

Joyful Motivated Learners

Earnest Thoughtful Citizens

School Development Plan 2024 - 2027
(2024 - 2025)

School Development Plan

2024 – 2027 (2024 – 2025)

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Sacred Heart Canossian College

1. School Vision and Mission

We aim at providing an all-round education of Christian values and formation of the heart to empower our youngsters to be women of integrity and versatility with global awareness.

We are committed to the principle that all students can develop to their full capacity. We adopt a liberal approach to learning and teaching which encourages self-motivation, understanding, creativity and character development: an approach which stresses not only getting a good grade per se but most importantly the development of the students' knowledge, skills and attitude in the spiritual and moral, academic, social, aesthetic and physical aspects.

2. School Goals

Profile of SHCC Graduates

Growing up in the Sacred Heart family, all SHCC graduates should have found a purpose in life and possess the following Sacred Heart spirit and qualities:

Versatility

Open to growth and changes

- Being able to understand and accept her talents and limitations
- Being aware of and able to manage her emotions and pressure in face of changes and demands; being able to stay positive when meeting failures and difficulties
- Having a sense of wonder and thereby being ready to explore, seek new experiences and risk failure
- Being proactive, creative and resourceful; capable of suggesting ways to deal with new situations and challenges
- Being capable of reflecting on experiences
- Being receptive and respectful to the opinions of others

Integrity

Sound in moral and religious values

- Forming her conscience on true moral values and having good reasons for her decisions
- Being courageous in upholding social justice and the principle of honesty
- Being responsible for her behaviour with an understanding of the impact of her words and actions on others
- Having some knowledge of and respect for religion and knowing the teaching of Jesus Christ
- Being able to reflect on her experience of God's love for her; realising the need for prayer and for growth in faith; having appreciation of the Eucharist and being familiar with the social teaching of the Church
- Being aware of and able to acknowledge the need for spiritual growth

Charity and Love

Caring for others and embracing diversity

- Being mindful of the needs, limitations and difficulties of others to better assist them
- Showing respect while relating to others
- Understanding the need for sacrifice in helping others
- Understanding cultural differences and embracing diversity; accepting and appreciating people of different backgrounds and abilities

Humility

Simplicity and modesty in all deeds

- Showing appreciation and being grateful for any opportunity, advice and support received
- Serving others with modesty
- Striving for excellence, achieving success, remaining humble
- Cultivating good leadership skills and own leadership style
- Putting herself into the positions of others before making judgments
- Being ready to admit ones' mistakes and willing to correct them

Perseverance

Turning challenges into success

- Having clear goals and working towards them with continued effort and determination
- Facing adversities with courage and patience to achieve success

Intellectual competence

Quest for lifelong learning

- Skilful in speaking, reading and writing precisely and fluently in both Chinese and English
- Being logical and critical in thinking; convincing in persuasion
- Being able to see the connection between disciplines and apply cross-curricular knowledge
- Making use of generic skills to continue lifelong learning and to apply knowledge to solve problems

Global citizenship

Understanding the world in which we live

- Being eager to learn about the world
- Being concerned about wider community issues, social and global problems
- Being lawful citizens
- Being able to look beyond the city and to address global concerns
- Being able to respect the wise use of natural resources in a sustainable way
- Being ready to contribute to the community, society, country and the world

3. School Motto

"VIA VERITAS VITA"

Our motto draws its inspiration from Jesus Christ who is THE WAY, THE TRUTH and THE LIFE. We take Him as our model and seek to follow His footsteps.

VIA - WAY

To walk confidently and joyfully in the path of life, overcoming all difficulties with fortitude and prayer.

VERITAS - TRUTH

To be sincere in word and action, and to be open to truth and knowledge.

VITA - LIFE

To live for others, be ready to share, serve and sacrifice for others.

4. Holistic Review of School Performance

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

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Empowering our students to be committed self-directed learners <u>Target 1:</u> Strengthening the abilities of students to engage in self-directed learning <u>Target 2:</u> Strengthening teachers' roles and abilities as facilitators of learning	Largely achieved	Continue to be a major concern for the next development cycle with adjusted targets.	- Students are to be empowered to address their learning needs. Information Literacy and STEAM Education as routine.
Grooming our students to be grateful, value-driven young people, ready to serve and share with others. <u>Target 1:</u> Strengthening values education. <u>Target 2:</u> Attending to the mental well-being of students.	Largely achieved	Values education is to be incorporated as routine work whereas the mental well-being of students would continue to be a major concern.	
Maintaining the supportive and conducive environment <u>Target 1:</u> Sustaining positive school ethos <u>Target 2:</u> Enhancing the wellness of students and staff of Sacred Heart <u>Target 3:</u> Ensuring sustainable development in school management	Largely achieved	- Continue to be a major concern for the next development cycle with adjusted targets. Consolidating/strengthening the current measures further	- Resources allocation is to be examined. The existing projects will be continued and strengthened.

b. 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.

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

As acknowledged by the ESR Team, most students demonstrate effective communication skills and are trilingual, with exceptional proficiency in English. Students' overall academic performance is excellent and they are highly engaged in reading books of different genres and topics during morning reading periods. Students apply various generic skills acquired both inside and outside school, such as the Sacred Heart Enterprise (SHE) Challenge, an entrepreneurial learning in Secondary 3, and service learning at all levels. The BYOD policy has been implemented at all levels and students are able to learn through a wide range of e-learning activities under the Information Literacy (IL) curriculum of our school. Junior students integrate and apply relevant knowledge and skills through workshops and activities of STEAM learning, Project-based Learning (PBL) and SHE Challenge. Higher-order thinking skills are well promoted by equipping junior students with a set of systematic thinking approaches in different subjects and with various platforms to apply these thinking skills beyond the classroom. Workshops for exploring the use of artificial intelligence (AI), robotic coding and virtual reality (VR) are arranged in the PBL for Secondary 2 students who demonstrate their abilities to work out solutions by drawing on the knowledge and skills across disciplines to solve real-life problems in their work. Students also show breadth of knowledge and broaden their horizons in various competitions and obtain outstanding achievements, especially in international and regional competitions: World Cup Scholars, World Choir Games, numerous regional outstanding students and leaders awards.

During the national flag-raising ceremony, students demonstrate proper etiquette and show their respect for the ceremony. Students' national and global identity has been cultivated through a great variety of study and exchange trips to the Mainland China and different countries. A group of Secondary 2 students visited our sister school in Jinan, Shandong in April 2024, learning Chinese culture, language and recent development in China. Three groups of Secondary 4 students went to Fujian, Beijing and Hainan to learn about the sport enterprise and development, STEM and aerospace development and the 21st century Maritime Silk Road exploration in the S4 Extended Learning Week.

All Form Assemblies had included at least one talk on life planning to ensure students were updated with trends in the workplace and employment market. Some Secondary 4 to 6 students joined summer internship programmes or job shadowing to enrich their experiences and to facilitate the exploration of their career. With the support of an extensive network of alumnae, students articulate clear goals and display good career awareness with careful consideration given to individual attributes, demonstrating their strong learning motivation and confidence in decision making.

Our students exhibit attentive and sincere learning attitudes in lessons and complete learning tasks diligently with good quality that displays higher-order thinking skills. Students can give constructive comments to their peers and some use the comments to refine their work, displaying effective peer learning. They are also graceful, modest, self-disciplined and maintain a harmonious relationship with their peers and teachers, who have also been developing diverse interests and stretching their potential in social, aesthetic and physical aspects for a balanced development of lifestyle. Around 20 students joined the Mental Well-being Ambassadors scheme which was set up to provide training for students on positive psychology and to promote mental health knowledge and support to their peers.

- ◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?
Our school has been committed to offering a wide range of life-wide learning experiences to foster students' whole-person development. The launch of the Activities Week and the OLE Fridays have provided extended learning opportunities for students to learn beyond the classroom, explore their interests and potential through various programmes, such as the Outward Bound, local and overseas study trips, community services, project-based learning on the revitalisation of heritage and STEAM learning. Numerous study trips have been organised for expanding students' breath of knowledge. A 5-day Extended Learning Week has been designed for S4 students to learn beyond classrooms and explore their potential. Learning elements of national education incorporated in classroom teaching and curriculum. Gifted students in different areas are nominated to join pull-out programmes, and territory-wide and international competitions. Students are mostly encouraged to step out of their comfort zone and are given autonomy to organise various activities. Reading periods are included in the regular timetable and a thorough reading scheme has been set up to recognise students' effort in reading.

Our school highly respects and values students' voice in the formulation of school policies. The School Development and Advisory Committee (SDAC) and Head Girl Core Group provide platforms for collecting students' views in school policy-making.

Besides, positive education was introduced to all junior levels during the Home Periods, students' sharing and individual counselling for students in need, which helped students know more about themselves to excel in their strengths and overcome their weaknesses, especially in their personality. This could help students build a positive outlook and face adversity in life. Life Planning started at junior levels with talks, workshops, career visits and personal counselling. Programmes for empowering parents to accompany students on their life journey were organised as we believe that parents are our important collaborators in the formation of our students.

- ◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning? Our school has a vertical school-based curriculum that includes STEAM Education (coding, AI and VR), Project-based Learning (thinking skills), Outward Bound (outdoor experiential learning), Extended Learning Week (study tours) and Service Day (service learning). Through this school-based curriculum, our students will be able to apply what they have learned in class to the real world and discover their own self and potential through a great variety of learning experiences.

Values Education has been implemented in a wider coverage. Apart from religious education, all academic subjects and student activities must include components of Values Education and National Security Education. Students will be nurtured under a safe and rich moral atmosphere and culture.

Our comprehensive tactically devised staff development plan facilitates the implementation of schoolwork effectively with extensive support and resources from various partners, such as the IMC members, sister schools under the same sponsoring body, alumnae and external bodies, to enhance teachers' professional capacity and to enrich students' learning experiences. Close communication also established among the school management, middle managers and teachers which keeps teachers well informed of latest development of the school and shares a sense of supportive environment for cultivating a learning community that provides students with rich learning experiences.

A culture of passing on the torch has been well preserved in school where senior students serve as role models, guiding and mentoring their young counterparts. Our alumnae and parents maintain close communication with the school and provide a strong and broad network to support our students' learning in various aspects, such as mentorship programme, sharing, professional support and scholarships.

c. How Can My School Be Better

◆ What are my students' needs?

Having been promoting various thinking skills in the last cycle, our students need more platforms or opportunities to practice or demonstrate what they have learned. Apart from the existing STEAM Programmes, Project-based Learning and SHE Challenge, more variety of learning opportunities can be introduced, especially those beyond classroom learning, such as writing workshops on global issues, UX/UI Web Design courses, urban planning workshops, training courses on Chinese medicines and herbs etc. Students will be able to develop their generic skills through learning beyond classrooms. Meanwhile, students will be encouraged to participate actively in a wide range of external competitions to broaden their horizons and expand their breadth of knowledge.

Experiential learning is one of the effective ways to arouse the curiosity of our students which also provides our students with opportunities to challenge themselves by engaging with complex real-world issues, and this can help them build their confidence, resilience, and self-awareness. To promote national and global identity among our students, more study tours with different themes will be organised for all levels of students, especially helping our students to know about the recent development and contribution of our country, such as Belt Road Initiatives, aerospace technology and development etc. We also hope to arouse students' awareness of the environment and conservation of energy by organising student-led campaigns, such as Low Carbon Week, collection of recycling materials or promotion of reuse and reduce etc. Through reflecting on their experiences, we hope our students can be thoughtful and observant citizens of the global village with a sense of pride and belonging to our school, our community and our country.

Students need more time and space to engage in extended learning activities of their choice. A healthy lifestyle is also what our students need to bring attention to. In general, our students took less notice of physical exercise and rest. Our school would join hands with parents to promote physical and mental health so that students will be aware of the importance of a healthy lifestyle both at school and at home. Students are to be empowered to face adversity and pressure.

- ◆ What is my school's capacity for continuous improvement and development?
Our school adopts a participatory approach in implementing the planning-implementation-evaluation cycle and the decision-making process is transparent. There are two review sessions every year for all teaching staff to evaluate the effectiveness of implementation strategies and providing suggestions on the school's development direction. There are also two channels, the Head Girl Forum and the School Development and Advisory Committee (SDAC) for collecting students' opinions on school policy-making. Parents' views on student affairs and school policy can be collected through the Parent Teacher Association or designated consultation sessions, such as S3 subject choice. The APASO and stakeholders' surveys will be conducted annually to collect impressions from students, staff and parents on school policies and environment.

Through the weekly Staff Information Session and regular staff meetings, teaching staff are all well-informed of updated school matters and able to express their views on school matters. Special meetings will be held whenever needed for discussion on students' special needs or reviewing school policies. The new arrangement of morning assembly provides more chances for students to share their learning experiences and achievements with the whole school (with audio visual aids) which enhances students' attitudes towards learning and appreciation of others' effort.

- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?
Students' health and wellbeing are always our top priority. Our school will hold a review on the curriculum planning, assignment and assessment coordination, subject combinations in senior secondary and school policies for creating time and space for students. However, our school will be able to manage all major concerns and enhance students' whole-person development, self-directed learning with motivation and uphold high moral standards throughout the three years.

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

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
 - 1. Students are empowered to be confident and motivated self-directed learners.**
 - 2. Students are groomed to be earnest thoughtful citizens.**
 - 3. A supportive and joyful learning and working environment for the Sacred Heart community is built.**
 - 4. Follow up on ESR 2024 – the follow up will be interpreted in the above three major concerns.**

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
<p>1. Students are empowered to be confident and motivated self-directed learners.</p>	<ul style="list-style-type: none"> • Students are confident and motivated in learning • Students understand their learning needs and can address them • Students are equipped with skills to engage in self-directed learning. <ul style="list-style-type: none"> - Strengthening students' eLearning abilities and information literacy - Enhancing STEAM education • Students have time and space for students to engage in learning 	✓	✓	✓	<ul style="list-style-type: none"> • Engagement of QSIP of CUHK to enhance DI strategies • Addressing learner diversity by promoting various learning opportunities • Promoting various learning opportunities for students to address their needs. • Exploration of new subjects in senior curriculum • Effective coordination of assignments • Curriculum mapping in junior levels • New senior subject combination • New timetabling arrangement • Exploration of different ways or formats of assessment • Cross-KLAs extended learning opportunity 	<ul style="list-style-type: none"> - National and global identity - Breadth of knowledge - Language proficiency - Generic skills - Information literacy - Life planning - Healthy lifestyle

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
<p>2. Students are groomed to be earnest thoughtful citizens.</p>	<ul style="list-style-type: none"> • Enhancing mental well-being of students • Strengthening students' ability to face adversity and cope with pressure • Enhancing students' reflective power • Strengthening the identity of students as a member of community 	✓	✓	✓	<ul style="list-style-type: none"> • Organising mental well-being activities for students, parents and staff • Crossed teams' collaboration • Parents' talks, workshops and parent-child activities • Home-school collaboration • Integrating the core values into subject curriculum/ ECA • Morning sharing regarding Chinese values, culture, the historical and recent development of our country • Implementation of the entrepreneurship education and form-based values education curriculum • Promotion/Deepening Service Learning 	<ul style="list-style-type: none"> - National and global identity - Breadth of knowledge - Language proficiency - Generic skills - Information literacy - Life planning - Healthy lifestyle

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
3. A supportive and joyful learning and working environment for the Sacred Heart community is built.	<ul style="list-style-type: none"> • Enhancing collaboration among all staff • Strengthening the sense of belonging to the school • Re-examining resources allocation • Upgrading campus facilities 	✓	✓	✓	<ul style="list-style-type: none"> • Fine-tuning procedures for administrative work and school documents according to the latest guidelines from the EDB • Fine-tuning of administrative procedures for student activities • Continuing the School History Project • Renovation of School Heritage Corner • Sustaining the outreach project in Cambodia • Exploring possibilities of revitalising rooms for new purposes • Providing and maintaining a clean and safe environment in the school • Tap in external resources for school development 	<ul style="list-style-type: none"> - National and global identity - Breadth of knowledge - Language proficiency - Generic skills - Healthy lifestyle

6. Appendix

i. Development plan on student support for healthy mental well-being (2024-2027)

Our school aims to enhance students' mental well-being through increasing awareness, enhancing value education, developing students' qualities, establishing supportive school environment and empowering caretakers.

Grooming our students to be joyful motivated learners and earnest thoughtful citizens.

	2024-2025	2025-2026	2026-2027
Enhancing mental well-being of students	<ol style="list-style-type: none"> 1. Cultivating joyful, supportive and embracing school environment through cross teams' collaboration 2. Raising awareness of students on their mental well-being and readiness to seek help 3. Establishing students' healthy lifestyles through various activities 4. Facilitating students' healthy mental well-being through immersion activities and value education. Curriculum framework: <p>S1: Identifying Needs and Matching Service; Adaption to Secondary School Life and Self-management; Peer and Family Relationship</p>	<ol style="list-style-type: none"> 1. Reviewing the effectiveness of school environment for student support and strengthening cross teams' collaboration 2. Facilitating students' reflection on their mental well-being and ability of self-help 3. Reviewing the establishment of students' healthy lifestyles through various activities 4. Reviewing and adjusting the content of immersion activities and value education curriculum framework for students' healthy mental well-being 	<ol style="list-style-type: none"> 1. Optimising the school environment for student support and continuing effective cross teams' collaboration 2. Strengthening students' habits and mindsets of healthy mental well-being and effectiveness of getting help 3. Enhancing students' healthy lifestyles through various activities 4. Optimising the content of immersion activities and value education curriculum framework for students' healthy mental well-being

	2024-2025	2025-2026	2026-2027
	S2: Harmonious Relationship and Conflict Resolution; Self-identity and self-acceptance		
	S3: Responsibility, Life Planning and Life Purpose S4: Adaption to Senior Secondary School life, Self-compassion and Sense of Worth S5: Embracing Challenges with Resilience and Hope S6: Meaning of Life		
Raising awareness of students and staff on the importance of mental well-being and responding to it	<ol style="list-style-type: none"> 1. Enhancing teachers' understanding of their roles in prevention, intervention and postvention of students' issues 2. Training counselling skills in student support 3. Facilitating comprehensive student support through professional dialogue and collaboration among teachers and teams 	<ol style="list-style-type: none"> 1. Guiding teachers' reflection in prevention, intervention and postvention of students' issues 2. Strengthening counselling skills in student support 3. Reviewing the effectiveness of comprehensive student support through professional dialogue and collaboration among teachers and teams 	<ol style="list-style-type: none"> 1. Optimising teachers' ability in prevention, intervention and postvention of students' issues 2. Optimising counselling skills in student support 3. Optimising comprehensive student support through professional dialogue and collaboration among teachers and teams

	2024-2025	2025-2026	2026-2027
Empowering parents to accompany their children on their growth journey through parents' talks, workshops and parent-child activities	<ol style="list-style-type: none"> 1. Empowering parents to accompany their children on their growth journey through parents' talks, workshops and parent-child activities 2. Establishing home-school collaboration through communication and meeting with parents 	<ol style="list-style-type: none"> 1. Providing guidance for effective parenting through parents' talks, workshops and parent-child activities 2. Strengthening home-school collaboration through communication and meeting with parents 	<ol style="list-style-type: none"> 1. Offering parent education to meet families' needs through parents' talks, workshops and parent-child activities 2. Continuing close home-school collaboration through communication and meeting with parents

ii. Development plan on careers and life planning (2024-2027)

Our school aims to develop life planning skills of students including self-understanding, goal-setting, problem solving, reflective thinking and personal planning through home period curriculum, talks, workshops, career-related experience and individual guidance. Apart from equipping students to make informed choices for their future studies and to pave their way for career aspirations, we also aim to assist students to develop a positive attitude towards work and learning so that they can fully utilise their strengths for a fulfilling life.

	2024-2025	2025-2026	2026-2027
Career Guidance and Life Planning Education for students	<p>Junior Secondary</p> <ol style="list-style-type: none"> 1. Enhancing students' sensitivity to self-understanding, appreciation of one's talents and acceptance of one's limitations 2. Introducing programmes and materials used for gauging students' interests, abilities and career inclinations and equipping students to make informed choices and build paths for achieving goals and dreams in life <p>Senior Secondary</p> <ol style="list-style-type: none"> 3. Helping students develop life planning skills including goal setting, problem solving, reflective thinking and personal planning and facilitating students in career exploration 	<p>Junior Secondary</p> <ol style="list-style-type: none"> 1. Providing guidance for students to review their sensitivity to self-understanding, appreciation of one's talents and acceptance of one's limitations 2. Reviewing programmes and materials used for gauging students' interests, abilities and career inclinations and reviewing strategies and tools used to equip students to make informed choices and build paths for achieving goals and dreams in life <p>Senior Secondary</p> <ol style="list-style-type: none"> 3. Reviewing the effectiveness of tools and instruments delivering life planning skills and exploring more opportunities for students to participate in internship, mentorship and job shadowing programmes 	<p>Junior Secondary</p> <ol style="list-style-type: none"> 1. Optimising guidance for students to review their sensitivity to self-understanding, appreciation of one's talents and acceptance of one's limitations 2. Optimising programmes and revising materials used for gauging students' interests, abilities and career inclinations and optimising strategies and tools used to equip students to make informed choices and build paths for achieving goals and dreams in life <p>Senior Secondary</p> <ol style="list-style-type: none"> 3. Optimising tools and instruments measuring the effectiveness of life planning skills and building network with outside parties for better further studies and internship opportunities for students

	2024-2025	2025-2026	2026-2027
	4. Helping students develop positive attitudes towards work and learning including gratitude and willingness to serve others with love and encouraging students to archive experiences instrumental to their career aspirations	4. Providing guidance for students to review their attitude towards work and learning including gratitude and willingness to serve others with love and more-focused individual counselling to be provided to high achievers and potential achievers for further studies	4. Guiding students to optimise strategies to improve their attitude towards work and learning, including gratitude and willingness to serve others with love and more-focused individual counselling to be provided to high achievers and potential achievers for further studies
Career Guidance and Life Planning Education for Teachers and Parents	<p>Teachers</p> <ol style="list-style-type: none"> Giving advice on guidance and the use of homeroom materials provided for S1 to S6 HrTs in homeroom meetings Providing S3-S6 HrTs with specific advice about guidance on further studies <p>Parents</p> <ol style="list-style-type: none"> Deliberating the importance of life planning through Parents' Nights Organising talks on local and non-local further studies opportunities 	<p>Teachers</p> <ol style="list-style-type: none"> Reviewing advice on guidance and the use of homeroom materials provided for S1 to S6 HrTs in homeroom meetings Reviewing strategies and tools provided to S3-S6 HrTs and students related to further studies Life planning training provided to teachers through staff development programmes <p>Parents</p> <ol style="list-style-type: none"> Deliberating the importance of life planning through Parents' Nights Organising talks on local and non-local further studies opportunities 	<p>Teachers</p> <ol style="list-style-type: none"> Reviewing the effectiveness of life planning training provided to teachers, updating and consolidating different tools, methods and materials Optimising strategies and tools provided to S3-S6 HrTs and students related to further studies Life planning training provided to teachers through staff development programmes <p>Parents</p> <ol style="list-style-type: none"> Deliberating the importance of life planning through Parents' Nights Organising talks on local and non-local further studies opportunities

iii. Development plan on project-based learning and thinking skills (2024-2027)

	2024-2025	2025-2026	2026-2027
S1-S3 Thinking skills	<p>S1 Introducing systems thinking within subject contents</p> <p>S2 Continue to apply design thinking and decision making skills to PBL projects in wider topics, and integrating systems thinking into design thinking for problem definition and ideate</p> <p>S3 Strengthening students' creativity through systems thinking and design thinking in SHE challenge</p>	<p>S1 Introducing systems thinking within subject contents</p> <p>S2 Continue to apply design thinking and decision making skills to PBL projects in global topics, and integrating systems thinking into design thinking for problem definition and ideate</p> <p>S3 Strengthening students' creativity through systems thinking and design thinking in SHE challenge</p>	<p>S1 Introducing systems thinking within subject contents</p> <p>S2 Continue to apply design thinking and decision making skills to PBL projects in global topics, and integrating systems thinking into design thinking for problem definition</p> <p>S3 Strengthening students' creativity through systems thinking and design thinking in SHE challenge</p>
Capacity building	<p>Further empowering teachers to be facilitators / project manager in developing thinking skills of junior form student</p> <p>Professional development for new teachers to become facilitators of systems thinking and design thinking in project- based learning</p>	<p>Further empowering teachers to be facilitators / project manager in developing thinking skills of junior form student</p> <p>Professional development for new teachers to become facilitators of systems thinking and design thinking in project- based learning</p>	<p>Further empowering teachers to be facilitators / project manager in developing thinking skills of junior form student</p> <p>Professional development for new teachers to become facilitators of systems thinking and design thinking in project- based learning</p>

iv. Development plan on other learning experiences (OLE) (2024-2027)

	2024-2025	2025-2026	2026-2027
Other Learning Experiences	<p>Consolidating Canossian Values Education in OLE</p> <p>For students:</p> <ol style="list-style-type: none"> 1. Providing opportunities for students to apply and integrate Canossian Values (especially appreciation, responsibility, gratefulness and national identity) into their daily life and learning beyond the classroom. 2. Encouraging students to take on leadership roles as they participate in OLE activities that promote Canossian Values. 3. Empowering students to share their learning experiences with the school community and strengthen their identity as a member of the community. 	<p>Integrating Canossian Values Education into OLE</p> <p>For students:</p> <ol style="list-style-type: none"> 1. Providing opportunities for students to lead and facilitate Canossian Values-based activities across different learning platforms. 2. Encouraging students to engage in school-community partnerships that promote Canossian Values. 3. Expanding the range of OLE programmes to cater to the diverse needs and interests of students while reinforcing Canossian Values. 	<p>Strengthening Canossian Values Education in OLE</p> <p>For students:</p> <ol style="list-style-type: none"> 1. Empowering students to take ownership of Canossian Values-based initiatives and projects within the school and the community. 2. Providing platforms for students to showcase and celebrate their Canossian Values-inspired achievements. 3. Encouraging students to mentor and inspire younger peers in the understanding and practice of Canossian Values. 4. Continuously expanding the range of OLE programmes to holistically nurture students' Canossian Values and all-round development.

	2024-2025	2025-2026	2026-2027
	<p>For teachers:</p> <ol style="list-style-type: none"> 1. Reviewing and refining the school-based OLE policy to better integrate Canossian Values. 2. Fostering collaboration among different teams and departments to design and deliver Canossian Values-based experiential learning opportunities. 3. Continuously collecting feedback from teachers and students to improve the planning and coordination of OLE activities. 	<p>For teachers:</p> <ol style="list-style-type: none"> 1. Aligning the school-based OLE policy and subject curricula to ensure the consistent integration of Canossian Values. 2. Facilitating cross-disciplinary collaboration among teachers to design and implement Canossian Values-based learning experiences. 3. Regularly evaluating the effectiveness of Canossian Values integration and making necessary adjustments based on feedback. 	<p>For teachers:</p> <ol style="list-style-type: none"> 1. Reviewing and refining the school-based OLE policy to ensure it seamlessly integrates Canossian Values across all aspects of school life. 2. Fostering a collaborative school culture where teachers work together to embed Canossian Values in the curriculum and school activities. 3. Establishing feedback mechanisms to continuously evaluate the impact of Canossian Values education and make data-driven improvements.

v. Development plan on the use of Information Technology (2024-2027)

The goal of the IT development plan is to enhance students' learning through effective integration of technology and provide support for school administration.

	2024-2025	2025-2026	2026-2027
<p>Foster a balanced and informed approach to technology use in learning</p> <ul style="list-style-type: none"> - Emphasize purposeful, ethical and healthy device usage - Encourage teachers to effectively integrate technology to address learner diversity 	<p><u>Student</u></p> <ul style="list-style-type: none"> - Encourage students to be mindful about the choices they make when using devices - Enforce clear and consistent BYOD policy <p><u>Teacher</u></p> <ul style="list-style-type: none"> - Empower teachers to guide students in maintaining a healthy and balance in their device usage - Raise teachers' awareness in the latest trend in emerging tools, methods, and practices for integrating technology into education <p><u>Parent</u></p> <ul style="list-style-type: none"> - Raise parents' awareness in information literacy through the existing platforms and channels 	<p><u>Student</u></p> <ul style="list-style-type: none"> - Provide opportunities and guidance to all students to participate in offline hobbies and physical activities to maintain a healthy balance. <p><u>Teacher</u></p> <ul style="list-style-type: none"> - Encourage teachers to design technology assisted learning activities to address learner diversity - Identify effective practices and promote sharing within and between departments <p><u>Parent</u></p> <ul style="list-style-type: none"> - Raise parents' awareness in information literacy through collaboration with external parties 	<p><u>Student</u></p> <ul style="list-style-type: none"> - Assess the impact of school-based programs on students' device usage habits. <p><u>Teacher</u></p> <ul style="list-style-type: none"> - Evaluate teachers' readiness and confidence in using technology to support diverse learners. <p><u>Parent</u></p> <ul style="list-style-type: none"> - Assess the effectiveness of parent education programs related to device usage and literacy.

	2024-2025	2025-2026	2026-2027
Provide support for improving school administration efficiency	<ul style="list-style-type: none"> - Conduct need analysis to identify areas of improvement - Draft streamlined procedures and workflow 	Implement the streamlined workflow and consolidating repetitive procedures	Assess and fine-tune updated workflows and procedures
Develop the central information archive to address learner diversity	<ul style="list-style-type: none"> - Define the project aim and scope by assessing the current state of data management and gather key requirements from stakeholders - Design and develop the central information archive - Migrate existing data to the system 	<ul style="list-style-type: none"> - Launch the central information archive - Provide support for teachers 	<ul style="list-style-type: none"> - Evaluate the impact of the archive - Identify further areas for improvement

vi. Development plan on STEM education (2024-2027)

	2024 – 2025	2025 – 2026	2026 – 2027
Structured school-based learning activities	<ol style="list-style-type: none"> 1. Optimising the developed KLA-based learning activities 2. Sustaining the STEAM Day in S1 and extending the programmes to S2 to provide intermediate level courses to S2 students who have developed some interests in STEAM 3. Embedding systems thinking and design thinking in S1 and S2 learning activities respectively 4. Enhancing curriculum adaptation to facilitate STEAM development 	<ol style="list-style-type: none"> 1. Optimising the developed KLA-based activities and exploring new possibilities of learning activities 2. Sustaining the STEAM Day in S1 and extending the programmes to S2 to provide intermediate level courses to S2 students who have developed some interests in STEAM 3. Embedding systems thinking and design thinking in S1 and S2 learning activities respectively 4. Exploring possibilities of curriculum adaptation with departments within KLA and across KLAs 	<ol style="list-style-type: none"> 1. Reviewing and evaluating the sustainability of the developed KLA-based activities 2. Reviewing and evaluating the sustainability of STEAM Day and courses for S1 and S2 3. Reviewing and evaluating the thinking skills cultivated in S1 and S2 4. Reviewing and evaluating the sustainability of the STEM projects in S2 Project-based learning

	2024 – 2025	2025 – 2026	2026 – 2027
Extra-curricular activities	<ol style="list-style-type: none"> 1. Encouraging higher achievers to participate in territory-wide competitions in STEAM-related subjects 2. Recruiting students with interests and talents in STEAM as STEAM ambassadors 3. Organising enrichment programmes for STEAM ambassadors 4. Understanding STEAM development in China 	<ol style="list-style-type: none"> 1. Encouraging higher achievers to participate in territory-wide competitions in STEAM-related subjects 2. Recruiting students with interests and talents in STEAM as STEAM ambassadors 3. Exploring new activities of the STEAM enrichment programmes 4. Understanding STEAM development in China 	<ol style="list-style-type: none"> 1. Reviewing and evaluating the sustainability of territory-wide competitions 2. Recruiting students with interests and talents in STEAM as STEAM ambassadors 3. Reviewing the STEAM enrichment programmes 4. Understanding STEAM development in China
	<ol style="list-style-type: none"> 5. Organising STEAM overseas exchange tour and cultivating a global vision in the rapid development of STEAM education 	<ol style="list-style-type: none"> 5. Organising STEAM overseas exchange tour and cultivating a global vision in the rapid development of STEAM education 	<ol style="list-style-type: none"> 5. Reviewing and evaluating the sustainability of the STEAM exchange tour
Networking	<ol style="list-style-type: none"> 1. Exploring new opportunities in cooperation with different schools and parties 	<ol style="list-style-type: none"> 1. Exploring new opportunities in cooperation with different schools and parties 	<ol style="list-style-type: none"> 1. Reviewing and evaluating the network built

	2024 – 2025	2025 – 2026	2026 – 2027
Values Education	<ol style="list-style-type: none"> 1. Cultivating students' character strengths and values – creativity, commitment, responsibility, appreciation, and gratefulness 2. Cultivating students' information literacy – identifying a need of information, locating and accessing relevant information, evaluating information, organising and creating new ideas 	<ol style="list-style-type: none"> 1. Cultivating students' character strengths and values – creativity, commitment, responsibility, appreciation, and gratefulness 2. Cultivating students' information literacy – identifying a need of information, locating and accessing relevant information, evaluating information, organising and creating new ideas 	<ol style="list-style-type: none"> 1. Cultivating students' character strengths and values – creativity, commitment, responsibility, appreciation, and gratefulness 2. Cultivating students' information literacy – identifying a need of information, locating and accessing relevant information, evaluating information, organising and creating new ideas

vii. Development plan on entrepreneurship education (2024-2027)

	2024-2025	2025-2026	2026-2027
Solidify a school-based framework on entrepreneurship education	<p><u>Implement Entrepreneurial Programs for Junior Level</u></p> <ol style="list-style-type: none"> 1. Introduce the UX/UI Design Course (Intermediate and Advanced), focusing on foundational design principles and software skills. 2. Launch the ‘mapped & revised’ curriculum of SHE Challenge, where students form teams to create and run a small business to raise funds and awareness for selected NGOs. 3. Explore alternative programs on OLE Fridays/ during Activities Week or Post Exam, focusing on foundational entrepreneurial knowledge & skills building. 	<p><u>Enhance Junior Level Programs</u></p> <ol style="list-style-type: none"> 1. Evaluate the effectiveness of the UX/UI Design Course and the SHE Challenge, adjusting the curriculum as needed. 2. Implement peer-led workshops where students can collaborate to enhance their entrepreneurial skills and share knowledge with each other. 	<p><u>Solidify Junior Level Framework</u></p> <ol style="list-style-type: none"> 1. Develop a comprehensive Entrepreneurship Learning Path for Junior Secondary at SHCC, integrating lessons learned from the previous years to provide a structured curriculum. 3. Organize mass entrepreneurship workshops / bootcamps that focus on specific skills such as business planning, marketing, and financial literacy, making them easy to execute and accessible for all students.

	2024-2025	2025-2026	2026-2027
	<u>Establish External Competition Participation for Senior Level</u>	<u>Expand Senior Level Competition Opportunities</u>	<u>Strengthen Senior Level Framework</u>
	1. Identify and register students for at least two external entrepreneurial competitions focusing on sustainable business innovations to broaden their experience.	1. Increase participation in external competitions, focusing on diverse areas such as science innovation and social innovation .	1. Establish partnerships with local universities & NGOs to provide students with internship opportunities related to their entrepreneurial interests.
	2. Organise workshops & training to prepare students for competitions, covering topics such as ideation, pitch development, and business model canvas.	2. Launch cross-team projects in collaboration with the STEAM Education / Service Team, co-leading students' science innovation / social innovation projects to enhance interdisciplinary learning.	2. Create an Entrepreneurial Competencies Framework that allows students and teachers to set goals when participating in activities and competitions related to innovation and entrepreneurship. This framework will help them choose relevant programs and competitions while clearly defining the entrepreneurial competencies aligned with the Sacred Heart Graduate Profile.

	2024-2025	2025-2026	2026-2027
Evaluations and Enhancements	At the end of each year, the Entrepreneurship Education Team will conduct evaluation of the implemented strategies and actionables. This evaluation will include feedback from students and teachers, to assess the effectiveness of the programs. Based on these insights, necessary adjustments and enhancements will be made to ensure continuous improvement and alignment with the school’s entrepreneurial education goals.		
	<u>Evaluation focus:</u> <ul style="list-style-type: none"> the effectiveness of the UX/UI course, and the SHE Challenge through <i>surveys</i> and <i>participant feedback</i>. the impact of these competitions on student engagement and skill development through <i>surveys</i>, <i>participant feedback</i> and <i>success metrics</i>. 	<u>Evaluation focus:</u> <ul style="list-style-type: none"> the effectiveness of the peer-led workshops in promoting collaboration and skill-building through <i>surveys</i> and <i>participant feedback</i>. the outcomes of these competitions and cross-team projects through <i>surveys</i>, <i>participant feedback</i> and <i>success metrics</i>. 	<u>Evaluation focus:</u> <ul style="list-style-type: none"> the outcomes of the new curriculum and workshops through <i>student self-assessments and feedback</i>. the effectiveness of the competencies framework through <i>surveys</i> and <i>participant feedback</i>.

viii. 「推廣中華文化體驗活動一筆過津貼」發展計劃 (2024-2027)

讓學生認識、傳承中華文化，加強學生國民身份認同，並透過舉辦多元化學生活動、內地交流等，以營造校園的文化氛圍。

	2024-2025	2025-2026	2026-2027
<ul style="list-style-type: none"> ■ 認識、傳承中華文化 ■ 加強學生國民身份認同 ■ 營造校園的文化氛圍 	<ul style="list-style-type: none"> ■ 舉辦多元化學生活動予初中及高中學生參與，包括工作坊、文化日、欣賞藝術表演等活動，加深學生對中國文化的理解。 ■ 舉辦本地文化考察活動，讓學生瞭解本地文化。 	<ul style="list-style-type: none"> ■ 檢視推廣中華文化的課程和活動的成效。 ■ 舉辦多元化學生活動予初中及高中學生參與，包括工作坊、文化日、欣賞藝術表演等活動，加深學生對中國文化的理解。 ■ 繼續舉辦本地文化考察活動。 ■ 資助學生及隨團教師前往內地，參加學習中華文化的交流活動。 ■ 舉辦中華文化的本地或內地的聯校活動，及資助學生參加有關活動或比賽。 	<ul style="list-style-type: none"> ■ 檢視過推廣中華文化的課程和活動的成效，並加強不足之處。 ■ 繼續舉辦各類型活動。

ix. Development plan on one-off grant for promotion of a sports ambience & MVPA60 in School (2024-2027)

Enhance the mental well-being of students (Area ii, iii, iv, v, vii)

- Raising the awareness of students and staff on the importance of mental well-being and responding to it
- Organising mental well-being activities
- Strengthening home-school co-operation
- Empowering parents to accompany their children on their growth journey
 - Action Plan 1: To continue the “outward bound” programme to train students’ mentality
 - Action Plan 2: To teach “mindfulness” in form 5 curriculum
 - Action Plan 3: To organize “stepping challenge month” during study period

Creating time and space for students to engage in learning (Area i and vi)

- Better coordination of assignments
- Helping students to understand their learning needs and engage in self-directed learning

Strengthening the identity of students as a member of community / citizen (Area iii and vii)

- Values education: appreciation, responsibility, gratefulness, national identity
- Understanding of one’s community and country

Grooming students to be confident and motivated learners by enhancing the PE equipment (Area v)

- Empowering teachers to apply DI strategies – pedagogy (learning effectiveness)
- Helping students to address learner diversity

Providing a supportive and joyful learning and working environment for the Sacred Heart community.

- Enhancing communication and collaboration between and among different stakeholders as well as building up mutual trust
- Strengthening the sense of belonging to the school
- Re-examining resources allocation
- Upgrading campus facilities
 - Action Plan 1: To introduce and promote the school teams (Area ii)
 - Action Plan 2: To hold major school events, such as Athletics Meet and Swimming Gala, so that students can build up their sense of belonging to SHCC. (Area iv)
 - Action Plan 3: To teach more students centered by enhancing the PE equipment (Area v)

	2024-2025	2025-2026	2026-2027
Enhancing students' awareness on physical activities	Pre-fitness test to check student's fitness	Fitness test	Evaluating students' fitness by fitness test
Develop sports culture among students	Walking competition Inter-house Basketball Competition	Walking competition Inter-house Volleyball Competition	Walking competition Inter-house Handball Competition
Creating time and space for students to engage in learning	Using Robocoach AI Exercise Application for motivating students to do exercise in their leisure time	Using Robocoach AI Exercise Application for motivating students to do exercise in their leisure time	Using Robocoach AI Exercise Application for motivating students to do exercise in their leisure time

x. Staff Development Plan (2024-2027)

	2024-2025	2025-2026	2026-2027
<p>Learning and Teaching: Grooming our students to be confident and motivated learners through empowering teachers to apply DI strategies</p>	<ol style="list-style-type: none"> 1. Professional development on catering for learner diversity to equip teachers with practical strategies to apply DI in the classroom 2. KLA-based workshops on catering for learner diversity to share more subject-based examples and practices with teachers 3. Workshop for middle-level leaders on making good use of lesson observation to facilitate departmental improvement 4. Collaborative lesson planning meetings, lesson observation and post-lesson discussions in specific subjects and levels to enhance teachers' professional capacity and investigate good practices for students 5. Peer sharing session on good practices of DI in the classroom 	<ol style="list-style-type: none"> 1. Continuous capacity building through professional development for teachers to become facilitators of learning 2. Departmental development programme on catering for learner diversity 3. Meetings with middle-level leaders of specific teams to facilitate the catering to learner diversity in various disciplines 4. Collaborative lesson planning meetings, lesson observation and post-lesson discussions in specific subjects and levels, in the same / different subjects / levels in 2024-25, to enhance teachers' professional capacity and investigate good practices for students 5. Peer sharing session on good practices of DI in the classroom / departments / teams 	<ol style="list-style-type: none"> 1. Further empowering teachers to become facilitators of learning 2. Departmental development programme on catering for learner diversity 3. Meetings with middle-level leaders of specific teams to facilitate the catering to learner diversity in various disciplines 4. Collaborative lesson planning meetings, lesson observation and post-lesson discussions in specific subjects and levels, in the same / different subjects / levels in 2025-26, to enhance teachers' professional capacity and investigate good practices for students 5. Peer sharing session on good practices of DI in the classroom / departments / teams

	2024-2025	2025-2026	2026-2027
	<p>6. Training for teachers on the practical use of interactive whiteboard.</p> <p>7. Enriching teachers' perspective in education through joining the L&T expo 2024</p> <p>8. Promoting effective peer lesson observation and more sharing on good practices among teachers</p>	<p>6. Enhanced training programme focusing on catering learner diversity and interactive learning strategies</p> <p>7. Enriching teachers' awareness on local / global education issue through joining programme inside / outside school</p> <p>8. Promoting effective peer lesson observations and more sharing on good practices among teachers</p>	<p>6. Peer sharing on innovative teaching practices using interactive whiteboards.</p> <p>7. Enriching teachers' awareness on local / global education issue through joining programme inside / outside school</p> <p>8. Quality peer lesson observation and more professional dialogues, sharing on good practices among teachers across KLAs and departments</p>

xi. Plan for the use of Diversity Learning Grant (2024-2027)

The following programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students’ diverse learning needs are catered for)	Name of programme(s)/ course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					24/25	25/26	26/27		
English Language Pull-out Programme	Immersing students in the world of digital journalism and experience a real working newsroom at SCMP. Students can learn market research skills and create a relevant original podcast episode.	SCMP Creating a Podcast	6 sessions (12 hours)	S4 - S5	10	-	-	90% of the students can continue the practice of precise fact-checking when delivering information in public.	English Language Department and AoL & Gifted Education Team
English Language Pull-out Programme	Immersing participants in the world of news journalism and includes a tour of a working newsroom at SCMP. At the end of this programme, students will leave with their very own original news article, finished to publishing standards.	SCMP Experience as a Journalist	6 sessions (12 hours)	S4 - S5	-	10	-	90% of the students can develop their communication skills and market research skills.	English Language Department and AoL & Gifted Education Team

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s)/ course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					24/25	25/26	26/27		
English Language Pull-out Programme	Immersing participants in the world of broadcast journalism and includes a tour of a working newsroom at SCMP. At the end of this programme, students will leave with their very own recording of themselves as a news anchor, filmed in our dedicated SCMP studio.	SCMP Experience as an Anchor	6 sessions (12 hours)	S4 – S5	-	-	10	90% of the students can develop their communication skills and reporting skills.	English Language Department and AoL & Gifted Education Team
Chinese Language Pull-out Programme	Organising the Chinese Language pull-out programme 'Chinese Poetry Writing Workshop' which enables students to develop their ability to write contemporary Chinese poetic styles and themes.	Chinese Poetry Writing Workshop	4 sessions (6 hours)	S4 - S5	20	20	20	90% of Students can apply the skills learned in class to write complete poems and 50% of students participate in related competitions.	Chinese Department and AoL & Gifted Education Team

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s)/ course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					24/25	25/26	26/27		
Mathematics Pull-out Programme	Organising Mathematics Pull-out Programme which enables gifted students to learn beyond classrooms and apply the knowledge of Mathematics through competitions and lessons by tertiary institutions which can train students' problem-solving and creative ability.	Mathematics Enrichment Programme	13 sessions (13 hours)	S4	10	10	10	80% of the participants are able to solve high-level questions or tasks and form a team to take part in the Hong Kong Mathematical Olympiad in 2024 or 2025	Mathematics Department and AoL & Gifted Education Team
Science Pull-out Programme	Organising Biology Pull-out Programme which enables students to apply the knowledge of Biology and to learn about forensic science, gene, replication, epigenetics through the study of DNA.	Genetic engineering-DNA and Protein Stream	2 sessions (12 hours)	S4 – S5	12	12	12	80% of the participants are able to learn genetic studies through theoretical courses, hands-on experiments and group discussions.	Biology Department & AoL & Gifted Education Team

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s)/ course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					24/25	25/26	26/27		
PSHE Enrichment Programme	Learning about traditional Chinese architectural designs and culture. Understand the social and urban transformation of Hong Kong.	The story of Kowloon Walled City	1 session (3 hours)	S4 – S5	15	15	15	90% of students reflect on the implications of urban development and renewal, discussing how the legacy of the Walled City influences contemporary views on community and identity.	CS Department & AoL & Gifted Education Team
Leadership Training Programme	Organising a series of workshops on mediation for student leaders which prepares them for mediating the disputes among their peers through reflective activities that promote respect among people of diverse backgrounds, experiences and points of view	Mediation Workshops for Student Leaders	3 sessions (6 hours)	S4 – S6	20	-	20	80% of the participants are able to apply the skill that learnt in the programme Form a peer mediation group/team to solve some conflicts in the school	AoL & Gifted Education Team

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s)/ course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					24/25	25/26	26/27		
Higher Order Thinking Skills Programme	Organising a Design Thinking Workshop which provides a chance for students to enhance their creativity and critical thinking skills	Maker Workshop	3 sessions (6 hours)	S4 – S5	-	20	-	80% of the participants reflect that this programme enhances their creativity and critical thinking skills	AoL & Gifted Education Team
Aesthetic Enrichment Programme	Understanding and appreciate the traditional Chinese art and benefit from mindfulness	Art and craft workshops about Han Tribe and Chinese classical calligraphy	1 session (1.5 hours)	S4 – S5	30	30	30	80% of the participants are able to demonstrate an appreciative attitude in the beauty of Chinese classical calligraphy.	Visual Arts Department and AoL & Gifted Education Team
Overseas learning/ exchange programmes/ local gifted programmes in different talent areas	Subsidising the course fees for overseas or local learning/ exchange programmes for exceptionally gifted students	Programmes such as Choir Competitions/Global Young Leaders Conference/ Cambridge/ Oxford Summer School/ gifted summer programmes at local universities	10 – 14 days	S4 – S6	25	25	25	80% of the participants reflect their learning outcomes with presentations or reports.	AoL & Gifted Education Team

xii. Plan on parents' education (2024-2027)

Empowering parents to groom our students to be joyful motivated learners and earnest thoughtful citizens.

	2024-2025	2025-2026	2026-2027
Empowering parents to accompany their children on their growth journey	<ol style="list-style-type: none"> 1. Introduce the Curriculum Framework on Parent Education by EDB to staff and parents 2. Collect opinions from teachers and parents concerning the needs of parents. 3. Mapping of parents' education programs organised by the school. 4. Plan for the main focus, strategies, and success criteria for parent education in 2025-2027, and establish the school-based Parent Education Framework according to <ul style="list-style-type: none"> ● the four strands in the Curriculum Framework on Parent Education by EDB ● opinions of teachers and parents ● findings of work done in 	<ol style="list-style-type: none"> 1. Implement the school-based Parents Education Framework by teachers, PTA and professionals. 2. Evaluate the effectiveness of the parents education programs and activities 	<ol style="list-style-type: none"> 1. Continue to organize parent education programs and activities 2. Evaluate the effectiveness of the parents education programs and activities 3. Refine the school-based Parent Education Framework

	2024-2025	2025-2026	2026-2027
Strengthening home-school collaboration	<ol style="list-style-type: none"> 1. Organize Parents' Day, Parents' Night, S3 subject choice seminar, etc. to strengthen the communication between the school and parents. 2. The PTA organizes various types of activities, including PTA meetings, talks, workshops, etc. to strengthen the communication between the school and parents. 3. Evaluate the effectiveness of the programs and activities. 	<ol style="list-style-type: none"> 1. Continue to organise different activities to strengthen home-school collaboration 2. Evaluate the effectiveness of the programs and activities 	<ol style="list-style-type: none"> 1. Continue to organise different activities to strengthen home-school collaboration 2. Evaluate the effectiveness of the programs and activities

Sacred Heart Canossian College
School Development Plan 2024-2027 (2024-25)

Endorsed by the Incorporated Management Committee on 25 October 2024

Sr Veronica Fok FdCC
Chairman / School Supervisor