



SHUNG TAK CATHOLIC ENGLISH COLLEGE

SCHOOL DEVELOPMENT PLAN 2024-2027



Table of Contents

1. School Motto, Vision, and Mission
2. Core Values of Education
3. Five Core Values of Catholic Education
4. School Goals
5. Holistic Review of School Performance
 - a) Effectiveness of the School Development Plan in the cycle of 2018-2021
 - b) Reflection against the seven learning goals, and review in fostering whole-person development and lifelong learning of students.
 - c) How to improve the School
6. Major Concerns 2024 – 2027
7. School Development Plan 2024 - 2027

1. School Motto, Vision, and Mission

School Motto

Ora et Labora.

School Vision

We hope all our graduates, in addition to achieving value-added academic performance, will develop a well-balanced character and value systems compatible with Catholicism.

School Mission

We follow our school motto ‘Ora et Labora (Pray and Work)’: to empower our students to do their best in academic pursuits and glorify the Creator with their work. We provide quality education to prepare students to become bilingual, independent thinking and socially aware citizens who play a positive role in the ever-changing, culturally diverse and challenging world.

2. Core Values of Education

Service

We believe in unselfish service for it is through this that we can achieve the common good of society which is at the heart of education. We work towards a greater understanding of ‘service’ which manifests a strong sense of responsibility, accountability, competence, and professionalism.

Excellence

We work to achieve the highest standards of academic excellence. We are committed to regularly re-examining and strengthening our teaching to make it relevant and responsive to learner needs and the changing times. We strive to develop in teachers the professional competencies expected of them.

Discipline

In order to create a conducive environment for learning and teaching, norms of conduct are expected of members of our school community. These regulations help to govern the behaviour that help our school to function effectively and help maintain a healthy school atmosphere conducive to the promotion and preservation of effective learning and teaching.

Commitment

We endeavour to provide a variety of learning experiences as we feel having this breadth and depth will not only reinforce classroom learning but also enable students to find their strengths. These programmes also contribute to students who are well rounded.

3. Five Core Values in Catholic Education

Vision

With a determination to carry on the contribution of the Catholic Church to education, a Catholic School, as its vision and mission, shall uphold and pass on the following core values to young people to prepare them properly for their life and future responsibilities

Truth: pursue and embrace truth with fervour

It is what the human intellect is searching for.

- (a) Human reason's capacity for truth must be upheld, and the desire for truth, especially the truth about God and about the meaning of life, must always be encouraged and kept alive.
- (b) Wisdom, which enables a person to distinguish right from wrong, and good from evil, must be treasured above all other kinds of knowledge.
- (c) Honesty demands that a person tell the truth and put it into practice, even at the cost of making a great sacrifice.

Justice: uphold justice before God and in their community so as to advance the common good

It is the moral virtue that consists of a constant and resolute will to give to God and one's neighbours their due.

- (a) Justice towards God is called the 'virtue of religion'; and justice towards one's neighbours disposes one to respect the rights of others and to establish in human relationships the harmony that promotes equity with regard to individual persons and to the common good.
- (b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.

Love: model themselves on Christ, love others as themselves and care for the needy and the vulnerable

It is the greatest of all virtues.

- (a) God, the source of life and goodness, has created everything out of love, and has called the whole human family to be His children. As a member of God's family, one's goals in life are to share God's happiness, to love God above all things and love one's neighbours as brothers and sisters.
- (b) Jesus Christ, the Son of God, the Saviour of humankind, is the model of selfless love and humble service to others.
- (c) The practice of all the virtues is to be inspired and motivated by love, so that all aspects of human life and interpersonal relationship may be bound together in perfect harmony.
- (d) Love surpasses the strict measure of justice and urges one to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalised in society.

Life: affirm the supreme value of life, living out its full meaning

It is a priceless gift from God and is sacred in itself.

- (a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.
- (b) In the spirit of the “Beatitudes” as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.
- (c) Every person is entitled to have whatever is necessary for a decent and dignified existence.
- (d) Only a society which respects human life can bring happiness to all.

Family: honour their parents, love and respect their spouse and foster filial harmony in the family

It is the basic unit of society.

- (a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.
- (b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.
- (c) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

Mission of Catholic Schools

A Catholic School shall cultivate the above core values by –

- (a) upholding the time-honoured practice of respecting and collaborating with stakeholders with diverse backgrounds in achieving the School’s vision and mission, in the awareness that the success of education depends on the joint effort of all parties concerned;
- (b) providing a family environment imbued with mutual trust and love in the school; and
- (c) incorporating in the formal school curriculum Religious Education courses designed by the SSB, and fostering a Catholic spirit through religious practices held regularly in the School, such as morning prayers and religious activities held regularly for staff and pupils.

4. School Goals

(a) *Related to Outcomes for Students*

- i. Help students build a strong foundation of literacy and numeracy.
- ii. Ensure that students acquire basic knowledge and develop independent thinking.
- iii. Develop students' ability to use English and Chinese as a successful tool of learning and communication.
- iv. Equip students with the knowledge and skills required to meet the challenges of a dynamic and changing world.
- v. Develop students' capabilities in analysis, judgement, problem solving, and decision making.
- vi. Develop the individual potential of students and foster a spirit of co-operation and service.
- vii. Develop students' leadership skills and the readiness to accept different views.
- viii. Promote conscientiousness, civic-mindedness, and good interpersonal relationships both on the campus and outside school.
- ix. Raise students' self-esteem and self-respect in the process of learning that ultimately leads to higher learning autonomy.
- x. Help students establish their identities, values, and goals in life.
- xi. Help students develop a sense of morality.

(b) *Related to Learning Experiences for Students*

- i. Provide a learning environment that enables students to appreciate the beauty of life and build a positive attitude towards life.
- ii. Provide a learning environment conducive to enhancing students' interactive skills in group discussion, project work, and interviews with peers, schoolmates, and those in authority.
- iii. Provide freedom and support in students' choice of interests and pursuits in academic, social, aesthetic, and religious aspects.
- iv. Provide varied learning opportunities for students to develop their personal talents, qualities, and abilities through the study of different subjects.
- v. Provide co-curricular activities to meet the various needs of students so as to develop their leadership, potential, incentive, initiative, and co-operation.
- vi. Help students think logically, independently, and creatively, make rational decisions and solve problems independently.
- vii. Stimulate students' interest in learning to enable them to cultivate self-motivation, self-evaluation, self-respect, and self-discipline.
- viii. Encourage students to participate in community service so as to cultivate responsibility and willingness to assist.
- ix. Encourage students to behave well in public and achieve good academic results so as to promote the school image and build up a sense of belonging.

(c) *Related to Provision of Resources*

- i. Update school resources to help teachers and students meet the varied needs of students and the curriculum.
- ii. Provide sufficient reference books, equipment, and audio-visual aids to facilitate efficient and interesting teaching.
- iii. Provide students with well-equipped facilities to strike a balance between academic work and co-curricular activities.
- iv. Provide diversified modern technological knowledge to help both teachers and students adapt easily to the ever-changing world.
- v. Continue the development of the school as an aesthetically pleasing environment designed to best meet the needs of our students and improve their sense of belonging.
- vi. Improve the facilities and environment of the library as a learning centre to promote students' reading interest and self-learning ability.
- vii. Manage the existing school resources systematically and efficiently.
- viii. Improve the facilities and furniture in staff rooms, classrooms, as well as special rooms.
- ix. Promote the appropriate use of the community and its members as a resource.

(d) *Related to Management of School*

- i. Evaluate the performance of the students in academic, cultural, and moral aspects.
- ii. Encourage co-operation and set up a harmonious and congenial atmosphere among all school members.
- iii. Carry out school policies thoroughly, consistently, and perseveringly.
- iv. Provide communication channels among school managers, teachers, administrative staff, parents, and students to continue improving relationship among them.
- v. Provide opportunities to teachers, parents, and students for decision-making leading to improvement of the school administration.
- vi. Formulate school policies in line with the needs of the school and to work towards the glorifying of God our Creator.
- vii. Develop a democratic, systematic, fair, and transparent working system.
- viii. Identify posts and responsibilities clearly and allocate them fairly among staff.
- ix. Develop a fair system for substitution, invigilation, lesson, and duty allocation.
 - x. Assign teachers to teach subjects they are proficient and qualified to teach so as to achieve better learning and teaching effectiveness.
 - xi. Encourage teachers' participation in in-service training in relevant disciplines.
 - xii. Develop evaluation techniques for staff performance so as to improve the quality of learning and teaching.

5. Holistic Review of School Performance

A. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)
<p>Major Concern 1:</p> <p>To further consolidate the generic skills of our students to enable them to become reflective learners.</p> <p>Target(s):</p> <p>1.1 To sustain faculty learning on the concepts of generic skills and reflective learning.</p> <p>1.2 To engage students in quality activities which help them to consolidate their generic skills and become reflective learners</p>	<p>Fully achieved</p>	<p>Our school's first Major Concern primarily focuses on our objective "to further consolidate the generic skills of our students to enable them to become reflective learners." To achieve this goal, we have implemented a variety of schemes and activities designed to strengthen these skills and promote a reflective mindset.</p> <p>To ensure that our faculty are well-equipped and understand the intricacies of the generic skills, Gibbs' Learning Cycle, and well as the utilisation of the SAMR concept, a wide range of steps were employed throughout the previous three years. These included items such as professional sharing elements during General Staff Meetings, within Departments, as well as within Committees. Mentorship programmes were also employed within Departments to ensure the continual transfer of knowledge and experience within the members of the panels. Extensive employment of Moodle was also observed during the Substitution, Augmentation, Modification, and Redefinition of existing and newly-designed subject content. These steps all combined to ensure that the identified concepts were all ingrained in the faculty.</p> <p>Over the past three years, we have introduced multi-faceted learning initiatives aimed at enhancing our students' generic skills. For example, the English Department has organised excursions and activities that specifically target skills development. Additionally, we have broadened the Technology and Living curriculum to incorporate STEM education elements, providing students with hands-on experiences through project-based and co-operative learning. We have also integrated Probbie micro:bit programming and AI programming into our computer literacy lessons, alongside the introduction of hydroponics and solar car building projects in the Integrated Science curriculum for our S1 and S2 students. Furthermore, our students have engaged in aerial drone programming, Robomaster competitions, and various other STEM competitions, all of which bolster their scientific creativity and problem-solving abilities.</p> <p>To ensure the effective development of generic skills, the Academic Affairs, Research and Development, and GSEN Committees have collaborated to launch the "Be an Effective Learner Programme" for S1 students. This programme is designed to cultivate positive learning habits and facilitate smoother transitions into higher levels of education. As a result of these efforts, our students have achieved outstanding scores in the generic skills sub-scales of the APASO III assessment.</p>

Major Concern and target	Extent of the target achieved	Follow-up action(s)
		<p>Moreover, various subject panels and committees have created opportunities for reflective experiences. For instance, the English Department has developed worksheets based on the Gibbs Reflective Learning Cycle, guiding students through their learning processes across all different components. The Career and Life Planning Committee has organised goal-setting sessions as part of the Other Learning Experiences (OLE) programme, helping students to self-reflect and make necessary adjustments for future tertiary programmes that align with their interests and abilities. Post-event and post-activity reflection sessions and discussions with teachers were also effectively incorporated into regular routine of running different activities which helped ensure the continual improvement of these activities.</p> <p>As a result of these initiatives, our students have cultivated a strong habit of reflection, making it an integral part of their learning routine.</p>
<p>Major Concern 2:</p> <p>To further inculcate the Catholic core values through service learning.</p> <p>Target(s): To engage students in quality activities which help them to learn and follow Jesus as servant leaders.</p>	<p>Fully achieved</p>	<p>At the beginning of this Development Cycle, the pandemic presented significant challenges to our service learning initiatives. In the 2021-22 academic year, our students collectively logged 1,621.5 hours of social service.</p> <p>As we transitioned out of the pandemic, the school organised a variety of activities that led to a remarkable increase in volunteer service hours, culminating in a total of 4,126 hours in the 2023-24 academic year. Additionally, 223 students were honoured with volunteer service awards in recognition of their contributions. For our work in encouraging volunteer work, the school was awarded the title of Heart to Heart School (有心學校) for the 23-24 academic year, highlighting our contributions to volunteer work in the previous year. The school was also awarded the Gold Award for Volunteer Service (Groups) 2023 by the HKFYG “Easy Volunteer” (香港青年協會「好義配」義工團體年度嘉許金狀) for contributing over 1,000 hours of volunteer service to the community, and also the Jockey Club Volunteer Together Caring School (賽馬會眾心行善愛心學校).</p> <p>The spirit of servant leadership was also inculcated through activities and throughout the academic years. These include events such as visits to elderly centres, designing and creating gifts that are then distributed to the community, visiting Tuen Mun Hospital to bring the festive joy through carolling, serving at SSPP Church, running voluntary programmes at local primary schools and kindergartens, as well as running events such as Operation Santa Claus where the whole school comes together to raise funds for charities and disadvantaged groups, and projects where students build empathy through experiencing poverty and then highlighting the difficulties faced by disadvantaged groups in Hong Kong. Our students are regularly exposed to opportunities for developing a greater understanding for the Catholic core values.</p>

Major Concern and target	Extent of the target achieved	Follow-up action(s)
		<p>A standout moment in our programme was the Service Tour to Seoul, where students participated in three impactful service activities: visiting stray dogs, assisting with ecological restoration in a local park, and helping to organise lunch services at a community kitchen. This experience not only allowed students to serve communities abroad but also broadened their perspectives and deepened their understanding of environmental protection. As a result, we feel confident that we have met our service learning objectives.</p> <p>To respond to the importance of developing values education, the school has started to design its Values Education Framework. Staffs are encouraged to utilise this framework when developing plans related to the Major Concerns, Schemes of Work, and Programme Plans.</p> <p>Guided by the motto “Ora et Labora” (Pray and Work) and our Catholic core values, the school aims to cultivate six core character traits: Kindness, Compassion, Discernment, Responsibility, Servant Leadership, and Gratitude. Each year, students will focus on one trait, progressing from Kindness in S1 to Gratitude in S6. This structured approach seeks to build a strong foundation in values education over their six years, integrating the Five Catholic Core Values and EDB 12 Priority Values. The holistic approach emphasises the interconnectedness of character traits through four key aspects: 我 (personal), 人 (interpersonal), 物 (the environment and society), and 天 (God). These aspects also serve as themes for morning prayers, reinforcing their significance in daily life.</p> <p>Additionally, the framework supports teachers in linking the Character Strengths Chart to specific Catholic Core Values and the school’s values. It is particularly relevant for teaching National Security, with practical resources, including traditional Chinese and Confucian stories that illustrate values such as filial piety and integrity. We believe that the Values Education Framework fosters a values-driven culture within the school, equipping teachers to integrate essential principles into their practices for the holistic development of students.</p>

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

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

• *Academic Performance*

Despite the challenges posed by COVID-19, our Shungtakians have exhibited remarkable resilience and determination in achieving academic success. Across the cohorts of 2022, 2023 and 2024, an impressive 71.0% of students attained Level 4 or above, with 31.5% achieving Level 5 or higher. Notably, these outstanding results have paved the way for 99.4% of our S6 graduates qualifying for sub-degree programmes, while 93.3% are eligible for university admissions. This exemplifies the depth and breadth of knowledge our students have acquired and constructed during their time at Shung Tak.

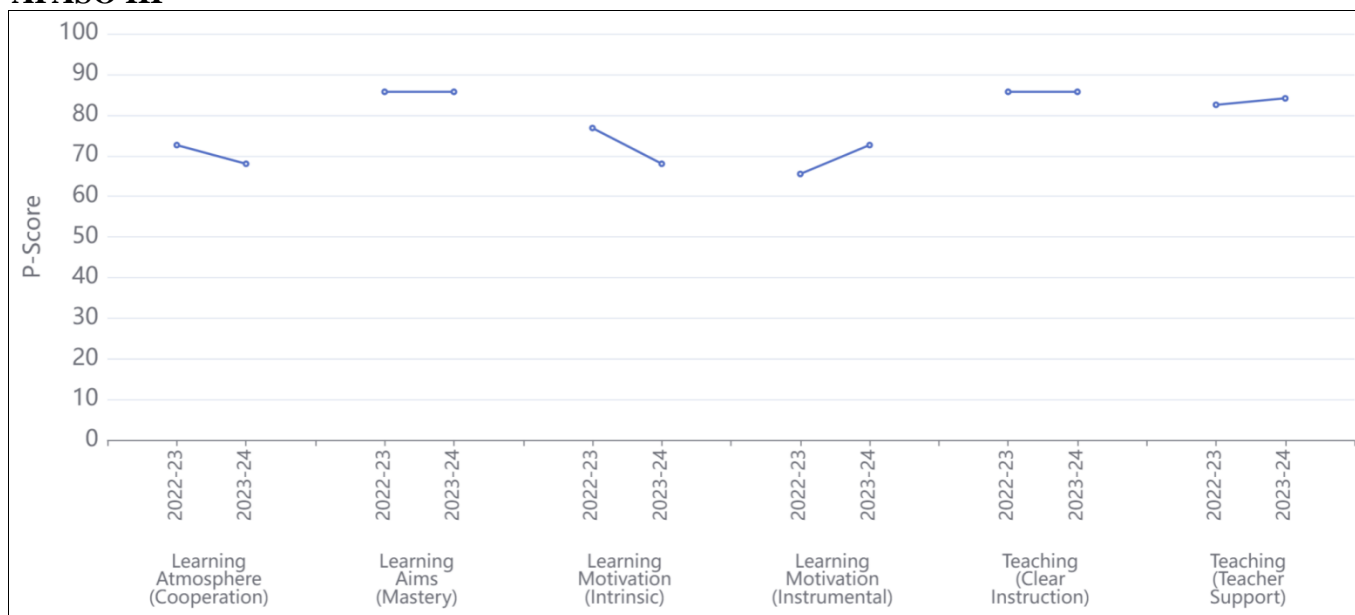
• *Language Proficiency*

The dedication and commitment shown by our students and staff have been instrumental in ensuring achievements. On average, 74.1% of S6 graduates have secured Level 4 or above in English Language, surpassing the minimum university entry requirement score of Level 3 with 99.7% meeting this standard. Similarly, in Chinese Language, 66.8% have attained Level 4 or above, with 93.9% achieving Level 3 or higher. These results underscore our students' proficiency in biliterate communication, enhancing their capabilities for academic pursuits and for facing real-world challenges.

• *Learning Environment and Motivation*

The recent APASO III findings shed light on the collaborative and goal-oriented learning environment at our school. Students demonstrate a strong commitment to mastering the knowledge and skills imparted to them, driven by both intrinsic and instrumental motivations. Their perception of instructional clarity and teacher support further underscores the conducive learning atmosphere fostered at Shung Tak.

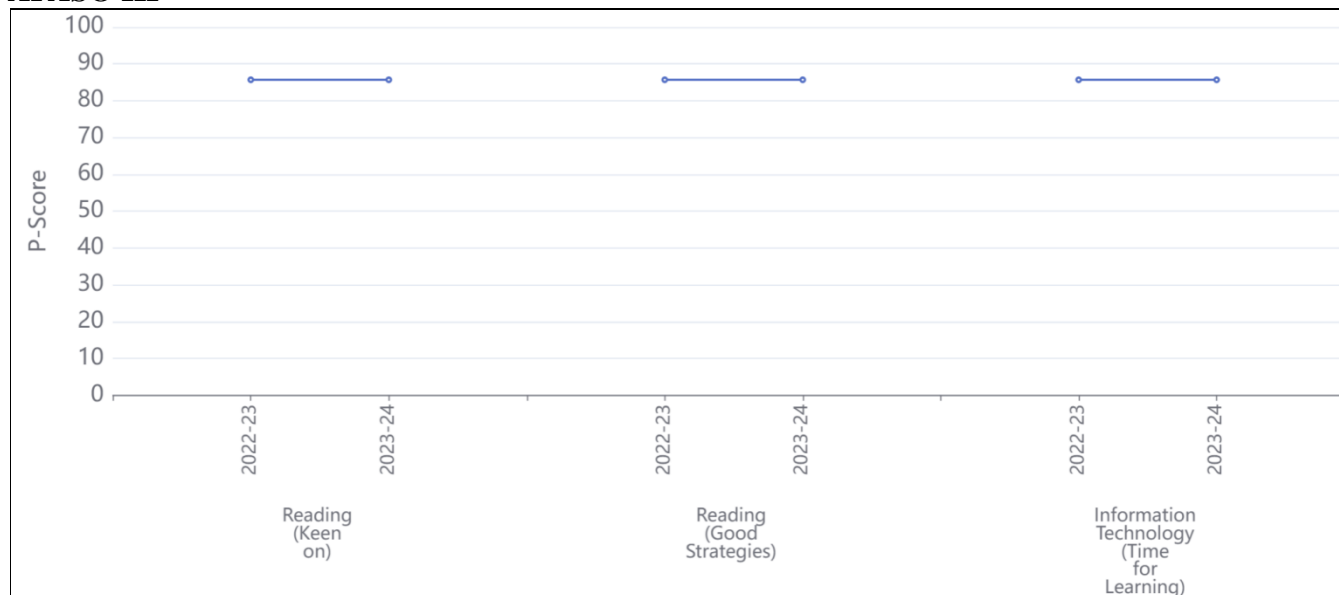
APASO III



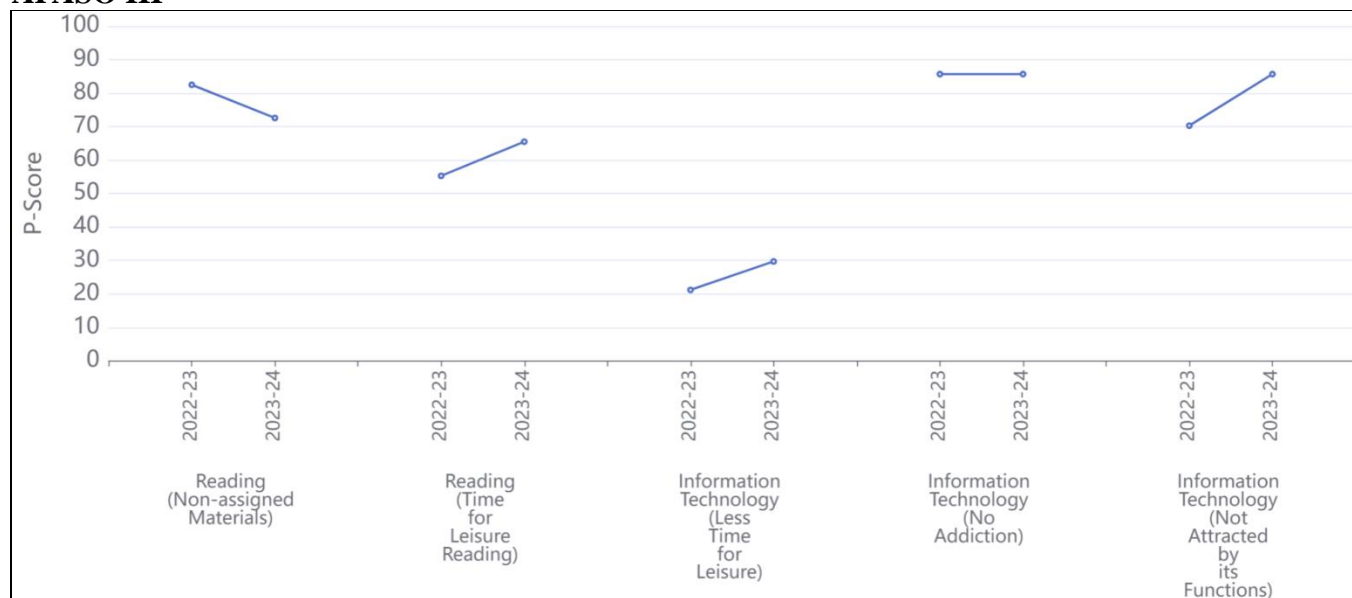
- *Reading Habits and Information Technology*

In terms of reading habits and technology usage, our students exhibit a keen interest in reading, often delving into non-assigned materials and dedicating substantial time to leisure reading. Our continued emphasis on regular Long Reading Periods as well as the emphasis on VRSS, the junior form English reading and viewing programme, have helped foster a healthy reading habit among our students. Moreover, they demonstrate a significant investment in utilising information technology for both academic and recreational purposes, reflecting their adaptability and proficiency in navigating digital resources for learning and entertainment.

APASO III



APASO III

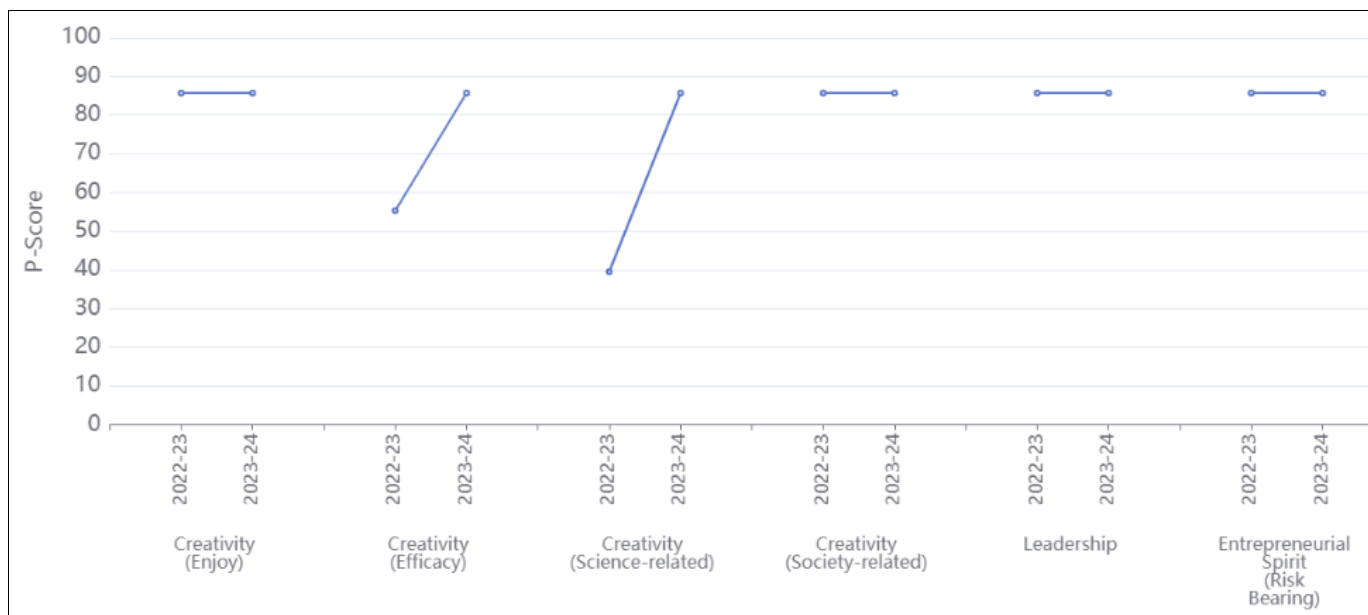


- *Generic Skills Development*

Our commitment to developing generic skills as highlighted by the focus in the Major Concerns has been validated by the APASO III survey results. Students have ample opportunities to cultivate these skills through diverse activities both inside and outside the classroom, broadening their learning horizons.

During this Development Cycle, we identified areas for improvement in creativity and science-related efficacy. To address this, we introduced a school-based curriculum with a STEM component in S1 and S2 Technology and Living called Living Arts and STEM Education (LA&SE), providing hands-on experiences and project-based learning to enhance interest in related practical skills and knowledge. Science departments also launched various programmes and activities to enhance students' creativity in the field. These initiatives have significantly contributed to the holistic development of our students, equipping them with valuable real-world skills.

APASO III



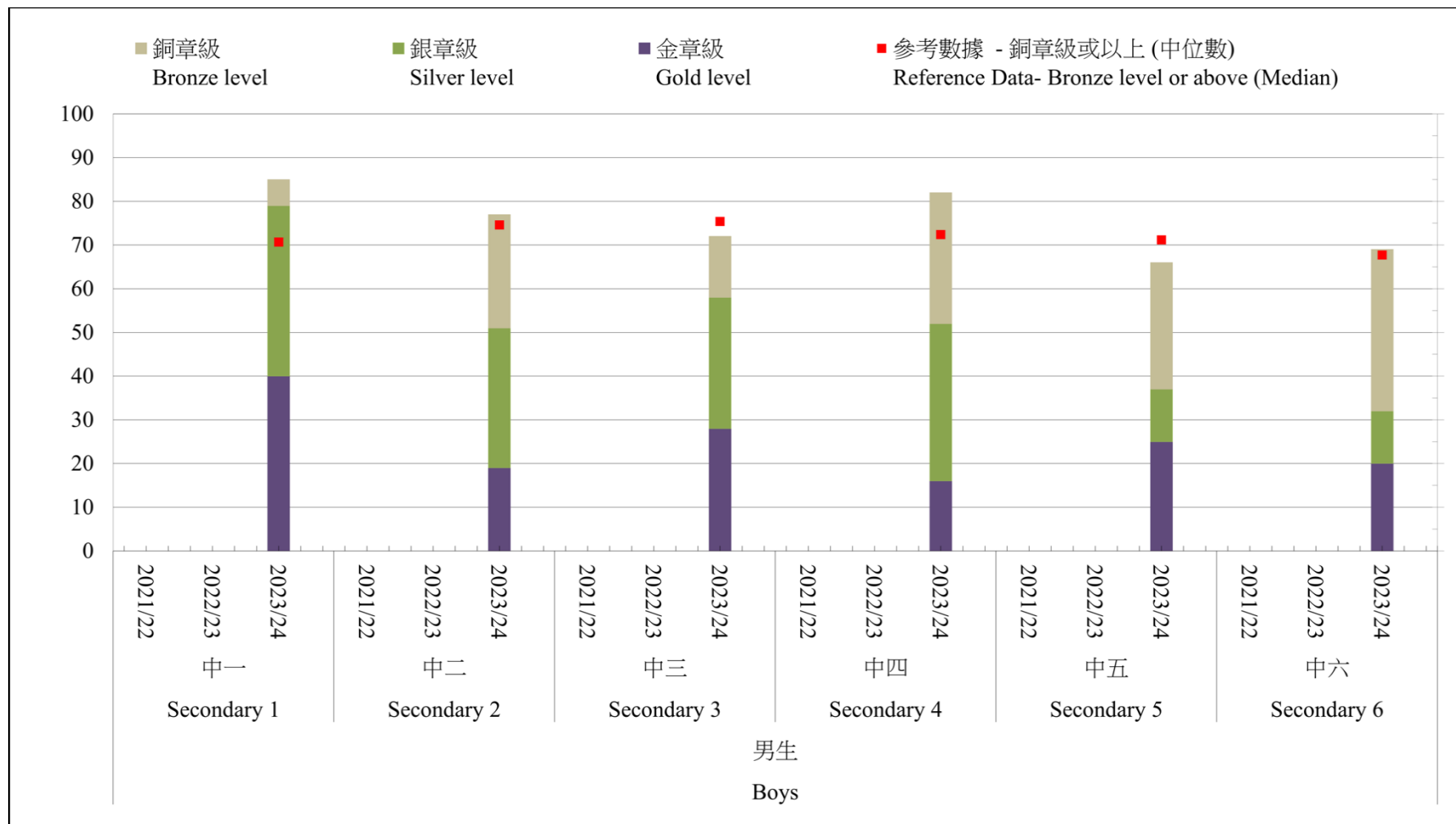
- *Non-academic Achievements*

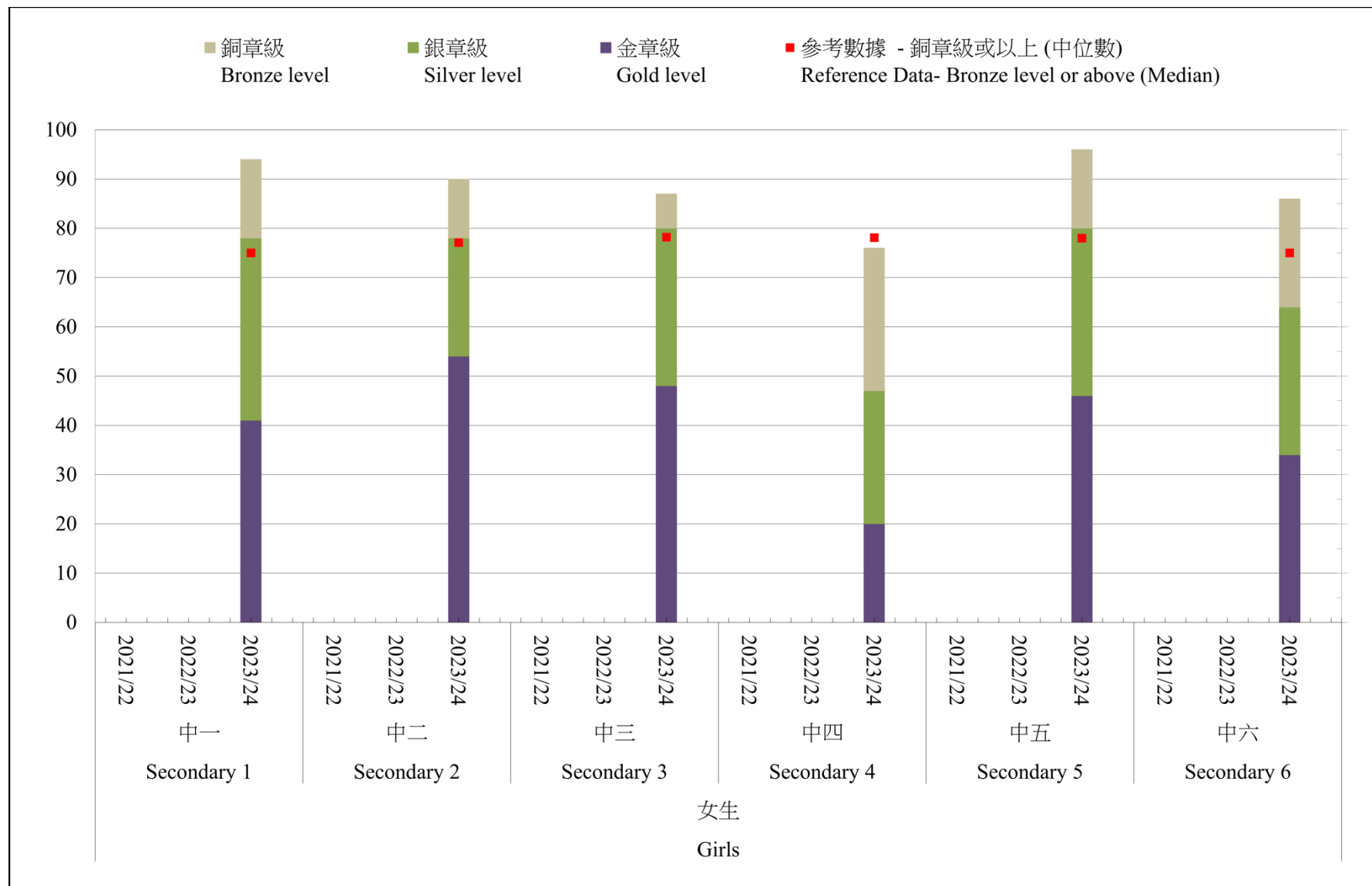
Our students exhibit a well-rounded approach to their development, engaging not only in academic pursuits but also in various extracurricular activities. For instance, our C grade boys clinched the overall second position in the HKSSF (YL) Inter-School Swimming Competition, showcasing their prowess in sports. Similarly, our C grade girls excelled in the HKSSF (YL) Inter-School Cross Country Competition and the HKSSF (YL) Inter-School Athletic Meet, securing the overall second position. Moreover, many students garnered prestigious awards in the HK Joint School Music Competition and the 76th Hong Kong Schools Music Festival, highlighting their talents and dedication beyond the classroom. Shungtakians have also been recognised for their performance in other areas, such as being the Champions in the Hong Kong Cyber Security New Generation Capture – The Flag Challenge 2023 which is related to STEM and also the Hong Kong Young Historian of the Year. These have really highlighted the breadth of Shungtakian accomplishments over the year.

- *Physical fitness*

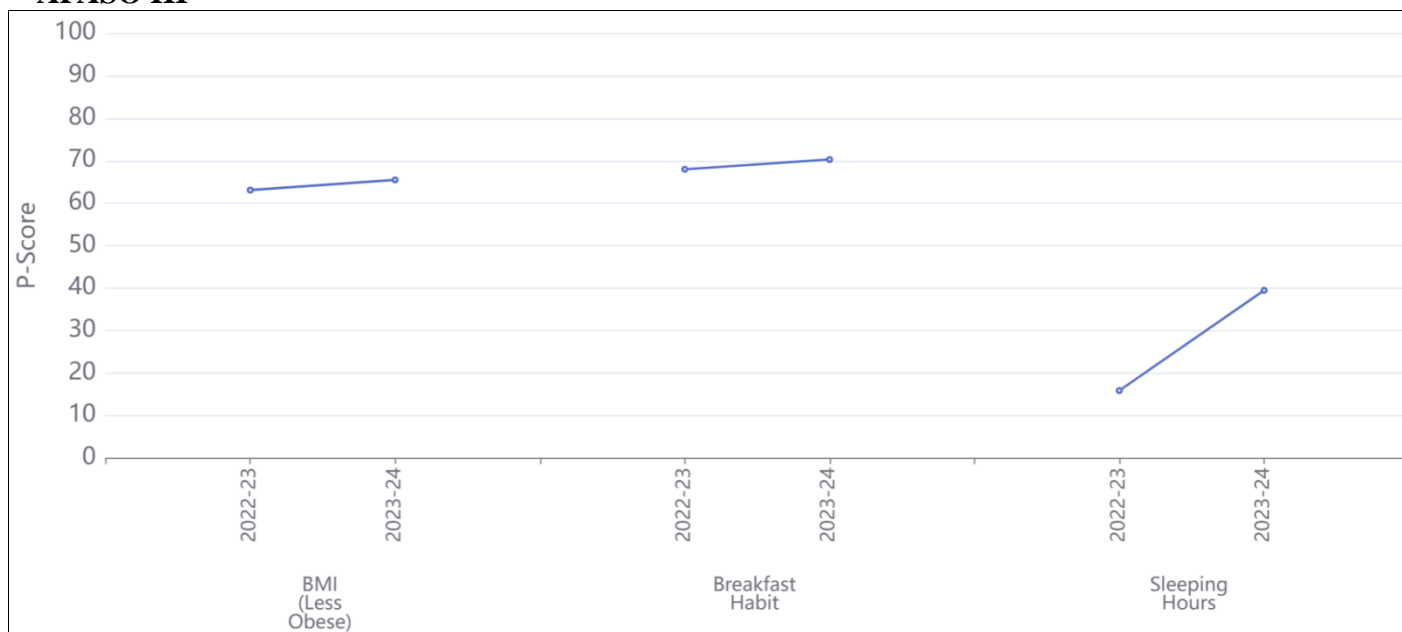
The physical fitness of our students is of paramount importance at Shung Tak. A majority of our boys and girls have met the bronze level requirements or higher in the “School Physical Fitness Award Scheme”, highlighting their commitment to maintaining a healthy lifestyle. Their Body Mass Index (BMI) surpasses the Hong Kong average, indicating a positive trend towards overall well-being. Additionally, the cultivation of a Breakfast Habit among students reflects their awareness of the importance of a nutritious start to the day. While our students demonstrate commendable physical fitness habits, there is room for enhancement in their sleep duration on school days. Ensuring an adequate amount of rest is essential for their overall health and well-being. By prioritising sufficient sleep, students can optimise their cognitive function, concentration levels, and overall performance both in and out of the classroom.

The percentage of male and female students by grade level achieving the requirements of Gold, Silver, or Bronze level certificates in the “School Physical Fitness Award Scheme”:





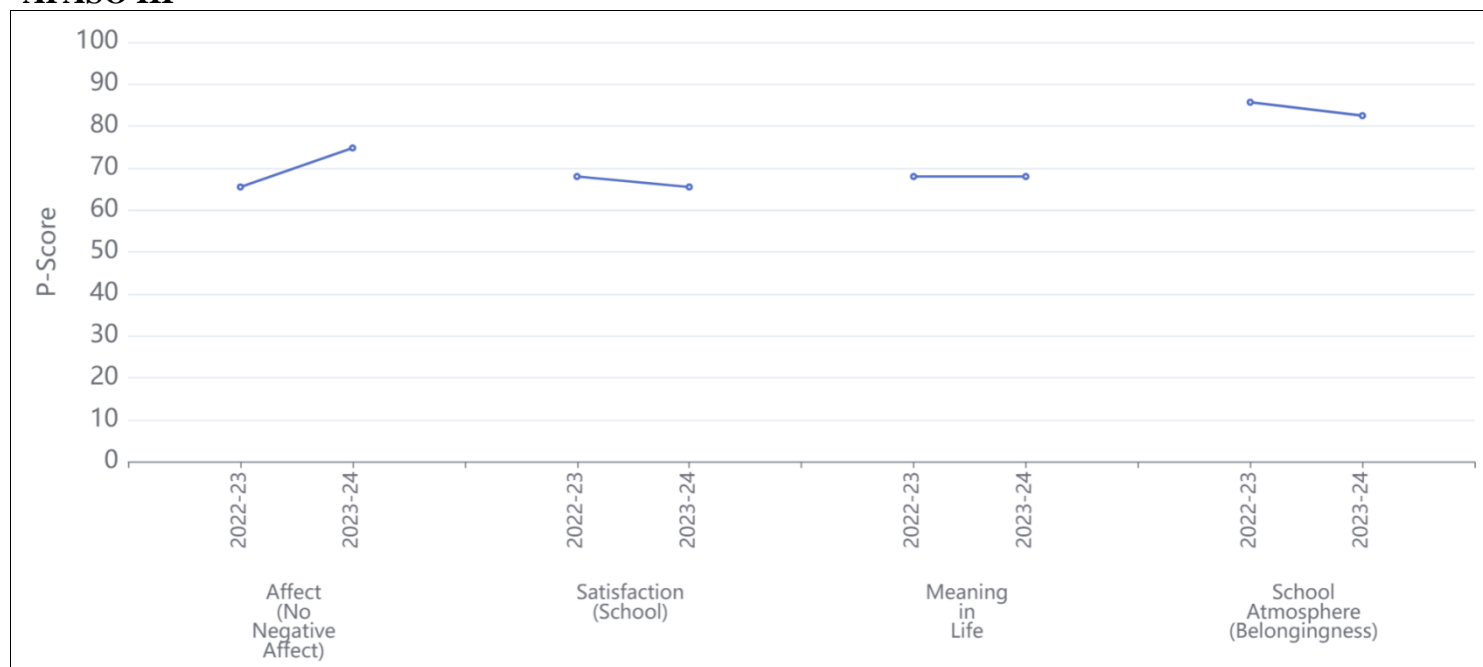
APASO III



- *Affective and Social Growth*

The emotional and social well-being of our students is a cornerstone of our approach at Shung Tak Catholic English College. Our students exhibit low levels of negative affect, showing minimal feelings of fear or worry. They express satisfaction with their school experience, highlighting a positive outlook on their educational journey. Moreover, students demonstrate a strong sense of meaning in life and a deep connection to the school community, reflecting a high level of belongingness.

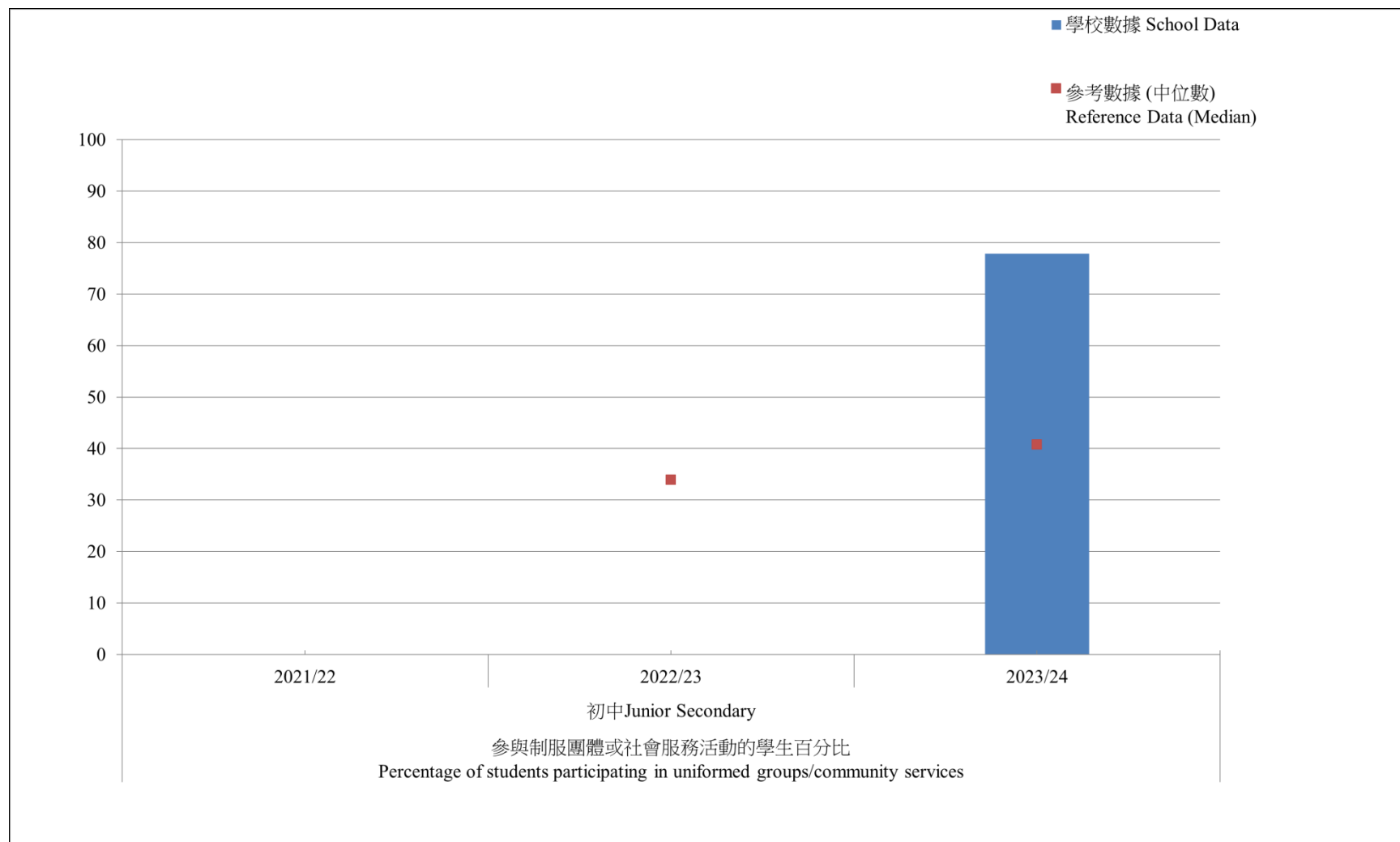
APASO III



- *Service Learning*

As part of our Major Concerns of fostering a culture of service learning, we are pleased to note that student engagement in community service activities surpasses the Hong Kong average. This active involvement in community service is not merely an initiative but a fundamental aspect of our school ethos. It contributes to developing students' empathy, social responsibility, and a deeper understanding of their role within the broader community. This emphasis on service learning will continue to be a defining characteristic of our school, shaping our students into compassionate and socially conscious individuals.

Percentage of students participating in uniformed groups/community service:

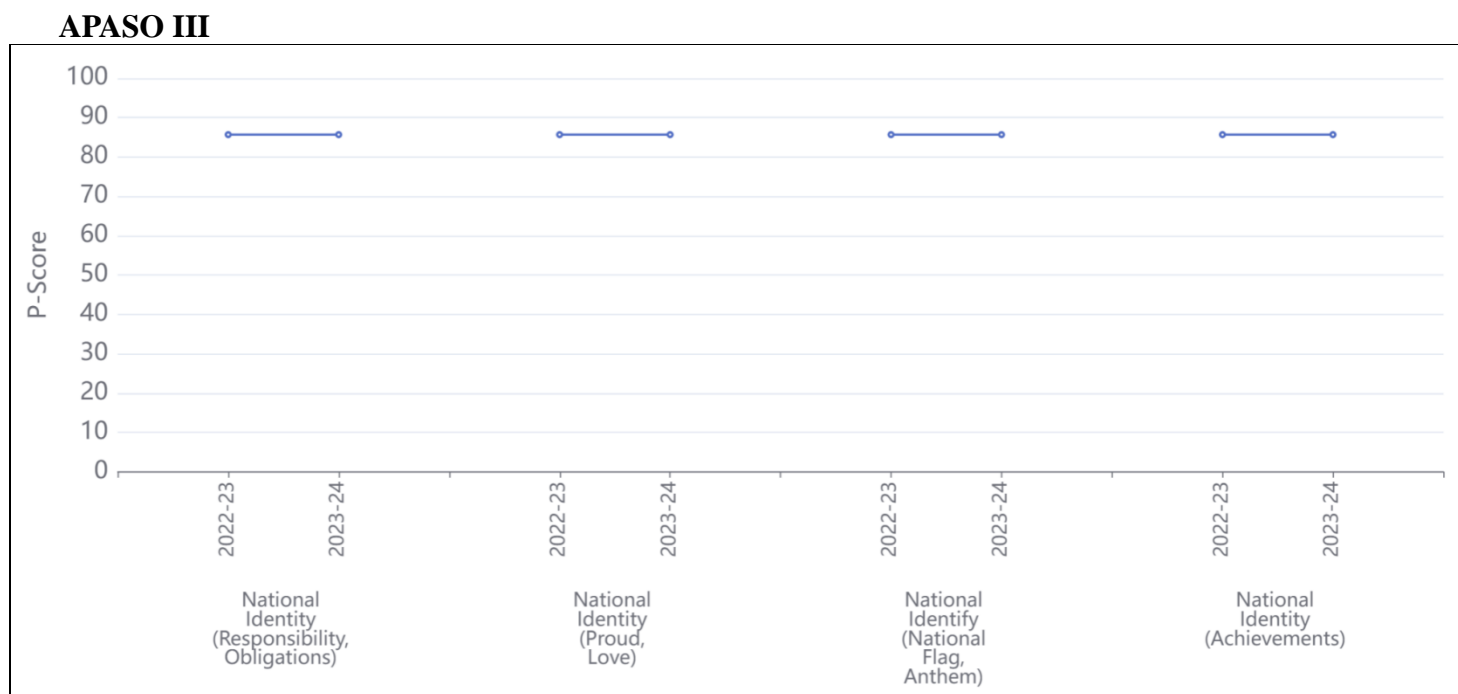


- *National Identity, Global Perspective and Global Competence*

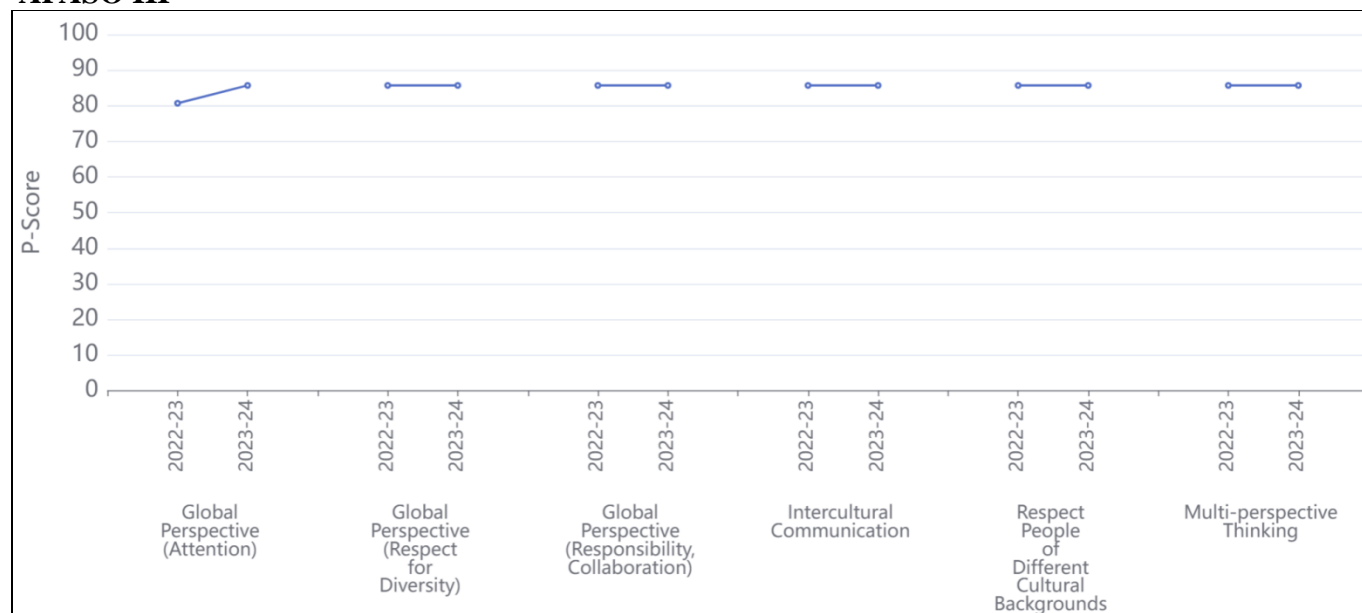
Our school has spearheaded a range of initiatives aimed at bolstering students' national identity. The findings from APASO III underscore the robust sense of national identity among our students, evident in their strong feelings of responsibility, pride, and love towards their country. They exhibit a deep respect for national symbols such as the flag and anthem, and possess a keen recognition of the nation's achievements.

Moreover, our students demonstrate an interest in global affairs, emphasising peace, and showcasing a high regard for global diversity. Their perspectives on global responsibility, collaboration, and intercultural communication are notably well-developed. They exhibit a profound awareness of intercultural communication nuances, showcasing respect for individuals from diverse cultural backgrounds. Furthermore, their adeptness at considering multiple perspectives highlights their evolution into informed and responsible citizens with a robust sense of both national and global identity.

The students at our school exhibit an appreciation for core values and attitudes, including those intrinsic to Chinese culture, alongside a profound respect for societal pluralism. These attributes collectively shape them into individuals who not only value diversity but actively contribute to fostering harmonious interactions within an increasingly interconnected and multicultural world.



APASO III



• *Spiritual Development*

The school is dedicated to fostering spiritual development through various initiatives that encourage students to reflect on their personal growth and community involvement. Programmes such as the Leadership Training Programme help students develop decision-making skills, enabling them to resist peer pressure and focus on their responsibilities. Daily prayer sessions and monthly themes, like “Respect for Others” and “Active Listening”, encourage students to consider their attitudes and behaviors. The innovative “Morning Prayer Challenge” requires students to submit daily reflections via Google Forms, helping them internalize values and align their actions with their spiritual beliefs. Additionally, the school’s structured Volunteer Hours Programme mandates yearly volunteer service, with activities like visiting elderly homes and assisting at food banks. These experiences cultivate empathy and a sense of responsibility. Reflection sessions after service activities, such as writing essays or group discussions, deepen students’ understanding of social issues and their community roles. Service learning is woven into the curriculum, particularly in religious education and social studies, where students research local issues and plan related service projects, enhancing both academic and personal growth. Collaborations with NGOs like the Hong Kong Youth Association provide further opportunities for meaningful service, exposing students to diverse community needs. The school also recognizes students’ volunteer efforts through awards and certificates, fostering a culture of service. Life education classes explore themes of love, compassion, and community, with projects that encourage students to share volunteer experiences, reflecting their spiritual growth and commitment to serving others.

• *Development of Valued Character Strengths*

The school prioritizes the development of valued character strengths such as compassion, kindness, responsibility, servant leadership, and gratitude. Through the Guardian Ambassador Programme, older students mentor younger peers, fostering compassion by helping them transition smoothly into secondary school. This mentoring relationship builds a supportive community as older students learn to empathize with their mentees' challenges.

Responsibility is emphasized through student-led initiatives, where members of the Students' Union and various clubs organize events like charity drives and community service projects. These experiences teach students accountability and the impact of their actions on others. The Volunteer Hours Programme further instills servant leadership by engaging students in community service activities, such as assisting at local shelters or participating in environmental clean-up days. Leadership skills are honed through programmes like Leadership Training, where students plan events and lead school-wide campaigns on issues like bullying and mental health, demonstrating initiative and guiding peers towards positive change. Gratitude is cultivated through reflection activities, encouraging students to express appreciation and recognize the contributions of peers and teachers. This practice helps create a culture of gratitude within the school community.

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

• *Broad and Balanced Curriculum*

To align with Hong Kong's educational objectives, the seven learning goals, and the latest trends in educational development, our school has continuously revised its curriculum to ensure a comprehensive and well-rounded educational experience. By embracing the concept of "learning time", we aim to provide students with diverse learning opportunities both within and beyond the traditional classroom setting, enabling them to more effectively achieve the seven learning goals.

For instance, in the past, students dedicated significant time during summers and after school hours to cover elective subject materials. Through the implementation of measures to optimise the four senior secondary core subjects, we have reallocated lesson time from Liberal Studies to accommodate elective subjects, ensuring a more balanced and efficient curriculum structure.

Moreover, our school offers a range of Other Learning Experience (OLE) activities encompassing Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development, and Physical Development. These initiatives are designed to nurture students as holistic, lifelong learners with a strong emphasis on building sustainable skills and capacities.

To further support students in their personal and career development, we have introduced dedicated careers lessons for those who have chosen to withdraw from certain elective subjects, encouraging them to reflect on their aspirations and goals for future academic pursuits and careers. Additionally, all senior form students are eligible for taking Applied Learning subjects, providing them with opportunities to explore their career interests and establish a foundation for continuous learning throughout their lives.

We actively promote language learning among our students during their leisure time, fostering a multilingual environment that enhances their communication skills and cultural awareness. These have taken the form of dedicated reading periods and lunchtime activities such as EFAD Games and inter-class competitions. Students have also trained and prepared for external competitions such as the Hong Kong Schools Speech Festivals, English and Chinese Drama competitions, and other public speaking competitions that are made available to them throughout the year.

Furthermore, our curriculum integrates elements of national security education. One such activity is the annual Chinese Culture Day which celebrates and promotes the rich heritage of Chinese culture among our students and the wider school community. There are also English-led Chinese cultural awareness events where certain lesser-known Chinese foods and cuisines are highlighted for students in events where they can have the opportunity to taste the items as well as learn more about them. These are in addition to the content and materials that have been created with the purpose of incorporating national security education components in our curriculums. On top of these, our weekly National Flag Raising Ceremonies further highlight and emphasise the importance of our country, developing good habits and greater respect. These initiatives combine to provide students with

frequent and regular interactions with NSE-related activities, content, and materials throughout each academic year.

- *Cater for Learner Diversity*

Classes in S2-S6 are organised into two elite classes and two mixed classes in each form to facilitate differentiated teaching and to cater to diverse learning needs. Furthermore, the school arranges various after-school enrichment programmes and reinforcement classes, utilising diverse online resources such as the Moodle platform to provide different learning opportunities both inside and outside the classroom, fostering students' holistic development.

The school implements a Three-Tier Implementation Model to plan and implement school-based gifted education. Teachers provide opportunities in regular classes to tap students' potential in areas like creativity, critical thinking, problem-solving, or leadership skills. Simultaneously, appropriate pull-out programmes are offered to students with higher-ability. Additionally, the school recommends students for participation in gifted programmes at tertiary institutions or government institutions to make gifted education more widespread among students.

- *Strengthen Curriculum Interface According to Students' Needs at Different Key Stages*

The transition from primary six (P6) to secondary one (S1) can be challenging for students as they adapt to a new school environment and curriculum. Addressing the interface between upper primary (KS2) and junior secondary (KS3) is crucial for both parents and schools. Effective management of this transition can boost students' self-esteem, motivation, and overall well-being, laying a strong foundation for independent learning and lifelong education.

To support this transition, our English and Math departments offer bridging courses during the summer to help new S1 students acclimate to an English learning environment. Additionally, the Student Activities Committee and the Guidance Committee collaborate to organise an S1 Orientation Workshop, fostering camaraderie among newcomers and familiarising them with school facilities.

The School Functions Committee also arranges an S1 Orientation Day for parents, providing essential information about school policies. In September, the Guidance Committee launches the "Guide Light" programme, where senior students mentor S1 students, assisting them in adapting to school life.

In the first two months, the Academic Affairs, Counselling, Guidance & SEN, and Research & Development committees implemented a programme called "Be an Effective Learner". This initiative helps S1 students acclimate and understand how to tackle new subjects in secondary school, enhancing their independent learning skills. The programme also focuses on developing essential generic skills, such as self-management, and encourages students to take greater responsibility for their own learning at this new academic level.

As students move from junior secondary (KS3) to senior secondary (KS4), our Career and Life Planning Committee collaborates with the Research & Development Committee to organise the "Learning to Learn" programme. This initiative invites alumni to share study skills for various senior subjects, providing valuable insights to current students. The Career and Life Planning Committee also conducts self-account workshops, helping students explore their interests and plan their other learning experiences. These workshops guide students in considering different career paths. Additionally, university visits are arranged to familiarise students with campus environments and study programmes. To further support student development, the Student Activities Committee offers leadership training programmes, preparing students for leading roles within the school community. Through these comprehensive efforts, we strive to equip students with the skills and knowledge necessary for a successful transition to their senior secondary years and beyond.

- *Whole School Approach to Integrated Education and Support for Students with Special Educational Needs*

The school provides appropriate learning opportunities and support for students with varying learning needs, enabling them to integrate into life both inside and outside of campus while fulfilling their potential. The Student Support Team, consisting of key staff and specialists, creates an inclusive educational environment by effectively using resources and funding to develop tailored education plans. With the addition of teaching assistants and external support services like speech therapy, counselling, and social skills training, the school comprehensively addresses the diverse educational needs of our students. Teachers receive regular training to stay updated on the latest strategies for supporting students with special educational needs (SEN), and Individualised Educational Plans (IEPs) are implemented, with regular meetings to monitor progress and adjust goals. These combined efforts, alongside partnerships with external organisations to enhance attention and social skills, demonstrate the school's commitment to the holistic development of all students, ensuring they receive the personalised assistance necessary for success.

- *Addressing Students' Social Needs and Cultivating Positive Values, Attitudes, Interpersonal Relationships, and Social Responsibility*

The school's comprehensive approach to addressing students' social needs and cultivating positive values, attitudes, interpersonal relationships, and social responsibility is manifested through a multifaceted extracurricular programme designed to foster holistic development and leadership. Central to this initiative is the integration of internal and external leadership training programmes such as the S3 Leadership Day Camp and service-learning sessions, which serve as platforms for instilling essential skills like teamwork, responsibility, and leadership in students, equipping them for future roles. By involving students in organising key events like the S1 Orientation Day and the Leadership Recruitment Talk and also in organising key activities such as English for all Day (EFAD) and Operation Santa Claus (OSC), the school not only promotes confidence-building and interpersonal skill development but also empowers students to take on leadership roles, encouraging active participation and a sense of ownership in school activities.

Moreover, the school's collaboration with external partners, including organisations and alumni, enriches the leadership training experience, providing students with diverse opportunities for growth and learning beyond the confines of the school environment. Examples for this can be seen in the uniform groups in the school such as St John Cadets and Scouts. Both of these have alumni returning for training and activities, leading and guiding their fellow Shungtakians in developing the necessary skills required. This exposure broadens students' perspectives, fosters adaptability, and nurtures a sense of social responsibility by emphasising the importance of community engagement and collaboration. The Other Learning Experiences (OLE) Programme, offers a wide array of interest classes from gardening to 3D printing, caters to diverse student interests and encourages active participation, thereby fostering a well-rounded educational experience that promotes personal growth and self-discovery.

Structured programmes for personal development, exemplified by initiatives like the Self-Development Programme (SDP) which provides a wide range of classes and activities that assist students in enhancing their skills in a wide range of activities, play a crucial role in instilling discipline, motivation, and self-improvement in students. By emphasising the importance of continuous growth and setting personal goals, these programmes cultivate positive values such as perseverance, self-discipline, and resilience, essential for navigating challenges and fostering a strong sense of personal responsibility. Tailoring activities to students' preferences and collecting feedback, especially from seniors, ensures inclusive participation and engagement across the student body, promoting a sense of belonging and mutual respect within the school community.

The school emphasises community involvement, environmental appreciation, and personal growth to nurture socially aware individuals ready to make positive contributions to society. By engaging students in activities like environmental stewardship, community service, and ethical decision-making, it fosters a strong sense of social responsibility and empathy. Initiatives such as Dress Casual Day, Responsible Student Election, and civic education events like the Flag Hoisting Ceremony encourage moral education and civic engagement, helping students develop critical thinking skills essential for

informed citizenship.

To further enhance students' positive values, attitudes, interpersonal relationships, and social responsibility, the English Department organised the S4 Excursion Project which saw students develop a greater sense of empathy through experiential learning followed by researching and presenting information regarding disadvantaged groups in Hong Kong. Students collaborated with their group members to select a disadvantaged group in society that they are interested in, do research on their circumstances, seek out and engage with these groups to find out more about their lives, discover ways in which they can assist these groups, before presenting their final product and their work to parents and students on Parents Day. This activity thoroughly combined and incorporated a wide range of skills, values, attitudes, and highlighted the need for the students to embrace their social responsibility in supporting the disadvantaged groups in our community.

Recognising students' contributions through tracking social service hours and providing motivation serves as a powerful incentive for ongoing involvement, reinforcing the value of community service and civic engagement. Leadership roles within clubs and as event emcees further enhance students' interpersonal skills, self-awareness, and collaborative abilities, nurturing well-rounded individuals who are prepared to navigate the complexities of a diverse and interconnected world. In conclusion, the school's strategic focus on leadership development, extracurricular activities, moral education, civic engagement, and service learning underscores its commitment to nurturing socially responsible, empathetic, and resilient individuals who are equipped with the skills necessary to thrive and make meaningful contributions to society.

• *Religious Education*

The school's religious education curriculum is crafted to align with the directives and policies set by the diocese and the Education Bureau (EDB), ensuring that it fulfills both the educational and spiritual needs of students while emphasizing Catholic values. By integrating the diocese's curriculum framework, the school offers a comprehensive educational experience. Ethics and Religious Studies (ERS) is available as an elective, allowing students to explore ethical dilemmas alongside religious teachings, which fosters critical thinking and moral reasoning rooted in Catholic principles. Additionally, Ethics and Religious Education (ERE) is provided for all students from S1 to S6, focusing on Catholic values through various activities. The Life and Death Education programme, specifically for ERS students, offers immersive experiences that encourage reflection on mortality and life's meaning, aligning with the diocese's goal of nurturing students spiritually and morally.

The school emphasizes the quality of its religious education programmes by regularly assessing and evaluating the curriculum to meet educational standards. Events like the Bible Drama Competition for S4 students foster creativity and deepen understanding of biblical stories, enhancing their grasp of religious teachings. The Catechumenate class for those preparing for baptism and confirmation highlights the school's commitment to delivering high-quality religious education that resonates with students. By creating a learning environment centered on Jesus Christ's teachings, the school promotes values of freedom and love in a family-like atmosphere. The Opening Prayer Service at the beginning of the academic year, aligned with the school's motto "Ora et Labora (Pray and Work)," sets a positive tone, emphasizing faith's role in guiding actions. The Thanksgiving Prayer Service for graduating students allows them to express gratitude and celebrate their journey, reinforcing connections and creating a supportive environment.

There is a strong culture of respect and active engagement in the school's religious activities among staff and students. Significant events like the Feast Day Mass bring the community together to honor the school's heritage and spirituality, marked by thoughtful participation and unity. The Easter Prayer Service, featuring guest speaker Fr. Fung, emphasized compassion and empathy through personal stories of service, inspiring students to act with kindness. The Morning Prayer Challenge, with a 70% participation rate, demonstrates students' commitment to daily prayer and community. Events such as the Rosary Making Workshop and Pancake Day showcase student enthusiasm for engaging in their faith, with the latter encouraging joy and

camaraderie while reminding everyone of self-control and reflection during Lent.

Catholic faith groups within the school play a crucial role in encouraging members to deepen their faith, share experiences, and serve the community. The Catechumenate class is vital in preparing students for baptism and confirmation, fostering spiritual growth and a sense of belonging within the Church. Service-oriented events like the Easter Banquet for the Elderly involve students in meaningful outreach, reinforcing the importance of service and community. The Caritas Bazaar demonstrates the school's dedication to charity, where students raise funds and learn the value of generosity. Creative initiatives like the Matteo Ricci Musical and the Bible Drama Competition provide engaging platforms for students to explore their faith, inspiring reflection on their role in spreading faith and understanding through teamwork and moral exploration.

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

• *Effectiveness of School Self-Evaluation Mechanism*

Since our school joined as a pilot school in the enhanced School Self-Evaluation (SSE) approach in 2021, our school has embraced the principles of school-based management, effectively nurturing a culture of self-assessment. In crafting our School Development Plan, the school takes into consideration Hong Kong's educational goals, the seven learning objectives, and current educational trends, while also considering our own vision, mission, and the diverse backgrounds and characteristics of our students. By adhering to an evidence- and statistics-based approach, we conduct different surveys such as the Stakeholder Survey, APASO, and school-based surveys to systematically and thoroughly review our strengths and weaknesses, set relevant development priorities, and establish clear targets and practical strategies to advance students' holistic development and lifelong learning.

• *Transparency and Accountability*

In recent years, the school management has made significant efforts to enhance transparency. Key information, such as funding sources and the school's financial status, is shared openly with teachers. Details about manpower allocation and workload are also clearly presented. The school consistently publishes reports and updates on its website and other platforms, offering insights into its performance, achievements, and future plans. These reports provide a clear view of various aspects of the school's operations, including academic outcomes, extracurricular activities, and financial management. Existing systems for accountability are in place with legitimate enquiries and complaints addressed promptly.

• *Establishing Development Priorities, Crafting Strategies, and Building a Shared Vision*

The school remains closely aligned with the evolving educational landscape. Over the past three years, significant shifts have occurred, with both the Education Bureau (EDB) and the Catholic Education Office (CEO) emphasising the integration of values education into the curriculum. As a Catholic institution, we have always prioritised nurturing students' positive values. However, we lacked a robust framework for implementing values education. In response, we are focusing on developing a school-based values education curriculum to foster positive attitudes and values among students.

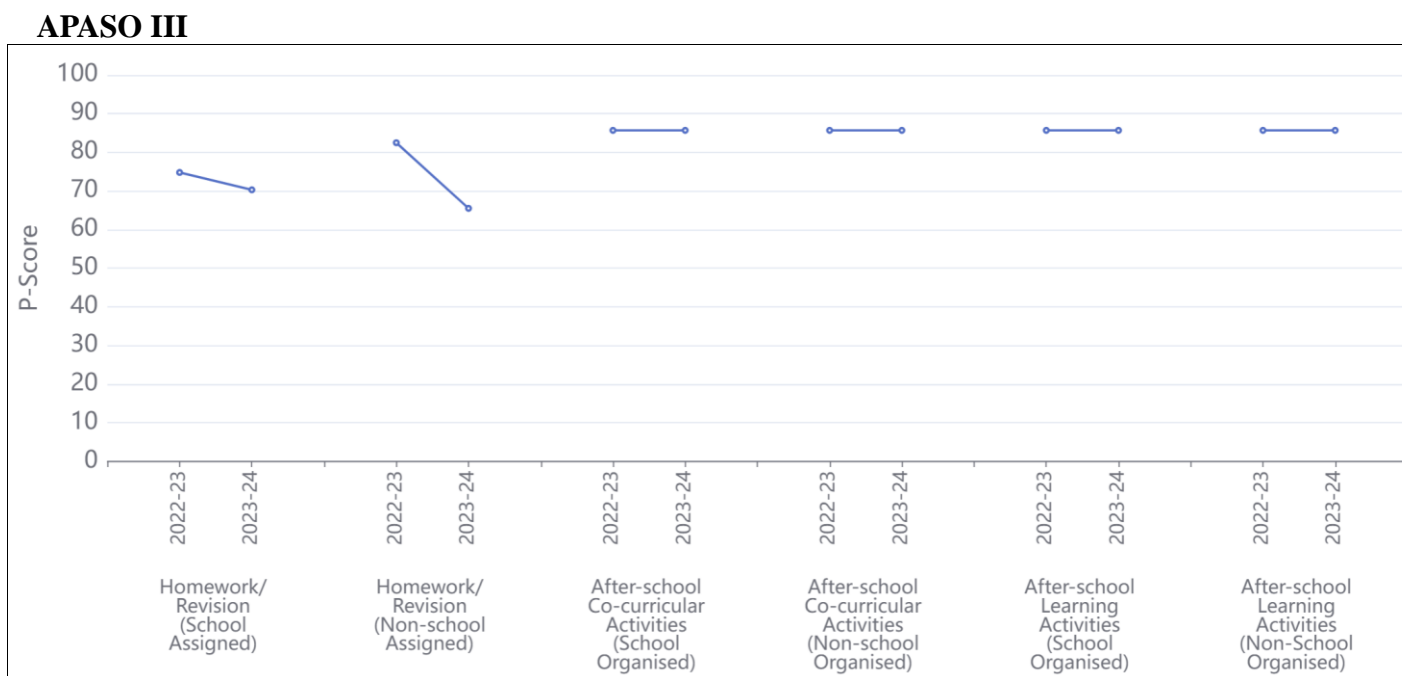
This priority was collectively agreed upon by all teaching staff during meetings. Additionally, all staff participated in defining the six Character Strengths that will be central to our upcoming major initiatives. Heads of panels and committees collaborated to formulate implementation strategies, thereby realising our shared vision.

C. How Can My School Be Better

◆ What are my students' needs?

Overall, our students are performing well across most areas of the seven learning goals. These include becoming informed and responsible citizens with a strong national and global identity, appreciating proper values and attitudes, and respecting societal pluralism. They are also developing a broad knowledge base, understanding contemporary issues, and becoming proficient in biliterate and trilingual communication. Additionally, they are honing their generic skills for independent learning, using information technology ethically, understanding their own interests and abilities, and leading lifestyles with an appreciation for sports and the arts.

Despite these successes, a significant challenge our students face is managing their heavily scheduled lives. Their time is often filled with a wide range of activities, both academic and non-academic, organised by the school and their families. This packed schedule can negatively impact crucial aspects of their well-being, such as time for reading and adequate sleep. As a result, their main need is not more activities, but rather a focus on high-quality education that emphasises efficiency and effectiveness.



To address this, our school aims to streamline educational experiences to ensure they are impactful and meaningful. We are committed to providing a balanced curriculum that supports students' whole-person development, aligning with their interests, abilities, and developmental needs. By focusing on the quality of education rather than quantity, we can help students cultivate a love for learning and foster their personal growth.

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

Our school demonstrates a robust capacity for continuous improvement and development, rooted in a comprehensive evaluation of our current practices and a proactive approach to enhancing student learning experiences. A key strength lies in our commitment to a broad and balanced curriculum that aligns with Hong Kong's educational objectives. This curriculum not only meets the seven learning goals but also integrates elements of national security and cultural heritage, preparing students for the complexities of the modern world. The ongoing revision of our curriculum reflects our responsiveness to educational trends and the diverse needs of our student population, ensuring that we provide a well-rounded educational experience.

The effectiveness of our School Self-Evaluation (SSE) mechanism plays a crucial role in fostering a culture of continuous improvement. Since joining the SSE pilot programme in 2021, we have embraced evidence-based practices to assess our strengths and areas for growth. By conducting stakeholder surveys, utilising tools like APASO, and conducting professional sharing sessions with staff with the objective of identifying areas of improvement, we have systematically reviewed our performance, set development priorities, and established clear strategies aimed at enhancing holistic student development. This approach not only informs our school development plan but also engages all staff in the process, ensuring a collective commitment to improvement.

Professional capacity among our teaching staff is another cornerstone of our continuous development. Our teachers receive regular training to stay abreast of the latest pedagogical strategies, particularly in supporting students with diverse learning needs. The implementation of Individualized Educational Plans (IEPs) for students with special educational needs exemplifies our commitment to personalised learning and reflects our dedication to fostering an inclusive environment. Furthermore, our use of differentiated teaching methods in class organisation allows us to cater effectively to the varied learning profiles within our student body, ensuring that every student has the opportunity to thrive.

The consensus among our teaching staff is further reinforced through collaborative initiatives, such as the development of a school-based values education curriculum. This collective effort to define the six Character Strengths central to our educational philosophy demonstrates our alignment with the evolving educational landscape while maintaining our Catholic identity. Regular meetings promote open dialogue and shared ownership of our educational goals, enhancing our capacity for professional leadership and shared vision.

Parental support is another critical element in our continuous improvement framework. We actively engage parents through orientation programmes and regular communication about school policies and initiatives. Their feedback is invaluable in shaping our practices and ensuring that our strategies align with the expectations and aspirations of our school community. By fostering partnerships with parents, we create a supportive environment that enhances student learning and development.

As an aided school, our primary source of funding for development and improvement is government support. For special projects that require significant financial investment, we may seek additional funding through the Quality Education Fund. This approach allows us to pursue innovative initiatives that enhance the educational experience for our students.

In addition to financial resources, we prioritise transparency in our decision-making processes. By fostering an open environment, we enhance trust and collaboration among staff, creating a cohesive team dedicated to our shared goals.

Looking ahead, we recognise that several middle and senior management members, along with experienced teachers, will be retiring in the coming years. To prepare for this transition, we are committed to increasing collaboration among staff. This proactive approach will ensure knowledge transfer and

continuity, helping to maintain our school's momentum and effectiveness during this period of change.

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

To effectively enhance the whole-person development and lifelong learning of our students, our school has identified key development priorities that align with both students' needs and our capacity for continuous improvement.

From our previous development cycle, we successfully achieved our targets for service learning, establishing a strong foundation for our future initiatives. A collective effort among our teaching staff has reinforced our commitment to collaborative initiatives, notably the development of a school-based values education curriculum. This endeavour, which defines six core Character Strengths central to our educational philosophy, aligns with the evolving educational landscape while preserving our Catholic identity. Therefore, our foremost priority is to cultivate students' positive values and attitudes through this robust curriculum. By implementing it, we aim to nurture character strengths that will help students become informed and responsible citizens while fostering a sense of social responsibility and ethical decision-making.

While our students perform well across the seven learning goals, they face significant challenges due to their overloaded schedules. Consequently, we will focus on optimising educational experiences to promote efficiency and effectiveness. One of our key strategies is to promote collaboration across different disciplines. This interdisciplinary approach will encourage students to connect their learning across subjects, fostering a deeper understanding of contemporary issues and enhancing their ability to communicate effectively in a multilingual environment. Moreover, interdisciplinary collaboration will create opportunities for students to engage with diverse perspectives and develop critical thinking skills. By broadening students' horizons, we will better prepare them for the complexities of a globalised world. By emphasising impactful and meaningful education, we can help students cultivate a genuine love for learning while ensuring they have adequate time for reading, rest, and personal interests.

Collaboration will also play a crucial role in preparing for leadership transitions and knowledge transfer. As several experienced staff members approach retirement, we will prioritise mentorship programmes to facilitate a smooth transition. By fostering collaboration among staff, we can ensure the sharing of expertise and maintain the school's momentum.

Finally, collaboration extends beyond teachers to include strengthening parental engagement and community partnerships. Recognising the vital role of parental support, we will enhance our strategies to actively involve parents in their children's education. By fostering strong partnerships with families and the wider community, we can create a supportive environment that reinforces the values and learning experiences promoted at school.

6. 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. To cultivate students' positive values and attitudes through promoting a school-based values education curriculum
2. To broaden students' horizons through collaboration across different disciplines

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. To cultivate students' positive values and attitudes through promoting a school-based values education curriculum	<ul style="list-style-type: none"> Students will increase self-awareness and understanding of the 12 Priority Values and attitudes in daily learning and teaching. Students will be given opportunities to experience and enhance their connection with the school-based Character Strengths of Shungtakians. Students will be made aware of the targeted value designated to their year group and integrate it into their daily lives, demonstrating behaviour that aligns with the given value both inside and outside the classroom. <p>S1: Kindness S2: Compassion S3: Discernment S4: Responsibility S5: Servant Leadership S6: Gratitude</p>	✓	✓	✓	<ul style="list-style-type: none"> Empower teachers with the tools and strategies to seamlessly integrate values into their lessons, ensuring that students actively engage with and internalise these values in a meaningful way. Review and revise the existing curriculum and integrate positive values and attitudes to ensure consistent reinforcement in daily learning and teaching. Ensure that the themes are integrated into various subjects by collaborating with teachers to find natural connections between the curriculum and the values so that students can incorporate these positive values and attitudes into their daily learning. Provide opportunities for students to participate in Other Learning Experiences that promote these values.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
2. To broaden students' horizons through collaboration across different disciplines	<ul style="list-style-type: none"> Students will demonstrate the ability to analyse and synthesise information from multiple disciplines and apply interdisciplinary knowledge to solve complex, real-world problems. Students will show improved comprehension in reading materials from various subjects and be able to make connections between concepts in different disciplines through their reading. Students will effectively use language skills in different subject areas. Students will exhibit increased interest and engagement in their studies. Students will work effectively in diverse teams, demonstrating strong interpersonal and collaborative skills. 	✓	✓	✓	<ul style="list-style-type: none"> Promote Reading across the Curriculum (RaC) by organising and coordinating thematic reading activities, establishing book display corners, and facilitating book sharing initiatives. Enhance Language across the Curriculum (LAC) to increase students' exposure to English and integrate language learning with content learning. Encourage project-based learning to develop students' generic skills. Encourage interdisciplinary collaboration. Strengthen Home-School Co-operation Cultivate a climate of professional exchange by improving the peer observation system and encouraging external connections. Carry out cross-border exchanges to enhance our collaboration with our sister schools on the Mainland. Organise national security education activities within and beyond the classroom through whole-school participation and cross-curricular collaboration to enhance students' sense of belonging to our country.

Major Concerns	Targets	Seven Learning Goals (Related Learning Goals of 7 Secondary Education)
1. To cultivate students' positive values and attitudes through promoting a school-based values education curriculum	<ul style="list-style-type: none"> Students will increase self-awareness and understanding of the 12 Priority Values and attitudes in daily learning and teaching. Students will be given opportunities to experience and enhance their connection with the school-based Character Strengths of Shungtakians. Students will be made aware of the targeted value designated to their year group and integrate it into their daily lives, demonstrating behaviour that aligns with the given value both inside and outside the classroom. S1: Kindness S2: Compassion S3: Discernment S4: Responsibility S5: Servant Leadership S6: Gratitude 	<p><u>G1 “Become an informed and responsible citizen with a sense of national and global identity, appreciation of proper values and attitudes as well as of Chinese culture, and respect for pluralism in society.”:</u></p> <ul style="list-style-type: none"> Kindness, Compassion, Responsibility, and Gratitude: Students learn to appreciate and practice core values, fostering a sense of responsibility to the country and respect for others. Servant Leadership: Encourages active citizenship and leadership that benefits the community. Discernment: Enhances students' ability to make informed decisions that reflect ethical considerations and respect for diversity. <p><u>G2 “Acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels.”:</u></p> <ul style="list-style-type: none"> Discernment: Promotes critical thinking and ethical decision-making, helping students understand and analyse contemporary issues. Responsibility: Encourages students to engage with and take responsibility for their learning and impact on the community. <p><u>G3 “Become proficient in biliterate and trilingual communication for better study and life.”:</u></p> <ul style="list-style-type: none"> Kindness and Compassion: Effective communication is essential for demonstrating kindness and compassion in a multicultural society. Servant Leadership: Leadership roles often require strong communication skills in multiple languages to effectively serve diverse communities.

Major Concerns	Targets	Seven Learning Goals (Related Learning Goals of 7 Secondary Education)
		<p><u>G4 “Develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work.”:</u></p> <ul style="list-style-type: none"> • Kindness, Compassion, Discernment, Responsibility, Servant leadership, and Gratitude: Each value fosters essential generic skills vital for independent, self-directed learning. Kindness and Compassion enhance interpersonal skills, encouraging collaboration and empathy. Discernment sharpens critical thinking and ethical decision-making. Responsibility instills accountability and goal-setting habits, crucial for self-motivation. Servant Leadership develops leadership and teamwork, promoting initiative and problem-solving. Gratitude encourages reflection and a positive mindset, aiding resilience and adaptability. Together, these values integrate seamlessly into a holistic approach, nurturing critical thinking, problem-solving, and self-directed learning essential for future academic and professional success. <p><u>G5 “Use information and information technology ethically, flexibly and effectively.”:</u></p> <ul style="list-style-type: none"> • Discernment and Responsibility: Students learn to navigate and use information and technology responsibly, making ethical decisions regarding its use. <p><u>G6 “Understand one’s own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career.”:</u></p> <ul style="list-style-type: none"> • Gratitude and Reflection: Encouraging students to reflect on their achievements and set personal goals aligns with developing self-awareness and aspirations. • Responsibility: Goal setting and personal accountability are integral to understanding and developing one’s interests and abilities. <p><u>G7 “Lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts.”:</u></p> <ul style="list-style-type: none"> • Kindness and Compassion: Promotes a supportive and positive environment in physical and aesthetic activities. • Gratitude: Encourages appreciation for various forms of expression and well-being, including sports and arts. • Servant Leadership: Leadership in sports and arts fosters teamwork and community spirit.

Major Concerns	Targets	Seven Learning Goals (Related Learning Goals of 7 Secondary Education)
2. To broaden students' horizons through collaboration across different disciplines	<ul style="list-style-type: none"> Students will demonstrate the ability to analyse and synthesise information from multiple disciplines and apply interdisciplinary knowledge to solve complex, real-world problems. Students will show improved comprehension in reading materials from various subjects and be able to make connections between concepts in different disciplines through their reading. Students will effectively use language skills in different subject areas. Students will exhibit increased interest and engagement in their studies. Students will work effectively in diverse teams, demonstrating strong interpersonal and collaborative skills. 	<p>G1 <u>"Become an informed and responsible citizen with a sense of national and global identity, appreciation of proper values and attitudes as well as Chinese culture, and respect for pluralism in society."</u></p> <ul style="list-style-type: none"> By promoting interdisciplinary collaborations among students, they will gain a broader understanding of various disciplines, cultures, and perspectives, fostering a sense of global identity and appreciation for pluralism in society. <p>G2 <u>"Acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels."</u></p> <ul style="list-style-type: none"> Through the ability to analyze and synthesize information from multiple disciplines, students will develop a comprehensive knowledge base and be able to understand and address contemporary issues that have an impact on their lives at different levels - personal, community, national, and global. <p>G3 <u>"Become proficient in biliterate and trilingual communication for better study and life."</u></p> <ul style="list-style-type: none"> The improved language skills across different subject areas will contribute to students' proficiency in biliterate and trilingual communication, enhancing their ability to study and communicate effectively in different contexts. <p>G4 <u>"Develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work."</u></p> <ul style="list-style-type: none"> Joint project learning and interdisciplinary collaborations will foster the development and application of generic skills, such as critical thinking, problem-solving, teamwork, and communication, enabling students to become independent and self-directed learners for future study and work. <p>G5 <u>"Use information and information technology ethically, flexibly and effectively."</u></p> <ul style="list-style-type: none"> Through interdisciplinary learning and exposure to various subjects, students will learn to use information and information technology ethically, flexibly, and effectively, as they gather, analyze, and synthesize information from different disciplines.

Major Concerns	Targets	Seven Learning Goals (Related Learning Goals of 7 Secondary Education)
		<p>G6 “<u>Understand one’s own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career.”</u></p> <ul style="list-style-type: none"> • By engaging in interdisciplinary learning and collaborative activities, students will gain a deeper understanding of their own interests, aptitudes, and abilities, allowing them to develop and reflect upon personal goals for further studies and future careers. <p>G7 “<u>Lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts.”</u></p> <ul style="list-style-type: none"> • Encouraging students’ engagement and interest in their studies through interdisciplinary learning will contribute to their overall well-being, promoting a healthy lifestyle that includes active participation in physical and aesthetic activities, as well as an appreciation for sports and the arts.

End of School Development Plan 2024-2027