

Major Concerns for a period of 3 school years (in order of priority)

1. To implement a student-centered approach in academic and non-academic aspect.
2. To nurture students' positive values and attitudes through promoting value education holistically.

School Development Plan (2021-2024)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. To implement a student-centered approach in academic and non-academic aspect.	1.1 Facilitate students to adopt active learning strategies and study habits in their learning.	✓	✓		<ul style="list-style-type: none"> Greater use of online platform to encourage students to have lesson preparation and self-directed learning.
		✓	✓		<ul style="list-style-type: none"> Promote note-taking habits in junior forms through workshops for students and teachers.
		✓	✓	✓	<ul style="list-style-type: none"> Equip senior form students with subject-based learning strategies focusing on study skills and examination skills.
		✓	✓	✓	<ul style="list-style-type: none"> Provide more student-led activities in lessons to increase student participation in learning.
	1.2 Enhance student learning capacity through promotion of Reading across the Curriculum (RaC).	✓	✓		<ul style="list-style-type: none"> Promote reading to learn by assigning extended reading tasks to students in different subjects.
		✓	✓		<ul style="list-style-type: none"> Establish an online system for students to create their reading portfolios.
		✓	✓	✓	<ul style="list-style-type: none"> Set up theme-based Reading Club and Groups to encourage regular sharing by teachers and students.
		✓	✓	✓	<ul style="list-style-type: none"> Organize Reading marathon and Book Crossing Festival (漂書節) to create reading atmosphere.

	1.3 Enhance learning and teaching effectiveness through facilitation of Assessment for Learning (AfL).	✓	✓	✓	• Help students reflect on their learning progress using the internal data results to formulate their learning plans.
		✓	✓	✓	• Strengthen teachers to make better use of internal assessment data and public exam results to evaluate teaching effectiveness and students' learning performance.
		✓	✓		• Provide teachers with opportunities for good practice sharing and professional training in department meetings and staff development day.
	1.4 Cultivate a culture of self-management and independence among students.	✓	✓	✓	• Equip students with attitudes and skills to organize activities independently through workshops and regular student-teacher meetings.
			✓	✓	• Encourage student organizations to formulate succession plan to identify and develop people with the potential to fill future leadership role.
				✓	• Encourage students to constantly design and update online learning materials for self-learning.
			✓	✓	• Promote 'student-led' practices in class routines and activities through class teachers.

2. To nurture students' positive values and attitudes through promoting value education holistically.	2.1 Teachers' consensus about the importance and the need for promoting value education in a holistic way is established.	✓	✓		<ul style="list-style-type: none"> Increase teachers' understanding of the rationale, goals and purposes of value education through various means such as online courses, professional development programmes, outsourcing programs and joint school programs.
	2.2 A holistic and balanced school-based value education curriculum plan is established.	✓	✓	✓	<ul style="list-style-type: none"> Foster students to pursue Christian values through curriculum design, Christian leaders training and church-school partnership.
		✓	✓		<ul style="list-style-type: none"> Set up value education working group to coordinate the value education development of the school holistically.
		✓	✓		<ul style="list-style-type: none"> Develop a new curriculum for form teacher lessons.
		✓	✓	✓	<ul style="list-style-type: none"> Solicit participation and support from different stakeholders through conducting seminars and workshops.
		✓	✓		<ul style="list-style-type: none"> Review and monitor the incorporation of the nine priority values in different KLAs and functional groups.
	2.3 Promote national security education in the school.	✓	✓		<ul style="list-style-type: none"> Form a working group on safeguarding national security and national security education to plan, formulate and coordinate related measures.

		✓	✓	✓	<ul style="list-style-type: none"> Enrich students' understanding of the history and development of the country and enhance their sense of national identity through the school curriculum and diversified life-wide learning activities.
			✓	✓	<ul style="list-style-type: none"> Reinforce students' understanding of Basic Law especially the basic concept of Basic Law and the relationship between the Central Authorities and the HKSAR.
	2.4 Inculcate and reinforce 3R (Respect, Responsibility, Resilience) among students through different activities.	✓	✓	✓	<ul style="list-style-type: none"> Join as partner school for the project <i>'Developing Talent and Building Character: Quality Life Education and Moral Education Project'</i> to strengthen life education.
		✓	✓		<ul style="list-style-type: none"> Strengthen students' interpersonal and communication skills to interact with other students through Harmony Day and Appreciation Day.
		✓	✓		<ul style="list-style-type: none"> Further incorporate green education practices into the formal and informal curriculum.