

School Development Plan 2021-2024

MC1

Positivity

**Potential
Development
for all**

MC2

**Systems for
Effective,
Mature Learners**

**Assessment,
Feedback and
Systems for
Diversities**

One Family

**Efficient
administrative
system**

P:Positivity R:Relationship O: Outcome S:Strength P:Purpose E:Engagement R:Resilience

Major concern 1: Cultivate a school for every student to shine in their uniqueness, embracing obstacles and setbacks as indispensable in the learning process.

Targets	Time Scale			Outline of Strategies
	21-22	22-23	23-24	
1.1 Foster purpose-driven learners with positive pursuit in life-planning	✓	✓	✓	<ul style="list-style-type: none"> Facilitate students to identify their goals, visualize the best possible outcomes, anticipate potential obstacles and develop coping strategies when encountering setbacks Foster students' belief in their strengths in all possible aspects, like academic, social, emotional, physical or aesthetics, with recognition of multiple intelligence and provision of multiple pathways; plus, guidance to recognize their own character strengths and put their strengths into learning and development Empower students to develop a sense of purpose through 'motivation' and 'skills' training
1.2 Provide positive learning experiences to enable students to view their intelligence as a malleable entity that can be increased with effort and learning	✓	✓	✓	<ul style="list-style-type: none"> Offer activities and learning processes to facilitate students' high level of school engagement Cultivate students' positive mindset through positive tracking, positive dialogue, positive conversion and proper interventions during and after the learning experiences Foster students' resilience in face of setbacks by developing their optimistic thinking skills, helpful thinking skills, adaptive distancing skills, using humour and seeking assistance whenever needed Enhance class teachers' periods, assemblies, performance opportunities, extracurricular activities and other learning experiences to facilitate students' understanding of their strengths in different fields, with heightened opportunities to unleash their potentials Tap external resources to develop students' potentials, including alumni, parents, universities, business enterprises and NGOs
1.3 Foster positive network for support and mentorship in learning, personal growth and life pursuit	✓	✓	✓	<ul style="list-style-type: none"> Maximize opportunities for students to work together in small groups for support and teamwork, in the same level and/or across levels, through the provision of a wide variety of meaningful activities and project works Refine the mentorship scheme so as to ensure every student will have a mentor from senior students, student leaders, alumni, teachers, coaches or parent volunteers for learning, personal growth or life pursuit Enlist parents' support in the mentorship scheme with parent seminars and workshops Offer training to student, alumni, teacher and parent mentors
1.4 Foster positive campus life with enhanced school administrative system and facilities	✓	✓	✓	<ul style="list-style-type: none"> Enhance our school administrative digital system in order to facilitate efficient communication and effective use of student and school data for cultivation of a positive school Enhance the school facilities for students' learning effectiveness and joyful campus life Maximize opportunities to display students' success and achievements in the school campus or online media

Major concern 2: Empower students to be effective and mature self-directed learners through comprehensive strategies in learning, teaching and assessment.

Targets	Time Scale			Outline of Strategies
	21-22	22-23	23-24	
2.1 Enhance students' self-directed learning capabilities with subject-based learning roadmaps, useful platforms and relevant resources	✓	✓	✓	<ul style="list-style-type: none"> • Provide students with learning outlines and guidelines, homework and assessment plans at the beginning of the semester so as to facilitate students' planning on how to master subject knowledge and address assessment requirements for the semester and/or school year • Create space for self-study in the timetable: There should be no less than one-tenth of the learning time in the timetable for students to conduct lesson preparation, consolidate learning, seek academic counseling, or participate in other meaningful school activities/other learning experiences • Provide students with an online learning resource system, which is part of the teaching system of the subject, for them to preview learning, review what they have learned and tackle learning difficulties on their own • Provide students with a common list of apps that can be frequently used within and across subjects so as to facilitate students' learning in class, note-taking and consolidating learning with organizers
2.2 Enhance students to be effective mature learners with exposures and challenges for potentials development	✓	✓	✓	<ul style="list-style-type: none"> • Provide both junior and senior students with a comprehensive list of cross-disciplinary/subject-based reading materials, including feature articles, books, videos, etc., for exposure and enrichment • Provide students with a comprehensive list of subject-based and cross-disciplinary activities and competitions for aspiration or potentials development: students can plan for their development through participation in these activities; or their teacher mentors can facilitate their planning; or subject heads/teachers can plan and make recommendations to stretch talented/potential students
2.3 Enhance learning with effective teaching and assessment for learning	✓	✓	✓	<ul style="list-style-type: none"> • Further conduct cross-stage student performance analysis to facilitate cross-level curriculum planning and design • Spell out good subject-based classroom teaching expectations for both junior and senior forms, and practice them through common lesson preparation and lesson observation • Conduct a holistic implementation of language across curriculum learning system in junior forms, including vocabulary across curriculum, reading across curriculum, note-taking across curriculum, writing across curriculum and examination skills across curriculum; plus, in compliance with the MOI policy • Revise the assessment plan in terms of frequency, length and format of assessments for a balanced provision of teaching, learning, assessment, and other areas of development, like physical and emotional wellbeing • Formulate expectations for students' performance in each major assessment and offer academic counselling for progressive learning/achievement or devise support measures for timely intervention
2.4 Meet the challenges of current curriculum reform	✓	✓	✓	<ul style="list-style-type: none"> • Revise the curriculum, teaching materials, assessment and instructional design in accordance with the latest policy set by the Education Bureau