

THREE-YEAR SCHOOL DEVELOPMENT PLAN

(September 2021 – August 2024)

Over the last three years (2018-2021), with our continuous focus on student learning, we succeeded in strengthening the students' responsibility and fostering their gratitude, broadening students' horizons, and further developing teachers' professionalism. In the three academic years from 2021 to 2024, we will focus on other areas as identified in meetings of the School Self Evaluation Committee and other committees.

Our major concerns for the three academic years (2021-2024) will be:

- To put the core values of Catholic Education in action
 - To promote self-learning of students
 - To enhance teaching effectiveness
1. Our school is a Catholic school. Thus, we shall operate as a “Catholic” school. Its “Catholic” identity should be recognized. With a determination to carry on the contribution of the Catholic Church to education, our school should uphold and pass on the following core values to our students to prepare them properly for their life and future responsibilities: Truth, Justice, Love, Life and Family.
Our school shall cultivate these core values by upholding practice of respecting and collaborating with stakeholders with diverse backgrounds in achieving the school's vision and mission, providing a family environment imbued with mutual trust and love in the school and incorporating the formal school curriculum Religious Education courses, and fostering a Catholic spirit through religious practices held in the school.
 2. Self-learning is an important skill for students as they journey through education and beyond to adulthood, building independence and ability to progress without reliance on a teacher. Traditionally, instructional learning has a place in school, however working out an answer or solving a problem by students themselves is not only more rewarding, but also useful in solidifying their learning. When students assess their own work, they can gain a better understanding of what they are best at and what they need to work harder on. As they start to take ownership of their learning and experience success, they also develop invaluable confidence and self-motivation. This can increase their enjoyment across a wide range of subjects at school whilst also preparing them for personal and professional success later in life. Thus, our school would promote self-learning skills through different strategies such as reading programmes and self-directed learning projects.
 3. Today, we live and function in a digital era where students are constantly exposed to the latest trends in technology and media. When teaching these new-age students, it becomes important for teachers to be flexible and find new ways to improve their teaching quality. This not only helps them to be more effective in the classroom but will help their students learn and retain the information in a better way. Our school would help develop the teachers' IT skills and other skills to increase their teaching effectiveness. Furthermore, the physical, emotional and spiritual health of the teachers are also important. These help the teachers to cope with the difficult challenges in their teaching. Our school also launches programmes to improve these.

These major concerns will shape the annual school plans and projects in the coming three academic years.

ANNUAL SCHOOL PLAN 2023-2024

We plan to achieve the school development plan through major concerns. Based on the school development plan and taking into consideration our strengths, weaknesses, limitations, changes and needs, we have identified the following major concerns for this school year:

1. To put the core values of Catholic Education in action

- We aim at the growth and development in students' understanding of these core Catholic values so that they can develop a meaningful framework on which to build their future lives. In the past two years, we help our students to learn and develop the 5 core values of Catholic Education. This year, we focus on how to help students to put these values in action.
- In F.1 and F.2, the life education programme will continue. For F.1 students, the theme is 'The Nature and I' whereas for F.2 students, the theme is 'My neighbors and I'. The students will have the opportunity to feel and appreciate the nature, know more about themselves, realize their personal limitations, learn how to interact with other people and care about others.
- This year, with the help of Caritas Community Centre - Ngau Tau Kok, the Community Services Committee will collaborate with Catholic Education Committee and Religious and Moral Education Department to organize voluntary events for F3 students. The students will have home visits of the subdivided house.
- The core values of Love and Life will be emphasized when students join our green activities such as visits, upcycling workshops and organic planting courses, etc. They will learn to love others, wildlife, and the natural environment and to combat climate change. In order to promote love and respect in Family, students and their parents will be encouraged to participate in family activities such as household energy-saving competitions, and the low-carbon cooking competition organized by our committee.
- Students' Association will hold Blood Donation Day, Dress Casual Day and Secondhand book selling. All these help students to put 'loving others' in action.
- Students are taught to use the internet and social media properly, ethically, responsibly. They are told that the prevalence of fake news and incorrect information has increased with the recent rise of social media, especially the Facebook News Feed, and this misinformation is gradually seeping into the mainstream media.

2. To promote self-learning of students

- We provide a study room for students to focus on their academic studies outside regular school hours. It will be open from 3:45 pm to 6:30 pm. Private study rooms for Form 6 students were also provided. It provides an extended period for focused study sessions after school. All students are encouraged to take advantage of the Study Room for self study and self-learning.
- Mathematics, Physics and Chemistry Departments prepared some video clips for online multiple choice question video archive. The video clips are concise and provide explanation on related important concepts, problem solving methods and tackling skills. F.6 students can make use of the archive and arrange their self-paced learning and revision according to their ability and progress.
- For many subjects, interesting and more difficult articles are adapted and used to prepare Online Reading Tasks shared through Google Classrooms (Google MCs) for students. Online MCQ is sent to students after each topic. These arrangements aim to facilitate student-directed learning to create more autonomous students.

- A Project Work Expo will be held at the end of the school year demonstrate the students' project works in different subjects.
- The school has applied for QEF to improve the environment of the school library, so that students can make good use of the space to self-learn. The renovation will be done before next school year.
- Funding granted by the Jockey Club will be used to provide and promote online reading as three e-reading platforms are subscribed to and promoted to students. The Morning Reading Programme will be continued to allow students and teachers to enjoy reading different types of articles every Wednesday morning. A reading bulletin for junior form students will be published to feature an introduction of cross-curricular reading resources by senior form students. For English, reading programmes (self-access online programme, ERS) and 'Book of My Choice' Scheme will continue.
- The Physics Department will produce a booklet on Questions and Solutions of Sing Yin Physics Olympiads for more able students.

3. To enhance teaching effectiveness

- An induction programme will be conducted for all the new teachers.
- Peer Lesson Observation is when a teacher observes another teacher in order to develop their classroom practice. Peer observation is a two-way process that can benefit both the observer and the teacher being observed, with the goal of improving learning and teaching. This year, each teacher should at least observe one lesson conducted by other teachers. Each teacher should demonstrate a lesson to other teachers.
- Teachers' Sharing Sessions will be held on Staff Development Days.
- Teachers will be invited to share what they have learnt in short courses or seminars on the days within the Second Examination period.

Wherever appropriate, numerical performance indicators will be used to measure the effectiveness of the projects. Examples include the use of surveys and matched pair tests. However, for many projects, only process variables could be used to gauge how successful the implementation of a project is. Without baseline measures or norms for all Hong Kong schools, numerical success criteria may not be appropriate. Even if the necessary baseline measures or Hong Kong norms are available, the use of numerical success criteria in some cases is still doubtful as many factors affect students' learning outcomes.