a clear vision for education and effective strategies for continuous school development. The Incorporated Management Committee (IMC), now led by a new School Supervisor with extensive experience in school management, benefits from the diverse expertise of School Managers from various professional backgrounds, including education management, legal affairs, finance, and social service innovation. Besides, upholding the principles of participatory planning and transparent decision-making, the Central Coordination Committee engages both experienced and younger teachers to set priorities for school development and discuss issues related to students’ learning and growth. Last year, the ESR Team praised the school management for its deep understanding of the students’ genuine needs and for devising effective strategies that enhance both academic excellence and personal development of students.
- Apart from the supportive school management team, our school also prides itself on a stable team of experienced and committed teachers, who possess strong expertise in curriculum planning and implementation. The effectiveness of our teaching has been highly commended in the ESR report, with about 75% of lessons rated as excellent and good. Moreover, the experienced Committee Heads and Subject Heads are willing to provide substantial professional support for newly joined teachers, including mentorship programme, regular collaborative lesson preparation sessions, lesson observations and other professional development opportunities.
- The school has also cultivated a strong rapport with both the Parent-Teacher Association and the Alumni Association, who generously contribute additional human and financial resources to support ongoing school development. Examples include establishing scholarships to encourage students to strive for academic excellence, providing funding for overseas study tours to increase students’ international exposure and for programmes that promote well-rounded development, such as music, coffee adventure and STEAM bootcamp held by the MIT Innovation Academy. Furthermore, many alumni actively participate in our career mentorship programme, sharing up-to-date career information on Career Day, and some even offer job shadowing opportunities for students in fields like healthcare and law. These efforts provide students with authentic workplace experiences and help them establish realistic career goals.

### **6) What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students**

- In light of the above, our school has established the following development priorities for the next three years to further enhance students’ holistic development and lifelong learning.
- First and foremost, we aim to nurture students into proactive and independent learners by optimizing self-regulated learning. Teachers will not

only incorporate e-Learning strategies into their lesson designs but also harness artificial intelligence to facilitate both teaching and learning. As AI becomes increasingly significant in our world, it is essential to deepen students' understanding of AI and equip them with the skills necessary to use this technology effectively for lifelong learning.

- To enhance further the teaching and learning effectiveness, all subjects will optimize the use of assessment data to identify students' learning difficulties and provide more constructive and targeted feedback. This data will also guide us in refining the curriculum to improve both our teaching pedagogies and student learning outcomes. Besides, we will diversify assessment methods to help students apply their knowledge across Key Learning Areas (KLAs), promoting assessment FOR and AS learning through learning tasks in the lessons and cross-curricular mini-projects.
- Given our strong culture of sharing, we will continue to foster this environment and encourage professional exchanges and collaboration among colleagues, allowing effective teaching practices to be shared and optimizing the impact of the above measures.
- In addition to promoting self-regulated learning, another priority is to expand students' learning capacity. Recognizing the growing importance of holistic well-being, we will revamp the SLP to include assessments of character strengths and student well-being. In hopes of fostering independent and reflective learning, students are required to set specific academic and non-academic goals within their Student Learning Profile (SLP) at the start of each term. They will then monitor their progress mid-term and at the term's end with the guidance of class teachers throughout the year.
- To further nurture reading skills and foster a habit of reading among students, Reading across the Curriculum (RaC) lessons will introduce a wider variety of reading materials spanning multiple subjects. This approach aims to deepen students' breadth of knowledge and enrich their understanding across different disciplines.
- To stretch students' learning capacity, it is essential to provide them with diverse learning experiences. Thus, Committee heads, subject teachers and ECA advisors will actively engage students in life-wide learning activities, including co-curricular and cross-curricular activities both inside and outside of school.
- Each subject will establish a talent pool to identify students with particular strengths and talents. These selected students will then be engaged in external programmes and competitions in areas such as STEAM, biliterate and trilingual communication, and aesthetic and physical activities, as well as national education. With a more organized and systematic approach to our talent pool, teachers will be able to match students with appropriate programs and learning opportunities that cater to their individual strengths.
- Self-regulated learning and gifted education aside, another key development priority is fostering positive values and well-being among students. We have established a core team for Values Education responsible for designing and implementing a six-year school-based Value Education Curriculum Framework. This year, we will focus on the value of Thanksgiving, educating students to show gratitude, appreciate others and act in ways that glorify God.
- To enhance the mental and social well-being of our students, we will focus more on cultivating positive peer relationships and strengthening their sense of belonging to the school. We will achieve this by continuing to foster a family-like culture and nurturing a harmonious atmosphere within the school community. Committees, subject, and class teachers will organize activities designed to enhance students' interpersonal and collaboration skills. It is hoped that these initiatives could provide practical opportunities for students to engage with peers, fostering teamwork

and community within the school.

- Lastly, to encourage students to lead a healthy lifestyle, our school will adopt ‘The 4Rs Mental Health Charter’ organized by the EDB, focusing on Rest, Relaxation, Relationships, and Resilience to bolster mental health. Additionally, we will integrate mindfulness practices into daily school routines, including mindful breathing and meditation. To promote physical well-being and encourage greater physical activity among students, we will adopt the MVPA60 Award System and encourage students to track their daily physical activity through an app. This initiative not only motivates more students to engage in physical exercises daily but also fosters a culture of active living within our school community.

## **5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle**

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
  1. Optimizing self-regulated learning to nurture students into proactive learners
  2. Fostering positive values and well-being in students

## School Development Plan ( 2024/25 - 2026/27 )

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals (Related Learning Goals of <a href="#">Secondary Education*</a> ) <sup>iv</sup>
		2024-25	2025-26	2026-27		
1. Optimizing self-regulated learning to nurture students into proactive learners (in and beyond the lessons)	<ul style="list-style-type: none"> <li>Enhancing students' self-regulated learning skills (through subject-based learning)</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Teachers incorporate e-Learning strategies (including e-Learning tools, blended learning and artificial intelligence) in 4Ps (i.e. Preparation, Participation, Presentation and Possession) to strengthen students' motivation, engagement and self-reflection in learning.</li> <li>Subject heads and teachers (i) strengthen the use of assessment data to identify students' learning difficulties, (ii) provide quality feedback and (iii) refine curriculum planning and implementation to improve students' learning.</li> <li>Teachers provide opportunities for students' self learning through digital learning materials and subject-based / cross-curricular mini projects.</li> <li>Teachers share good practices of utilizing e-Learning strategies (including artificial intelligence) in 4Ps and assessment data in curriculum planning, implementation and evaluation in professional development programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Breadth of Knowledge</li> <li>Language Proficiency</li> <li>Generic skills</li> <li>Information Literacy</li> </ul>
	<ul style="list-style-type: none"> <li>Stretching students' learning capacity (through activity-based learning)</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Class teachers guide students to set learning goals through Student Learning Profile (SLP) and reflect on their learning progress regularly.</li> <li>Teachers enrich reading materials in the subjects and Reading across the Curriculum (RaC) to enhance students' reading skills and knowledge base.</li> <li>Committee heads, subject teachers and ECA advisors enrich students' learning experiences by engaging them in life-wide learning activities (including co-/cross-curricular activities)</li> </ul>	<ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Breadth of Knowledge</li> <li>Language Proficiency</li> <li>Generic skills</li> </ul>

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals (Related Learning Goals of <a href="#">Secondary Education</a> *) <sup>m</sup>
		2024-25	2025-26	2026-27		
					<p>inside and outside school).</p> <ul style="list-style-type: none"> <li>Subjects create a talent pool and engage the selected students in external programmes and competitions (e.g. STEAM, biliterate and trilingual communication, aesthetic and physical activities, national education).</li> </ul>	<ul style="list-style-type: none"> <li>Information Literacy</li> <li>Life Planning</li> <li>Healthy Lifestyle</li> </ul>
2. Fostering positive values and well-being in students	<ul style="list-style-type: none"> <li>To foster students' positive values and attitudes</li> </ul>	✓	✓	✓	The school establishes a core team for Values Education, responsible for designing and implementing a 3-year School Based Value Education Curriculum Framework.	<ul style="list-style-type: none"> <li>Breadth of knowledge</li> <li>Life Planning</li> </ul>
		✓	✓	✓	The core team enhances the coordination and connection of cross-curricular activities in Values Education.	<ul style="list-style-type: none"> <li>National &amp; Global Identity</li> <li>Generic Skills</li> </ul>
		✓	✓	✓	The school strengthens the family-like culture in order to cultivate positive peer relationships and increase students' sense of belonging to the school.	<ul style="list-style-type: none"> <li>Healthy Lifestyle</li> <li>Generic Skills</li> </ul>
	<ul style="list-style-type: none"> <li>To help students lead a healthy lifestyle</li> </ul>	✓	✓	✓	The school participates in "The 4Rs Mental Health Charter" (Rest, Relaxation, Relationship and Resilience) organized by the EDB to promote good mental health among students.	<ul style="list-style-type: none"> <li>Healthy Lifestyle</li> </ul>
		✓	✓	✓	To promote mental health, teachers integrate mindfulness into everyday school life, such as mindful breathing practice and sensory activities.	<ul style="list-style-type: none"> <li>Healthy Lifestyle</li> </ul>

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals (Related Learning Goals of <a href="#">Secondary Education</a> *) <sup>iii</sup>
		2024-25	2025-26	2026-27		
		✓	✓	✓	To promote physical well-being, teachers foster students' interests in sports and increase their participation/ engagement in physical activities.	<ul style="list-style-type: none"> <li>• Healthy Lifestyle</li> <li>• Life Planning</li> </ul>
		✓		✓	To promote social health, teachers organize activities to strengthen students' interpersonal and collaboration skills.	<ul style="list-style-type: none"> <li>• Healthy Lifestyle</li> <li>• Generic Skills</li> </ul>

\*delete where inappropriate

<sup>iii</sup> All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole- person development and lifelong learning through routine work, which does not need to be recorded in the SDP. 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.