Celebrating the Past with Gratitude

Embracing the Future with Hope

Sharing our Life in Love

School Development Plan 2018 - 2021 (2020 - 2021)

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 (2020 – 2021)

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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
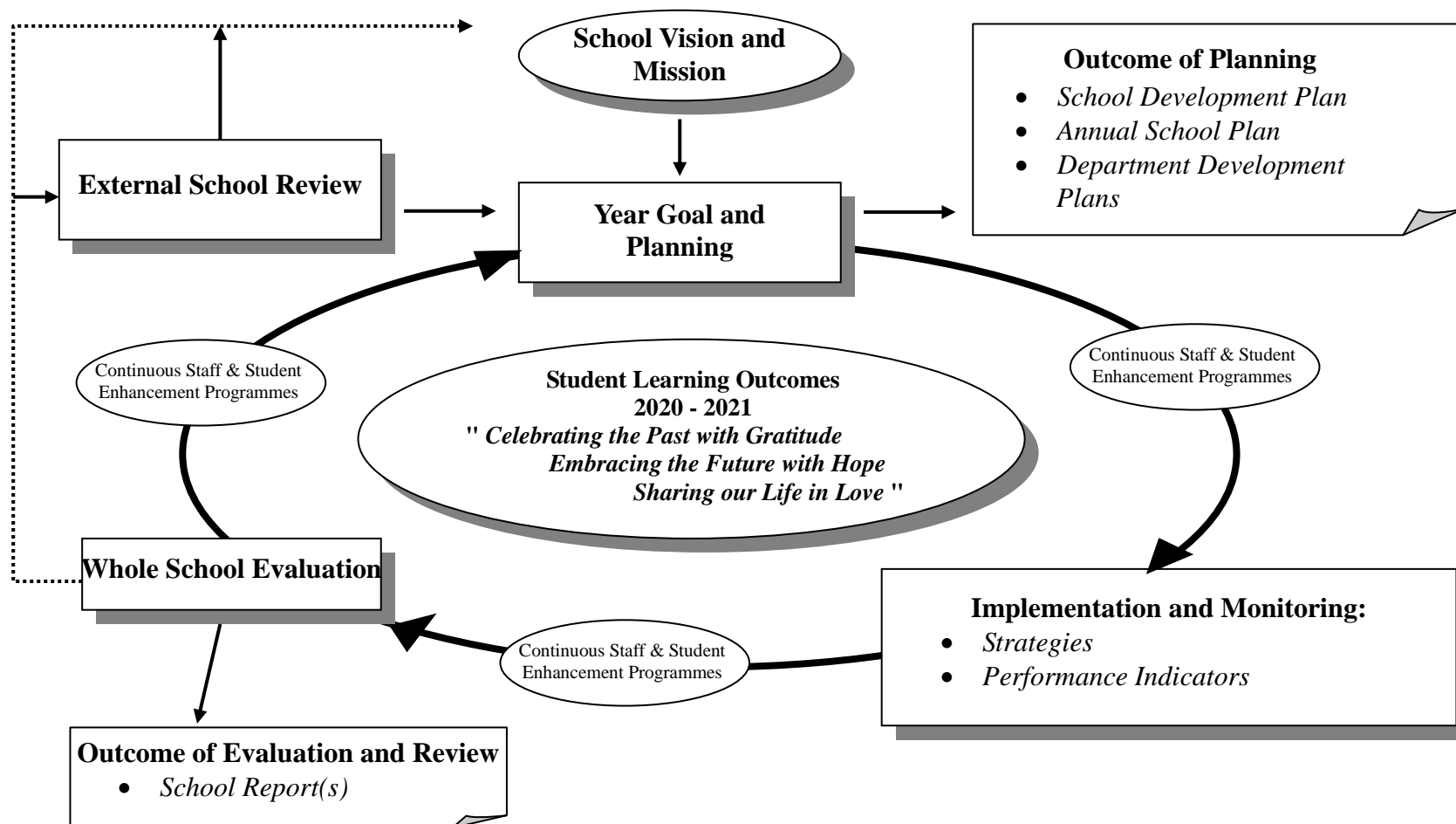**Understanding the world in which we live**
- Being eager to learn about the world
- Being concerned about wider community issues, social and global problems
- Being lawful citizens
- Being able to look beyond the city and to address global concerns
- Being able to respect the wise use of natural resources 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 leadership 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.

School Vision and Mission

Outcome of Planning
- *School Development Plan*
- *Annual School Plan*
- *Department Development Plans*

External School Review

Year Goal and Planning

Continuous Staff & Student Enhancement Programmes

Continuous Staff & Student Enhancement Programmes

Student Learning Outcomes 2020 - 2021
" *Celebrating the Past with Gratitude*
Embracing the Future with Hope
Sharing our Life in Love "

Whole School Evaluation

Implementation and Monitoring:
- *Strategies*
- *Performance Indicators*

Continuous Staff & Student Enhancement Programmes

Outcome of Evaluation and Review
- *School Report(s)*

III. Our Present Situation and Our Future

Strengths	Opportunities
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.	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. (b) As some of the major concerns are 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.

Strengths	Opportunities
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 has 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.	2. (a) Continuous curriculum reviews consolidate curriculum planning for the teaching of knowledge, skills and values. They have also highlighted the need for better planning of cross-curricular activities and collaboration of subjects within the same KLA and among different KLAs. (b) The experience in implementing DI strategies has provided insights 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 continued. (c) Staff development programmes in line with the direction of school development are held for capacity building. Staff members are better equipped to implement new initiatives. (d) Seminars, workshops and trainings from tertiary institutes widen the exposure of teachers. Professional dialogues with other schools provide inspiration for teachers to refine their learning and teaching strategies. (e) 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. (f) Cross-departmental collaboration, building up the strength of individual departments, will provide even more appropriate activities to challenge our students.

Strengths	Opportunities
3. The School has a strong tradition of values 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. The school management values formation of the heart. A Positive Education Team has been set up to implement our 3-year positive education programme.	3. (a) 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. (b) With the support of the IMC and the availability of financial resources, the School is ready to implement the positive education curriculum. (c) The integration of values education and positive education can help students lay a strong foundation for making informed and wise decision.
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.	4. (a) With appropriate opportunities provided and in-depth reflections on their experiences, students are able to progress further 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. (b) The outstanding achievements have a positive impact on the school community. Students are more confident to take part in international competitions. (c) The experiences in organising extended learning activities in senior forms can be extended to junior forms so that the junior students can also benefit from more extended learning opportunities. (d) Wider exposure to different activities will help students build up their self-image.

Strengths	Opportunities
5. A vertical approach to service learning has been established to provide a nurturing environment for students. The School has maintained a progressive and comprehensive service learning programme for each student to nurture their spirit of service and give them inspirations on ways to help the needy in society.	5. (a) All students fulfil the annual 5-hour community service. The Guidance Sisters Scheme provides S1 students an opportunity to offer service to the needy alongside senior secondary students, making them more committed to their service. (b) The S3 SHE Challenge provides a platform for students to give help to small charity groups. It acts a starting point for students to reach out to people in need through business ventures. (c) The S4 Service Day provides S4 students an opportunity to organise their own service programmes for various target groups. (d) The S5 Extended Learning Programme sets the occasion for S5 students to look beyond the local community and extend their support to the needy around the world.

Strengths	Opportunities
6. Sacred Heart has established connections with schools and institutions, both local and overseas.	6. (a) Such connections 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. (b) Presentations/ sharing on extended learning experiences challenge students' mode of learning and give them impetus for future learning opportunities. (c) Collaborations with the EDB and tertiary institutes provide support to enhance learning and teaching and review the existing curricula. The experiences in these areas can be shared among teachers of different KLAs/ departments. They also facilitate the development of student qualities and in other aspects.

Strengths	Opportunities
7. Both the PTA and AA give sincere and active support the school. They make significant contributions to various school projects such as the History Project, extended learning programmes sponsorship and various academic awards.	7. (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. (b) The AA provides scholarships for academic courses and financial support for extended learning programmes and cultural trips. (c) Our alummae and parents are always ready to share their experiences with our students in various school programmes such as Careers Expo. (d) Both the AA and PTA will collaborate with the School in our 160th Anniversary celebration.
8. Continuous upgrading of the library system, printing machines, iPads and IT facilities provides a better environment conducive to learning.	8. (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 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 strengthened further.

Strengths	Opportunities
9. Fundings from the EDB have provided the School with more financial resources such as life-wide learning grant to organise different learning experiences for students.	9. (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.
10. e-Learning for students and teachers has been enhanced as a result of online lessons and learning from home during the period of deferral of class resumption in response to the COVID-19 pandemic.	10. (a) With six months of online lessons, it has become part of the learning routine for students and teachers to use e-learning tools such as Google Classroom, Google Meet and Zoom for learning and teaching. (b) Our teachers have made great leaps in their teaching skills teaching pedagogy used in e-learning. They have integrated various e-learning apps and tools into their face-to-face lessons for effective teaching and learning. (c) Further development in e-learning has been made possible.

Weaknesses/Threats	**Opportunities**
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.	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 enable students to appreciate individuality and embrace diversity, and to enhance their respect for oneself and others. They are encouraged to try and explore, to become autonomous learners with confidence and self-discipline. (b) Helping students cultivate good learning habits will enable them to advance further in their learning. The Learning and Teaching Advancement Team will help students examine their learning motivation. (c) The experiences in e-learning show that students are more engaged in the learning process. Further exploration in this area may help students become active learners. (d) The promotion of life planning helps encourage students to think about their lives more seriously and have a better planning for their future. (e) The recent introduction of the subject 'The Art of Living' may help students appreciate life with gratitude and become aware of the importance of manners and etiquette. (f) With additional financial resources from the EDB, level-based workshops or learning experiences can be arranged to address the needs of the students.

Weaknesses/Threats	Opportunities
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 management and take a greater control of their lives and learning.	2. The integration of positive education into values education helps nurture happiness, health and good morals into students so that they will be able to face different challenges and enjoy a meaningful life. Programmes will be organised to help them cope with problems, challenges and anxiety when facing difficulties. Such programmes also help cultivate self-management skills and self-discipline (the VIA) in students.
3. Increasing learner diversity is found among students. The foundation of some students needs to be further strengthened.	3. (a) Teachers always share their own learning and teaching 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) e-Learning helps address learner diversity. (d) Extra resources have been allocated for strengthening the foundation of students in the three core subjects. It is hoped that a good foundation laid at the junior levels could facilitate students' learning at the senior levels.

Weaknesses/Threats		Opportunities	
4.	Hectic schedules prevent students and teachers from enjoying a healthy and balanced school life.	4.	(a) Extended Learning Fridays and special timetable have been introduced in response to the recommendation of teachers and students. (b) The extended lunch time is welcomed by teachers and students. It gives them a break after the morning lessons and allows them to engage in different activities at their desire. (c) The wellness of students and teachers has become a key concern of the school management.
5.	There is not enough space for various activities to be held on school campus.	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.
6.	Many teachers and students are emotionally disturbed by local social events. The learning atmosphere is also affected.	6.	(a) Teachers are reminded to observe the Code for the Education Profession of Hong Kong. (b) Media education and values education will be revisited and strengthened. (c) Students are encouraged to view issues from different perspectives and respect different opinions. (d) The School is a caring community that cultivates in students compassion for different members in society.

Weaknesses/Threats	Opportunities
7. The COVID-19 pandemic has affected our normal lessons. Interactions between teachers and students have been weakened due to the absence of face-to-face lessons.	7. (a) Teachers have become more ready in using e-learning apps and tools and this allows increased interaction between teachers and students. (b) With a team of efficient office and janitor staff, the School has been making prompt response to the changing situation of the COVID-19 pandemic. Standard operating procedures have been implemented and medical devices such as full-body infrared scanners were purchased to ensure a clean and healthy school campus. (c) The School has established effective communication with parents and students regarding the learning and teaching schedules with the use of eNotices. (d) School grant is made readily available by EDB to provide needy students with computers for learning at home.

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

Learning & Teaching (a confident and motivated learner)
- STEM education
- IT in education
- Reading (e.g. reading periods and reading enhancement)
- Gifted Education
	Learning & Teaching
	- Deep learning
	   - 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
	   - On-going renewal of the school curriculum 2017
	(Appreciation of Chinese History & Culture)

Student Quality (Formation of the Heart)
- Core values of the School
- Profile of Sacred Heart graduates
 	
Student Exposure
- Extended learning exposure (senior forms)
- Life planning
  - Careers-related experiences
  - SHE challenge
	Student Quality
	- Integrated approach to values education
	
	Student Exposure
	- Extended to junior forms
	
	- Extended to junior forms

Administration - Supportive environment	**Administration** - Supportive environment - Positive school ethos

1. Learning and Teaching

Empowering students to be an autonomous life-long learner

Areas of Concern	2018-2019	2019-2020	2020-2021
• Grooming students to become confident and enthusiastic life-long learners • Supporting teachers to be effective mentors of students	• 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 assessments 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 of quizzes and assignments	• Engaging students in deep learning • Grooming the confidence of students in learning • Strengthening the reading habit of students • Using data to inform learning and teaching more effectively • Conducting staff development programmes on positive education and staff wellness • Addressing learner diversity in curriculum planning, assignments and assessments by different departments • Cross-KLA/Dept/Team effort to promote deep learning and reading across curriculum • Better coordination of quizzes and assignments	• Empowering all students to be ambassadors of learning, ready to share what they have learnt with others • Strengthening the reading habit and deep learning of students • Using data to inform learning and teaching more effectively • Conducting staff development programmes on positive education and staff wellness • 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 • Building up capacity for a new mode of learning and teaching (mobile learning)

2. Student Quality Development

Empowering students to live as happy, purposeful and independent individuals

Areas of Concern	2018-2019	2019-2020	2020-2021
• Establishing the framework of SHCC values education, integrated with positive education	• Integrating Catholic core values, positive education, seven 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	• 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 • Developing specific values education extended learning activities for S3 – S6 students • Reviewing and mapping of the RME curriculum	• Adapting a whole school approach to the implementation of values education and evaluating the implementation • 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 • Developing specific values education extended learning activities for S2 – S6 students • Reviewing and mapping of the RME curriculum • Developing an appreciation of Chinese Culture
• Equipping parents with knowledge on positive education to accompany students on their journey of growth	• Strengthening parent education on positive education • Exploring new forms of parent education	• Strengthening parent education on positive education • Exploring new forms of parent education *The outbreak of COVID-19 in 2020 has deferred the schedule of the implementation of positive education	• Strengthening parent education on positive education • Exploring new forms of parent education

3. Administration

Areas of Concerns	2018-2019 **Providing a more energising and supportive environment**	2019-2020 **Enhancing positive relationships in the Sacred Heart family**	2020-2021 **Maintaining the supportive and conducive environment**
• Enhancing the wellness of the students and staff of Sacred Heart	• Simplifying administration procedures • Improving the current maintenance reporting and repair system to ensure school facilities are in good condition • Holding staff and student wellness programmes	• Simplifying administration procedures • Efficient follow up on repair and maintenance work • Holding staff and student wellness programmes • Improving school facilities for the welfare of staff and students	• Simplifying administration procedures • Improving school facilities for the welfare of staff and students • Organising staff and student wellness programmes • Providing a clean and safe environment at Sacred Heart
• Ensuring sustainable development in school management	• Drawing up succession plan at the management level • Capacity building	• Drawing up succession plan at the management level • Capacity building • Implementing and fine-tuning the succession plan	• Capacity building • Implementing and fine-tuning the succession plan • Offering training to potential middle managers and successors
• Sustaining positive school ethos	• Research project on school history • Preparing for the 160th anniversary celebrations	• Research project on school history • Hosting the 160th anniversary celebration programmes	• Research on school history • 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	1. Capacity building through professional development for teachers on higher-order thinking skills/reading/other areas of concern	1. Continuous capacity building through professional development for teachers on higher-order thinking skills	1. Further empowering teachers to help students develop effective learner autonomy strategies
	2. Exploring different strategies to cultivate higher-order thinking skills in students and conducting sharing sessions among teachers	2. Encouraging teachers to explore and try out subject-based application of higher-order thinking skills, and conduct by sharing within departments	2. Encouraging teachers to apply appropriate strategies of higher-order thinking skills to learning and teaching to foster deeper learning outcomes
	3. Promoting effective peer lesson observations and more sharing on good practices among teachers	3. Greater professional exchanges with teachers across KLAs or departments	3. Quality peer lesson observations and more professional dialogues, sharing on good practices among teachers across KLAs and departments
		4. Setting up of Pedagogy Exploration and Enhancement Team	4. Exploring e-learning strategies

	2018-2019	**2019-2020**	**2020-2021**
Personal and Guidance Skills / Others	1. Capacity building through professional development for teachers on positive education	1. Continuous capacity building through staff development programmes on positive education for teaching and non-teaching staff	1. Further empowering teachers to support students in forming a positive outlook on life
	2. Staff wellness programmes	2. Training for S1 HrTs and HrPs on using S1 positive education home period teaching package	2. Staff development programmes on positive education for new teachers and non-teaching staff
		3. Sharing of good practices among colleagues on positive education	3. Training for S1 and S2 HrTs and HrPs on using S1 positive education home period teaching package
		4. Staff taking up new responsibilities to attend relevant courses organised by EDB and tertiary institutes	4. Sharing of good practices among teachers on positive education
		5. Sharing sessions with EP on accompanying SEN students	
		*The outbreak of COVID-19 in 2020 has deferred the schedule of the implementation of positive education	

2. Development plan on OLE (2018-2021)

	2018-2019	2019-2020	2020-2021
Other Learning Experiences	1. Integrating values education into OLE For students: Empowering students to reflect on their strengths and interests, identify an area that they would like to explore, devise their plans for OLE, implement such plans and reflect on the progress For teachers: - Emphasising the importance of OLE planning with clear learning objectives - Promoting quality learning through evaluation/ reflection - Teachers reviewing values education elements in the activities organised	1. Integrating values education in OLE For students: - Consolidating the PIE practice and choosing suitable OLE experiences on SLP records to reflect on their learning journey - Encouraging students to have quality reflection For teachers: - Encouraging teachers to incorporate positive education into their OLE activities - 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	1. Integrating values education into OLE For students: - Further consolidation of the PIE practice and quality reflection - Encouraging students to share their stories with others For teachers: - Encouraging teachers to incorporate positive education into their OLE activities - 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 - Empowering teachers to have a better understanding on positive education and values, and offer quality OLE to students through providing appropriate resources - Promoting quality learning through reflection - Implementing and fine-tuning school-based OLE policy and practices

	2018-2019	2019-2020	2020-2021
	2. Reviewing the existing arrangement of S5 Extended Learning Fridays	2. Encouraging collaboration among KLAs/ Depts/ Teams in organising OLE for students	2. Encouraging collaboration among KLAs/ Depts/ Teams in organising OLE for students
	3. Conducting a thorough review on school-based OLE practices so that students could benefit the most from these experiences	3. Making good use of the life-wide learning grant to organise extended learning activities for students to complement their learning	3. Making good use of the life-wide learning grant to organise extended learning activities for students to complement their learning
			4. Explore new forms of OLE activities in preparation for suspension of face-to-face lessons

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 ICT and providing support for school administration and e-learning development.

	2018-2019	2019-2020	2020-2021
Enhancing students' learning through effective integration of IT into education	1. Equipping teachers and students with necessary skills and knowledge to adopt BYOD 2. Investigating the feasibility to adopt BYOD 3. Devising other plans to support e-learning if stakeholders are not ready to adopt BYOD	1. Equipping teachers and students with necessary skills and knowledge to effectively integrate IT into education 2. Purchasing more mobile devices to support e-learning at school	1. Equipping teachers and students with necessary skills and knowledge to effectively integrate IT into education 2. Conduct consultation on the implementation of BYOD with various stakeholders of the School
Providing support for school administration	1. Unifying various school systems to improve administration efficiency 2. Improving the current maintenance system for IT equipment	1. Upgrading various school systems to improve administration efficiency 2. Fine-tuning current administrative procedures related to IT	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)

	2018 – 2019	2019 – 2020	2020 – 2021
Structured school-based learning activities	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	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 *A number of scheduled projects were cancelled due to the outbreak of COVID-19.	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

	2018 – 2019	2019 – 2020	2020 – 2021
Extra-curricular activities	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 curriculum elements	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 curriculum elements *Many activities were cancelled due to the outbreak of COVID-19.	1. Providing opportunities for students to participate in STEM-related activities. 2. Reviewing and evaluating the sustainability of the extra-curricular activities organised 3. Reviewing and evaluating the sustainability of the public competitions 4. Reviewing and evaluating the sustainability of the STEM exchange tours 5. 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. Exploring new networks 2. 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 (2019-2022)

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
					19/20	20/21	21/22		
English Language Pull-out Programme	Organising an English Language Pull-out Programme which empowers students to improve their communication and presentation skills	English Speaking Enhancement Programme	1 month	S4 – S5	15	15	15	80% of students are able to speak confidently and their presentation skills are enhanced	AoL & Gifted Education Team
Chinese Language Pull-out Programme	Organising a Chinese Language pull-out programme "Creative Chinese Writing Workshop" which enables students to discover and appreciate the aesthetic dimensions of Chinese novels and poems and further enhance their writing skills	Chinese Creative Writing Course	1 month	S5 – S6	30	30	30	80% of students are able to demonstrate a reflective attitude to appreciate the beauty of Chinese literature	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
					19/20	20/21	21/22		
Science Pull-out Programme	Organising a Science Pull-out Programme which enables students to apply a problem-solving technique to everyday situations and explore the effects of friction on movement through hands on experience	Disney's World of Physics	1 day	S4 – S5	20	20	20	80% of the participants are able to demonstrate an understanding about effects of friction in movement, potential & kinetic energy, pneumatics, etc.	AoL & Gifted Education Team
STEM Pull-out Programme	Organising a study tour to Taiwan / Singapore to equip students to meet the challenges in a society with rapid scientific and technological developments	Study Tour School-based Programme	4 days	S4 – S5	10	10	10	80% of students reflect that the tour enhances their learning in STEM and promotes their curiosity in STEM	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
					19/20	20/21	21/22		
Liberal Studies Pull-Out Programme	Organising the Global Awareness Programme which provides an opportunity 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 – S6	30	30	30	80% of students are able to appreciate the positive characteristics of different cultures	AoL & Gifted Education Team
STEM Pull-out Programme	Organising a STEM pull-out programme which increases students' interest and appreciation of STEM and offers a challenging curriculum for gifted students	School-Based STEM Project (Paper Plane Project / Medical Innovation Project)	1 month	S4 – S5	30	30	30	80% of students reflect that the programme enhances their learning in STEM and promotes their curiosity in STEM	AoL & Gifted Education Team
Higher Order Thinking Skills Programme	Organising a Design Thinking Workshop which provides a chance for students to enhance their creativity and critical thinking skills	Design Thinking Workshop	3 months	S4 – S5	20	20	20	All participants are trained to be the mentors for S2 PBL so that they can give creative ideas and advice to S2 students	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
					19/20	20/21	21/22		
Overseas learning/ exchange programmes/ local gifted programmes in different areas of talents	Subsidising the course fees for overseas or local learning/ exchange programmes for exceptionally gifted students	Programmes such as Global Young Leaders Conference/ Cambridge/ Oxford Summer School/ Gifted summer programmes at local universities	10 – 14 days	S4 – S6	5	5	5	80% of students reflect that the programmes enhance their learning	AoL & Gifted Education Team

* Many scheduled activities were cancelled in the school year 2019-2020 because of the outbreak of COVID-19.

Sacred Heart Canossian College

School Development Plan 2018-2021 (2020-21)

Endorsed by the Incorporated Management Committee on 29 October 2020

Sr Agnes Law FdCC
Chairman / School Supervisor