

Learning with Commitment

Serving with Gratitude

School Development Plan 2021 - 2024 (2022 - 2023)

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I. Education Philosophy

A. 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.

B. 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

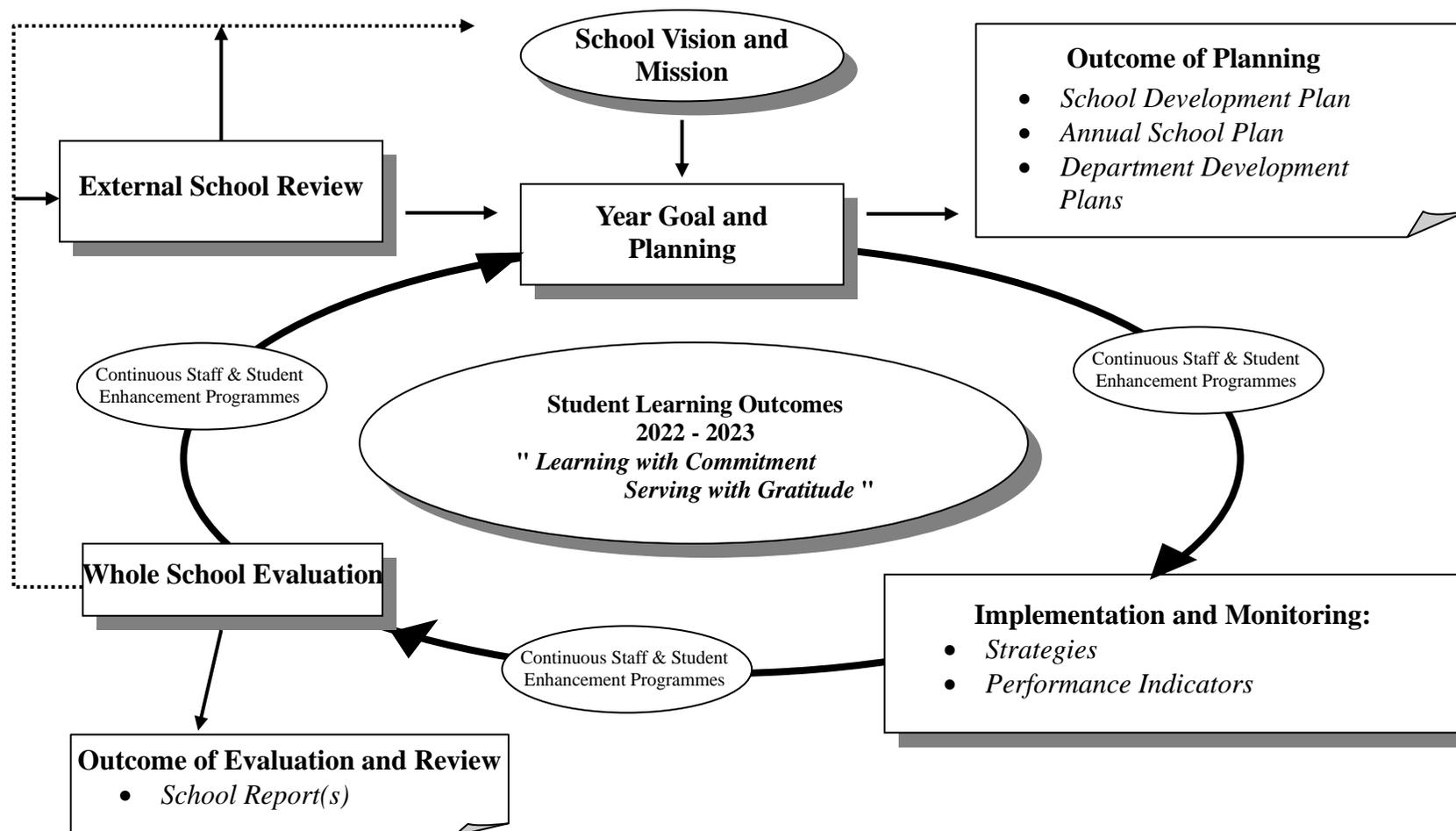
Global citizenship

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.



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. The new development cycle is built on the foundation laid in the previous one.</p>	<p>1. (a) 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.</p> <p>(b) As the major concerns are closely connected to the previous 3-year development cycle, the foundations laid in there will facilitate this development cycle in learning and teaching as well as student qualities. The exploration of eLearning made the implementation of BYOD feasible, thus providing the necessary setting for the new learning mode. At the same time, the Positive Education curriculum allows students to develop a positive outlook. 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>

Strengths	Opportunities
<p>2. The School has a team of caring and dedicated staff members who are willing to devote their time and energy for the benefit of students. School-based professional development programmes designed in line with the school concerns provide teachers with the necessary skills and knowledge to support the development of the School. Peer lesson observation is common among colleagues.</p>	<p>2. (a) 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.</p> <p>(b) 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. Teachers are ready to adopt new strategies to cope with the new learning mode.</p> <p>(c) Peer lesson observation can be further strengthened to become a platform to increase learning and teaching effectiveness. It is hoped that the revised peer lesson observation arrangement helps build up a learning community at Sacred Heart.</p> <p>(d) Cross-departmental collaboration, building up the strength of individual departments, will provide even more appropriate activities to challenge our students.</p>

Strengths	Opportunities
<p>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.</p> <p>The School Sponsoring Body has revised the Canossian Values Education with reference to the Canossian Education Philosophy, the Catholic Core Values and the priority values of the Education Bureau.</p>	<p>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.</p> <p>(b) With the support of the IMC and the availability of financial resources, the School commits to implementing the Positive Education curriculum at other levels and make a constant review on values education.</p> <p>(c) The revised Canossian Values Education Framework provides a concrete guideline and common ground for teachers to integrate values education into their curriculum and activities.</p> <p>(d) The integration of values education and positive education can help students lay a strong foundation for making informed and wise decisions.</p> <p>(e) The integration of values education into different subjects/ activities enhances students' ability to uphold such values in real life.</p>
<p>4. 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.</p>	<p>4. (a) Service learning enables students to have a better appreciation of their own selves and their teammates. At the same time, they can learn from those they serve. This helps them to be humble and more open-minded, growing into a global citizen.</p> <p>(b) Service learning provides a platform for students to reflect on the meaning of life and other life issues.</p>
<p>5. The School provides a wide range of activities for students. These activities cover different aspects of student development.</p>	<p>5. Deeper reflection on their experiences can foster the whole person development of students.</p>

Strengths	Opportunities
<p>6. Students are bestowed with different talents and gifts. Most students have the potential to achieve. An increasing number of students are ready to step out of their comfort zones and take part in different external activities and competitions.</p>	<p>6. (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.</p> <p>(b) The Activities Week provides students with in-depth learning experience on physical education, aesthetic education, career-related experiences, community service as well as spiritual, moral and civic education.</p> <p>(c) Wider exposure to different activities will help students build up their self-image.</p> <p>(d) The outstanding achievements of students have a positive impact on the school community. Students will be more confident to take part in international competitions.</p>
<p>7. The School recognises the importance of developing a sense of national identity among all staff members and students. All staff members are aware of the need to provide opportunities for enriching the knowledge of National Security Law.</p>	<p>7. (a) Students are provided with opportunities to appreciate Chinese culture.</p> <p>(b) Talks/ seminars on National Security can be arranged for students.</p> <p>(c) Extended learning trips can be arranged for students to have a better understanding of the development of China.</p>

Strengths	Opportunities
<p>8. Sacred Heart has established connections with schools and institutions, both local and overseas.</p>	<p>8. (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.</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 the staff 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.</p>

Strengths	Opportunities
<p>8. 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, as well as sponsorship for extended learning programmes and various academic awards.</p>	<p>9. (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) Our alumnae and parents are always ready to share their experiences with our students in various school programmes such as Careers Expo.</p> <p>(d) They can give valuable and feasible advice to the School in different careers according to their expertise.</p>
<p>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.</p>	<p>9. (a) The additional financial resources will enable the School to be better equipped to enhance learning and teaching.</p> <p>(b) More programmes/ activities on consolidating students' foundation in various subjects can be arranged for both junior and senior forms.</p> <p>(c) More programmes/ activities can be arranged to boost students' whole person development.</p>

Weaknesses/Threats	Opportunities
<p>1. Some students are not enthusiastic about their personal development. They 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.</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 positive education promotes a caring school culture that enables students to appreciate individuality and enhance their respect for oneself and others. They are encouraged to try and explore, to become autonomous learners with confidence and self-discipline.</p> <p>(b) The promotion of life planning helps encourage students to think about their lives more seriously and have a better planning for their future, so that they can identify their goals and devise strategies to achieve them.</p> <p>(c) Teachers can explore further in engaging students in their learning.</p> <p>(d) 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.</p> <p>(e) With additional financial resources from the EDB, level-based workshops or learning experiences can be arranged to address the needs of students.</p>

Weaknesses/Threats	Opportunities
<p>2. Some students have low self-image. They are weak in certain aspects of self-discipline such as time management, which may lead to negative impacts on their studies and health. Some students are experiencing stress in studies and life.</p>	<p>2. (a) 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 in students.</p> <p>(b) Positive education curriculum and activities will continue to be introduced. Besides mass programmes, different professionals will work together to provide support to individual students in need.</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 are encouraged to 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.</p> <p>(b) Student diversity motivates teachers to explore new ways of teaching.</p> <p>(c) The use of eLearning tools allows students to learn at their own pace inside and outside the classroom.</p> <p>(d) Different types of support such as enhancement courses and pull out programmes are offered to students of different abilities. 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.</p>

Weaknesses/Threats	Opportunities
4. Hectic schedules prevent students and teachers from enjoying a healthy and balanced school life.	4. (a) Specially designed school calendar may help to provide room for student activities.
5. There is not enough space for various activities to be held on school campus.	5. (a) The room booking system can be enhanced. (b) Conversion of special rooms into multi-purpose rooms may provide more venues for different kinds of activities. (c) More collaboration between departments and teams can be fostered.
6. The COVID-19 pandemic has affected normal lessons and limited face-to-face extra-curricular activities. Due to the development of pandemic, a mixed mode of learning has replaced the traditional face-to-face lesson.	6. (a) Our teachers have made great leaps in their teaching skills and teaching pedagogy used in eLearning. They have integrated various eLearning apps and tools into their face-to-face lessons for effective teaching and learning. (b) eLearning tools such as Google Classroom, Google Meet and Zoom have to be used for learning and teaching and teachers are more ready to adopt eLearning in their teaching. (c) Specific eLearning apps have been suggested by all academic departments and training workshops on these apps will be conducted by the Pedagogical Exploration and Enhancement Team. (d) All these made the BYOD policy feasible. (e) The new learning mode leads to flexible and creative arrangement of extra-curricular/ co-curricular activities.

IV. School Development Plan 2021-2024

Moving From 2018/19 – 2020/21 to 2021/22 – 2023/24

2018/19	2020/21	2021/22	2023/24
<p>Learning & Teaching</p> <ul style="list-style-type: none"> - Deep learning <ul style="list-style-type: none"> - Engagement in the learning process <ul style="list-style-type: none"> - 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>Learning & Teaching</p> <ul style="list-style-type: none"> - Deep learning <ul style="list-style-type: none"> - Thinking Skills: Systems Thinking (S1), Design Thinking (S2) - Engagement in the learning process - eLearning/ BYOD - problem solving – STEM, PBL - Reading – RAC - Reflection - Learner Diversity – DI - New Initiatives <ul style="list-style-type: none"> - changes in senior secondary school curriculum - new learning mode - Lesson observation 	
<p>Student Quality</p> <ul style="list-style-type: none"> - Integrated approach to values education (Appreciation of Chinese History & Culture) - Positive education <p>Student Exposure</p> <ul style="list-style-type: none"> - Extended to junior forms 		<p>Student Quality</p> <ul style="list-style-type: none"> - Strengthening values education Core values of the School/ Profile of SHCC graduates Positive education National education Entrepreneurship education Media education - Mental well-being of students - Information literacy <p>Exposure</p> <ul style="list-style-type: none"> - Extended learning activities extended to junior forms - Life planning 	
<p>Administration</p> <ul style="list-style-type: none"> - Supportive environment - Positive school ethos 		<p>Administration</p> <ul style="list-style-type: none"> - Supportive environment - Positive school ethos - Sustaining development in School Management 	

1. Learning and Teaching

Empowering our students to be committed self-directed learners

Areas of Concern	2021-2022	2022-2023	2023-2024
<ul style="list-style-type: none"> Strengthening the abilities of students to engage in self-directed learning Strengthening teachers' roles and abilities as facilitators of learning 	<ul style="list-style-type: none"> Introducing systems thinking to S1 students and design thinking to S2 students Strengthening students' eLearning abilities Promotion of information literacy among students Addressing learner diversity Enhancing STEM education in junior forms (phase 1) Empowering students to be a committed learner Creating opportunities for students to have a wider exposure Conducting staff development programmes on values education and eLearning strategies Strengthening peer lesson observation as a means to improve L&T effectiveness 	<ul style="list-style-type: none"> Application of systems thinking and design thinking to learning and problem solving Strengthening students' eLearning abilities Promotion of information literacy among students Addressing learner diversity Enhancing STEM education in junior forms (phase 2) Tailor-made pull out programmes for students to excel Cross-KLA/Dept/Team effort to provide extended learning activities and life planning education Conducting staff development programmes on values education, eLearning strategies and reading Strengthening peer lesson observation as a means to improve L&T effectiveness Empowering teachers to use data to improve learning and teaching 	<ul style="list-style-type: none"> Conducting review on the abilities of students as self-directed learners Enhancing STEM education in junior forms (phase 3) Conducting review on the L&T arrangements to address learner diversity and promote eLearning Cross-KLA/Dept/Team effort to provide extended learning activities Review on cultivation of information literacy Conducting staff development programmes on positive education, reading and assessment literacy Conducting review on peer lesson observation Empowering teachers to use data to improve learning and teaching

Areas of Concern	2021-2022	2022-2023	2023-2024
<ul style="list-style-type: none"> Coping with the new initiatives (new learning mode) 	<ul style="list-style-type: none"> Reallocation of lesson time to core subjects and electives and introduction of new L&T arrangements Implementation of the first phase of BYOD Flexible L&T arrangement according to the development of the pandemic 	<ul style="list-style-type: none"> Reallocation of lesson time to core subjects and electives and introduction of new L&T arrangements (S4 and S5) Implementation of the second phase of BYOD Flexible L&T arrangement according to the development of the pandemic Arranging Activities Day to widen students' horizon 	<ul style="list-style-type: none"> Reallocation of lesson time to core subjects and electives and introduction of new L&T arrangements (S4, S5 and S6) and reviewing such arrangements Reviewing the BYOD policy

2. Student Quality Development

Grooming our students to be grateful, value-driven young people, ready to serve and share with others

Areas of Concern	2021-2022	2022-2023	2023-2024
<ul style="list-style-type: none"> Strengthening values education 	<ul style="list-style-type: none"> Integrating the core values (Charity, Humility, Family, Life, Justice, Truth) into subject curriculum/ ECA Focusing on cultivating the virtues of gratitude, humility, appreciation, responsibility and respect Assuming one's responsibility in learning and family Encourage students to serve with creativity, respect, love and gratitude Deepening students' understanding of Chinese culture and the historical development of China Devising the framework of the entrepreneurship education Enhancing students' information literacy 	<ul style="list-style-type: none"> Exploring various ways to evaluate the implementation of values education Implementing the revised service learning curriculum Deepening students' understanding of Chinese culture and the historical development of China Implementation of the entrepreneurship education Enhancing students' information literacy Introduction of the revised Canossian Values Education Framework 	<ul style="list-style-type: none"> Reviewing the whole school support to the implementation of values education with reference to the school core values and the educational philosophy of the SSB and the School Organising exchange activities to Mainland China Evaluation on the entrepreneurship education Enhancing students' information literacy Continued implementation of the revised Canossian Values Education Framework

Areas of Concern	2021-2022	2022-2023	2023-2024
<ul style="list-style-type: none"> Cultivating a positive outlook on life/ Enhancing mental well-being of students 	<ul style="list-style-type: none"> Implementing positive education Exploring new forms of parent education on positive education Attending to the mental well-being of students Introduction of the Scheme of Mental Well-being Ambassadors Strengthening the sense of belonging among students Introducing life planning education to junior form students 	<ul style="list-style-type: none"> Fine-tuning the S1 and S2 positive education curriculums Implementing S3 positive education curriculum Implementing the Scheme of Mental Well-being Ambassadors Promoting mental well-being of students with the help of counselling psychologist Devising proactive measures to address the mental well-being of students Devising life planning education framework Strengthening parent education on positive education 	<ul style="list-style-type: none"> Systematic implementation of positive education Strengthening the collaboration with parents to help students cultivate a positive outlook on life Exploring new forms of parent education Fine-tuning life planning education

3. Administration

Providing an energizing environment for learning and teaching to take place

Areas of Concerns	2021-2022	2022-2023	2023-2024
<ul style="list-style-type: none"> • Sustaining positive school ethos • Maintaining a healthy, energizing and safe environment for teachers and students • Ensuring sustaining development in school management 	<ul style="list-style-type: none"> • Conducting the School History Project • Launching of the anniversary website • Collection of artefacts and school history • Sustaining the outreach project in Cambodia • Improving school facilities for the welfare of teachers and students • Providing a clean and safe environment for the Sacred Heart community • Updating school documents according to the latest guidelines from the EDB • Training courses for potential middle managers • Identifying potential middle managers and reallocation of duties 	<ul style="list-style-type: none"> • Conducting the School History Project • Sustaining Cambodia Outreach Project • Creative services for women and children in Cambodia • Connecting school alumnae • Providing a clean and safe environment for the Sacred Heart community • Maintaining a green environment at school • Renovation of classrooms/ school facilities • Updating school documents • Training courses for potential middle managers and current middle managers • Drawing up succession plan • Strengthening school spirit among potential leaders 	<ul style="list-style-type: none"> • Conducting the School History Project • Setting up of school archive • Sustaining Cambodia Outreach Project • Creative services for women and children in Cambodia • Providing a clean and safe environment for the Sacred Heart community • Keeping a green environment at school • Renovation of the Reading Corner • Updating school documents • Training courses for potential middle managers and current middle managers • Drawing up succession plan • Strengthening school spirit among potential leaders

V. Appendix

1. Development plan on values education (2021-2024)

Grooming our students to be grateful, value-driven young people, ready to serve and share with others

	2021-2022	2022-2023	2023-2024
Developing a positive outlook towards self and life	<ol style="list-style-type: none"> 1. Implementation of Positive Education curriculum in S1 and S2 Home Periods: S1 – 24 character strengths S2 – PREMA 2. S3 – S6 Stress Management, Mental Well-being and Positive Outlook 3. Parent Education Workshop on Self and Positive Parent-child Relationship (S1 – S3) 4. Introducing life planning education to junior form students 	<ol style="list-style-type: none"> 1. Implementing and fine-tuning the Positive Education curriculum for S1 to S3 Home Periods 2. Developing a framework for the mental well-being activities from S3 to S6 3. Implementation of the Mental Well-being Ambassadors Scheme 4. Parent Education Workshops for both junior and senior students 5. Empowering students to develop positive self-image and appreciate the strengths of others 6. Reviewing life planning education framework and programmes and capacity building for teachers 	<ol style="list-style-type: none"> 1. Integrating positive education in various learning experiences of students 2. Development of the Mental Well-being Ambassadors Scheme 3. Parent Education Workshops for both junior and senior students 4. Empowering students to develop positive self-image and appreciate the strengths of others 5. Fine-tuning life planning education framework 6. Enhancing the atmosphere of positivity on school campus

	2021-2022	2022-2023	2023-2024
		7. Implementing the school-based framework of entrepreneurship education 8. Enhancing media education	7. Enhancing media education
Deepening the understanding on the six core values of the School with reference to charity, humility, gratitude, responsibility, respect and appreciation	1. Integrating the core values (Charity, Humility, Family, Life, Justice, Truth) into the curriculum and ECA 2. Assuming one's responsibility in learning and family 3. Nurturing a sense of gratitude and appreciation on the basis of love and humility towards oneself and people around (self, family, school) 4. Cultivating a deeper understanding on Chinese culture 5. Serving with love and respect 6. Developing school-based information literacy framework	1. Introduction of the revised Canossian Values Education Framework 2. Assuming one's responsibility in learning, family and one's life 3. Cultivating a deeper understanding on Chinese culture 4. Consolidating Service Learning, focusing on the spirit of service 5. Enhancing the atmosphere of positivity on school campus 6. Optimising the current curriculum with reference to the framework and students' awareness on healthy use of IT	1. Continued implementation of the revised Canossian Values Education Framework 2. Assuming one's responsibility in learning, family, one's life, society and the world 3. Cultivating a deeper understanding on Chinese culture and development of China 4. Exchanging with schools in Mainland China 5. Being ready to share one's life, talents and time with people around, especially those in need 6. Enhancing the atmosphere of positivity on school campus 7. Evaluating and fine-tuning the information literacy framework

2. Development plan on careers and life planning (2021-2024)

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.

	2021-2022	2022-2023	2023-2024
Career Guidance and Life Planning Education	Junior Secondary 1. Enhancing students' sensitivity to self-understanding, appreciation of one's talents and acceptance of one's limitations 2. Encouraging students to realise potential and character strengths for a fulfilling life 3. Introducing programmes and materials used for gauging students' interests, abilities and career inclinations 4. Equipping students to make informed choices and build paths for achieving goals and dreams in life	Junior Secondary 1. Providing guidance for students to review their sensitivity to self-understanding, appreciation of one's talents and acceptance of one's limitations 2. Providing guidance for students to review their understanding of utilising character strengths for a fulfilling life 3. Reviewing programmes and materials used for gauging students' interests, abilities and career inclinations 4. Reviewing strategies and tools used to equip students to make informed choices and build paths for achieving goals and dreams in life	Junior Secondary 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 guidance for students to review understanding of utilising character strengths for a fulfilling life 3. Optimising programmes and revising materials used for gauging students' interests, abilities and career inclinations 4. Optimising strategies and tools used to equip students to make informed choices and build paths for achieving goals and dreams in life

	2021-2022	2022-2023	2023-2024
	<p>Senior Secondary</p> <ol style="list-style-type: none"> 1. Helping students develop life planning skills including goal setting, problem solving, reflective thinking and personal planning 2. Facilitating students in career exploration 3. Helping students develop positive attitudes towards work and learning including gratitude and willingness to serve others with love 	<p>Senior Secondary</p> <ol style="list-style-type: none"> 1. Reviewing the effectiveness of tools and instruments delivering life planning skills 2. Exploring more opportunities for students to participate in internship, mentorship and job shadowing programmes 3. Providing guidance for students to review their attitude towards work and learning including gratitude and willingness to serve others with love 4. More-focused individual counselling to be provided to high achievers and potential achievers for further studies 	<p>Senior Secondary</p> <ol style="list-style-type: none"> 1. Optimising tools and instruments measuring the effectiveness of life planning skills 2. Building network with outside parties for better further studies and internship opportunities for students 3. Guiding students to optimise strategies to improve their attitude towards work and learning, including gratitude and willingness to serve others with love 4. More-focused individual counselling to be provided to high achievers and potential achievers for further studies

	2021-2022	2022-2023	2023-2024
	<p>Teachers</p> <ol style="list-style-type: none"> 1. Giving advice on guidance and the use of homeroom materials provided for S3 to S6 HrTs in homeroom meetings 2. Providing S3-S6 HrTs with specific advice about guidance on further studies <p>Parents</p> <ol style="list-style-type: none"> 1. Deliberating the importance of life planning through Parents' Nights 2. Organising talks on local and non-local further studies opportunities 	<p>Teachers</p> <ol style="list-style-type: none"> 1. Reviewing advice on guidance and the use of homeroom materials provided for S1 to S6 HrTs in homeroom meetings 2. Reviewing strategies and tools provided to S3-S6 HrTs and students related to further studies 3. Life planning training provided to teachers through staff development programmes <p>Parents</p> <ol style="list-style-type: none"> 1. Deliberating the importance of life planning through Parents' Nights 2. Organising talks on local and non-local further studies opportunities 3. Parent education on life planning 	<p>Teachers</p> <ol style="list-style-type: none"> 1. Reviewing the effectiveness of life planning training provided to teachers, updating and consolidating different tools, methods and materials 2. Optimising strategies and tools provided to S3-S6 HrTs and students related to further studies 3. Life planning training provided to teachers through staff development programmes <p>Parents</p> <ol style="list-style-type: none"> 1. Deliberating the importance of life planning through Parents' Nights 2. Organising talks on local and non-local further studies opportunities 3. Parent education on life planning

3. Development plan on project-based learning and thinking skills (2021-2024)

	2021-2022	2022-2023	2023-2024
S1-S3 Thinking skills	<p>S1 Introducing systems thinking within subject contents (e.g. scientific investigations in Integrated Science)</p> <p>S2 Apply design thinking and decision making skills to PBL projects that involve problem solving; including revitalising historic buildings in Hong Kong and STEM in such projects</p>	<p>S1 Introducing systems thinking within subject contents</p> <p>S2 Continue to apply design thinking and decision making skills to PBL projects, and integrating systems thinking into design thinking for problem definition and ideate</p>	<p>S1 Introducing systems thinking within subject contents</p> <p>S2 Continue to apply design thinking and decision making skills to PBL projects, and integrating systems thinking into design thinking for problem definition and ideate</p> <p>S3 Boosting students' creativity through systems thinking and design thinking in SHE challenge</p>
Capacity building	<p>More professional development for teachers to become facilitators of design thinking and systems thinking in project-based learning:</p> <ol style="list-style-type: none"> 1. Workshop on systems thinking during staff meeting 2. Design thinking workshops on social innovation, revitalisation of historic buildings in Hong Kong and STEM for PBL teacher advisers 	<p>Advance professional development for teachers to become facilitators of design thinking and systems thinking in project-based learning and classroom teaching:</p> <ol style="list-style-type: none"> 1. Workshop to introduce design thinking on staff development day 2. Workshop on applying design thinking in classroom teaching on staff development day 	<p>Further empowering teachers to be facilitators / project manager in developing thinking skills of junior form students</p>

4. Development plan on other learning experiences (OLE) (2021-2024)

	2021-2022	2022-2023	2023-2024
Other Learning Experiences	<p>Integrating values education into OLE</p> <p>For students:</p> <ol style="list-style-type: none"> 1. Providing learning opportunities for students to develop positive values and attitudes and to be committed to learning beyond the classroom 2. Providing extended learning opportunities for S5 students to raise their awareness of local affairs 3. Empowering students to have quality reflection on their learning and growth 4. Providing parallel programmes which can be conducted in hybrid mode during Activities Days to minimise the possibility of cancellation due to the pandemic 	<p>Integrating Canossian Values Education into OLE</p> <p>For students:</p> <ol style="list-style-type: none"> 1. Providing learning opportunities for students to develop Canossian Values and positive attitudes, and to be committed to learning beyond the classroom 2. Providing extended learning opportunities for S4 and S5 students based on their interests and qualities while raising their awareness of local and global affairs 3. Empowering students to reflect on their experiences through the incorporation of Canossian Values in reflection sessions 4. Providing parallel programmes which can be conducted in hybrid mode during Activities Days to minimise the possibility of cancellation due to the pandemic 	<p>Strengthening Canossian Values Education in OLE</p> <p>For students:</p> <ol style="list-style-type: none"> 1. Providing learning opportunities for students to strengthen their Canossian Values and positive attitudes, and to be committed to learning beyond the classroom 2. Providing extended learning opportunities for S4 and S5 students based on their interests and qualities while raising their awareness of local and global affairs 3. Encouraging students to share their learning of their Canossian Values with others 4. Providing parallel programmes which can be conducted in hybrid mode during Activities Days to minimise the possibility of cancellation due to the pandemic

	2021-2022	2022-2023	2023-2024
	<p>For teachers:</p> <ol style="list-style-type: none"> 1. Empowering teachers to have a better understanding on the importance of values education 2. Encouraging collaboration among KLAs/depts/teams in organising OLE for students 3. Making good use of the Life-wide Learning Grant to organise extended learning activities for students to complement their learning 4. Working with different teams and departments to provide experiential learning opportunities and programmes that cultivate students' understanding on Chinese culture 5. Collecting feedback from teachers and students for better planning and coordination in future events 	<p>For teachers:</p> <ol style="list-style-type: none"> 1. Fine-tuning school-based OLE policy and practices 2. Making good use of the Life-wide Learning Grant to organise extended learning activities for students to complement their learning 3. Working with different teams and departments to provide experiential learning opportunities and programmes that deepen students' understanding on Chinese culture and Chinese identity 4. Collecting feedback from teachers and students for better planning and coordination in future events 	<p>For teachers:</p> <ol style="list-style-type: none"> 1. Making good use of the Life-wide Learning Grant to organise extended learning activities for students to complement their learning 2. Working with different teams and departments to provide experiential learning opportunities and programmes that deepen students' understanding on Chinese culture and Chinese identity 3. Collecting feedback from teachers and students for better planning and coordination in future events

5. Development plan on the use of Information Technology (2021-2024)

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

	2021-2022	2022-2023	2023-2024
Enhancing students' learning through effective integration of IT into learning and teaching	Empowering teachers and students to adopt blended-learning model and empowering students to be self-directed learners by implementing the BYOD policy at 4 levels	Empowering teachers and students to adopt blended-learning model and empowering students to be self-directed learners by implementing the BYOD policy at all levels	Evaluating and fine-tuning the BYOD policy
Developing information literacy among students	<ul style="list-style-type: none"> - Developing a school-based information literacy framework - Raising students' awareness of the healthy use of IT and e-Safety 	<ul style="list-style-type: none"> - Optimising the current curricula based on the framework - Strengthening students' awareness of the healthy use of IT and e-Safety 	Evaluating and fine-tuning current practices
Providing support for school administration	Implementing automated workflow and consolidate repetitive procedures	Eliminating or reducing paper-based procedures	Evaluating and fine-tuning updated workflow and procedures

6. Development plan on STEM education (2021-2024)

	2021 – 2022	2022 – 2023	2023 – 2024
Structured school-based learning activities	<ol style="list-style-type: none"> 1. Optimising the developed KLA-based learning activities 2. Organising STEM Day for all S1 students which provides elementary level programmes of artificial intelligence (AI), internet of things (IoT) and coding 3. Embedding systems thinking in S1 learning activities 4. Enhancing curriculum adaptation to facilitate STEM development 	<ol style="list-style-type: none"> 1. Optimising the developed KLA-based activities and exploring new possibilities of learning activities 2. Sustaining the STEM Day in S1 and extending the programmes to S2 to provide intermediate level workshops to S2 students who have developed some interests in STEM 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 STEM Day 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

	2021 – 2022	2022 – 2023	2023 – 2024
Extra-curricular activities	<ol style="list-style-type: none"> 1. Encouraging higher achievers to participate in public competitions in STEM-related subjects 2. Understanding STEM development in China 3. Organising STEM overseas exchange tour and cultivating a global vision in the rapid development of STEM education 4. Promoting an interest in reading STEM-related articles with language across curriculum elements 	<ol style="list-style-type: none"> 1. Encouraging higher achievers to participate in public competitions in STEM-related subjects 2. Understanding STEM development in China 3. Organising STEM overseas exchange tour and cultivating a global vision in the rapid development of STEM education 4. Promoting an interest in reading STEM-related articles with language across curriculum elements 	<ol style="list-style-type: none"> 1. Reviewing and evaluating the sustainability of public competitions 2. Reviewing and evaluating the sustainability of the STEM exchange tour 3. Building up an atmosphere of sharing of STEM-related articles
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

	2021 – 2022	2022 – 2023	2023 – 2024
Values Education	<ol style="list-style-type: none"> 1. Cultivating students’ character strengths and virtues – commitment/ responsibility, appreciation, curiosity, creativity, teamwork, respect and perseverance 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 virtues – commitment/ responsibility, appreciation, curiosity, creativity, teamwork, respect and perseverance 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 virtues – commitment/ responsibility, appreciation, curiosity, creativity, teamwork, respect and perseverance 2. Cultivating students’ information literacy – identifying a need of information, locating and accessing relevant information, evaluating information, organising and creating new ideas

7. Development plan on entrepreneurship education (2021-2024)

	2021-2022	2022-2023	2023-2024
Establishing a school-based framework on entrepreneurship education	<p><u>Reviewing the existing components in entrepreneurship education</u></p> <ol style="list-style-type: none"> 1. Reviewing directions and components of entrepreneurship education in the secondary school context 2. Compiling and classifying a list of external entrepreneurship programmes participated in the past years 3. Evaluating existing entrepreneurship programmes (internal and external) 	<p><u>Devising a school-based entrepreneurship education framework (Stage 2)</u></p> <ol style="list-style-type: none"> 1. Integrating the Sacred Heart spirit and qualities into the framework 2. Exploring and planning for systematic integration of entrepreneurship education into the existing school-based programmes 3. Designing new initiatives based on the framework 	<p><u>Implementing the school-based entrepreneurship education framework</u></p> <ol style="list-style-type: none"> 1. Launching the framework and new initiatives 2. Launching the integration of entrepreneurship education into the formal curriculum/ school-based programmes
	<p><u>Devising a school-based entrepreneurship education framework (Stage 1)</u></p> <ol style="list-style-type: none"> 1. Designing the framework – vision and missions, key domains and values, and structure 2. Exploring and planning for systematic integration of entrepreneurship education into the formal curriculum 	<p><u>Introducing the school-based entrepreneurship education framework</u></p> <ol style="list-style-type: none"> 1. Introducing the framework – vision and missions, key domains and values, and structure 2. Introducing new initiatives and integrations to the existing school-based programmes 	<p><u>Evaluating the school-based entrepreneurship education framework</u></p> <ol style="list-style-type: none"> 1. Evaluating and optimising the structure of the framework and the implementation in formal curriculum/ school-based programmes 2. Examining and evaluating students’ participation and performances in the entrepreneurship programmes (internal and external)

	2021-2022	2022-2023	2023-2024
	<ol style="list-style-type: none"> 3. Exploring and short-listing suitable external programmes to be incorporated into the framework 		<ol style="list-style-type: none"> 3. Reviewing the suitability and quality of external programmes and determining the activities to be recommended to students in the next development cycle 4. Reviewing the strategies in cultivating the predetermined values of the programme
Capacity building	<ol style="list-style-type: none"> 1. Identifying professional development needs for teachers and participating in relevant professional development programmes 2. Reviewing the expertise of existing human resources to enable a greater scope of specialisation 3. Developing resources to facilitate self-directed learning of students 4. Exploring and identifying potential internal and external partnerships 	<ol style="list-style-type: none"> 1. Participating in professional development programmes for capacity building 2. Practising a greater scope of specialisation in professional development and mentoring for student activities 3. Updating the pool of resources for self-directed learning 4. Implementing programmes with partner organisations 	<ol style="list-style-type: none"> 1. Evaluating the progress on professional development and identifying school-based development needs for the next development cycle 2. Reviewing the effectiveness of specialisation in professional development and mentoring 3. Updating and expanding the pool of resources for self-directed learning 4. Evaluating collaborative programmes and examining the possibility of developing long-term partnerships

8. Staff Development Plan (2021-2024)

	2021-2022	2022-2023	2023-2024
Learning and Teaching: Empowering our students to be committed self-directed learners	<ol style="list-style-type: none"> 1. Capacity building through professional development for teachers to become facilitators of learning 2. Exploring different teaching strategies, including the use of eLearning tools, to cultivate self-directed learning in students and to foster deeper learning outcomes 3. Promoting effective peer lesson observation and more sharing on good practices among teachers 	<ol style="list-style-type: none"> 1. Continuous capacity building through professional development for teachers to become facilitators of learning 2. (a) Encouraging teachers to explore and try out subject-based application of teaching strategies, including the use of eLearning tools, to cultivate self-directed learning in students, and to foster deeper learning outcomes (b) Encouraging sharing within departments 3. Promoting effective peer lesson observations and more sharing on good practices among teachers 	<ol style="list-style-type: none"> 1. Further empowering teachers to become facilitators of learning 2. Encouraging teachers to apply appropriate strategies, including the use of eLearning tools, to cultivate self-directed learning in students to foster deeper learning outcomes 3. Quality peer lesson observation and more professional dialogues, sharing on good practices among teachers across KLAs and departments

	2021-2022	2022-2023	2023-2024
<p>Introducing Student Qualities Development: Grooming our students to be grateful, value-driven young people, ready to serve and share with others</p>	<ol style="list-style-type: none"> 1. Capacity building through professional development for teachers on school core values and positive education 2. Sharing sessions from School Social Workers and School-based Speech Therapist in identifying students who may need assistance 3. Sharing sessions from School Education Psychologist and School-based Speech Therapist in understanding and helping SEN students 	<ol style="list-style-type: none"> 1. Continuous capacity building through staff development programmes on positive education and values education 2. Understanding of revised Canossian Values Education Framework 3. Sharing of good practices among colleagues on positive education 4. Sharing sessions from School Social Workers in identifying students who may need assistance 5. Sharing sessions from School Education Psychologist and Counselling Psychologist in understanding and helping SEN students 	<ol style="list-style-type: none"> 1. Further empowering teachers to support students in forming a positive outlook on life through staff development programmes on positive education and values education 2. Sharing of good practices among teachers on positive education 3. Sharing sessions from School Social Workers in identifying students who may need assistance 4. Sharing sessions from School Education Psychologist in understanding and helping SEN students

	2021-2022	2022-2023	2023-2024
Administration: Providing an energising environment for learning and teaching to take place	<ol style="list-style-type: none"> 1. Staff wellness programmes to encourage staff in strengthening physical and mental health 2. Professional development sessions on National Security Education to equip teachers with a general and correct understanding of the Hong Kong National Security Law 3. Staff taking up new responsibilities to attend relevant courses organised by EDB and tertiary institutes 4. Sharing session from School-based Speech Therapist on voice projection 	<ol style="list-style-type: none"> 1. Staff wellness programmes to encourage staff in strengthening physical and mental health 2. Professional development sessions on National Security Education to equip teachers with a deeper understanding of the Hong Kong National Security Law 3. Staff taking up new responsibilities to attend relevant courses organised by EDB and tertiary institutes 4. Team building activities 	<ol style="list-style-type: none"> 1. Staff wellness programmes to encourage staff in strengthening physical and mental health 2. Professional development sessions on National Security Education to equip teachers with a deeper understanding of the Hong Kong National Security Law 3. Staff taking up new responsibilities to attend relevant courses organised by EDB and tertiary institutes

9. Plan for the use of Diversity Learning Grant (2021-2024)

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
					21/22	22/23	23/24		
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	-	-	80% of students are able to speak confidently and their presentation skills are enhanced	AoL & Gifted Education Team
English Language Pull-out Programme	Organising a two-day workshop to allow students to hone their English debating skills by a native speaking coach	S4 Activities Days – English Debate Workshop	2 days	S4	-	24	24	Students are able to speak confidently and their presentation skills are enhanced	OLE Team and AoL & Gifted Education Team
English Language Pull-out Programme	Organising an English Language pull-out programme which aims to help students develop their ability to generate ideas and practise writing expository essays, persuasive speeches, and personal statements	Gifted English Academic Writing Programme	2 months	S4 – S5	10	-	-	80% of students are able to write quality expository essays, persuasive speeches, and personal statements	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
					21/22	22/23	23/24		
Chinese Language Pull-out Programme	Organising a Chinese Language pull-out programme "Chinese Writing Workshop" which enables students to develop their ability to generate ideas, think flexibly, write with richer vocabulary and further enhance their writing skills	Chinese Writing Course	1 month	S5 – S6	30	20	20	80% of the participant reflect that this programme enhances their writing skills	Chinese Department and AoL & Gifted Education Team
Mathematics Pull-out Programme	Organising Mathematics Pull-out Programme which enables students to study advanced Mathematics and prepare for the Hong Kong Mathematical Olympiad	Mathematical Olympiad Course	12 sessions	S4	-	-	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 Physics Pull-out Programme which enables students to apply the knowledge of Physics and problem-solving techniques to everyday situations	Physics Enrichment Programme	1 day	S4 – S5	20	-	-	80% of the participants are able to demonstrate an understanding on effects of friction in movement, potential & kinetic energy, pneumatics, etc.	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
					21/22	22/23	23/24		
STEM Pull-out Programme (Physics)	Organising Physics Pull-out Programme which enables students to apply the knowledge of Physics and learn basic mechanics concepts through a series of material testing experiments, structural tower and bridge construction exercises Design, drawings and hands-on construction exercises can train students' problem-solving and creative ability	Physics Enrichment Programme	3 sessions (6 hours)	S4 – S5	-	20	20	80% of the participants are able to understand the physical properties of common materials and apply them to design and structural construction	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
					21/22	22/23	23/24		
Science Pull-out Programme (Biology)	Organising Biology Pull-out Programme which enables students to apply the knowledge of Biology and to identify the pathogens of unknown diseases through learning about Microbiology	Biology Enrichment Programme	3 sessions (6 hours)	S4 – S5	-	20	20	80% of the participants are able to learn the characteristics of various microorganisms, understand the human immune system and the current application of immunology in scientific research and medicine through various hands-on experiments	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 (Aviation Pull-out Programme)	1 month	S4 – S5	20	-	-	80% of students reflect that the programme enhances their learning in STEM and increases 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
					21/22	22/23	23/24		
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 months	S4 – S5	20	-	-	80% of the participants reflect that this programme enhances their creativity and critical thinking skills	AoL & Gifted Education Team
Leadership Training Programme	Organising Leadership Training Camp which cultivates and explores students' leadership potential and interests through making them step out of their comfort zones	Leadership Training Camp	1 – 2 days	S4 – S5	30	-	30	80% of students reflect that the programmes enhance their leadership skills	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	2 sessions (6 hours)	S4 – S6	-	28	28	80% of the participants display problem-solving, conflict de-escalation techniques and effective communication skills in the workshops	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
					21/22	22/23	23/24		
Global Awareness 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 Enrichment Programme	1 day	S4 – S6	30	-	-	80% of students are able to appreciate the positive characteristics of different cultures	AoL & Gifted Education Team
Aesthetic Enrichment Programme	Organising a series of art and craft workshops for students to understand and appreciate the art of Han Tribe and Chinese classical calligraphy Students can also benefit from mindfulness experience for their mental health.	Chinese Seal Engraving Course	3 sessions (4.5 hours)	S4 – S5	-	30	30	80% of the participants are able to engrave a personal seal with their Chinese names in classical calligraphy and appreciate Chinese culture	Visual Arts 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
					21/22	22/23	23/24		
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 Global Young Leaders Conference/ Cambridge/ Oxford Summer School/ gifted summer programmes at local universities	10 – 14 days	S4 – S6	5	45	45	80% of students reflect that the programmes enhance their learning	AoL & Gifted Education Team

Sacred Heart Canossian College
School Development Plan 2021-2024 (2022-23)

Endorsed by the Incorporated Management Committee on 28 October 2022

Sr Agnes Law FdCC
Chairman / School Supervisor