

**Sha Tin Methodist  
College  
School Development Plan**

**2022/23 - 2024/25**

# Sha Tin Methodist College

## 1. School Vision & Mission

### (i) Vision

本基督精神，發展全人教育；藉宣講福音，培育豐盛生命。

To develop a holistic education based upon the Christian faith; to nurture our students to live an abundant life through the preaching of the Gospel.

### (ii) Mission and beliefs

Provide whole-person education according to the spirit of Jesus Christ; Nurture abundant lives by teaching the gospel.

We believe:

That each and every student is the love of God and endowed individually. We therefore respect each of them and help them develop their potential to the full.

That through whole-person education on moral, intellectual, physical, social, aesthetic and spiritual aspects, every student will be able to model on Jesus Christ, to “grow in wisdom and stature, and in favor with God and men.” (Luke 2:52)

That the meaning of life does not lie in material affluence but in the quality of life. The gospel of Jesus Christ is the basis for development of a holistic life: “I have come that they may have life, and have it to the full.” (John 10:10)

That education is teaching by word and deed, just as what Jesus Christ did to his disciples.

## **2. School Goals**

### **(i) Our school**

- (a) A place to learn faith, hope and love and to live up to the spirit of Jesus Christ.
- (b) Provides a happy, active, progressive and innovative learning environment.
- (c) Forms a community in which students, teachers and parents are respectful, help to build each other, and engage in life-long learning.

### **(ii) Our students**

- (a) On the basis of biblical teaching, learn the Christian faith, adopt a positive attitude and have an abundant life.
- (b) Achieve balanced development in moral, intellectual, physical, social, aesthetic and spiritual aspects.
- (c) Be self-acceptive, build up confidence, be respectful and responsible.
- (d) Be independent-minded, develop their own potential, be earnest truth-seekers who possess the ability to reflect and self-improve.
- (e) Love their family and school, care for the community and environment, know and adapt to the changes of the world, contribute actively to the society and the country.

### **(iii) Our teachers**

- (a) Know the Christian faith and work with God on education.
- (b) Identify with our education principles and put them into practice, set a personal example, help students develop healthy personality with love and care.
- (c) Sustain professionalism, take students as the focus, keep on learning and growing on education.
- (d) Foster team spirit, encourage one another in a happy working environment, so as to achieve the school's objectives.

## **3. School Motto**

The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is insight. (Proverbs 9:10)

## 4. Core Values of Education

We believe:

That each and every student is the love of God and endowed individually. We therefore respect each of them and help them develop their potential to the full.

That through whole-person education on moral, intellectual, physical, social, aesthetic and spiritual aspects, every student will be able to model on Jesus Christ, to “grow in wisdom and stature, and in favor with God and men.” (Luke 2:52)

That the meaning of life does not lie in material affluence but in the quality of life. The gospel of Jesus Christ is the basis for development of a holistic life: “I have come that they may have life, and have it to the full.” (John 10:10)

That education is teaching by word and deed, just as what Jesus Christ did to his disciples.

## 5. Holistic Review

### Effectiveness of the previous School Development Plan (2018-2022)

Major Concerns	Extent of targets achieved, e.g.:  <b>Fully Achieved;</b> <b>Partly achieved;</b> <b>Not achieved</b>	Follow-up action, e.g.:  <b>Incorporated as routine work;</b> <b>Continue to be major concerns in the next SDP;</b> <b>Others</b>	Remarks
<b>1. To strengthen students' ability of self and peer learning</b>	<p><b>Achieved to a great extent</b></p> <ul style="list-style-type: none"> <li>➤ According to the ASP surveys, more than 90% students agreed that their self-learning attitude and ability, including 'first establish their goals appropriately, then implement them actively, review them regularly and improve them gradually' was greatly improved. In addition, all subjects asked students to conduct pre-study and students had built the habit, especially those in the senior forms. More than 90 % students recognized the learning benefits of the note-taking methods. When students found that the absence of face-to face teaching was a new normal, they helped themselves and sought help from their peers. This enhanced the self-learning ability and peer learning habits. From observation, most teachers agreed that the senior form students had done great in their self-directed learning. According to the 2020-21 KPM survey, students' perceptions and impression of teaching and their own learning had increased. This was encouraging</li> </ul>	<p><b>Incorporated good practices as routine work and continue to be major concerns in the next SDP</b></p> <ul style="list-style-type: none"> <li>➤ Due to covid-19 pandemic, group face-to-face learning activities this year was fewer. But more than 80% students as seen in the ASP survey agreed that collaborative learning could enhance their confidence and sense of satisfaction. It was also found that setting up peer study groups was an effective way to strengthen peer learning from observation and could reduce test anxiety. Thus, peer and collaborative learning should be continued as the focus concern in the future. Although some assemblies were cancelled due to covid-19 pandemic, the display and sharing of the learning outcomes in various platforms were still conducted in many subjects which enhanced peer learning capacity, increased students' confidence, satisfaction and sense of achievement. It is agreed that collaborative learning and sharing of learning outcome are to be promoted to help students face</li> </ul>	

	<p>indeed.</p> <ul style="list-style-type: none"> <li>➤ Form teacher lessons about building self-learning skills were conducted smoothly. The Form teachers and subject teachers always showed concern and followed up weaker students from time to time. This was proven by the positive feedback from students' ASP survey. More than 90% students agreed that the encouragement and reminders of the teachers facilitated their self-directed learning. The Guidance Committee and the Academic Development Committee also arranged different programs to take care of the underachievers, in particular and the feedback was positive.</li> <li>➤ Whether it was a Zoom lesson or a face-to-face lesson, subject teachers used different apps or ePlatforms to enhance students' self-learning and peer learning skills. Google Docs, Padlets, polls, 'Explain Everything', nearpod, graphic organizers, mind maps, One Note and kahoots etc. were all applied to enhance the teaching and learning effectiveness. BYOD and iPad learning activities were fully and successfully conducted in F.1-3 during class suspension and resumption of school. More than 90% teachers agreed that staff development days, class visits and subject meetings enhanced the application of iPad teaching and learning, and students were familiar with various self-learning strategies and application of iPad teaching and learning.</li> </ul>	<p>challenges in the future school development plans.</p>	
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	<ul style="list-style-type: none"> <li>➤ More than 80% students were satisfied with the arrangements of all types of assignments of each subject and with the assessment or quiz arrangements of each subject. Students agreed that they had developed a habit to arrange their time for assignments and assessments properly. From book inspection and schemes of work, it was found that different subjects adopted different formats of assessments (e.g., portfolio, observation, experiments, projects, assimilation, interview, performance, report, concept maps etc.). The scale and number of each form's assessment were modified. Quizzes were conducted regularly and smoothly even in Zoom lessons.</li> </ul>		
<p><b>2. To facilitate experiential learning with flexible application of knowledge and creativity</b></p>	<p><b>Achieved partly due to Covid-19 pandemic and face-to-face class suspension</b></p> <ul style="list-style-type: none"> <li>➤ Subject panels integrated the idea of experiential learning into their curriculum and held activities to let students learn by doing, apply what they learn, deepen the learning concepts and increase problem-solving skills and creativity. Although due to the Covid-19 pandemic and class suspension, subject teachers revealed that they did their best to provide the experiential activities for students to engage in. Examples: <ul style="list-style-type: none"> <li>❖ Geography field trip was made possible in the 1st term.</li> </ul> </li> </ul>	<p><b>Continue to be major concerns in the next SDP</b></p> <ul style="list-style-type: none"> <li>➤ Experiential learning activities were very good learning practices for students. But due to covid 19 phenomenon, it hindered the implementation, , such as F.2 experiential learning activities on Fridays and F.3 overseas trips and F.4 mainland strips were all cancelled. It is necessary to explore alternative ways of experiential learning e.g., virtual overseas and mainland tours and school exchange programs on-line.</li> <li>➤ Fridays are valuable time-slots to organize after-school learning activities. The school may need to review how to plan and structure the use of</li> </ul>	

	<ul style="list-style-type: none"> <li>❖ Coral-nurturing activity organized by IS subject.</li> <li>❖ the participation in the Speech and Music Festivals by students' video-shoots, the participation in the Singapore Model United Nations Conference, Chinese and English Debate online or face-to-face competitions were all commendable activities.</li> <li>❖ VR experiences were utilized in History or Chinese language lessons.</li> <li>❖ Fair trade sales were organized by Economics and BAFs subjects at school despite shorter school hours.</li> <li>❖ Experiential STEM activities were organized in STEM week. Students could do the STEM experiments at home through Zoom workshops after getting a pack of learning kits at school.</li> <li>❖ Community service was also conducted for the elderly by RME subject although there was no real face-to-face contact.</li> <li>❖ Day camps, such as F.6 gospel camp in May, were held in accordance with the EDB regulations upon the Covid-19 pandemic etc.</li> </ul> <p>➤ Similarly, although the experiential learning activities and both local and overseas excursions were limited or cancelled due to covid-19, FUN DAYS were organized in November last year and this year. They created fond memories, and all students and teachers agreed that it was a very joyful and inspiring learning activity. Besides, the Lifewide Learning committee and the ECA Committee has</p>	<p>Fridays for various learning activities to facilitate 'learning without wall' and unleash students' learning potential in the future.</p>	
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	<p>optimized large-scale whole-school level activities and organized several post-examination experiential activities for students in June. All activities were conducted successfully and smoothly. Students deepened their knowledge of the community, sharpened their skills and reflect on values through the field visits and service learning.</p>		
<p><b>3. To cultivate the spirit of grit, thankfulness and the attitude of embracing challenges with optimism</b></p>	<p><i>Partly achieved</i></p> <p><i>3.1.1 Subject panels have adopted a raft of effective teaching strategies, encouraging students to keep studying hard and facilitating them to overcome difficulties in attempt to strengthen their confidence in learning.</i></p> <p>As shown in the ASP survey conducted in May 2021, 94% of students agreed that their hard work was valued by teachers, and a message of ‘learning from mistakes’ was also delivered during lessons.</p> <p>86% of students agreed that the scheme of works and the homework guidelines could enhance their passion and confidence in learning.</p> <p>94% of students agreed that detailed teachers’ comments could be written on their coursework and homework, of which they could improve their quality of work and be encouraged to keep learning. All teachers shared the same responses in the survey. Hence, not only teachers have encouraged students to keep studying hard and</p>	<p>It is believed that ‘Examination Anxiety’ can result in students avoiding making mistakes, lacking confidence in learning and feeling helpless and anxious. Therefore, teachers should help students establish positive emotions and assist students in planning learning objectives and developing effective learning strategies. Teachers can also encourage students to keep learning and show perseverance in the face of failure and difficulties. These are the matters to be highlighted in the School Development Plan for the next teaching cyclic.</p> <p>Establishing a positive and harmonious relationships with students during lessons, teachers can create an interactive learning atmosphere in which students can express their views bravely.</p> <p>Teachers are encouraged to apply what they have learned from the Growth Mindset Theory to their lessons so that they can strategically help students cultivate a mature way of thinking; teachers can help students adopt effective learning skills by offering them chances to think inquisitively and creatively.</p>	

	<p>have helped students learn to accept failure through perseverance in their life, but also they have enhanced students' confidence in learning through teaching, homework design and marking.</p> <p>However, it was found that the assessment results for 'Emotional Stability' and 'Exam Anxiety' of Form 3, Form 4 and Form 5 students in the APASO were negatively demonstrated, reflecting that the percentage of students at STMC feeling nervous and anxious was higher than those at local day schools. As a result, there is a need to care for students who feel nervous and worried about their academic performances.</p> <p>The Stakeholder Survey revealed that students were less likely to learn motivationally and confidently; they were less likely to read books after classes and failed to set up learning objectives. In the meantime, students shared the same views in the survey. There is a need to help students plan their learning objectives and boost their confidence in learning.</p> <p>Through the observations of the form meetings, it is found that Form 3 are not confident to learn and fail to achieve certain learning standards due to their weak willpower. Moreover, Form 4 students are afraid of making mistakes so they avoid expressing their views and trying new things; teachers need to keep encouraging and giving suggestions in an attempt to help students accept themselves and boost confidence.</p>	<p>Moreover, students are guided to make good use of their failure experiences to strive for their learning goals so that they can develop their interests and boost their confidence in learning.</p>	
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	<p>Teachers are suggested to give more guidance to Form 5 students to develop time management skills and effective learning skills as students fail to manage their time properly and apply their knowledge to various subjects.</p> <p>In general, Form 6 students feel helpless owing to their low learning motivation and confidence. According to the survey and the observation from Form Teachers, students tend to be afraid of making mistakes on account of examination anxiety. As a consequence, students should learn to set their learning objectives and look for effective learning strategies, as well as develop a perseverant attitude in the face of failure and difficulties.</p>		
	<p><b><i>Partly achieved</i></b></p> <p><b><i>3.1.2. Throughout the continuous training, students can learn to be more disciplined and tackle challenges through companionships while joining activities.</i></b></p> <p>APASO is ongoingly improved in the ‘Community Relations’ of our school, which facilitates students to support and learn from each other as well as build resilience in the face of difficulties.</p> <p>According to the ASP survey conducted in May 2019, 85% of students agreed that they could cultivate the spirit of ‘perseverance’ through participating in the</p>	<p>Incorporated good practices as routine work: <b>Whole-form activities</b></p> <p>Peer relationships and class cohesiveness have weakened due to the influence of continuous online learning and half-day schooling; <b>positive relationships should be established.</b></p>	

	<p>continuous training activities, while 90% of students mentioned that they could gain the experience of ‘walking with their companions’ through taking part in the whole-form activities. However, the school may not be able to encourage students to walk with their companions and tackle challenges together due to the cancellation of a raft of activities during the pandemic.</p> <p><u>Form meetings:</u></p> <p>Form 3 students have stayed distant from their classmates during the zoom lessons. Teachers should provide students with chances to deploy their strengths and leadership skills and encourage students to take part in extra-curricular activities.</p> <p>Peer relationships and class cohesiveness among Form 4 are weak, as they lack chances to join group activities and cooperate with their classmates during the pandemic. Class cohesiveness should be enhanced. Moreover, Form 4 students do not excel in expressing their views and lack chances to communicate with others; students should be encouraged to work with others and express their opinions.</p> <p>Form 5 students fail to manage the way of caring for others so that they tend to seek guidance from teachers to develop cooperation skills.</p> <p>Generally, the limitation of half-day face-to-face</p>		
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	teaching and zoom lessons have resulted in distant peer relationships and weak class cohesiveness among Form 5 students. Hence, students have had a lower sense of belonging towards the school.		
	<p><b><i>Fully achieved</i></b></p> <p><b><i>3.1.3 Valuing students' hard work and strengthening self-directed learning and the spirit of 'perseverance' through the design and the implementation of activities.</i></b></p> <p>According to the ASP survey conducted in May 2021, 93% of students agreed that details of activities were introduced by teachers at the beginning and at the end of the activities, in which they could reflect on what they learned from the activities.</p>	Incorporated good practices as routine work: <b>Pre-activity and post-activity debriefing</b>	
	<p><b><i>Fully achieved</i></b></p> <p><b><i>3.1.4 Consolidate teachers' understanding towards the debriefing skills applied to the talks</i></b></p> <p>Two talks entitled 'Growth Attitude' and 'Debriefing Strategies for Experiential Activities' were launched by Teachers Development Committee on the Staff Development Day held on 24 of August in 2018, in which 86% of colleagues agreed that they could improve their debriefing skills, while 92% 92% of them shared that they could have a better understanding towards the concept and meaning of debriefing.</p>	Teachers are suggested to apply their knowledge acquired from the Growth Mindset Theory during lessons and emphasize the practice of the knowledge in the School Development Plan of the next teaching cycle. Hence, they can strategically help students develop growth mindset.	

	<p>The ‘Practice of Growth Mindset’ Talk was reorganized on 25 of August in 2020, and teachers were highly engaged in it. It is believed that teachers have learned more about the theory of Growth Attitude and acquired the debriefing skills from the talks so that they can apply their knowledge to different activities.</p>		
	<p><b><i>Partly achieved</i></b></p> <p><b><i>3.2.1 Through the implementation of Life Education, students are guided to show appreciation and gratitude of life; they can also explore the meaning, value and origin of life.</i></b></p> <p>According to the ASP survey conducted in May 2021, 86% of students agreed that they could cultivate ‘a heart of gratitude’ through participating in a series of Life Education Activities, such as Form 1 Benediction Ceremony, Form 4 Eucharist of STMC Volunteer Team, Form 6 Celebration of Adulthood as well as Showing Respect for Staff and Janitors Morning Assembly.</p>	<p><b>Incorporated good practices as routine work</b> Life Education Activities</p>	
	<p><b><i>Partly achieved</i></b></p> <p><b><i>3.2.2 Create the atmosphere of ‘thankfulness’; cultivate students’ sense of gratitude and practise the act of expressing gratitude</i></b></p> <p>According to the ASP survey conducted in May 2021, 84% of students agreed that they could practise expressing gratitude through taking part in Gratitude</p>	<p>Incorporated good practices as routine work <b>Life Education Activities</b></p>	

	<p>Activities like Parent’s Day Gratitude Activities.  Moreover, 84% of Form 2 students taking part in F.2 ‘Ambassador of Bravery’ agreed that they could practise expressing gratitude through understanding the needs of others, while 84% of Form 4 students taking part in F.4 STMC Volunteer Team shared the same responses.  Experiential learning can definitely enhance the awareness of expressing gratitude among students.  However, the volunteer services and gratitude activities organized by classes and the Student Union have been cancelled due to the pandemic.</p>		
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## 6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
<p><b>1. School Management</b></p>	<ul style="list-style-type: none"> <li>➤ The school has strong and clear vision and mission. The school formulates appropriate development priorities taking into account on students' needs both in their learning and growth.</li> <li>➤ The school is able to effectively coordinate and monitor the implementation of its priority tasks and is able to enhance communication and collaboration among subject panels or committees for realization of the school plans.</li> <li>➤ The school deploys resources effectively for the implementation of priority tasks to student learning, to student growth.</li> <li>➤ The school evaluates the effectiveness of its priority tasks, use the evaluation findings to feedback into planning, informs the stakeholders of its performance and able to foster a culture of self-evaluation. There is good use of evidence at both the school and subject panel or committees for focused review and analysis of the implementation of work plans and student learning outcomes. Good communication and collaboration among school managers, subject panels and committees. Teachers and students pursue excellence, contributing to the school's continuous improvement and sustained development.</li> </ul>	<ul style="list-style-type: none"> <li>➤ As a new school development plan is set, timely adjustment of strategies and resource redeployment ensure that the school is steadily attaining its set targets.</li> <li>➤ As some experienced teachers are getting retired recent years, the school management strategically empowers new middle managers and new teachers to share the leadership role, which gradually achieves distributed leadership and nurtures future leaders.</li> </ul>



<p><b>2. Professional Leadership</b></p>	<ul style="list-style-type: none"> <li>➤ Most teachers are clearly understanding and strongly agree with the school developments and plannings, strategies in teaching, students’ learning , and students’ growth.</li> <li>➤ The school management has vision and missions and involved different stakeholders in forming school-based development strategies and measures that address students’ needs. School resources are deployed flexibly and external resources are tapped actively to support the implementation of different measures and enhancing school development, such as the STEM education in these two years, the QTN of LS, and LWL.</li> <li>➤ The school management and the middle managers have good professional knowledge and insights with the education trends. They are responsible, positive, supportive to their fellow colleagues and willing to share visions and directions of school development. School managers play an effective role in planning, coordinating, monitoring and evaluating the progress and quality of school plans and major concerns.</li> <li>➤ The school management and the middle managers work in close collaboration and support each other. They maintain close contact with teachers and students.</li> <li>➤ The school management suitably deploys manpower to the effect that staff members can suitably contribute their expertise. Effective use of staff appraisal to inform staff’s strengths and professional development. Teachers’ professional knowledge, skills and experience are broadened</li> </ul>	<ul style="list-style-type: none"> <li>➤ A culture of striving for continuous self-improvement, in respect of learning and teaching is cultivated, meanwhile, to be sustained.</li> <li>➤ The school management will continuously facilitate the development of the school into a learning community by cultivating a climate of professional sharing and professional development.</li> </ul>
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	<p>and enriched for their teaching effectiveness.</p> <ul style="list-style-type: none"> <li>➤ Harmonious working atmosphere and good teacher morale and team spirit has been well established.</li> </ul>	
<p><b>3. Curriculum and Assessment</b></p>	<ul style="list-style-type: none"> <li>➤ Taking into consideration the trends in education development, the school’s vision and mission as well as learner diversity, we <b>provide a broad and balanced secondary curriculum</b> aiming at building a solid foundation at the JS level and providing diversification and specialisation at the SS level.</li> <li>➤ We design a <b>learner-centred curriculum</b> with the aim of promoting <b>whole-person development and lifelong learning capabilities</b> of students, especially helping them strike a balance between learning, play and rest and promoting their <b>self-directed learning capabilities</b> and values as seen in our school plans. Experiential learning activities of various subjects for different Forms and <b>project learning</b> , such as STEM projects in F.1-2, PSHE project in F.2 and inter-disciplinary projects in F.3 in junior forms are launched.</li> <li>➤ We foster strategically a <b>positive school culture</b>, which centers on care, collaboration, and good interpersonal relationship, to motivate school members to work towards the learning goals in a pleasant, supportive, and safe learning environment.</li> <li>➤ <b>The subject panels at the school take professional initiatives to update and design new school-based curriculum in accordance with the needs of students and</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ School-based professional development activities e.g., systematic collaborative lesson preparation, and action research on various curriculum initiatives can be conducted and increased so that a culture of professional sharing can be effectively fostered.</li> <li>➤ More opportunities for teacher collaboration and exchange about the design and implementation of the curriculums can be provided, thus enhancing the quality of learning and teaching effectively.</li> </ul>

	<p><b>EDB new emphasis. The Vice Principal and the Academic Development Committee</b> discharge their function as a curriculum leader and facilitator, support and ensure effective implementation of work plans.</p> <ul style="list-style-type: none"> <li>➤ The school has devised <b>assignment and assessment policy</b> to stretch students' learning potential. Different KLA design effective assignments to further help students connect assessment with learning, so as to develop self-directed learning. The assignments are designed in such a way <b>that major elements of the KLA</b> are given prominence, while students' <b>generic skills and values are effectively cultivated</b>. The school promotes learning through students' self-assessment, peer assessment and through <b>timely, effective and constructive feedback from the teachers</b>.</li> <li>➤ The school systematically maintains records of students' academic and non-academic performance and experiences as seen in <b>Students' yearly profile</b>, thus fully capturing students' achievements and abilities in different aspects. <b>Formal Students' interview days</b> are arranged in February and July respectively, twice a year to provide constructive feedback on students' learning performance and let students reflect and step forward.</li> <li>➤ The school has established a well-articulated mechanism to monitor curriculum implementation in an effective and timely manner. The measures include <b>formal and informal meetings with subject and KLA heads, lesson observation and assignment inspection</b> to gather information about the</li> </ul>	
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	implementation of the learning effectiveness.	
<b>4. Student Learning and Teaching</b>	<ul style="list-style-type: none"> <li>➤ Students are interested and motivated in learning. They actively participate in learning activities, showing good initiative and serious attitude to learning. They are attentive in listening, and responding to teachers' questions. Students are able to apply appropriate learning strategies and information technology to extend their space of learning. They possess comprehension, analytical and thinking skills. Students have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations. Students complete their assignments seriously and readily accept others' views and, through feedback, continuously recognise their own strengths, identify areas for improvement and strive for it. In the process, their grasp of the learning content is enhanced.</li> <li>➤ In line with the teaching objectives, teachers aptly deploy classroom and subject resources as well as information technology (eLearning apps, google classroom, eClass and interactive TV in the classroom) to create learning environments conducive to enriching students' experiences and fostering their self-learning.</li> <li>➤ Teachers are skillful in using the medium of instruction to conduct learning and teaching activities, in a way that is geared to students' abilities and creating an appropriate language environment for students to adequately express their opinions. Teachers' delivery is fluent, and well-organised. Their instructions and demonstration are clear. Teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ In line with students' prior knowledge, motivation, interests and abilities, teachers should set appropriate teaching objectives with suitable learning content and relate the content suitably to students' daily-life experiences</li> <li>➤ Teachers can flexibly adopt teaching strategies, providing students with a variety of interactive learning opportunities, experiential learning activities and meaningful learning contexts, thus promoting students' active learning and have their generic skills, , such as creativity and critical thinking skills effectively enhanced.</li> <li>➤ More group activities can be created for students to express views, exchange ideas, and work collaboratively to solve problems and display communicative and collaborative skills and construct knowledge with the peers together.</li> <li>➤ Teachers can raise more high-order questions and give more waiting time to prompt students to think analytically and to encourage them to learn through enquiry.</li> </ul>

	<p>successfully create a harmonious classroom learning atmosphere with good class discipline, so that students can learn in a safe and orderly environment.</p> <ul style="list-style-type: none"> <li>➤ Teachers have good professional knowledge of their subject. They are serious and conscientious about teaching. They have appropriate expectations of their students. They are able to adjust the pace and content of lessons with reference to students' learning progress, infusing elements of positive values and attitudes where appropriate. Through a good repertoire of teaching strategies, they enable students with different abilities to make progress, including encouraging the more capable students to strive for excellence in learning and less capable to catch up.</li> <li>➤ Teachers provide relevant assignments and assessments appropriate to the teaching objectives, to assess and follow up on students' learning progress. They offer students timely praise and provide constructive and specific feedback on their strengths and areas for improvement, reinforcing students' learning performance and self-improvement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers can guide students to summarise their learning so as to and have a good understanding of students' learning progress and arrange opportunities to give feedback and extend classroom learning, thus helping students consolidate, apply and reinforce what they have learnt in class, stimulating their thinking and encouraging them to pursue continuous improvement and to realize their potential.</li> </ul>
<p><b>5. Student Support</b></p>	<ul style="list-style-type: none"> <li>➤ The School Development Plan is drafted with reference to the questionnaires of stakeholders, the evaluation sets of emotional and social performances, the questionnaires of school development, the observation of students as well as the understanding of students' growth.</li> <li>➤ Our school establishes the Students Growth and Life Education Committee, of which Vice Principals are the</li> </ul>	<ul style="list-style-type: none"> <li>➤ The chances of being engaged in experiential learning is reduced as some of the Life Education Learning Activities like F.3 Hiking Day is cancelled due to the pandemic. As a result, there is still a need to deepen the internalization of Life Education among students.</li> </ul>

	<p>Chairpersons while the Committee Heads from Religious Team, Discipline Team, Counselling Team, Extra-curricular Activities Team (responsible teachers of the Student Union and Parent-Teacher Association), Career Guidance Team, SEN Student Support Team and Religious Education Team are the committee members. Regular meetings are held to review students' needs; the implementation, coordination and planning of the School Development Plan as well as the activities that can support students are also reviewed by the committee.</p> <ul style="list-style-type: none"> <li>➤ Form Teacher lessons are launched with reference to different needs of students at different stages in accordance with the School Development Plan, ranging from Dignity and Self-awareness, Interpersonal Relationships, Career Planning and Life Skills. Junior Form students can better understand their uniqueness and strengthens; they can also capture good characters while Form 3 students and Senior Form students can explore their life directions and interests during the Form Teacher lessons. The design of the curriculum can cater to the needs of students at different stages.</li> <li>➤ The formal curriculum of Life Education is prepared and included in Religious and Moral Education lesson since 2011 exploring life and life-related issues. Apart from regular lessons, Religious and Moral Education Panel further extends experiential learning activities, such as F.1 Benediction Ceremony, F.4 Volunteer Team, F.6 Celebration of Adulthood, deepening students' learning experiences and internalizing value education.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Owing to the pandemic, some of the volunteer services are arranged online. Without face-to-face interactions, the services are not well-delivered as usual.</li> <li>➤ Students are given less chances to interact with others after classes sue to the implementation of half-day schooling and online learning during the pandemic. Hence, they have less after-school learning experiences and are less likely to support each other; teachers have had less but tighter teaching time slots so that they are less likely to have a deeper understanding towards students' learning progress and offer guidance individually.</li> <li>➤ Colleagues working in the same form can share ideas with each other on catering to students' needs; they can also express their views on dealing with challenges and facilitating students to think strategically from the disciplining and teaching perspectives. Hence, the role of Form Teachers is featured and the caring culture of our school is prolonged.</li> <li>➤ Since there is a lack of strong cohesiveness between Christian teachers and students, religious beliefs should be integrated into</li> </ul>
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	<ul style="list-style-type: none"> <li>➤ Aligning with the School Development Plan, a wide range of experiential learning activities are launched for students to cultivate the spirit of perseverance and gratitude.</li> <li>➤ Strengthening students' spirit of perseverance and cooperation skills through 'F.1 Power Up' Activity and F.1 Day Camp. <ul style="list-style-type: none"> <li>❖ F.1 Benediction Ceremony</li> <li>❖ F.2 Volunteer of Bravery</li> <li>❖ F.2 and F.3 Multi-intelligence Training Camp</li> <li>❖ F.2 Hiking Day</li> <li>❖ F.4 Life Camp</li> <li>❖ F.4 Volunteer Team</li> <li>❖ F.5 Failure Day</li> <li>❖ F.6 Celebration of Adulthood</li> <li>❖ Perseverance Week: Sharing of Teachers and Students on perseverance experiences</li> </ul> </li> <li>➤ Emerged with a strong caring culture, our school appoints Form Teachers and Assistant Form Teachers to each class respectively; the relationship between teachers and students is well-established, demonstrating that teachers are caring for students. Hence, students are keen to talk to teachers so that teachers can offer help and guidance promptly through understanding students' needs. Our school organizes the Students' Performance Day, on which Form Teachers meet with their students to talk about the performances achieved in</li> </ul>	<p>school life.</p> <ul style="list-style-type: none"> <li>➤ Students are given less chances to organize activities and connect to their companies through extra-curricular activities due to the cancellation of face-to-face after-school activities during the pandemic.</li> <li>➤ The supporting work of SENSST is mainly focused on the second perspective (groups) and the third perspective (individuals). However, there is a lack of practice in offering support and cultivating an inclusive and harmonious school culture on the preventive perspective.</li> <li>➤ The level of difficulty in catering to students' needs through observation and class design increases due to the tighter schedules of half-day schooling. The student support work is affected owing to the elimination and cancellation of after school individual make-up classes, trainings and counselling activities in accordance with the anti-pandemic measures.</li> <li>➤ Chances of connecting and communicating</li> </ul>
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	<p>various aspects. Students are given feedback on growth and learning; they are also encouraged and assisted in setting learning objectives.</p> <ul style="list-style-type: none"> <li>➤ The ‘Big Brothers. Big Sisters’ Scheme launched by <b>Guidance Committee</b> can facilitate Form 1 students to tackle difficulties, in which senior form students can offer help to new students and form small groups to support them to establish harmonious peer relationships with others. Hence, Form 1 students can adopt to a new secondary school life. Additionally, the annual activities organized by <b>Guidance Committee</b> are in line with the School Development Plan, which deepens students’ exposure to the experiential learning activities and accelerates students’ growth. The committee also communicates and coordinates closely with our Education Psychologist and social works. When handling a case, they work in close collaboration with the professional counselling team on facilitating students to tackle difficulties with feasible solutions.</li> <li>➤ Students are keen to serve as school prefects and Discipline teachers give prompt guidance to students. Students at our school are generally well-disciplined; they are willing to follow teachers’ instructions and guidance.</li> <li>➤ Our dedicated Christian Teachers are always caring for students, bringing positive influence to students through the sharing of personal experiences in an attempt to nourish the values of Christianity. Teachers lead a group of Christian</li> </ul>	<p>with parents are reduced since some of the activities are cancelled during the pandemic.</p> <ul style="list-style-type: none"> <li>➤ More time are given to our current colleagues to adopt and coordinate with the newly-appointed Priest and staff for Sha Tin Methodist Church.</li> </ul>
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	<p>students to organize a wide range of gospel work, such as Christians Meeting, Gospel Week, F.1 Gospel Camp, Easter Witness Sharing, Student Fellowship, Girls' Brigade as well as Football and Basketball Fellowships, nurturing students' spiritual growth through various gospel work.</p> <ul style="list-style-type: none"> <li>➤ Our school offers a wide variety of extra-curricular activities, of which students are in-charge of the planning and implementation of the activities in relation to committee activities and the Student Union. Senior Form students are highly engaged in leading activities and guiding Junior Form students to work on different tasks for committees, showcasing the school tradition of leading younger companions. In addition, our school provides an ideal system that can coordinate a variety of committee activities and large-scale school events, and thus they can be organized thoroughly as scheduled.</li> <li>➤ Teachers from Careers Committee are experienced and dedicated to guiding students to make the best choice on careers and subjects at different stages. Students are provided with useful information on life planning through the implementation of career talks and activities. Students can also make good use of the character assessment tools alongside the information received from talks to plan their careers. Moreover, Form 6 students are given personalized guidance on which they can have better ideas of selecting subjects for JUPAS; parents are given adequate amount of information through the Parent's Talk so that they are able to offer emotional support to students in the subject selection and life planning aspects. Mock Life Experiential Activities</li> </ul>	
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	<p>are launched for Form 5 students to gain experiences in their life exploration and get well-prepared for their future careers; students are highly engaged in career talks, University Information Days and Workshops for Interviewing skills in the hopes of knowing more about life-planning related information and making good career plans. Hence, ‘Having Aspirations’, which is the aim of Life Education of our school, is achieved through students’ life-planning experiences.</p> <p>➤ With the aim of supporting students with special learning needs, have had a greater understanding towards students from different special Education Needs’ categories and worked in close collaboration with colleagues on catering to the needs of students. They have also categorized students with different learning needs. Our school establishes SENSST Team which is formed by a group of professionals with various specialisms. Our teaching staff include Vice Principals, four Teachers including Chinese Teachers, English Teachers and PSHE Teachers, while our professional staff include Education Psychologist, Speech Therapist, Registered Social Worker, Student Counsellor and Activity Assistant. SENSST works closely with Guidance Committee to support less capable students to establish positive self-value and sense of self-efficacy through launching different group activities, such as Mind Healing Studio and Broad Game Master as well as offering learning support by making adjustments for homework and examination. Our students are well-disciplined, which can create the positive</p>	
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	classroom culture and promote the harmonious, inclusive and caring school culture.	
<b>6. Partnership</b>	<p><b>Parent-Teacher Association:</b> Parents support our school policies. There are three meetings held for different forms; parents are assigned to different contact groups so that they can better communicate with the school. Moreover, a wide range of annual activities and talks are launched by PTA for the initiation of Parent Education.</p> <p><b>School-Church Collaboration:</b> Our school works in close collaboration with Sha Tin Methodist Church on allocating work and establishing good partnerships. For example, staff of the Church are involved in leading Fellowships and Girls' Brigade; they also collaborate with RME teachers from the first to sixth teaching cycles. In addition, the Church hosts the Prayer Meeting for parents on the morning of the first Thursday each month in the hopes of praying for our school.</p> <p><b>Alumni Association:</b> There is a strong connection between the school and our graduates. Our graduates make great contributions to the school, giving guidance to our Senior Form students on subject selection and life planning as well as providing counselling for Form 6 students on DSE Examination Release Day. Moreover, our graduates share their career life with Form 5 students on Careers Day prolonging their sense of belonging towards the school.</p>	

	<p><b>Introducing external resources</b></p> <ul style="list-style-type: none"> <li>❖ <b>Yang Memorial Methodist Social Service ShaTin Integrated Centre for Youth Development</b> aims to promote Form 2 and Form 4 volunteer services. Form 4 Volunteer Team has been organized by Religious and Moral Education panel over the years, in which students have been highly engaged in delivering the volunteer services and have learned a lot from their volunteer experiences. Additionally, Form 2 Volunteer Training of ‘Bravery’ launched by SENSST is implemented during Form Teacher lessons in an attempt to strengthen students’ understanding and embracement of people with different needs.</li> <li>❖ External resources are introduced to organize Board Game Leadership Training Programme for SEN students so that they can unleash their talents and enhance self-confidence through offering services to children in the community.</li> <li>❖ Our school serves as a coordinating school through participating in the “Peace and Awareness” Mindfulness Culture in Schools Initiative, offering mindfulness training to teachers and implementing mindfulness courses for Form 1 students. Hence, students can improve their emotion management skills and learn to tackle negative emotions and difficulties.</li> <li>❖ Our school becomes Seed School through participating in the Quality Education Scheme–Seeing a better self in your life–Failure Education x Featured Stories, which encourages students to learn about the perseverant traits of different</li> </ul>	
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	<p>characters and offers students a wide range of experiential learning activities.</p> <ul style="list-style-type: none"> <li>❖ Form teachers introduce external resources to help students grow well through Emotion Education, Life Planning and Romantic Relationships.</li> <li>❖ Careers Committee works closely with Education Institutions, during which Hok Yau Club has been invited to host talks to facilitate Form 3 students to choose their elective subjects so that they can get well prepared for exploring their future careers through the DSE curriculum.</li> <li>❖ Our Careers Committee makes good use of the well-developed communication platforms to engage our school managers, parents and external education institutions in the Careers Week, during which different stakeholders of our school can share various types of occupations with our students.</li> </ul>	
<b>7. Attitude and Behaviour</b>	<ul style="list-style-type: none"> <li>➤ The relationship between teachers and students is well-established; students are well-disciplined, friendly, helpful, studious and diligent. They also have a strong sense of belonging towards the school.</li> </ul>	
<b>8. Participation and Achievement</b>	<ul style="list-style-type: none"> <li>➤ Students' academic achievement is good in general. The % of DSE subjects attaining Level 4+, JUPAS entry requirement, JUPAS offers and further studies after F.6 graduation are all far higher than the schools of the same district and Hong Kong in general.</li> <li>➤ Most students are eager to join and participate in various</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers can inspire and recommend more students to join and participate in various competitions so as to broaden their horizons</li> <li>➤ More opportunities of formal display and presentation of students' learning outcome</li> </ul>

	<p>competitions locally and internationally. Even in times of class suspension and constraints take place, our students have joined and won awards.</p>	<p>in the school and with other schools locally or abroad should be offered. A systematic centralized and holistic planning of such displays is recommended.</p>
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## 7. SWOT Analysis

### Our Strengths

- The sponsoring body, Methodist Church Hong Kong, has a clear vision of whole-person education and gives strong support to the school.
- The school has established good working relationship with Sha Tin Parish, which effectively facilitates its development of spiritual education.
- Teachers are passionate, responsible, caring and willing to devote themselves to education.
- A sense of belonging runs among its teachers, who form a stable team and are willing to support one another.
- Teachers enjoy good relationship with and earn the trust of students.
- Students are good-natured, receptive and enthusiastic.
- The culture and practice of lesson observation takes root and it facilitates the professional enhancement of teachers.
- The school's e-Learning is making good progress and receiving positive feedback, which enhance teaching and learning effectiveness and helps strengthen classroom interaction and peer learning. The BYOD is carried out in the junior forms. Various eApps, ePlatforms and interactive TVs are all conducted smoothly which facilitates more breakthrough in learning in the future.

### **Our Weaknesses**

- Students have diverse learning abilities and levels of motivation. Some students are not very confident in using English as an academic language in an EMI school. Further improvement in the self-directed learning attitudes and habits is also needed.
- The class suspension and thus, absence of whole-day face-to-face campus life due to Covid-19 pandemic have weakened some students' learning foundation, language proficiency, and interpersonal relationship, in particular the junior form students. Some students are in need of greater support and boost of confidence to learn well.
- A few students display weaker sense of achievement and uniqueness. They are vague in finding life goals and the positive meaning of study.

### **Our Opportunities**

- EDB's increased earmarked funding in recent years has enabled the school to organize a lot of life-wide experiential learning activities for students to unleash and stretch their talent and potential.
- New and young teachers are recruited and they are dedicated to education and eager to learn as a professional practitioner.
- A number of new curriculum initiatives, such as inter-disciplinary projects, STEM, language across curriculum and reading across curriculum etc. are launched in these one to two years which can stretch the students' talent, deepen and extend their learning.

### **Our Threats**

- The decline in student population results in the excessive supply of secondary school places. Students with relatively weaker abilities are now admitted to the school which increases the learning diversity.
- The retirement of senior and experienced teachers results in greater pressure in the middle management.
- The more renewed emphasis from the EDB increased the workload of teachers, leaving little room for professional development.

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

1. Strengthen students' learning ownership; Unleash learning potential; (Pedagogy Optimized)
2. Open up global perspectives; Deepen learning's meaning (Curriculum Reimagine)
3. Nurture positive attitudes; Live a flourishing life (Positive Education)

### School Development Plan (2022-2025)

#### Theme: Learning without Walls; Learning beyond Tomorrow; Living a Flourishing Life

Major Concerns	Targets	Time Scale (Insert ✓)			Outline of Strategies
		Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	
<b>I. Strengthen students' ownership of learning; unleash learning potential (Pedagogy Optimized)</b>	<b>Students become confident, active learners and real owners of learning through</b>				<b>1.1 EMI teaching &amp; learning:</b> ➤ <b>Brush up and improve students' English language proficiency and capability</b> and increase the application of English in daily and authentic contexts through EMI bridging course in F.1, EMI subjects and Language across Curriculum activities (e.g., in morning assemblies, ceremonies, Global Culture Day, dialogues with native English speakers etc.)  <b>1.2 Collaborative and peer learning:</b>
	<b>A. Self-directed learning</b>	✓			
	<b>B. Collaborative and peer learning</b>	✓	✓		
	<b>C. Experiential learning activities to facilitate students to co-construct knowledge together and to enhance students' active participation,</b>	✓	✓	✓	



	<p><b>engagement, and sense of ownership</b></p>			<ul style="list-style-type: none"> <li>➤ <b>Design interactive learning activities to facilitate students to be active and collaborative learners through</b> creating positive classroom settings and atmosphere, designing various tasks to engage students to participate and collaborate, making 'Show and tell' 'Think, Pair and Share' and group work as study norms in daily lessons, conducting constructive peer feedback as habits after presenting learning outcomes and forming a buddy system and after-school study groups etc. so as to <b>facilitate active participation, ownership of learning, collaboration skills and knowledge co-construction.</b></li> <li><b><i>1.3 Blended Learning: Maximize the benefits of blended learning of both eLearning and conventional learning inside and outside the classroom.</i></b></li> <li>➤ To engage students' learning: Develop various pedagogies about electronic teaching, in order to engage students' eLearning.</li> <li>➤ To enhance students' learning: Reinforce STMC's IT infrastructure: Implement BYOD from F.1 to F.6, installation of interactive TVs in all classrooms.</li> <li>➤ To extend students' learning: Explore</li> </ul>
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				<p>various tools or Apps (e.g. AR, VR, EdCity online Question Bank, Zoom, MOOC) in different eLearning platforms, extend students' horizons and connection with peers all over the world to unleash the learning potential</p> <p><b><i>1.4 Experiential and life-wide learning activities:</i></b></p> <ul style="list-style-type: none"> <li>➤ <b>Organize authentic, meaningful and reflective experiential learning activities</b> to arouse students' curiosity, relate what they learnt with daily life and apply what they learnt to daily life, and enhance students' creativity and critical thinking (e.g., community services, science experiments, STEM projects, interschool competitions, workshops, conferences, debates, interviews, fieldtrips, visits, shadowing, local and overseas real or virtual trips, programming, coding, and AI design etc.)</li> </ul> <p><b><i>1.5 Schedule, coordinate and increase time-slots and platforms:</i></b></p> <ul style="list-style-type: none"> <li>➤ <b>Facilitate students to share their learning outcomes</b> publicly deliberately and continuously by creating an extended learning time-zone on Fridays, and making more use of morning and cyclic assemblies by different KLA, Knowledge Fair, Project</li> </ul>
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					Day, Life-wide Learning Day; student-initiated lunch talks, work display in subject websites etc.
<b>II. Open up global perspectives; Deepen learning's meaning (Curriculum Reimagined)</b>	<p><b>Students embrace challenges of today and in the future, thus act as change agents of the community and the world through</b></p> <p><b>A. Inspiring students to have global perspectives and deepen the meaning of their study.</b></p> <p><b>B. Developing and equipping the students with 6 Global Competencies*</b></p> <p><i>(*6C refers to Creativity, Critical thinking, Collaboration, Communication, Global Citizenship, Characters such as responsible, inclusive and compassionate etc.)</i></p>	✓	✓	✓	<p><b>2.1 Embed global concerns or UN Sustainable Development Goals (SDGs) into the formal curriculum:</b></p> <p>➤ <b>Design relevant activities or assignments in the Schemes of Work</b> (e.g., projects, individual presentation, compositions or assignments topics with specific global concerns or SDGs like sustainable society, sustainable environment and sustainable economy and culture etc., virtual tours to different corners of the world to explore problems and issues of humanity etc.)</p> <p>➤ <b>Committees, clubs, groups and subjects organize LWL activities</b> to facilitate students to understand the global concerns and equip them with 6C and act as change agents of the community and the world</p> <p><b>2.2 Interdisciplinary learning designs:</b></p> <p>➤ <b>Organize and launch learning activities and projects</b> which are problem-based or theme-based to help students develop an integrated and transdisciplinary view of tackling contemporary problems in a complex and fast-changing world (e.g., by the interdisciplinary projects F.1-3, Fair</p>

					trade Sales, STEM initiatives etc.)  <b>2.3 Reading Across Curriculum (RaC):</b> ➤ Widen students’ understanding of the global issues and their perception of inter-disciplinary knowledge through reading (e.g., by Reading ambassadors book reviews, reading day with themes on global concerns, reading materials in different subjects etc.)
<b>III. Nurture a positive attitude; Live a flourishing life (Positive Education)</b>	<p><b>Promote positive education to facilitate students to establish positive values, enhance their well-being and live a flourishing life.</b></p> <p><b>A. Create positive classroom atmosphere assisting students to establish positive relationships and enhance students’ sense of belonging towards their classes.</b></p> <p><b>B. Strengthening positive experiences through activities to facilitate students to discover potentials, unleash</b></p>	✓	✓	✓	<p><b>3.1. Through class management to create positive classroom atmosphere and strengthen students’ sense of belonging to the class</b></p> <p>➤ Students discuss class objective, class rules and implementation methods together in class meeting. Through discussion of class-based activities, such as birthday parties, class lunch, class T-shirts, class pledges, things that can symbolize classes, class activities, inter-class competitions and individual sharing etc., to enhance their class recognition as well as strengthen positive engagement and positive relationships.</p> <p>➤ Facilitate students to understand and develop their personal traits. Through the electoral activities, such as ‘Monthly Stars’ or ‘Quarterly Stars’ to facilitate students sharing the use of their good traits and</p>

	<p><b>talents and make contributions with character strengths.</b></p> <p><b>C. Create a positive culture and environment in the campus. Enhance their positive accomplishments, self-efficacy and promote positive health.</b></p>	✓	✓	✓	<p>foster the atmosphere of knowing and appreciating each other.</p> <ul style="list-style-type: none"> <li>➤ Encourage students to unleash their potentials and cultivate a sense of responsibility through devoting themselves to class activities, services and individuals' class duties. Hence, they are committed to making contributions to their classes.</li> <li>➤ Creating a positive environment and strengthen students' sense of belonging towards their classes by incorporating positive class theme and positive elements into the classroom setting, such as sticking quotes, positive messages, class rules, class photos and class pledge.</li> </ul> <p><b><i>3.2 Create a positive learning environment through setting up class rules and routine</i></b></p> <ul style="list-style-type: none"> <li>➤ Cultivate positive learning environment through class collaboration and implementation of class rules and routine.</li> <li>➤ Through class interactions, daily communication and connections with teachers, students are guided to develop life skills, social skills, problem-solving</li> </ul>
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				<p>skills and growth mindset so that they can establish positive relationships and enhance self-efficacy.</p> <ul style="list-style-type: none"> <li>➤ Strengthened positive learning atmosphere by organizing study group and encourage peer learning. Demonstration of students' good works to enhance the positive accomplishment and the class culture of appreciating each other.</li> </ul> <p><b><i>3.3 Strengthening positive experiences through the planning and design of activities</i></b></p> <ul style="list-style-type: none"> <li>➤ Responsible teachers who are in-charge of organizing extra-curricular activities, clubs and groups for their committees should intentionally and systematically incorporate the elements of PERMAH into the overall planning, design and debriefing of the extra-curricular activities. Enhance students to develop their character strengths, nurture growth mindset and promote the seven well-approaches to students.</li> <li>➤ Positive elements are added to leadership training to nourish students' leadership skills and positive accomplishment.</li> </ul> <p><b><i>3.4 Create a positive culture and environment</i></b></p>
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					<p><i>in the campus</i></p> <ul style="list-style-type: none"> <li>➤ Spread positive messages through decorating the campus with quotes and posters. Making good use of different spaces on campus and increase facilities to provide a comfortable environment for student activities and rest.</li> <li>➤ Optimize Form 1 Bridging Programme such as organizing school tours to Form 1 students for better understanding the school and school culture. Facilitate students to build up positive relationships, manage learning skills, recognize the school rules and class rules in order to develop a sense of security.</li> <li>➤ Cultivate students' positive emotions through the implementation of mindfulness.</li> <li>➤ Strengthen positive parenting styles and parental relationships through launching workshops on Positive Education for parents.</li> </ul>
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