Valtorta College
School Development Plan

2019/20 – 2021/22

1. The Mission and Vision of Valtorta College

- To provide our students with a well-round education which includes the aspects of Spirituality (靈), Virtue (德), Knowledge (智), Health (體), Community Spirit (群), and Aesthetics (美);
- To develop fully our students' potential to be of service to society;
- To spread the Good News of God's love and help our students to discover the real meaning and value of their lives.

2. School Goals

2.1 Goals Related to Outcomes for Students

- Develop the students' physical, mental and emotional health.
- Help students to understand, accept and respect themselves and others.
- Equip our students with the knowledge, skills and attitudes which will be useful in their further study, work and life.
- Develop in students a love of learning and a realization that learning is a life-long activity.
- Develop in students an appreciation of all forms of beauty (of nature, of art, of the human body and soul) and concern for the environment.
- Develop in students an ability to think logically, independently and creatively.
- Develop each student's creative talents in the various artistic fields.
- Develop students' skills of analysis on which to base decision-making.
- Develop students' skills in problem-solving.
- Help students to develop self-discipline and a sense of responsibility for the common good.
- Teach students to be loving, caring and socially concerned.
- Enable students to be intellectually, morally and spiritually ready to accept the challenges of life and work, and to make their contribution to society.
- Help students to come to the knowledge of God and to the practice of Christian principles and values.

2.2 Goals Related to Learning Experiences for Students

- Provide learning experiences for students in all major academic areas.
- Ensure that all students experience the use, meaning and development of language through stories, poetry, drama and related activities.
- Ensure that students' learning is through direct experience when possible.
- Develop students' self-respect and self-discipline by giving them experiences at school which are designed to foster harmonious working relationships.
- Provide opportunities for students to participate in activities in large groups designed to promote a sense of belonging.
- Facilitate later formal learning by providing opportunities for students to develop sociability.
- Provide a wide variety of extra-curricular activities for students to enable them to select those most suited to their interests and needs.

2.3 Goals Related to Provision of Resources

- Continue the development of the school as an aesthetically pleasing environment designed to best meet the needs of our students.
- Continually update resources so that students are able to have hands-on experience of appropriate new technology.
- Provide support programs to assist the professional development of teachers and, particularly, novice teachers.

2.4 Goals Related to Management

- Ensure that students are supported and cared for and are assisted in making the most of the opportunities that the school provides for them.
- Provide means for regularly informing parents about school matters and the progress of their children. Such means should include the opportunity for face-to-face communication.
- Organize staff meetings in a way that expedites staff participation in decision- making.
- Develop staff skills in program planning and budgeting.
- Develop staff skills in management practices appropriate to their level of involvement and/or interest.
- Develop a reward system appropriate to the age of students which recognizes and applauds excellence in achievement.

3. School Motto

Our school motto is "Lumen Accende, Corda Inflamma" (知行合一)

4. Core Values of Catholic Education

The Catholic Church has been contributing positively to the civilisation of mankind. One approach is to provide all-round holistic education, through schools of all levels and universities, for the pursuit of true happiness in life.

The Catholic Church in Hong Kong has endeavoured to provide education for well over a century. Catholic schools have fostered the holistic growth of students by upholding the truth, by championing justice, by practicing the virtue of charity, by valuing life of charity, by valuing life dearly and by reinforcing the family values. They have developed students' full potential to contribute to the betterment of Hong Kong society.

The Catholic Church views education as a mission, not an occupation, and the school as an organic community filled with love and vitality, not an institution. Staff of catholic schools are always willing to fulfil their calling as shepherds and faithful stewards.

To accomplish their mission, Catholic schools guide their students in developing a moral outlook on life in accordance with the teachings of the Gospel of Christ and the essence of the traditional Chinese culture. They nurture their students to be wholesome in body, mind

and soul, to have good taste and to dare to innovate, to love others as themselves, and to be good citizens for life, capable of discerning right and wrong and showing moral courage.

In this light, Catholic schools place great emphasis on nurturing students in such a way that they will:

- Pursue and embrace truth with fervor;
- Uphold justice before God and in their community, to advance the common good;
- Model themselves on Christ, love others as themselves and care for the needy and the vulnerable;
- Affirm the supreme value of life living out its full meaning;
- Honour their parents, love and respect their spouse and foster filial harmony in the family.

5. Core Values of Valtorta College and Attributes

The school aims to equip our students to be future leaders with Valtortan attributes (H.E.A.R.T.) through implementation of the five core values of Catholic Education.

H ardworking   (勤學)
E xcellent   (卓越)
A ffectionate   (慈愛)
R esponsible   (盡責)
T houghtful   (慎思)

We should be Hardworking to pursue for Truth.
We should strive for Excellence in our Life.
We should Love each other Affectionately.
We should undertake our Responsibility for one another to fulfill the moral virtue of Justice.
We should be Thoughtful in loving our Family.

6. Holistic Review

Effectiveness of the previous 3-Year School Development Plan (2016/17 - 2018/19)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1.1 To strengthen the school administration management thereby unleashing teachers' capacity	**Fully achieved** **The following measures on school premises and improvement items had been implemented:** • Thermal Camera System • Locker for mobile phones • Access Control System • Intercom System • E-attendance System • Drawer Cabinet for staff • Two additional telephone lines and a telephone in Room B103 • Six sets of lockers (donated by other schools) in student changing rooms and for school clubs • 36 monitors (donated by one company) in staff rooms for teachers • Projectors and screens at the Hall (donated by the Parish) • 3D printer to enrich the TEKLA curriculum and STEM education • New Projectors in Rooms (E106, D202, B303, B304, C501, C502 and E503) • Plasma TV at school entrance • Cabinet for each class outside General Office • PA system for all classrooms and special rooms • Optical fibre system • Table and Bench sets in covered playground; • Re-decorating the meeting room for proper use; • Display board in 4/F and 5/F hallway; • New timber floor tiles in school hall; • Canvas in garden; and • Laser cutter to enrich the TEKLA curriculum	Incorporated as routine work	The school would continuously make effort to refine and improve school administration process and school facilities so as to unleash teachers' capacity. e-Attendance system (e-Class) for students and Alipayhk would be adopted in 2019-20.

	and STEM education **The following administrative procedures had been carried out :** • New telephone message slips • Standard forms for official leave, sick leave and leaving HK during major holidays • Redecorating two interview rooms for teachers; and • Survey on Teachers' professional development.		
1.2 To build a stronger bond between various stakeholders of the school	**<u>Fully achieved</u>** **The following activities, meetings or visits had been organized for various stakeholders:** <u>Students</u> • 加貝飯局 – Lunch with students • Sports Day • Prefect BBQ • Community Service BBQ • Principal's nomination scheme; • Acknowledgement of students' achievements during cycle assemblies and on display board (VC Good News) outside General Office; • Sponsorship for underprivileged F.6 students; • Family letter to F.6 students; and • Red pocket blessing to F.6 as on encouragement in HKDSE. <u>Teachers</u> • Suggestion Box for teachers • Staff Meetings • Teacher Group (with SAC members as group leaders) • Family letter to staff • Orientation program for new teachers; • Staff Development Day; • Recollection Day for Catholic teachers; and • Staff Professional Development Session in General Staff Meeting.	Incorporated as routine work	The School would continue to develop a larger alumni network.

Parents
- Meetings of PTA with parents
- Parents Talks (HKU, CityU)
- Parents' Day
- F3 Parents Night
- Parents' representatives serving as IMC parent managers;
- Parents' participation in special school events: Teachers Day, Sports Day and F.6 Graduation Prayer Meeting; and
- Parents' newsletter.

Alumni
- Our alumnus, Dr. Stephen Sai Wing Tsang, Assistant Professor of Department of Materials Science and Engineering of City U, was invited to be the Guest of Honor of our Speech Day on 25th May 2019.
- Our alumnus, Mr. Tang Chun Kit, sponsored the printing and scanning cost of school documents.
- Ms. Chan Pui Ki Teresa, Vice-president of Alumni Association, joined our school special events such as the Sports Day, Teachers' Day and Prayer Meeting for F.6 students.
- Our alumnus, Mr. Sun Hoi Tung Adrian, Service Supervisor of The Salvation Army (救世軍), organized joint programs for students;
- Meeting with the Executive Committee of the Alumni Association on 11th March 2019.
- Our alumnus, Wan Sin Ting, staff of School of Everyday Life (生活書院), organized joint programs for students.

Community
- School Visits to Tai Po District Primary Schools
- Pre-S.1 Talks
- School Promotion (kindergartens + primary schools)
- Members of Tai Po District Secondary School Heads

	• Members of Tai Po District Youth Programme Committee (2019-2020) • Communication and collaboration with universities • Communication and coordination with parish and charity organisations such as Huiling(HK). • Tai Po District Secondary School Heads; • Communication and collaboration with universities such as The HKU, The HKUST, The Education University of Hong Kong, The CityU, The Hong Kong Academy for Performing Arts; • Communication and coordination with Catholic Education Office; and • Hong Kong Police Force, Tai Po District, Police Community Relations Office.		

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
2.1 To enhance students' motivation and responsibility for learning	**<u>Fully achieved</u>** <u>To create a proactive and positive learning atmosphere at school and nurture students' constructive learning habits and attitudes</u> The support measures for F.6 students were effective. The use of self-study room (B201-B202) for F.6 students was satisfactory. A series of talks or special programmes on topic of JUPAS introduction, career path planning, personal goal setting, study skills and examination skills were arranged in order to enhance Form 6 students' awareness towards academic performance. With regard to the curriculum development of Self – Directed Learning, cross KLA-based and subject-based approaches have been adopted by the related subjects. Through the project learning activities period from March to May 2019, Form 2 students will be able to strengthen their abilities in integrating and applying knowledge and skills across different subjects. Teachers from different subject departments (BAFS, Chinese History, English and etc.) arranged subject-focused overseas trips that enabled both students and teachers to acquire subject-specific global knowledge outside the classroom. There were also extended learning opportunities in various subjects outside the classroom. Field work of Biology and Geography, experiential learning activities (Science, Visual Arts, Religious Studies and etc.) and special programmes organized by Robotics Club, Maths Club and Science Club help to provide students with a spectrum of learning	Should continue to promote self-directed learning. Should assist students to acquire good learning habits. Data should be collected for analysis and adjustment in teaching strategies for more effective teaching.	Those effective support programs and policies to enhance students' learning will become routine work.

experiences for their individual development.

Partly achieved

1. To sustain students 'motivation toward learning by early identifying students' learning difficulties

After 2016-2017 academic year, the Assessment Days of students were mainly conducted within three days in each school term. After assessment, parents received and acknowledged the result slips by signing back the results slip to school. KLA heads in Academic Committee meeting expressed that students were having a more serious attitude towards their assessments under the new arrangement.

With a view to improving the dissatisfactory results in Chinese Language, Miss Wong Fung Yee, who were presented the Chief Executive's Award for Teaching Excellence in Chinese Language Education key learning area, was invited to conduct a series of seminars and talks for our teachers and Form 6 students on the topics of teaching or learning in Chinese Language.

A summer bridging programme for Pre-S1 students was held in August. it would be feasible for the summer bridging programme to focus solely on English Language skills. On the other hand, the major EMI subjects have conducted their own S1 bridging programme for new students in September.

2. To promote reading in a more strategic manner so as to develop and sustain students' motivation and interest in reading

Series of activities had been planned and completed by the Reading Habit Formation Team.   A reading Award Scheme and visit of the school librarian to each class in junior forms were completed. Besides,

	a book list combining titles recommended by Departments of English, Chinese, Math, Liberal Studies, Science Junior, Geography and Visual Arts has been printed and distributed to S1-3 students. The Reading Promotion Team organized various activities to promote an in-depth intervention on the reading culture in Valtorta College. Ideal reading environment was created in the school campus through Reading period and Reading Week. Chinese and English department have made a set of reading passages for F1 –F3 students. Students are required to read some passages and answer the follow up questions during reading period. In the past two years, the school has held a large-scale book fair, displaying nearly 10,000 books covering different categories. The book fair is not only an activity to promote reading atmosphere, but also a good way to cultivate good habits of reading.		
2.2 To strengthen students' learning through releasing the potential of IT in enhancing interactive learning and teaching experiences	**Fully achieved** 1. <u>To provide more opportunities for students to use mobile devices in their learning</u> Concerning the teaching resources of STEM Education, a Camera 360 was purchased and a 3D Printer will be installed in this academic year. Wifi services are available in all the classrooms except E503, E505, Home Econ Room, Art Room and Music Room. 88 iPads are ready for the purpose of teaching and learning. In order to develop students' self-learning abilities, e-Learning strategies have been regularly employed by different subject departments. Web-based platforms, such as Google Classroom and E-class, were adopted by students to learn different subjects. Google App for Education have been introduced to all students studying Computer Literacy and Information and Communication Technology. Google Docs, Sheets, Slides, Form and	Should continue to promote eLearning. Should provide more training to students and teachers Should replace/upgrade devices to promote use of IT in teaching.	

	Collaboration in Google have been introduced in F.1. To assist F.2 Project Learning, applications like Google Form and Collaboration in Google were emphasized in F.2. To reinforce and lay the groundwork for STEM Education, Scratch and mBot have been taught in F.2 and a project on developing a Scratch programme have been implemented in F.2. Rapter and App Inventor will be introduced in F.3. 2. To promote e-learning training workshops and peer sharing opportunities for teachers Concerning the teaching resources of STEM Education, classrooms B203-204 will be converted into a special room for STEM education in the second term. Camera 360 and 3D Printer have been purchased and placed in B203-204. A series of training workshops has been arranged to teach the students concerned how to use the 3D printer. Geography and ICT department successfully apply for "Call for Applications for 2017/18 Enriched IT Activities Programme" to implement the proposed project entitled "Experience virtual field trips on physical landforms for learning of Geography" on the development of VR/AR-based e-learning materials. In the aspect of co-curriculum activities, a lot of activities have been organized by different subjects or ECAC. For example, the Robotic Club has been set up. 25 students are selected to join this activity. They are led to explore science and technology with robotics and other innovative programs provided. Besides, 12 students ranging from F.3 to F.5 participated in the Project "Community EXPLORE: From Science to Action" organized by the Division of Environment and Sustainability of The Hong Kong University of Science and Technology.		Training workshops organized by subject departments or/and by ICT in Education department were arranged. Moreover, the school also organized peer sharing among teachers within the subject department or between subject departments. Some Staff Development Day focused on E-Learning and STEM education. The teachers had received fruitful input from the school visit and the sharing on that areas.

	Partly achieved <u>To encourage more departments to incorporate e-learning in their scheme of work</u> Teachers were encouraged to implement their plan in using IT to enhance interactive activities in their classrooms. With regard to the curriculum development of Stem Education, cross KLA-based and subject-based approaches have been adopted by the related subjects in order to incorporate elements of STEM education into the school curriculum. Through the project learning activities, Form 2 students will be able to strengthen their abilities in integrating and applying knowledge and skills across STEM-related disciplines.	However, according to the feedback from the teachers, the school lacks a platform to promote STEM in junior form. In order deal with the problem, the STEM teaching elements will be added to the F.1 Life Education and F.2 Intergraded Science systematically.	All subjects have made good use of e-resources, e-applications, e-learning platforms and post-teaching activities for self-directed learning. It is proposed that successful practices and tryouts should be shared across departments and disciplines in the near future. E-learning strategy was commonly tried by different subject departments in order to develop students' self-learning abilities. Reports from the subject departments shed light on the improvement of students' initiative to learn and this strategy creates a capacity for students to learn by themselves.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
3.1 To promote a culture of team spirit, mutual respect and positive thinking	**<u>Full achieved</u>** ● Provide more opportunities for students to take up duties and responsibilities. Especially in sports teams, a team spirit was developed through routine training sessions, competitions and reflections. ● In cycle assemblies and special programs, students from different teams shared their experiences and reflections after participating in various activities/competitions/study tours. ● Through various programs organized by school teams and school social workers, the concept of positive thinking was imprinted in students' mind. ● The school was viewed as a family of all members. Teachers were reminded to look after students as if they were their children and students were reminded to treat their teachers as if they were their parents. Love in Christ was the cornerstone of the school. ● In the stakeholder survey, the teacher-student relationship was rated high in the past three years. ● Good school news were shared frequently by announcement in morning assemblies, publications, school events. ● The Student Award Scheme was revised to give more praises and recognition to students who had made achievements in both academic and non-academic areas. ● The QEF project, joyful@VC, was successfully implemented. Relevant follow- up services were given.	Incorporated as routine work	The school will continue to offer more opportunities for students to unleash their potentials in various areas. The QEF project, joyful@VC, will still be implemented for two years to promote positive life.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
3.2 To equip students to be future leaders with Valtortan attributes (H.E.A.R.T.) and the five core values of Catholic Education	**Fully achieved** ● The five core values of Catholic Education were integrated into the curricula of various subjects. The school-based Life Education curricula were revised to introduce elements of value education. ● The CEO review of the implementation of the five core values of Catholic Education was completed. Suggestions were made for further improvement. ● CLP education had been implemented for years. It was smoothly run in senior forms in which various activities and programs were organized to meet the needs of students. **Partly achieved** ● Parents participated in various school events to support students and school. They also participated in workshops and talks to get updates on school development and new trends in education. Although the responses were good, much effort should be put to encourage more parents to join. ● CLP education in junior forms should still be strengthened, so that students can be equipped with necessary skills and knowledge to make their own life planning	Incorporated as routine work Parents are crucial in student development, therefore parent education should further be strengthened, with emphasis on CLP education. With the collaboration of parents, From teachers' comments and questionnaire results, it is expected that our students should be more proactive and persistent. If so, they can get higher achievements.	The school will continue to instill students with Valtortan attributes (H.E.A.R.T.) and the five core values of Catholic Education.

7. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	There are well-established policies (e.g. the merit system for students). The administrative system is well-formulated and smoothly-run.	Some teachers were of the view that there was a need to improve the crisis management system and the case-handling procedures.
2. Professional Leadership	Teachers are closely tied. A strong professional leadership was observed in middle management which gained confidence from subordinates. Teachers are enthusiastic. Teachers felt the Principal is experienced, visionary and resourceful.	Teachers thought that there was a need to strengthen the middle management. Some teachers thought that there was a need to address the issue of succession, especially at the mid- management level.
3. Curriculum and Assessment	The school offered a balanced curriculum and sufficient elective subjects for them to choose	Some teachers hoped that the school could also deploy resources to support the curriculum implementation of various Key Learning Areas
4. Student Learning and Teaching	The majority of students felt that they understood the teachers' explanation and instructions in lessons	Students felt that teachers could arrange more learning activities outside classrooms for them.
5. Student Support	Students felt that teachers always tried their best and were willing to answer their questions	F2 and 3 students revealed that some of their classmates' self-management skills were weak
6. Partnership	Parents felt that the teachers cared about their children and pleased to let their children study in the school	Some parents felt that there were insufficient channels for them to express their views to the school
7. Attitude and Behaviour	Teachers agreed that the teacher-pupil relationship were good. Students responded positively to teachers' attitude towards students' learning as teachers always tried their best to solve their problems beyond class time	However, some teachers perceived that the teachers did not have a strong sense of satisfaction working in the school
8. Participation and Achievement	Majority of students felt that the teacher-pupil relationship was strong and satisfied with the school	Some students hoped teachers could praise them more in the class

8. SWOT Analysis

	Strengths	Weaknesses	Opportunities	Threats
Atmosphere	*both T-S and S-S relations are good *warm and caring *the only Catholic secondary school in Taipo	*a need to strengthen the moral Education	*Catholic education has positive effects on students' growth	/
Students	*of good quality (e.g. polite and obedient)	*a need to raise the satisfaction threshold *a need to raise the English standard	*the standard of the F.1 intake has Improved *The competition for the F.1 intake will ease with a rise in the P.6 population	*the number of SEN students has been on the rise *the quality of the F.1 intake may Fluctuate
Teachers	*of good quality (e.g. enthusiastic and closely tied)	*a need to boost the morale	*the morale has grown better	/
Administration/ Policies	*the principal is experienced, visionary and resourceful *well-established policies (e.g. the merit system for students) *the administrative system is well-formulated and smoothly-run	*a need to strengthen the case-handling procedures *a need to strengthen the middle management *a need to address the issue of succession, especially at the mid-management level	*new policies will come with personnel changes *new case-handling procedures may achieve better coordination and efficiency *A new 3-year plan opens the gate to readjustment in different ways	*a need to address the imminent retirement of experienced teachers *a need to revamp the crisis-management procedures
Campus	*a well-developed IT network	*the campus is small and old *a need to write off the outdated IT Equipment	*the campus has kept improving in different ways	/
Teaching/ learning	*eLearning is commonly used *assessment for learning is Adopted	*a need to help some teachers to keep pace with the latest development in eLearning	*eLearning will develop fast *cross-curricular collaboration has kept expanding *a firmer reading culture in the making	*a need to handle the worsening issue of learner diversity *the DSE results may deteriorate in the coming years

9. Major Concerns for a period of 3 school years (in order of priority)

1. To build a professional learning community

2. To foster students' positive attitude towards learning and strengthen their skills to maximize their learning potential

3. To raise students' sense of achievement and enable them to realise their full potential through different exposures

School Development Plan (2019/20-2021/22)

Domain One: To build a professional learning community

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1	**Year 2**	**Year 3**	
1.1 To strengthen middle managers to take up leadership roles	Continue to strengthen VPs and middle managers to take up leadership roles.	✓	✓	✓	• Strengthen the involvement of the middle managers in formulating school policies, so as to enhance staff ownership. They would play more proactive role in coordinating, supporting and supervising other teachers in meeting the new challenges of curriculum reform and school development.
	VPs and middle managers can take up more share in overseeing the works of various committees and subjects	✓	✓	✓	• The management would play a more active role in monitoring the work of the departments and committees to ensure the achievement of designated goals. • Stronger collaboration amongst functional groups and departments is desirable.
1.2 To enhance teachers' professionalism through continuous training and sharing.	Various staff development opportunities provided by School Improvement & Evaluation (SIE) are offered to all teachers. Our principal aims at building a strong Professional Learning Community of academic staffs who can inspire students. Staff Professional Development Session of each General Staff Meeting	✓	✓	✓	• Peer lesson observation will be better arranged with a clearer focus on improving teaching strategies. • A systematic appraisal system will be put into practice. The current appraisal system will be thoroughly reviewed. • The school will strengthen arrangements for sharing among teachers and the cross-fertilization among KLA, so that new curriculum initiatives can be rapidly shared and feedback promptly provided to allow for the continual upgrading of the professional capacity of the whole staff. • To further promote professional exchange, a broader network with external educational bodies and other schools will be established.

Domain Two: To foster students' positive attitude towards learning and strengthen their skills to maximize their learning potential

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1	Year 2	Year 3	
2.1 To nurture students to become self-directed learners who take ownership of learning	Both teachers and students regularly practice 4Ps for quality teaching and effective learning	✓	✓	✓	To enhance students' confidence in engagement in and responsibility for learning by adopting student-centered pedagogy in learning and teaching
	Students are motivated to study diligently and seriously and show improvement in academic results	✓	✓	✓	Ensure students' engagement in and responsibility for learning by incorporating 4Ps (Preparation, Participation, Presentation & Possession) in learning and teaching
	Classes show a more positive learning attitude	✓	✓	✓	To strengthen the culture of professional sharing of good teaching practices to promote a student centered teaching approach and self-directed Learning
	Teachers agree that the different subject departments work collaboratively	✓	✓	✓	Conduct curriculum evaluation and language across curriculum to promote co-operation across different KLAs to stimulate students' intellectual ability
2.2 To sustain students' motivation towards learning by early identifying students' learning needs and difficulties	Make use of the assessment data to analyse students' academic performance	✓	✓	✓	To monitor the linkage among teaching, assignment and assessment to help students consolidate their learning and bridge them for assessments
	Teachers are able to identify students' strengths and weaknesses in learning through analysing the assessment data and then adjust the learning and teaching strategies for improving curriculum planning and implementation.	✓	✓	✓	Subject Head input analyzed assessment data into inform curriculum planning and implementation.
		✓	✓	✓	To arrange workshops, remedial programmes, enhancement programmes and etc. to cater learners' diversity
	Students agree that diversified and challenging learning experiences have been provided to them	✓	✓	✓	Deploy additional resources strategically to provide more opportunities for students with diverse educational needs

2.3 To improve the learning capacity of students through effective use of IT	A e-learning strategy is developed in the scheme of work of the subject departments	✓	✓	✓	To encourage departments to incorporate e-learning in their teaching and provide more opportunities for students to use mobile devices in their learning
	More online notes and online exercises are supplied for students to do revision at home	✓	✓	✓	Revise F.1-3 curriculum to nurture students' interest and knowledge in STEM education
		✓	✓	✓	Engage students in learning through employment of various IT tools and IT platforms to boost their learning effectiveness and capacity
	More opportunities are supplied in the lesson to use mobile devices such as iPads to learn	✓	✓	✓	Provide professional development opportunities to explore possible modes of implementation / delivery (e.g. talks /seminars/ school visits)
	Having training workshops and peer sharing organized by subject departments or school	✓	✓	✓	To strengthen the culture of professional sharing of good teaching practices for using the new tablets in conducting e-learning in lessons
	Students are able to use technology proactively to learn and excel	✓	✓	✓	Upgrade IT infrastructure to facilitate the implementation of e-learning

Domain Three: To raise students' sense of achievement and enable them to realise their full potential through different exposures

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1	**Year 2**	**Year 3**	
3.1 To develop the proactiveness and persistence in students.	To strengthen the role of class teachers in providing support and care to students. To strengthen student support programs.	✓	✓	✓	To provide more data to class teachers to know their students in a holistic way. e.g. results of aptitude test and character strength test, analysis of academic results, reports from school social workers, educational psychologist and speech therapist.
		✓	✓	✓	To encourage students to write weekly/bi-weekly journals, so that class teachers can have more opportunities to communicate with their students.
		✓	✓	✓	To provide more opportunities for class teachers to meet and communicate with their students outside lesson time, especially in F.1.
		✓	✓	✓	To initiate tailor-made support to students in each form through discussions in form meetings.
		✓	✓	✓	To help students to form good habits in studies and daily life through guidance and supervision by all teachers.
		✓	✓	✓	To provide tutorials and summer study class to students in need. Guidance and counselling will also be given to assist students to set their own short-term and long-term goals.
		✓	✓	✓	To offer student support programs with emphasis on developing the proactiveness and persistence in students.
3.2 To enhance the home-school cooperation so as to help students develop a healthy life attitude and live a purposeful life.	To strengthen parent education in particular the knowledge of CLP education. To strengthen home-school cooperation through various activities and programs.	✓	✓	✓	To organize talks and workshops on CLP education, with the collaboration with the PTA.
		✓	✓	✓	To organize visits to higher education institutes, so that parents know more about the multiple paths for further studies.
		✓	✓	✓	To invite parents to deliver talks or sharing to students on their expertise fields.
		✓	✓	✓	To provide more data to parents to know their child in a holistic way. e.g. results of aptitude test and character strength test.