



Valtorta College

School Development Plan

2025/26 - 2027/28



恩主教書院

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 out Family.

6. Holistic Review of School Performance

A. Effectiveness of the School Development Plan in the cycle of 2022/23 – 2024/25

Major Concern and Target	Extent of the Target Achieved	Follow-up Actions
Major Concern 1: To build a professional learning community 1.1 To strengthen middle managers to take up leadership roles 1.2 To enhance teachers' professionalism through continuous training, sharing and reflection	Fully achieved	Middle managers have been empowered to actively contribute to policy formulation across key domains including school management, teaching and learning, and student support. Through the participatory leadership established within the School Administration Committee (SAC), their leadership capabilities have been strengthened, and a culture of collaboration and continuous improvement has been fostered. In addition to the College's regular professional development programmes, teachers have pursued various development opportunities. Their professional capacity has also been enhanced through active participation in seminars organized by the EDB, our school sponsoring body and universities, learning communities (Geography and Economics) and school visits (English Language and Pastoral Care Committee). These experiences allow them to gain insights and best practices from other schools while staying informed about the latest educational trends. Feedback from teachers regarding the professional development activities organized by the school has been positive, as reflected in the improved ratings in the Stakeholders' Survey. Many teachers expressed that these programmes were beneficial to their work and align with the school's development goals and students' needs. Teachers have also shared their professional expertise in diverse ways. Department of Science engaged in a collaboration scheme with a textbook publisher, providing professional support for primary science education curriculum development. Our Science teachers also offered a professional exchange programme for primary school educators in preparation for implementing the new science curriculum. Meanwhile, Department of Citizenship, Society and Development participated in the 2025 National Security Education Lesson Design Competition organized by the Education Bureau, in which they earned an award for their innovative design.

		The commitment of our teachers to professional growth has been evident, significantly contributing to the implementation of innovative strategies in learning and teaching, as well as student support. Moving forward, this major concern will be integrated into routine work. The College will continue to actively seek valuable professional development opportunities for teachers and strengthen the ambience of professional exchange across subject departments and teams.
Major Concern 2: To enhance effectiveness of learning and teaching by cultivating a reflective mind and adopting task-oriented strategies 2.1 To nurture students to become self-directed and reflective learners 2.2 To cater for learners' diversity through effective teaching strategies	Fully achieved	The 4P1R framework (Preparation, Participation, Presentation, Possession, and Reflection) has been widely adopted by subject teachers as a classroom routine to nurture students into self-directed and reflective learners. Through such learning framework students have become more aware of their roles as self-directed learners by completing pre-lesson tasks, actively participating in learning activities, presenting their learning outcomes, and applying learning strategies in their assignments and assessments. Additionally, teachers have developed a heightened awareness of incorporating the 4Ps into their lessons and providing students with effective suggestions to enhance their learning effectiveness. The incorporation of learning skills, such as goal-setting and note-taking during home periods, has provided students with essential tools for self-regulated learning. Additionally, the STEAM project for F.2 students has effectively enhanced their design thinking, creativity, collaborative skills, and presentation abilities. Diverse learning experiences have been provided for students by implementing cross-subject collaboration, co-curricular activities and competitions. Activities like the Chinese Cultural Week, English Week, Mathematics Week and Sports Week have been organized to cater to varied interests of students. Cross-curricular initiatives including PSHE Project Learning (F.1), STEAM Project and English Presentation (F.2), E&RE Singing Competition (F.2), Mainland tours (F.3) have provided ample opportunities for students to apply subject knowledge and skills across contexts. Different subject departments have closely collaborated to stimulate students' thinking and enhance problem-solving skills. Their collaborative efforts encourage inquiries, research, data analysis, and group presentations, enriching students' learning experiences and fostering self-directed learning skills.

		Building on the achieved progress, the 4PIR framework will continue to be implemented in the new school development plan, with the adjusted foci on enhancing students' reflections through the specific feedback, catering for learners' diversity by refining the design of assessments and assignments as well as equipping students with diverse learning skills, including note-making and the appropriate use of AI tools for self-regulated learning.
Major Concern 3: To foster students with positive values and attitudes towards life 3.1 To build up students' resilience and confidence by life-wide learning experiences and exposure 3.2 To help students develop a healthy lifestyle and live a purposeful life by liaison with different stakeholders	Fully achieved	The College's coordinated efforts among various teams, including Guidance Team, Discipline Team, and Co-curricular Activities Committee, Careers and Life Planning Education Committee, Religious and Spiritual Formation Committee, and Moral, Civic, National Education Team have created a comprehensive support system that addresses students' holistic growth, especially in light of the post-pandemic impacts. Activities such as adventure-based training (F.1 and F.4), talks on character strengths (F.2 to F.5), service education (F.4), leadership workshops for student leaders have not only enhanced students' self-confidence but also fostered their resilience in face of adversity. Additionally, exposure to diverse experiences, including visits to M+ museum (F.1) and Hong Kong airport (F.5), Zhongshan and Zhuhai intangible cultural heritage conservation tour (F.5), Zhuhai aviation technology exploration tour and Shenzhen life sciences and natural geography exploration tour (F.3), Wuhan cultural and career exploration tour and sister school study tours to Guangzhou and Beijing, has broadened students' horizons and instilled a deeper sense of national identity. Students also expressed their appreciation for national achievements during post-tour sharing sessions at the cycle assemblies. The College has endeavoured to provide opportunities to widen their international outlook. Our Handbell Team participated in the International Handbell Symposium in Japan during the summer of 2024, where students enjoyed a premier musical experience that transcended language barriers alongside musicians from around the world. This international engagement has greatly benefited the students, boosting their confidence and leading to notable achievements in the major handbell competitions through the 2024/25 academic year. Motivated by their successes, the students initiated a Handbell Concert Night to conclude the academic year for their peers, parents, and ringers from other primary and secondary schools in the territory. The international exposure has proven invaluable,

		significantly enhancing students' self-image, musical skills, and leadership abilities in event management. In addition to the study tour to Sydney for F.3-F.5 students during the post-exam period, teachers have also actively sought additional opportunities for students. For example, six students participated in a tour to Singapore, where they learnt coding at Apple and Tinkertanker, a Singapore-based technology and education company and interacted with Singaporean students in School of Science and Technology. Four students competed in the prestigious ROBOFEST robotics competition, hosted by Lawrence Technological University in the United States and achieved the 4th place among 19 international teams. These experiences have not only boosted students' self-efficacy, but also sparked their interest in the STEM fields and prepared them for careers in technology and research, while equipping them with essential skills as they navigate their futures in an increasingly interconnected world. Moreover, the College has actively pursued collaborations with external organizations, such as Clean Air Network, to provide internship training for F.4-F.5 students, and Project WeCan, which facilitates company visits for students. Our alumni have also generously offered internship opportunities for our students. Widened exposure to various fields and experiences enables students to explore their passions and gain insights into potential career paths and develop skills that resonate with their personal and professional aspirations. KPM 17 indicates improvements in areas such as “affect,” “satisfaction (school),” and “meaning in life,” highlighting the positive impact of these diverse opportunities on students' holistic development. Recognizing the importance of fostering positive values and attitudes in students, the College will enhance values education by developing a school-based framework that incorporates the Valtortan attributes, core values of Catholic education, and the EDB priority values. This framework will feature specific themes tailored to each student level, addressing their unique developmental needs.
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		Additionally, the College will prioritize students' physical, spiritual, and emotional well-being through a variety of strategies. These will include enhancing physical fitness programs, introducing mindfulness practices, and implementing a comprehensive parent education framework. By taking a holistic approach, the College aims to support students in becoming well-rounded individuals who embody positive values and attitudes.
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B (I). Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

1.	How good is my students' performance in achieving the seven learning goals?
	<u>National and Global Identity</u> • Valtortans have demonstrated a strong sense of both national and global identity, along with an appreciation for values and attitudes reflective of Chinese culture. This is clearly illustrated by the APASO-III results, in which our students achieved a commendable score in areas related to national identity. This success can be attributed to several key initiatives. Since 2021, National Education and National Security Education (NSE) have been systematically integrated into our curriculum, with all subjects incorporating NSE into their scheme of work and teaching materials. • National Education has been woven into various co-curricular and cross-curricular activities, such as cycle assemblies and speech during flag-raising ceremonies. In these solemn events, students learn about national achievements and traditional Chinese cultures through presentations by teachers, fellow students, and parents or alumni. The Moral, Civic and National Education Committee organised a series of activities promoting the national identity throughout the year. Members of the Flag Raising Team took pride in their duties while the Constitution and Basic Law student ambassadors are actively doing sharing in the school. Participation in different competitions such as Constitution and Basic Law Hong Kong Inter-school Quiz Competition, Foreign Affairs Knowledge Competition strengthened students' national identity and knowledge. • Students have been given ample opportunities to explore diverse cultures while enhancing their understanding of Chinese culture through initiatives like Chinese cultural activities and interactive game booths. Some active participate in the ambassador training for Constitution and Basic Law organized by the Education Bureau. • Thematic tours to various destinations including International Handbell Symposium in Japan, Sydney, Singapore, the US have been organized to broaden students' global perspectives and deepen their understanding of the world.

Breadth of Knowledge, Language Proficiency, Generic Skills and Information Literacy

- Valtortans have demonstrated strong competence in their academic studies. They showed good performance in the HKDSE from 2022 to 2024, where they significantly surpassed the average percentage of day school candidates meeting the minimum university entrance requirement (i.e. 332233 or 332A33) and achieving Level 4 or above across all subjects. Approximately 80% of our students secured offers through the Joint University Programmes Admissions System (JUPAS) from 2022 to 2024, highlighting their readiness and capability to pursue higher education.
- At the College, English is the medium of instruction, providing students with ample opportunities to communicate in English. For instance, students lead prayers during morning assembly and serve as MCs at major school events like cycle assembly and Open Day. Participation in LAC activities also enables students to interact with their peers in English, further boosting their language skills.
- The annual book fair and the reading period contributes to a rich reading culture, in which students share their reading experiences and insights gained from the books during cycle assembly. They also benefit from teachers' book recommendations, as reflected in the popularity of the recommended titles. Through the reading period, students deepen their understanding of the subjects they learn by engaging with reading materials across different subjects.
- Students have demonstrated good application of generic skills through cross-curricular learning activities and project learning, displaying their abilities to collaborate, communicate, create, solve problems and think critically. These experiences have equipped them with competencies necessary for self-directed learning for future studies and work. However, in the AI-dominated era, more efforts should be put into educating students to use information and information technology ethically, flexibly and effectively. This includes understanding the implications of digital tools, critically evaluating sources of information, and utilizing technology responsibly.

Life Planning

- Career and life planning education begins in the junior forms, focusing on building students' awareness of their strengths while providing a foundational understanding of the workplace. Students are introduced to the latest career trends, including AI-related fields and the evolving employment landscape. Additionally, junior students participate in personality insight workshops to better understand their personalities, interests, and strengths.
- Information about various careers and further study opportunities is shared with both students and parents through multiple channels. To help students make informed choices regarding subject selection, F.3 students engage in a mock subject selection activity, complemented by a parent talk. Similarly, F.6 students participate in a mock HKDSE results release workshop to assist them in planning their educational paths. The F.6 Higher Education Parents' Evening also provides valuable insights into local and overseas further education options.

	• Another highlight is the annual Parents' Night, which focuses on further education opportunities. Different universities and institutions are invited to the College to provide both local and overseas study information to parents and students. Parents appreciate the College's commitment to providing up-to-date information that helps them guide their children in career and life planning. • Exposure to diverse experiences is crucial for helping students identify their interests and passions. F.4-6 have opportunities to visit universities and learn about the latest career developments and programs offered by various institutions. F.5 students explore the airport and the Hong Kong Census and Statistics Department to gain a better understanding of the workplace. Workshops on interview skills are also arranged for F.5 to prepare them for university interviews. • The Alumni Homecoming Day, held annually on the second Saturday of December, allows alumni to share their workplace experiences with F.4-5 students. These valuable interactions broaden students' horizons and strengthen the network between alumni and current students. • Through these comprehensive initiatives, students are empowered to make informed decisions about their futures, equipping them with the knowledge and skills necessary for successful career and life planning.
	<u>Healthy Lifestyle</u> • Spiritual Formation The College offers students a variety of religious activities to enrich their minds and spirits. Students practice mindful breathing in every cycle assembly, allowing them to savour moments of silence and listen to their inner voices amidst the fast pace of life. • Physical Fitness Great importance has been attached to students' holistic development, emphasizing both academic achievement and growth in other domains. Valtortans actively participate in sports and are members of sports teams, including Athletics, Volleyball, Handball, Table Tennis, Basketball, Football and Badminton Teams, with several teams garnering notable awards in inter-school and regional competitions. Supported by the Quality Education Fund (QEF), our Life-wide learning and Physical Literacy Self-directed Learning Centre has been operational since 2024/25 and sports ambassadors have been trained to facilitate the promotion of sports, with the goal of helping students develop a healthy lifestyle. During PE week, students enjoyed the varieties of sports events, including the teacher-student volleyball match, fostering strong relationships that motivate and encourage participation. • Aesthetic Nurturing Visual arts, Music and Technology and Living actively cultivate students' aesthetic development and expand their spiritual horizons. Visual arts guide students to understand different artistic media and create in various forms, while also teaching them to critique works, enriching their depth. In music, there are different instrument classes, and regular campus concerts broaden students' musical pursuits. The College's handbell

	and handchime teams have received numerous accolades in inter-school competitions and have been invited to perform in various locations. The technology and living curriculum provides students with exposure to design skills, culminating in an exhibition at Tai Kwun in Hong Kong this July, where they will showcase their talents in fashion design. Stress Relief Programmes & Well-Being Initiatives With the support of the 'Healthy School' fund, different cheer-up programmes have been launched for students over the past three years. During the Mid-Autumn Festival, the Guidance Team and the Chinese Department co-organized a celebration featuring Chinese lanterns, riddles, and fresh fruits. After assessment days, an activity called "Worry Let It Go" was held, where students enjoyed ice cream in class while listening to a radio drama featuring teachers, office staff, and janitors sharing messages of encouragement and support. - The College prioritizes not only academic performance but also students' well-being. According to the APASO III results, students' sleep duration has improved, indicating they are going to bed earlier—an essential factor for their health and growth. The APASO III also shows enhanced emotional well-being, with reduced anxiety and worries. Additionally, students scored relatively high in areas related to life meaning and goal-setting. We are dedicated to fostering a positive learning environment, supported by the strong rapport between teachers and students. We believe this significantly contributes to a healthy and joyful school experience. - Despite these impressive achievements, the College recognizes that many Hong Kong students, including some at our school, are less physically active. To address this, one of our goals in the next three-year school development plan is to enhance the promotion of physical exercise among all students, ensuring that more are encouraged to engage actively in physical activities.
2.	How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning? - The College's efforts to develop Valtortans are characterized by four key principles: elevating students' academic excellence, enriching their experiences, expanding their exposure, and enhancing their enjoyment. Equal emphasis has been placed on equipping students with lifelong learning skills while providing well-rounded exposure across spiritual, moral, intellectual, physical, social, and aesthetic domains. - To enrich students' learning experiences, the College offers a diverse range of life-wide learning activities through co-curricular, cross-curricular, and extra-curricular programs. Activities such as adventure-based training, character strength talks, and leadership workshops have enhanced students' self-confidence and resilience. The Experiential Learning Day held each term provides opportunities for learning beyond the classroom, while various study tours allow students to broaden their understanding of the world. - Additionally, PE Week offers students the chance to participate in various sports activities with their peers and teachers, promoting teamwork and physical well-being. Aesthetic activities, including music concerts, arts projects, and fashion design shows, further support holistic

	development. Spiritual activities such as mindful breathing sessions and religious gatherings organized by Katso enhance students' spiritual wellness. While events like the Christmas singing contest and house activities strengthen Valtortans' sense of belonging, special programmes such as "Worry let it go. Enjoy ice-cream" have been organized to help students relieve academic pressure. • Service learning in Form 4 engages students in a deeper understanding of the needs and challenges faced by the underprivileged in society, and developing innovative solutions to address these difficulties. This programme embodies our philosophy of "Learn to serve, serve to learn", through which students have not only applied their subject knowledge to real-world challenges but have also discovered the profound impact that thoughtful actions can have on the lives of others. Valtortans have transformed what they've learned in the classroom into meaningful support for those who need it most. As they take on these roles, students are becoming service leaders—Valtortans who exemplify the attributes of HEART: Hardworking, Excellent, Affectionate, Responsible, and Thoughtful.
3.	How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning? • The College has demonstrated a strong commitment to driving its continuous improvement and development. All committees and subjects have adopted the P-I-E-P (Plan-Implement-Evaluate-Plan) approach for self-evaluation, utilizing both school-based tools, such as the Learning and Teaching Survey and including the Stakeholders Survey and APASO-III provided by the Education Bureau (EDB). This comprehensive approach ensures continuous enhancement across various school domains. • Teachers' views have been thoroughly sought on the implementation of school development plan and the key performance indicators set by the EDB. Based on their observations about students' whole-person development, the College formulates its school development priorities. Mid-year and year-end evaluations further guide strategic planning for the upcoming year, ensuring the progressive evolution of the College's development plan. This inclusive approach has fostered a strong sense of consensus and ownership among the teaching staff, and ensured a transparent and collaborative policy-making process. • To prepare the teaching staff for the school development priorities, the College seeks external resources to enhance teachers' professional development, including professional support for self-regulated learning, curriculum development in English and parent education. We have organized a diverse array of in-school and joint-school professional development programmes to deepen teachers' understanding of current educational trends and expand their exposure to strategies that enhance the teaching and learning effectiveness. School management team always arranges school visits to learn from other schools and gather insights to improve strategies for promoting students' holistic development and lifelong learning. • The teaching staff have shown strong support for our Professional Development Programmes, as reflected in the Stakeholders Survey. Additionally, our school promotes a robust culture of sharing among teachers, with regular sharing on the best practices learnt from other schools in pedagogies and student development.

	The College’s efforts have been recognised in the 2024 ESR, reaffirming that we are on the right track towards more effective teaching and learning for developing students’ whole-person development and life-long learning.
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B (II). How can Valtorta College be better?

4.	What are my students’ needs?
	- The College is dedicated to nurturing Valtortans with Catholic Core Values and Valtortan Attributes (H.E.A.R.T.). Our mission is to develop fully our students' potential to serve society by providing our students with a well-rounded education that encompasses virtue, intellect, physical fitness, community spirit, aesthetics and spirituality. We endeavour to spread the Good News of God's love and help our students to discover the genuine meaning and value of their lives. - As we approach our 50th anniversary and prepare to nurture young people in the AI era, it is essential to equip them with the skills necessary to help them navigate their future needs – emphasizing lifelong learning and holistic development. Committed to becoming a future-ready school, the College believes it is crucial to reconnect with our history, inherit best practices and engage our stakeholders for a brighter future. Self-directed Learning To nurture lifelong learners, the College recognizes the need to train students to be self-directed. The 4P1R self-regulated learning framework serves as a guide to shape students' learning habits and attitudes—encouraging them to prepare before lessons, actively co-create knowledge with peers, confidently present learning outcomes, and reflect on their learning progresses and adopt appropriate strategies for self-improvement. effective strategies like note-making to aid in revision and assessment preparation. Self-efficacy To enhance students’ self-efficacy, more authentic learning opportunities and experiential experiences will be provided for students to apply their skills, knowledge, and values in new contexts. Thematic cross-curricular projects and activities will be implemented in the new school development plan to deepen students’ knowledge and skills. Reading Across the Curriculum Mastering reading skills and developing lifelong reading habits are essential for ongoing learning. Through Reading Across the Curriculum (RaC), students will connect their learning experiences across different Key Learning Areas (KLAs). More thematic book displays and book sharing sessions will also be organized to enrich the reading atmosphere in the next academic year. Resilience and Well-being Students often set high expectations for themselves and may struggle with academic pressures. They will be equipped with strategies for managing stress and emotions, such as mindful breathing and physical exercise.

	- To address the diverse needs of our students, the College will implement new measures in the three-year school development plan. The current Learning Journey, which requires students to set goals, will be revised to encourage goal-setting in various areas, including Reading, English learning, Service, Values Education, Physical Exercise, and Self-challenge. An award scheme will be launched to recognize students who achieve specific goals. - Moving forward, the College plans to enhance the gifted education framework to expand students' learning capacities through subject-based and activity-based learning. A new talent pool system will identify individual character strengths, allowing students to participate in a range of programs—from language and STEAM to humanities, physical, and aesthetic education—both within and outside the school. The new framework will further enhance students' performance in various areas and unlock their potential.
5.	What is my school's capacity for continuous improvement and development?
	- The Incorporated Management Committee, along with parents and alumni, has consistently provided robust support for the College's development over the years. Our IMC members possess diverse expertise from various professional backgrounds, including education management, legal affairs, finance, and academia and their insights provide strong support for our sustainable development. - Over the past three years, we have focused on developing middle management by forming learning communities that facilitate ongoing progress and improvement. For our staffing, we have experienced teachers as well as young promising members. Experienced Committee Heads and Subject Heads are willing to provide substantial professional support for young teachers. We are exploring different opportunities, outreaching for more professional sharing gaining insight and ideas for new development of our school. - We have also cultivated a strong rapport with both the Parent-Teacher Association and the Alumni Association, who generously contribute additional human and financial resources to support ongoing school development. Examples include establishing scholarships to encourage students to strive for academic excellence. Furthermore, a lot of alumni actively participate in our career programme, sharing up-to-date career information on Alumni Home Coming Day, and some even offer job opportunities for students in fields like telecommunication and commerce. These efforts provide students with authentic workplace experiences and help them establish realistic career goals. The support from different stakeholders drives us to strive for excellence continuously.
6.	What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?
	In light of the above, our school has established the following development priorities for the next three years to enhance students' holistic development and lifelong learning: Self-Regulated Learning: Our primary goal is to transform students into self-regulated learners by strengthening the 4P1R framework as a foundation for self-directed learning. We aim to equip students with diverse skills that facilitate this process. Teachers will incorporate e-learning strategies into their lesson designs and leverage artificial intelligence to enhance both teaching and learning. The Learning Strategies

Team will provide essential skills, such as utilizing AI tools for self-directed learning, through coordinated cross-curricular activities and project-based learning. We will engage students in inquiry-based learning, allowing them to collaborate in small groups, practice the 4Ps, and receive specific feedback during lessons and assessments. This approach will enhance reflection and cater to diverse learning needs by refining assignment and assessment designs. The Reading Across the Curriculum (RaC) Team will enrich students' reading experiences by integrating reading elements into department weeks and cross-curricular activities, further broadening their exposure through co-curricular and cross-curricular initiatives.

- **Values Education**

We are committed to cultivating positive values and attitudes through a school-based values education framework. To strengthen class ethos, we will refine the school timetable to implement class formation programs. A core team will be established to develop this framework, assigning specific themes to each grade level. We plan to collaborate with various subjects and teams to weave target values into home periods, special sessions, and reading periods. These programs will be tailored to meet the specific needs of students at different developmental stages.

- **Broadening Horizons**

Our goal is to broaden students' horizons and enhance their overall well-being. We will collaborate with subjects and teams to plan activities that provide diverse learning experiences and exposure. To promote physical well-being, we will help students establish interests and habits in physical activities. A more organized talent pool will enable teachers to match students with appropriate programs and opportunities that align with their individual strengths.

- **Fostering Well-Being**

To enhance mental and social well-being, we will focus on cultivating positive peer relationships and strengthening students' sense of belonging to the school. This will be achieved by fostering a family-like culture and nurturing a harmonious atmosphere within the school community. Additionally, we are determined to refine our parent education framework to establish a close partnership with parents, working together for the growth and development of our students.

7. School Development Plan (2025/26-2027/28)

Major Concerns	Targets	Time Scale			Outline of Strategies	7 Learning Goals
		2025/26	2026/27	2027/28		
1. Transforming students into self-regulated learners	1.1 Strengthening the 4P1R framework as self-regulated learning practice	✓	✓	✓	- All subject departments adopt the 4P1R framework as a classroom learning routine - Engage students in inquiry-based learning where students are given opportunities to collaborate in small groups and to practice 4Ps - Provide specific feedback during lessons and while marking to enhance reflection, and cater for learners' diversity by refining the design of assignments and assessments	- Breadth of Knowledge - Language Proficiency - Generic skills - Information Literacy
	1.2 Equipping students with diverse learning skills that facilitate self-regulated learning	✓	✓	✓	- All subject departments equip students with effective skills in note-making that consolidate their learning and facilitate their revision - Learning Strategies Team equips students with the essential skills, such as the use of AI tools for self-directed learning through the coordination of cross-curricular activities and project-based learning - Reading across the Curriculum (RaC) Team enriches students' reading experiences through the incorporation of reading elements into department weeks and cross-curricular activities - Subjects further enrich students' learning experiences and widen their exposure through co- / cross-curricular activities / competitions / visits	- Breadth of Knowledge - Language Proficiency - Generic skills - Information Literacy - National and Global Identity - Life Planning - Healthy Lifestyle

2. Enhancing the holistic development of students	2.1 Cultivating students' positive values and attitudes through the implementation of a school-based values education framework	✓	✓	-	Refine the school timetable for the implementation of class formation programmes to strengthen class ethos	- Generic skills - Information Literacy - National and Global Identity - Life Planning - Healthy Lifestyle
		✓	✓	✓	- Establish a core team for Values Education, responsible for: - devising a school-based values education framework, with specific themes assigned to each level - collaborating with subjects and teams to incorporate the target values into the content of home periods, special periods and reading periods - coordinating the values education programmes in each level to meet the specific needs of students at different developmental stages	
	2.2 Broadening students' horizons and fostering their well-being	✓	✓	✓	- Collaborate with subjects and teams to provide more opportunities for students to participate in activities organized by external organizers including institutions / NGOs to broaden students' horizons - Establish a talent pool to effectively connect students with relevant activities and programmes - Promote students' physical well-being by encouraging interests and habits in physical activities - Enhance students' spiritual well-being by integrating Examen and mindfulness into school life - Refine the parent education framework to help parents gain a deeper understanding of students' needs and emotions	- Breadth of Knowledge - Language Proficiency - Generic skills - Information Literacy - National and Global Identity - Life Planning - Healthy Lifestyle
		-	✓	✓	Refine leadership training and service learning	

Major Concern 1: Transforming students into self-regulated learners

Briefly list the feedback and follow-up actions from the previous school year:

Recognizing the importance of establishing effective learning routines and learning habits, the school will continue to implement the 4P1R framework (Preparation, Participation, Presentation, Possession, and Reflection) as the foundation for cultivating self-regulated learners. This framework fosters greater student engagement and ownership of learning. To further support this transformation, the school will provide clear instruction in effective note-making and equip students with diverse learning skills through cross-curricular project-based learning.

Target	Implementation Strategy	Success Criterion	Evaluation Method	Time Scale	Person-in-charge	Resource Required
1.1 Strengthening the 4P1R framework as self-regulated learning practice	- All subject departments adopt the 4P1R framework as a classroom learning routine - Engage students in inquiry-based learning where students are given opportunities to collaborate in small groups and to practice 4Ps	- Heightened awareness demonstrated by both teachers and students in adopting 4P1R as effective learning and teaching - Increased opportunities for students to engage in meaningful and pre-lesson tasks, co-construction of knowledge through discussions and presentation of learning outcomes (SHS: Students – Q 1, 5,14)	- Subjects' evaluation - Lesson observation - Students' perceptions on learning and teaching based on - APASO - Stakeholder Survey - School-based L&T Survey	Through-out the year	Academic Committee	- Common slot in timetable for lesson preparation for some subjects - Support from teaching assistants
	Teachers are expected to:					
	Prepare					
	prepare students for the subsequent learning content through mini tasks, e.g. research / reading / viewing					
	Participate					
	provide opportunities for students to co-create ideas through discussion					
	Present					
	provide opportunities for students to present / display their learning outcomes					
	Possess					
	provide opportunities for students to applying knowledge / skills learnt in new contexts					

	Provide specific feedback during lessons and while marking to enhance reflection <table><tr><td></td><td>Teachers are expected to:</td></tr><tr><td>Reflect</td><td>(i) help students identify their strengths and weaknesses based on assessment data</td></tr><tr><td></td><td>(ii) provide effective feedback and specific strategies to help students improve performance</td></tr><tr><td></td><td>(iii) cater for learners' diversity by refining the design of assignments and assessments</td></tr></table>		Teachers are expected to:	Reflect	(i) help students identify their strengths and weaknesses based on assessment data		(ii) provide effective feedback and specific strategies to help students improve performance		(iii) cater for learners' diversity by refining the design of assignments and assessments	- Stronger awareness displayed by students in understanding their weaknesses and adopting appropriate strategies to improve their performance (SHS: Students – Q , 2, 13,15) - Heightened awareness demonstrated by teachers to review curriculum planning and assessment design based on assessment data (SHS: Teachers – Q46)				
	Teachers are expected to:													
Reflect	(i) help students identify their strengths and weaknesses based on assessment data													
	(ii) provide effective feedback and specific strategies to help students improve performance													
	(iii) cater for learners' diversity by refining the design of assignments and assessments													
1.2 Equipping students with diverse learning skills that facilitate self-regulated learning	- All subject departments equip students with effective skills in note-making that consolidate their learning and facilitate their revision - Learning Strategies Team equips students with the essential skills, such as the use of AI tools for self-directed learning through the coordination of cross-curricular activities and project-based learning - Reading across the Curriculum (RaC) Team enriches students' reading experiences through the incorporation of reading elements into department weeks and cross-curricular activities - Subjects further enrich students' learning experiences and widen their exposure through co- / cross-curricular activities / competitions / visits	- Improved skills shown by students in making effective notes for learning consolidation and revision (SHS: Students – Q 1,14) - Students acquiring various skills set by the Learning Strategies Team through cross-curricular activities and project-based learning - Improved students' perception of reading (SHS: Students - Q12 and KPM 17 - Reading) - Increased student participation in learning activities organized by the school and external organizations (SHS: Students – Q 5)	- Subjects' evaluation - Lesson observation - Students' perceptions on learning and teaching based on - APASO - Stakeholder Survey - School-based L&T Survey	Through-out the year	Academic Committee	- Staff development programmes - Common slot in timetable for the Learning Strategies Team to teach students the essential skills - Support from the Library teacher and assistant								

Major Concern 2: Enhancing the holistic development of students

Briefly list the feedback and follow-up actions from the previous school year:						
Recognizing the importance of fostering positive values and attitudes in students, the school will develop a school-based values education framework, with specific themes tailored to each level of students to address their unique needs of at various developmental stages. Additionally, the school will prioritize students' physical, spiritual, and emotional well-being through a range of strategies, including enhancing physical fitness, introducing mindfulness practices, and implementing a comprehensive parent education framework.						
Target	Implementation Strategy	Success Criterion	Evaluation Method	Time Scale	Person-in-charge	Resource Required
2.1 Cultivating students' positive values and attitudes through the implementation of a school-based values education framework	- Refine the school timetable for the implementation of class formation programmes to strengthen class ethos - Establish a core team for Values Education, responsible for: - devising a school-based values education framework, with specific themes assigned to each level - collaborating with subjects and teams to incorporate the target values into the content of home periods, special periods and reading periods - coordinating the values education programmes in each level to meet the specific needs of students at different developmental stages	Heightened awareness demonstrated by students in actualizing the Valtortan Attributes, Catholic Education Core Values, and the 12 Priority Values (KPM 13 and 17)	- Teams' evaluation - Teachers' observation of students' engagement - Students' perceptions on the support rendered for student development based on - APASO - Stakeholder survey - School-based L&T survey	Throughout the year	Pastoral Care Committee and Form Coordinators	- Staff development programmes - Support from teaching assistants - Common slot in timetable for student support meetings
2.2 Broadening students' horizons and fostering their well-being	Collaborate with subjects and teams to provide more opportunities for students to participate in activities organized by external organizers including institutions / NGOs to broaden students' horizons	Increased opportunities for student participation in external activities (SHS: Students – Q 22)	- Teams' evaluation - Teachers' observation of students' engagement	Throughout the year	Pastoral Care Committee and Form Coordinators	- Staff Development Programmes - Equipment & adjustment in school

	- Establish a talent pool to effectively connect students with relevant activities and programmes - Promote students' physical well-being by encouraging interests and habits in physical activities - Enhance students' spiritual well-being by integrating Examen and mindfulness into school life - Refine the parent education framework to help parents gain a deeper understanding of students' needs and emotions	- Students' feedback indicating greater self-confidence through widened exposure - Increased opportunities for students with specific interests and skills to participate in relevant activities and programmes - Increased student participation in physical activities and improved attitudes towards well-ness and physical health (KPM 24-25 and KPM17 on Physical Exercise) - Students' feedback indicating a greater sense of calm and improved focus - Increased parent engagement in school events and activities and positive feedback from parents reflecting a deeper understanding of their children's experiences and challenges (SHS: Parent – Q 19,23)	- Students' perceptions on the support rendered for student development based on - APASO - Stakeholder survey - School-based L&T survey			activities for room of physical activities Support from QSIP in parents' education
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