

Celebrating the Past with Gratitude

Embracing the Future with Hope

Sharing our Life in Love

School Development Plan 2018 - 2021 (2018 - 2019)

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.

School Development Plan 2018 – 2021 (2018 – 2019)

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I. School 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.

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

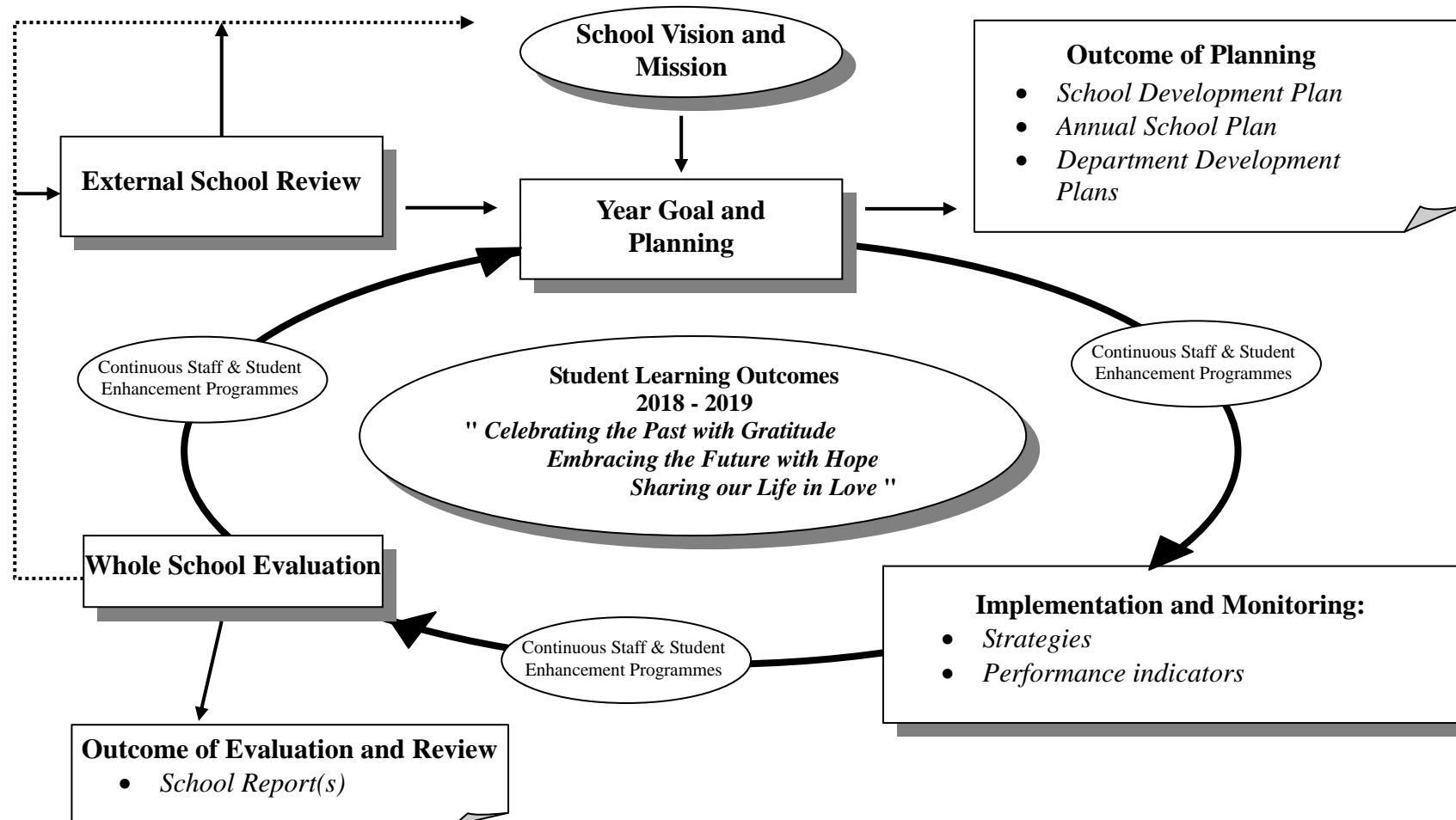
Global citizenship

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 and the world

II. School Self-Evaluation Model

Our school development plans on a three year cycle, following the P-I-E model. To identify the strengths and weaknesses of the school, teachers and principals take part in the annual self-review, department and whole school evaluations, lesson observations as well as performance appraisals. Teachers' feedback to school principal and students' feedback to teachers are collected to give a more comprehensive view towards school management as well as learning and teaching. Parents' views on the performance of the school are also sought through surveys and parents' nights. Student voices are collected through surveys, student representatives in SDAC and various student forums.



III. Our Present Situation and Our Future

Strengths	Opportunities
<p>1. Clear orientation of school development plan, effective school self-evaluation and established organisation structure help ensure a vivid and dynamic school development through the concerted effort of all staff.</p>	<p>1. (a) The staff members understand the school goals. They will own the new initiatives better and have clear focus, thereby making concerted effort to achieve the common goals in the new 3-year development cycle.</p> <p>(b) As some of the major concerns were closely connected to the previous 3-year development cycle, the foundations laid in the previous development cycle will facilitate the development in learning and teaching as well as student qualities. For example, the developments in eLearning and STEM education have provided groundwork for further exploration of higher order thinking skills. The core values and profile of SHCC graduates identified in the previous development cycle have provided the basis for the integration of positive education into values education of the school.</p>
<p>2. The school has a team of caring and dedicated staff who are willing to devote their time and energy for the benefit of the students. The continuous practice of differentiated instruction strategies at departmental level and on a whole school scale have paved the way for the development of learner autonomy. School-based professional development programmes designed in line with the school theme provide teachers with the necessary skills and knowledge to support the school development. Peer lesson observations are common among colleagues.</p>	<p>2. (a) The experience in implementing DI strategies has provided insight into further exploration of curriculum planning, teaching strategies, assignment design and assessment tools to cater for increasing learner diversity effectively. Learning and teaching strategies leading to higher order thinking skills will be the focus.</p> <p>(b) Staff development programmes (SDT) in line with the direction of school development are held for capacity building. Staff members are better equipped to implement new initiatives.</p>

	<p>(c) Seminars, workshops and trainings from tertiary institutes widen the exposure of teachers. Professional dialogues with other schools may provide inspiration for teachers to refine their learning and teaching strategies.</p> <p>(d) Sharing of good practices among teachers can enhance the quality of learning and teaching. More in-depth discussions after peer lesson observations will allow teachers to further reflect on their own teaching practices and questioning techniques to enhance students' higher order thinking skills. Cross KLA and cross departmental sharing among teachers can be further encouraged.</p>
<p>3. The school has a strong tradition of value formation and character development for students. Staff members are aware of the importance that the school places on value and character formation. Core values of the school are introduced to staff members on various occasions such as staff development days and staff meetings. These core values are shared by the student body as well.</p>	<p>3. Staff members share the core values of the school and they are the role models of students, helping and encouraging them to appreciate and uphold the core values in their lives. This will assist the promotion of positive attitudes and the integration of values education in school.</p>
<p>4. Despite the presence of increasing learner diversity, students are bestowed with different talents and gifts. Most students have the potential to achieve. More students are ready to step out of their comfort zones and take part in different external activities and competitions. The school has accumulated valuable experiences in organising various extended learning trips. The S5 Extended Learning Week is well structured and extended learning trips across different disciplines have been organised.</p>	<p>4. With appropriate opportunities provided and in-depth reflections on their experiences, students are able to progress in their whole person development and perform better in studies and activities. The initiatives and sharing of Sacred Heartists on their learning experiences will encourage their schoolmates to be more pro-active in their learning, especially their learning beyond the classroom. The experiences in organising extended learning activities in senior forms can be extended to the junior forms so that the junior students can also benefit from more extended learning opportunities.</p>

<p>5. Sacred Heart has established connections with schools and institutions, both local and overseas.</p>	<p>5. (a) This could provide more opportunities for students to enrich their extended learning experiences, increase their community involvement and widen their exposures. They are given various opportunities to enrol in local and overseas enhancement programmes. Through these extended learning experiences, students can further develop their ability to think from different perspectives.</p> <p>(b) Presentations/sharing on extended learning experiences challenge students' mode of learning and give them impetus for future learning opportunities.</p> <p>(c) Collaborations with the EDB and tertiary institutes provide support to enhance learning and teaching and review the existing curriculum. The experiences in these areas can be shared with teachers of different KLAs/ departments. It also facilitates the development of student qualities and in other aspects.</p>
<p>6. Both the PTA and AA support the school sincerely and actively. They make significant contributions to various school projects such as the History project, sponsorship for extended learning programmes and various academic awards.</p>	<p>6. (a) The PTA gives generous financial support for S5 Extended Learning Week programmes and full sponsorship for academic awards to encourage students to soar high in academic achievements.</p> <p>(b) The AA provides scholarships for academic courses and financial support for extended learning programmes and cultural trips.</p> <p>(c) Both the AA and PTA will collaborate with the school for the 160th Anniversary celebration.</p> <p>(d) The support of parents and alumnae provide additional resources for the Life Planning programmes of the school. An increased variety of careers sharing and job shadowing programmes can be arranged to enhance the careers-related experiences of students.</p>

7. Continuous upgrading of the library system, the printing machines, ipads and IT facilities	7. (a) The additional resources for IT equipment provide a well facilitated environment to enhance students' learning and teaching. These resources also enhance the research skills of the students and equip them to be life-long learners. (b) The upgraded library system offers a more relaxing environment for students to cultivate their passion for reading. (c) The role played by the library on grooming Sacred Heartists to be active life-long learners can be further strengthened.
8. The installation of wifi 900 has been completed.	8. A wifi school campus will stretch learning beyond the classroom, allowing further development of DI, eLearning and learner autonomy.

New Opportunities			
1 Funding from the EDB has provided the school with more financial resources.	1. (a) The additional financial resources will enable the school to be better equipped to enhance learning and teaching. (b) More programmes/activities on consolidating students' foundation in various subjects can be arranged for both junior and senior forms. (c) More programmes/activities can be arranged to boost students' whole person development.		
2. The Secondary Education Curriculum Guide was implemented in 2017	2. The ongoing renewal of the school curriculum provides a direction/yardstick for the school to review the curriculum offered since the mapping in 2013.		

Weaknesses/Threats	Opportunities
<p>1. Some students are not ready to be inquisitive about their personal development and this has limited the number of outstanding students the school nurtures. Some of them are not ready to set goals for their personal development. Some are content with above average performance and not ready to stretch their potential to become outstanding. It is also found that students need a greater awareness of the importance of proper manners and etiquette.</p>	<p>1. (a) Through a wide range of activities, it is hoped that students' interest in learning will be stimulated, that they can identify their areas of interest and will engage in the pursuit of excellence and develop their learner autonomy. At the same time, a whole school approach in values education and the promotion of a caring school culture enables students to appreciate individuality and embrace diversity, to enhance their respect for oneself and others. They are encouraged to try and explore, thus become autonomous learners with confidence and self-discipline.</p> <p>(b) Helping students cultivate good learning habits will enable them to advance further in their learning. The L & T Advancement Team will help students examine their learning motivation.</p> <p>(c) The experiences in eLearning show that students are more engaged in the learning process. Further exploration in this area may help students become active learners.</p> <p>(d) The promotion of life planning helps encourage students to think about their lives more seriously and have a better planning for their future.</p> <p>(e) The recent introduction of the subject 'The Art of Living' may help students appreciate life with gratitude and be aware of the importance of manners and etiquette.</p>
<p>2. Some students are weak in certain aspects of self-discipline such as time management, which may lead to negative impacts on their studies and health. They need to improve their time</p>	<p>2. The integration of positive education into values education helps nurture happiness, health and good morals into children so that they will be able to face different challenges and enjoy a</p>

<p>management and take a greater control of their lives and learning.</p>	<p>meaningful life. Programmes will be organised to help our students cope with problems, challenges and anxiety when facing difficulties. Such programmes also help cultivate self-management skills and self-discipline (the VIA) in students.</p>
<p>3. Increasing learner diversity is found among students. The foundation of some students needs to be further strengthened.</p>	<p>3. (a) Teachers always share their own L&T strategies and apply DI in their daily teaching. Teachers of the same department work collaboratively to identify the weaknesses of students and make appropriate adjustments in the curriculum/ schedule of teaching/ assignments. (b) Different types of support such as enhancement courses and pull out programmes are offered to students of different abilities. (c) eLearning helps address learner diversity. (d) Extra resources have been allocated for strengthening the foundation of students in three core subjects. It is hoped that a good foundation laid at the junior levels could facilitate students' learning at the senior level.</p>
<p>4. Hectic schedules prevent students and teachers from enjoying a healthy and balanced school life.</p>	<p>4. (a) Extended Learning Fridays and special timetable have been introduced in response to the recommendation of teachers and students recommendation. (b) The extended lunch time is welcomed by teachers and students. (c) The wellness of students and teachers has become a key concern of the school management.</p>
<p>5. There is not enough space for various activities to be held on school campus.</p>	<p>5. (a) The room booking system is to be enhanced. (b) Conversion of special rooms into multi-purpose rooms may provide more venues for different kinds of activities.</p>

IV. School Development Plan 2018-2021

Moving From 2015/16 – 2017/18 to 2018/19 – 2020/21

2015/16	2017/18	2018/19	2020/21
<p>Learning & Teaching (a confident and motivated learner)</p> <ul style="list-style-type: none"> - STEM education - IT in education - Reading (reading periods, reading enhancement ...) <p>Gifted education</p>		<p>Learning & Teaching</p> <ul style="list-style-type: none"> - Deep learning <ul style="list-style-type: none"> - engagement in the learning process - higher order thinking skills (all departments) - special programmes on creativity – gifted education - problem solving – STEM, PBL (RAC, LAC) - reflection - IT in education - - reading – RAC - DI - Curriculum Mapping- <ul style="list-style-type: none"> - On-going renewal of the school curriculum 2017 <p>(Appreciation of Chinese History & Culture)</p>	
<p>Student Quality (Formation of heart)</p> <ul style="list-style-type: none"> - Core values of the school - Profile of Sacred Heart graduates 		<p>Student Quality</p> <ul style="list-style-type: none"> - Integrated approach of values education 	
<p>Student Exposure</p> <ul style="list-style-type: none"> - Extended learning exposure (senior form) - Life planning <ul style="list-style-type: none"> - Careers-related experiences - SHE challenge 		<p>Student Exposure</p> <ul style="list-style-type: none"> - Extended to junior forms - Extended to junior forms 	
<p>Administration</p> <ul style="list-style-type: none"> - Supportive environment 		<p>Administration</p> <ul style="list-style-type: none"> - Supportive environment - Positive school ethos 	

1. Learning and Teaching

Empowering students to be an autonomous life-long learner

Areas of Concerns	2018-2019	2019-2020	2020-2021
<ul style="list-style-type: none"> Grooming students to become confident and enthusiastic life-long learners Supporting teachers to be effective mentors of students 	<ul style="list-style-type: none"> Empowering students to map out their learning journey, to implement, to reflect and to evaluate Conducting staff development programmes on positive education, staff wellness, and L&T strategies on promoting higher-order thinking skills and reading Addressing learner diversity in curriculum planning, assignments and assessment by different departments Promoting reading and higher-order thinking skills among students Strengthening the foundation of junior secondary students in the three core subjects Better coordination for quizzes and assignments Conducting curriculum review and mapping (PSHE) 	<ul style="list-style-type: none"> Empowering students to apply generic skills confidently and to engage in deep learning Exploring strategies that allow students to be actively engaged in the learning process Conducting staff development programmes on positive education, staff wellness, and L&T strategies Addressing learner diversity in curriculum planning, assignments and assessment by different departments Cross-KLA/Dept/Team effort to promote deep-learning and reading across curriculum Using data to inform learning and teaching more effectively Conducting curriculum review and mapping 	<ul style="list-style-type: none"> Empowering all students to be ambassadors of learning, ready to share what they have learnt with others Conducting staff development programmes on positive education staff wellness, and L&T strategies Adopting a whole school approach to acknowledge the accomplishment of every student Cross-KLA/Dept/Team effort to promote deep-learning and reading across curriculum Reviewing the effectiveness of support given to students of different abilities and fine-tuning the support system Conducting curriculum review and mapping

2. Student Quality Development

Empowering students to live as happy, purposeful and independent individuals

Areas of Concerns	2018-2019	2019-2020	2020-2021
<ul style="list-style-type: none"> - Establishing the framework of SHCC values education 	<ul style="list-style-type: none"> • Integrating Catholic core values, positive education, 7 priority values and graduates profile into our school-based values education • Empowering teachers with knowledge of values education • Designing and trying out the S1 home period curriculum and materials on values education • Reviewing and mapping of the RME curriculum 	<ul style="list-style-type: none"> • Empowering teachers and non-teaching staff with knowledge of values education • Implementing and evaluating the curriculum and materials for S1 values education • Designing and trying out the S2 home period curriculum and materials for values education • Reviewing and mapping of the curriculums of non-RME subjects, co-curricular activities and extended learning activities • Developing specific values education extended learning activities for S3-S5 students 	<ul style="list-style-type: none"> • Adapting a whole school approach to the implementation of values education • Evaluating the implementation of values education in school • Developing specific values education extended learning activities for S3-S5 students
<ul style="list-style-type: none"> - Equipping parents with knowledge on positive education to accompany students on their journey of growth 	<ul style="list-style-type: none"> • Strengthening parent education on positive education • Exploring new forms of parent education 	<ul style="list-style-type: none"> • Strengthening parent education on positive education • Exploring new forms of parent education 	<ul style="list-style-type: none"> • Strengthening parent education on positive education • Building up a platform to support parents of different levels

3. Administration

Areas of Concerns	2018-2019	2019-2020	2020-2021
<ul style="list-style-type: none"> - Enhancing the wellness of the students and staff of Sacred Heart 	<ul style="list-style-type: none"> • Simplifying unnecessary administration procedures • Improving the current maintenance reporting and repair system to ensure school facilities are in good condition • Holding staff and student wellness programmes 	<ul style="list-style-type: none"> • Simplifying unnecessary administration procedures • Improving the maintenance reporting and repair system to ensure school facilities are in good condition • Holding staff and student wellness programmes 	<ul style="list-style-type: none"> • Simplifying unnecessary administration procedures • Upkeep of the maintenance reporting and repair system to ensure school facilities are in good condition • Holding staff and student wellness programmes
<ul style="list-style-type: none"> - Ensuring sustainable development in school management 	<ul style="list-style-type: none"> • Drawing up succession plan in the management level • Capacity building 	<ul style="list-style-type: none"> • Capacity building • Implementing and fine-tuning the succession plan 	<ul style="list-style-type: none"> • Capacity building • Implementing and fine-tuning the succession plan
<ul style="list-style-type: none"> - Sustaining positive school ethos 	<ul style="list-style-type: none"> • Research project on school history • Preparing for the 160th anniversary celebrations 	<ul style="list-style-type: none"> • Research project on school history • Hosting the 160th anniversary celebration programmes 	<ul style="list-style-type: none"> • Presenting the school history project • Renovating the Heritage Corner • Hosting the 160th anniversary celebration programmes

V. Appendix

1. Staff Development Plan (2018-2021)

	2018-2019	2019-2020	2020-2021
Thinking Skills/ Reading/ Teaching Strategies	<ol style="list-style-type: none"> 1. Capacity building through professional development for teacher on higher-order thinking skills/reading/other areas of concern 2. Exploring different strategies to cultivate higher-order thinking skills in students and conducting sharing sessions among teachers 3. Promoting effective peer lesson observations and more sharing on good practices among teachers 	<ol style="list-style-type: none"> 1. Continuous capacity building through professional development for teachers on higher-order thinking skills 2. Encourage teachers to explore and try out subject-based application of higher-order thinking skills, and conduct sharing within departments 3. Greater professional exchanges with teachers across KLAS or departments 	<ol style="list-style-type: none"> 1. Further empowerment of teachers to help students develop effective learner autonomy strategies 2. Encourage teachers to apply appropriate strategies of higher-order thinking skills in L&T 3. Quality peer lesson observations and more professional dialogues/ sharing on good practices among teachers across KLAS/ Depts
Personal and Guidance skill/others	<ol style="list-style-type: none"> 1. Capacity building through professional development for teachers on positive education 2. Staff wellness programmes 	<ol style="list-style-type: none"> 1. Continuous capacity building through staff development programmes on positive education for teaching and non-teaching staff 2. Training for S1 HRTs and HRPs on using S1 positive education home period teaching package 3. Sharing of good practices among colleagues on positive education 	<ol style="list-style-type: none"> 1. Further empowerment of teachers to support students in forming positive outlook on life 2. Staff development programmes on positive education for non-teaching staff 3. Training for S2 HRTs and HRPs on using S2 positive education home period teaching package 4. Sharing of good practices among colleagues on positive education

2. Development plan on OLE (2018-2021)

	2018-2019	2019-2020	2020-2021
Other Learning Experiences	<p>1. Integrating values education in OLE</p> <p>For students: Empowering students to reflect on their strengths and interests, and identify an area that they would like to explore and devise their plans for OLE, implement such plans and reflect on the progress</p> <p>For teachers: <ul style="list-style-type: none"> - Empowering teachers to have a better understanding on positive education, in particular PERMA, and offer quality OLE to students - Emphasising the importance of OLE planning with clear learning objectives - Promoting quality learning through evaluation/ reflection - Teachers review the values education elements in the activities organised </p> <p>2. Reviewing the existing arrangement of S5 Extended Learning Week</p> <p>3. Conducting a thorough review on school-based OLE practices so that students could benefit the most from these experiences</p>	<p>1. Integrating values education in OLE</p> <p>For students: <ul style="list-style-type: none"> - Consolidating the PIE practice and choosing suitable OLE experiences on SLP records to reflect on their learning journey. - Encouraging students to have quality reflection </p> <p>For teachers : <ul style="list-style-type: none"> - Reviewing and mapping of school-based other learning experiences to ensure balanced and quality OLE with appropriate values education provided to students within and beyond normal school hours. </p> <p>2. Encouraging collaboration among KLAs/Depts/Teams in organising OLE for students</p>	<p>1. Integrating values education in OLE</p> <p>For students: <ul style="list-style-type: none"> - Further consolidation of the PIE practice and quality reflection - Empowering students to share their stories with others </p> <p>For teachers : <ul style="list-style-type: none"> - Implementing and fine tuning school-based OLE policy and practices </p> <p>2. Encouraging collaboration among KLAs/Depts/Teams in organising OLE for students</p>

3. Development plan on the use of Information Technology (2018-2021)

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

	2018-2019	2019-2020	2020-2021
Enhancing students' learning through effective integration of IT in education	<ol style="list-style-type: none"> 1. Equipping teachers and students with necessary skills and knowledge to adopt BYOD 2. Investigating feasible BYOD model to adopt and update relevant rules and procedures for the adoption of BYOD 3. Updating various school policies to prepare for the adoption of BYOD 	<ol style="list-style-type: none"> 1. Equipping parents with necessary skills and knowledge to adopt BYOD 2. Implementing the selected BYOD model by a pilot group 	<ol style="list-style-type: none"> 1. Equipping parents with necessary skills and knowledge to adopt BYOD 2. Implementing BYOD in selected levels 3. Evaluating and fine-tuning BYOD policy
Providing support for school administration	<ol style="list-style-type: none"> 1. Unifying various school systems to improve administration efficiency 2. Improving the current maintenance system for IT equipment 	<ol style="list-style-type: none"> 1. Upgrading various school systems to improve administration efficiency 2. Fine-tuning current administrative procedures related to IT 	<ol style="list-style-type: none"> 1. Leveraging various school systems to provide effective communication with stakeholders 2. Evaluating current administrative procedures and maintenance system

4. Development plan on STEM education (2018-2021)

Areas of Concerns	2018 – 2019	2019 – 2020	2020 – 2021
<p>- Structured school-based learning activities</p>	<ol style="list-style-type: none"> 1. Optimising the developed KLA-based learning activities under Approach One 2. Enhancing curriculum adaptation to facilitate STEM development 3. Optimising the developed STEM projects in Project-based Learning 	<ol style="list-style-type: none"> 1. Optimising the developed KLA-based activities and exploring new possibilities of learning activities 2. Exploring possibilities of curriculum adaptation with new departments within KLA and across KLAs. 3. Optimising and exploring new STEM projects in Project-based Learning 	<ol style="list-style-type: none"> 1. Reviewing and evaluating the sustainability of the KLA-based activities organised 2. Exploring possibilities of curriculum adaptation with new departments within KLA and across KLAs 3. Reviewing and evaluating the sustainability of the STEM projects in Project-based Learning
<p>- Extra-curricular activities</p>	<ol style="list-style-type: none"> 1. Providing opportunities for students to participate in extra-curricular activities both inside and outside school 2. Encouraging higher achievers to participate in public competitions in STEM related subjects 3. Understanding STEM development in China 4. Organising STEM overseas exchange tours and cultivating a global vision in the rapid development of STEM education 5. Promoting an interest in reading STEM related articles with language across the curriculum elements 	<ol style="list-style-type: none"> 1. Providing opportunities for students to participate in extra-curricular activities both inside and outside school 2. Encouraging higher achievers to participate in public competitions in STEM related subjects 3. Understanding STEM development in China 4. Organising STEM overseas exchange tours/ trips to Mainland China and cultivating a global vision in the rapid development of STEM education 5. Promoting an interest in reading STEM related articles with language across the curriculum elements 	<ol style="list-style-type: none"> 1. Reviewing and evaluating the sustainability of the extra-curricular activities organised 2. Reviewing and evaluating the sustainability of the public competitions 3. Reviewing and evaluating the sustainability of the STEM exchange tours 4. Building up the atmosphere of sharing on STEM related articles

- Networking	1. Exploring new opportunities in cooperation with different schools and parties	1. Exploring new opportunities in cooperation with different schools and parties	1. Reviewing and evaluating the network built
- Values Education	1. Cultivating character strengths and virtues in students – curiosity, creativity, teamwork, and perseverance	1. Cultivating character strengths and virtues in students – curiosity, creativity, teamwork, and perseverance	1. Cultivating character strengths and virtues in students – curiosity, creativity, teamwork, and perseverance

5. Plan for the use of Diversity Learning Grant (2018-2021)

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
					18/19	19/20	20/21		
English Language Pull-out Program	To organise an English Language Pull-out Program which empowers students to excel their communication and presentation skills	English Speaking Enhancement Programme	1 month	S4 - 5	15	15	15	70% of students reflect that they are able to speak confidently and their presentation skills are enhanced	AoL & Gifted Education Team
Chinese Language Pull-out Program	To organise a Chinese Language pull-out program "Creative Chinese Writing Workshop" which enables students to discover and appreciate the aesthetics dimensions of Chinese novels and poems and further enhances their writing skills	Chinese Creative Writing Course	1 months	S5 - 6	30	30	30	70% of students reflect that they are able to demonstrate a reflective attitude to appreciate the beauty of Chinese literature	AoL & Gifted Education Team

Science Pull-out Program (Biology & Liberal Studies)	To organise a Science Pull-out Program which develops students' thinking abilities and foster a positive attitude towards learning Biology	Ocean Park Learning Camp	2 Days	S4 - 5	20	20	20	70% of students reflect that they are able to demonstrate an understanding about marine conservation and the negative impact of human development to nature	AoL & Gifted Education Team
STEM Pull-out Program	To organise a STEM study tour to Singapore / Japan to equip students to meet the challenges in the society with rapid scientific and technological developments.	Study Tour School-based Program	5 Days	S5	20	20	20	70% of students reflect that the tour enhance their learning in STEM and promotes students' curiosity in STEM	AoL & Gifted Education Team
Liberal Studies Pull-Out Program	To organise Global Awareness Programme which provides an opportunities for students to explore and appreciate the characteristics of different cultures in the world and discuss different global issues with international trainers.	Global Awareness Programme	5 Days	S4 - 6	30	30	30	70% of students reflect that they are able to appreciate the positive characteristics of different cultures	AoL & Gifted Education Team

STEM Pull-out Program	To organise STEM pull-out program which can increase students' interest and appreciation for STEM and offer challenging curriculum which gifted students need.	School Based STEM Project (VR / AR / Drone Training Workshop)	1 month	S4-5	20	20	20	70% of students reflect that the program enhances their learning in STEM and promotes students' curiosity in STEM.	AoL & Gifted Education Team
Higher Order Thinking Skills Program	To organise a Creativity Workshop which provides a chance for them to enhance their creativity and critical thinking skill	Creativity Workshop	3 months	S4 - 5	20	20	20	All participants are trained to be the mentors of S2 PBL so that they can give creative ideas and advice to S2 students.	AoL & Gifted Education Team
Overseas learning / exchange program/ local gifted programmes in different areas of talents	To subsidise the course fee for overseas or local learning / exchange program for exceptionally gifted students	Programmes like Global Young Leaders Conference / Cambridge / Oxford Summer School/ Gifted summer programme at local universities	Subject to different programmes	S4 - 6	5	5	5	70% of students reflect that the program enhances their learning	AoL & Gifted Education Team

Sacred Heart Canossian College
School Development Plan 2018-2021 (2018-19)

Endorsed by the Incorporated Management Committee on 8 November 2018

Sr Agnes Law FdCC
Chairman / School Supervisor