

Valtorta College

School Development Plan



2022/23 – 2024/25

1 The Mission and Vision of Valtorta College

- To provide our students with a well-round education which includes the aspects of Spirituality (靈), Virtue (德), Knowledge (智), Health (體), Community Spirit (群), and Aesthetics (美);
- To develop fully our students' potential to be of service to society;
- To spread the Good News of God's love and help our students to discover the real meaning and value of their lives.

2 School Goals

2.1 Goals Related to Outcomes for Students

- Develop the students' physical, mental and emotional health.
- Help students to understand, accept and respect themselves and others.
- Equip our students with the knowledge, skills and attitudes which will be useful in their further study, work and life.
- Develop in students a love of learning and a realization that learning is a life-long activity.
- Develop in students an appreciation of all forms of beauty (of nature, of art, of the human body and soul) and concern for the environment.
- Develop in students an ability to think logically, independently and creatively.
- Develop each student's creative talents in the various artistic fields.
- Develop students' skills of analysis on which to base decision-making.
- Develop students' skills in problem-solving.
- Help students to develop self-discipline and a sense of responsibility for the common good.
- Teach students to be loving, caring and socially concerned.
- Enable students to be intellectually, morally and spiritually ready to accept the challenges of life and work, and to make their contribution to society.
- Help students to come to the knowledge of God and to the practice of Christian principles and values.

2.2 Goals Related to Learning Experiences for Students

- Provide learning experiences for students in all major academic areas.
- Ensure that all students experience the use, meaning and development of language through stories, poetry, drama and related activities.
- Ensure that students' learning is through direct experience when possible.
- Develop students' self-respect and self-discipline by giving them experiences at school which are designed to foster harmonious working relationships.
- Provide opportunities for students to participate in activities in large groups designed to promote a sense of belonging.
- Facilitate later formal learning by providing opportunities for students to develop sociability.
- Provide a wide variety of extra-curricular activities for students to enable them to select those most suited to their interests and needs.

2.3 Goals Related to Provision of Resources

- Continue the development of the school as an aesthetically pleasing environment designed to best meet the needs of our students.
- Continually update resources so that students are able to have hands-on experience of appropriate new technology.
- Provide support programs to assist the professional development of teachers and, particularly, novice teachers.

2.4 Goals Related to Management

- Ensure that students are supported and cared for and are assisted in making the most of the opportunities that the school provides for them.
- Provide means for regularly informing parents about school matters and the progress of their children. Such means should include the opportunity for face-to-face communication.
- Organize staff meetings in a way that expedites staff participation in decision-making.
- Develop staff skills in program planning and budgeting.
- Develop staff skills in management practices appropriate to their level of involvement and/or interest.
- Develop a reward system appropriate to the age of students which recognizes and applauds excellence in achievement.

3 School Motto

Our school motto is “Lumen Accende, Corda Inflamma” (知行合一)

4 Core Values of Catholic Education

The Catholic Church has been contributing positively to the civilisation of mankind. One approach is to provide all-round holistic education, through schools of all levels and universities, for the pursuit of true happiness in life.

The Catholic Church in Hong Kong has endeavoured to provide education for well over a century. Catholic schools have fostered the holistic growth of students by upholding the truth, by championing justice, by practicing the virtue of charity, by valuing life of charity, by valuing life dearly and by reinforcing the family values. They have developed students’ full potential to contribute to the betterment of Hong Kong society.

The Catholic Church views education as a mission, not an occupation, and the school as an organic community filled with love and vitality, not an institution. Staff of catholic schools are always willing to fulfil their calling as shepherds and faithful stewards.

To accomplish their mission, Catholic schools guide their students in developing a moral outlook on life in accordance with the teachings of the Gospel of Christ and the essence of the traditional Chinese culture. They nurture their students to be wholesome in body, mind and soul, to have good taste and to dare to innovate, to love others as themselves, and to be good citizens for life, capable of discerning right and wrong and showing moral courage.

In this light, Catholic schools place great emphasis on nurturing students in such a way that they will:

- Pursue and embrace **truth** with fervor;
- Uphold **justice** before God and in their community, to advance the common good;
- Model themselves on Christ, **love** others as themselves and care for the needy and the vulnerable;
- Affirm the supreme value of **life** living out its full meaning;
- Honour their parents, love and respect their spouse and foster filial harmony in the **family**.

5 Core Values of Valtorta College and Attributes

The school aims to equip our students to be future leaders with Valtortan attributes (H.E.A.R.T.) through implementation of the five core values of Catholic Education.

H ardworking	(勤學)
E xcellent	(卓越)
A ffectionate	(慈愛)
R esponsible	(盡責)
T houghtful	(慎思)

We should be Hardworking to pursue for Truth.

We should strive for Excellence in our Life.

We should Love each other Affectionately.

We should undertake our Responsibility for one another to fulfill the moral virtue of Justice.

We should be Thoughtful in loving out Family.

6. Holistic Review

Effectiveness of the previous 3-Year School Development Plan (2019/20-2021/22)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1.1 To strengthen middle managers to take up leadership roles	<p>Fully achieved Potential for further enhancement</p> <p>The following measures on school premises and improvement items had been implemented:</p> <p>(a) School Structure Every SGM would lead at least one scope in the administration and management in respect of the three domains on school management, teaching & learning and school ethos & student support of the School.</p> <p>(b) QEF – Junior Form School-based STEM Education Project Three senior teachers led a team to oversee the QEF – Junior Form School-based STEM Education Project.</p> <p>(c) QEF – Fun Reading Anywhere, Boundless Learning A senior teacher led a team to oversee the QEF – Fun Reading Anywhere, Boundless Learning.</p> <p>(d) QEF e-Learning Funding Programme — Provision of Mobile Computer Devices and Internet Services Support A senior teacher led a team to oversee the QEF e-Learning Funding Programme — Provision of Mobile Computer Devices and Internet Services Support.</p> <p>(e) IT in Administration and Education Two senior teachers led the IT Innovation Lab in Secondary Schools (IT-Lab) Programme with funding support by the Office of the Government Chief Information Officer (OGCIO) for implementing IT activities for students.</p> <p>(f) Student support from form teachers An ad-hoc group was formed to prepare a Handbook of Learning Skills. One senior teacher acted as the Convener to collaborate with other teachers to complete this task. The learning skills were taught systematically in home periods in the coming academic year.</p>	Continue to develop middle managers' leadership roles, especially in evaluation and reflection.	<p>The school will Plan to continue strengthening the leadership capabilities of Vice Principals (VPs), Assistant Vice Principals (AVPs), and middle managers.</p> <p>Encourage VPs, AVPs, and middle managers to take a greater role in overseeing the work of various committees and subjects.</p>

	<p>(g) Staff Professional Development Session during Staff Meetings To encourage teachers taking up leadership roles, teachers took lead to share items on teaching and learning in the Staff Professional Development Session during staff meetings.</p> <p>(h) National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens 2021/22 School Year – Review Current Situation and Formulate Work Plan Every SGM led at least one focus group in the review of “National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens 2021/22 School Year” and in the formulation of work plan for 2022/23.</p> <p>(i) School Administration Committee A School Administration Committee (SAC) was established with middle managers being members of it for formulation of school policies. Being senior teachers of the school, SAC members are also mentors of two teaching staff. They will explain and elaborate school policies and collect feedbacks from their mentees.</p> <p>(j) Meeting of School Administration Committee “Evaluation of the 3-Year School Development Plan (2019-2022), SWOT and Proposal for the next 3-Year School Development Plan” was discussed during meeting of School Administration Committee with middle managers on 18/2/2022.</p> <p>(k) The 45th Anniversary Every SGM led at least one task in the 45th Anniversary</p>		
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<p>1.2 To enhance teachers' professionalism through continuous training and sharing.</p>	<p>Fully achieved Potential for further enhancement</p> <p>The following activities, meetings or visits had been organized for various stakeholders:</p> <p>To enhance teachers' professionalism through continuous training and sharing, teachers were encouraged to participate in various training and sharing.</p> <p>(a) Staff Professional Development Session of General Staff Meeting To enhance teachers' professionalism through continuous training and sharing, the following were shared in the Staff Professional Development Session for teachers on teaching and learning and student support during staff meetings:</p> <ul style="list-style-type: none"> • 2nd GSM (15/10/2021): Sharing of Information on SBA, by Vice Principals • 3rd GSM (16/12/2021): Sharing on Marker's report, by Vice Principals • 3rd GSM (16/12/2021): Sharing on HKDSE School Statistical Report, by Vice Principals • 3rd GSM (16/12/2021): Online teacher training on identifying and supporting students with suicidal risks, by all staff. • 4th GSM (03/03/2022): Sharing on handbook of Crisis Management, by Principals. • 5th GSM (19/5/2022): sharing of PSHE Focus Inspection report, by vice-principals and sharing of Policy in School Crisis Management by principal. <p>(b) Staff Development Day Staff development days focusing on the school's major concerns were successfully held for the sustainable development of the staff.</p> <p>(c) Professional development of Staff Professional interflow with Catholic Diocesan Schools and EDB were established for the professional development of the staff.</p>	<p>Continue to promote continuous training and sharing among teachers.</p>	<p>The School will</p> <ul style="list-style-type: none"> ● cultivate a collaborative and reflective culture among teachers ● provide various staff development opportunities through the School Improvement & Evaluation to all teachers. ● build a strong Professional Learning Community of academic staff who can inspire students. ● Incorporate Staff Professional Development Sessions into each General Staff Meeting for ongoing learning and growth.
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<p>2.1 To nurture students to become self-directed learners who take ownership of learning</p>	<p><u>Fully achieved</u> <u>Potential for further enhancement</u></p> <ul style="list-style-type: none"> ● Successfully implemented a student-centered pedagogy in learning and teaching to enhance students' confidence and foster a sense of responsibility for their learning journey. ● Effectively incorporated the 4Ps (Preparation, Participation, Presentation & Possession) in learning and teaching, ensuring students' active engagement and fostering their sense of ownership in their learning process. ● Strengthened the culture of professional sharing by encouraging the exchange of good teaching practices, thereby promoting a student-centered teaching approach and self-directed learning. ● Conducted comprehensive curriculum evaluation and language across curriculum initiatives to promote synergy across different Key Learning Areas (KLAs), successfully stimulating students' intellectual abilities. 	<p>Continue to encourage both teachers and students to regularly practice the 4Ps for maintaining quality teaching and effective learning.</p>	<p>The school will</p> <ul style="list-style-type: none"> ● enhance the effectiveness of learning and teaching by promoting a reflective mindset and employing task-oriented strategies. ● Develop and demonstrate effective tools or steps for promoting self-directed and reflective learning. ● Encourage students to engage in active and purposeful reading. ● Boost students' self-efficacy in learning. ● nurture students to become self-directed and reflective learners.
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<p>2.2 To sustain students' motivation towards learning by early identifying students' learning needs and difficulties</p>	<p><u>Fully achieved</u> <u>Potential for further enhancement</u></p> <ul style="list-style-type: none"> ● Successfully monitored the correlation among teaching, assignment, and assessment to assist students in consolidating their learning and preparing them for assessments. ● Effectively utilized assessment data inputs from Subject Heads to inform and enhance curriculum planning and implementation. ● Arranged various workshops, remedial programmes, and enhancement programmes effectively, catering to the diverse needs of learners. ● Strategically deployed additional resources, providing more opportunities for students 	<p>Continue to utilize assessment data for analyzing students' academic performance, ensuring effective tracking and improvement.</p>	<p>The school will</p> <ul style="list-style-type: none"> ● Maintain the practice of identifying students' strengths and weaknesses in learning through data analysis, and adjust learning and teaching strategies accordingly for improved curriculum planning and implementation. ● Ensure students continue to receive diversified and challenging learning experiences, and seek their feedback to further enhance the learning process.
<p>2.3 To improve the learning capacity of students through effective use of IT</p>	<p><u>Fully achieved</u></p> <p>1. <u>To provide more opportunities for students to use mobile devices in their learning</u></p> <p>Concerning the teaching resources of STEM Education, a Camera 360 was purchased and a 3D Printer will be installed in this academic year. Wifi services are available in all the classrooms except E503, E505, Home Econ Room, Art Room and Music Room. 88 iPads are ready for the purpose of teaching and learning.</p> <p>In order to develop students' self-learning abilities, e-Learning strategies have been regularly employed by different subject departments. Web-based platforms, such as Google Classroom and E-class, were adopted by students to learn different subjects. Google App for Education have been introduced to all students studying Computer Literacy and Information and Communication Technology.</p>	<p>Incorporated as routine work</p>	

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>3.1 To develop the proactiveness and persistence in students.</p>	<p>Fully achieved Potential for further enhancement</p> <ul style="list-style-type: none"> ● Encouraged students to maintain weekly/bi-weekly journals, enhancing communication between teachers and students and fostering better understanding. ● Successfully provided more opportunities for class teachers to interact and communicate with their students outside lesson time, especially in Form 1. ● Initiated tailored support for students in each form through constructive discussions in form meetings, catering to individual needs effectively. ● Helped students to form good study habits and daily routines through consistent guidance and supervision by all teachers. ● Successfully provided additional academic support such as tutorials and summer study classes to students in need. ● Offered guidance and counselling to assist students in setting their own short-term and long-term goals, fostering a sense of direction and purpose. ● Implemented student support programs with a focus on developing proactiveness and persistence in students, promoting personal growth and resilience. 	<ul style="list-style-type: none"> ● Foster students' resilience and confidence through life-wide learning experiences and exposures. ● Cultivate positive values and attitudes towards life in students. 	<p>The school will</p> <ul style="list-style-type: none"> ● provide comprehensive data to class teachers for a holistic understanding of their students, including aptitude test results, character strength test results, academic analysis, and reports from school social workers, educational psychologists, and speech therapists. ● further strengthen the role of class teachers in providing support and care to students, promoting a nurturing and supportive learning environment. ● enhance student support programs, ensuring that they effectively cater to students' diverse needs and challenges.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>3.2 To enhance the home-school cooperation so as to help students develop a healthy life attitude and live a purposeful life.</p>	<p>Fully achieved Potential for further enhancement</p> <ul style="list-style-type: none"> ● Successfully organized talks and workshops on CLP education in collaboration with the Parent-Teacher Association (PTA), fostering a healthy and informative dialogue. ● Arranged visits to higher education institutes, providing parents with a broader understanding of the multiple paths available for further studies. ● Invited parents to deliver talks or share their expertise with the students, enriching the learning experience and fostering a strong community involvement. ● Provided comprehensive data to parents for a holistic understanding of their child, including results of aptitude and character strength tests, promoting a better understanding and supportive environment for the students. 	<p>Collaborate with various stakeholders to help students develop a healthy lifestyle and live a purposeful life.</p> <p>From teachers' comments and questionnaire results, it is expected that our students should be more proactive and persistent. If so, they can get higher achievements.</p>	<p>The school will</p> <ul style="list-style-type: none"> ● further strengthen parent education, particularly in the area of CLP education, to ensure parents are well-informed and engaged in their children's learning journey. ● enhance home-school cooperation through the implementation of various activities and programs, fostering a collaborative and supportive community. ● further enhance home-school cooperation to assist students in developing a healthy life attitude and living a purposeful life, promoting holistic student development. ● Collaborate with various stakeholders to help students develop a healthy lifestyle and live a purposeful life.

7. SWOT Analysis

Strengths

- Significant improvements have been made in infrastructure, optimizing the campus environment.
- Improved ability to adapt and respond to changes.
- Admissions have improved, maintaining our status as an English medium school.
- Rich resources for the 45th anniversary, with parent and alumni resources complementing each other.
- Good relationships between teachers and students, especially homeroom teachers.
- Majority of VC students are well-behaved and obedient.

Weaknesses

- The pandemic has weakened students' initiative, especially due to the lack of physical student council activities, slightly reducing their adaptability.
- Students' proficiency in English is slightly insufficient.
- VC students tend to be passive and lack confidence.

Opportunities

- Teachers' capabilities in information technology and online teaching have greatly improved.
- The school collaborates with external resources to promote diverse development.
- The school has become one of the top 100 competitive secondary schools in Hong Kong.
- The school leadership has high adaptability, able to seize every opportunity.

Threats

- The pandemic affects students' learning and personal growth.
- Student council and student leaders have less experience in organizing activities, making it difficult for their leadership skills to fully develop.
- The number of primary six students in the Tai Po district is decreasing.
- There is a gap in the middle level of management, causing difficulties in succession.
- Cross-border students have difficulties participating in physical classes.

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

1. To build a professional learning community
2. To enhance the effectiveness of learning and teaching by cultivating a reflective mind and adopting task-oriented strategies
3. To foster students with positive values and attitudes towards life

School Development Plan (2022-2025)

Domain One: To build a professional learning community

Major Concerns	Targets	Time Scale			Outline of Strategies
		2022/23	2023/24	2024/25	
1.1 To strengthen middle managers to take up leadership roles	<ul style="list-style-type: none"> • Continue to strengthen VPs, AVPs and middle managers to take up leadership roles. 	✓	✓	✓	<ul style="list-style-type: none"> • Strengthen the involvement of the middle managers in formulating school policies, to enhance staff ownership. They would be more proactive in coordinating, supporting, and supervising other teachers in meeting the new challenges of curriculum reform and school development.
	<ul style="list-style-type: none"> • VPs, AVPs and middle managers can take up more share in overseeing the work of various committees and subjects 	✓	✓	✓	<ul style="list-style-type: none"> • The management would play a more active role in monitoring the work of the departments and committees to ensure the achievement of designated goals. • In the pursuit of upholding national security and fostering a secure learning atmosphere while nurturing responsible citizens, we conducted a comprehensive review of the current situation during the 2021/22 school year. Building on this foundation, School Advisory Committee members will continue to evaluate our "National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens" plan. This plan is dedicated to enhancing our strategies for national security education within the school curriculum and reinforcing a culture of safety and citizenship among our students. • Stronger collaboration amongst functional groups and departments is desirable.

<p>1.2 To enhance teachers' professionalism through continuous training, sharing, and reflection.</p>	<ul style="list-style-type: none"> • Various staff development opportunities provided by School Improvement & Evaluation (SIE) are offered to all teachers. Our school aims at building a strong Professional Learning Community of academic staffs who can inspire students. • Staff Professional Development Session of each General Staff Meeting 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Peer lesson observation will be better arranged with a clearer focus on improving teaching strategies. • A systematic appraisal system will be put into practice. The current appraisal system will be thoroughly reviewed. • The school will strengthen arrangements for sharing among teachers and the cross-fertilization among KLA so that new curriculum initiatives can be rapidly shared and feedback promptly provided to allow for the continual upgrading of the professional capacity of the whole staff. • To further promote professional exchange, a broader network with external educational bodies and other schools will be established. For example, Chinese Language support from EDB, Using Data to Improve Student Learning. • Method of Evaluation: <ul style="list-style-type: none"> - Feedback from the evaluation of staff development day.
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Domain Two: To enhance the effectiveness of learning and teaching by cultivating a reflective mind and adopting task-oriented strategies

Major Concerns	Targets	Time Scale			Outline of Strategies
		2022/23	2023/24	2024/25	
2.1 To nurture students to become self-directed and reflective learners	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. Students have engaged in active and purposeful reading. Students' self-efficacy in learning has increased. 	✓	✓		<ul style="list-style-type: none"> Guide students to complete bonus questions, which serve as a bridge for further learning, by equipping them with knowledge and skills in searching for useful information in books / on the internet.
	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. Students have engaged in active and purposeful reading. 	✓	✓		<ul style="list-style-type: none"> Video, articles, and materials will be posted to an online platform for pre-lesson preparation and self-directed learning.
	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. Students' self-efficacy in learning has increased. 	✓	✓	✓	<ul style="list-style-type: none"> Teach students to make their learning journals /portfolios (e.g., using WALT/WILF/TIB tools) to reflect on what they have learned, and what they do not understand; to evaluate how goals are achieved; or to draw mind maps to organize/generate ideas.
	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. Students' self-efficacy in learning has increased. 		✓	✓	<ul style="list-style-type: none"> Implement experiential inquiry-based learning where students are encouraged to work together in small groups, reading purposefully, questioning ideas, connecting concepts, evaluating each other, and applying to the real world.
	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. Students have engaged in active and purposeful reading. Students' self-efficacy in learning has increased. 		✓	✓	<ul style="list-style-type: none"> Through systematic feedback from teachers and self-correction of mistakes by students to help students obtain a better understanding of their learning progress, weaknesses, and strengths.

Major Concerns	Targets	Time Scale			Outline of Strategies
		2022/23	2023/24	2024/25	
2.2 To cater for learners' diversity through effective teaching strategies	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. Students' self-efficacy in learning has increased. 	✓	✓		<ul style="list-style-type: none"> Broaden students' (and teachers') horizons on local and global situations through cross-subject collaboration /co-curricular activities /competitions /visits, catering to students of all ability levels and with different /undiscovered interests.
	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. 	✓	✓		<ul style="list-style-type: none"> Organize staff development activities and action research /lesson study projects to enhance teachers' reflections, e.g., on experiences in scaffolding, collaborative learning, catering for learners' diversity, etc.
	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. Students' self-efficacy in learning has increased. 	✓	✓	✓	<ul style="list-style-type: none"> Scaffold the learning process, including giving students clear learning objectives and enabling memorizing, organizing, making inferences, and connecting new information to prior knowledge, to help students feel competent in mastering concepts.
	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. Students' self-efficacy in learning has increased. 	✓	✓	✓	<ul style="list-style-type: none"> Promote deep learning to help students look for meaning, identify gaps in their learning and areas for improvement, and apply knowledge and skills in new contexts or creative ways. e.g. Gibb's reflective cycle
	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. Students' self-efficacy in learning has increased. 		✓	✓	<ul style="list-style-type: none"> Panel heads lead their panels to make better use of assessment data, such as doing an in-depth and critical evaluation, and carrying out a longitudinal study of student's learning progress, to enhance teaching effectiveness accordingly.
	<ul style="list-style-type: none"> Effective tools/steps for promoting self-directed and reflective learning have been shown. Students have engaged in active and purposeful reading. 		✓	✓	<ul style="list-style-type: none"> The English and Chinese departments play a more prominent role in collaborating with other subject panels to further implement reading across the curriculum scheme.

Domain 3: To foster students with positive values and attitudes towards life

Major Concerns	Targets	Time Scale			Outline of Strategies
		2022/23	2023/24	2024/25	
3.1 To build up students' resilience and confidence by life-wide learning experiences and exposures	<ul style="list-style-type: none"> To provide students with more opportunities to develop their potential. 	✓	✓	✓	<ul style="list-style-type: none"> To strengthen students' roles in class by letting them take up different posts, like monitors, IT ambassadors, committee members of class association so that they have more chances to learn through organizing activities and develop their confidence in the process.
	<ul style="list-style-type: none"> To foster class spirit and cooperation. 	✓	✓	✓	<ul style="list-style-type: none"> To organize more inter-class activities/competitions to foster the class spirit, team building, and cooperation so they can better support each another To enhance class management by more classroom decorations/ board design/poster design, decorating the classroom and school campus to increase the sense of belonging and promote positive attitudes.
	<ul style="list-style-type: none"> To plan the learning opportunities to build up students' confidence and ability to overcome difficulties 	✓	✓	✓	<ul style="list-style-type: none"> To provide more opportunities for students to serve e.g. giving students chances to be the Master of Ceremony of morning assembly, Speech Day, Year-end closing ceremony, to "let them shine" and "let them to be seen". To organize adventure-based activities for students or encourage students to join Uniform Groups to train their resilience. To give chances to students to share their experiences of joining a study tour, reading a good book... in cycle assembly, training their self-confidence and let them be the role models.
	<ul style="list-style-type: none"> To strengthen and build up students' confidence by giving more encouragement to students by praising, awards and appreciation and to organize Cheer up Programs and emphasize the importance of "Confidence" and "Resilience". 	✓	✓	✓	<ul style="list-style-type: none"> To give concrete positive feedback and encouragement to students, both in written form on homework and verbal appreciation. To appreciate students by recognizing their efforts in the process so as to help them set up a positive image, for example, certificates are presented to students who serve generously in the school year or with outstanding homework performances. To equip students with necessary studying skills so they can be more confident in learning. To teach students to have a better preparation to increase confidence. To organize "Cheer-Up" stations and programs to give continuous support and encouragement to students. This also cultivate a warm campus atmosphere to provide students with sufficient support. To share the meaning and stress the importance of "confidence" and "resilience" in cycle assembly and class periods To create an atmosphere of supporting each another, for example, Teacher-student basketball competition, Parent-also-appreciate teachers' day, Christmas celebration where teachers and students sing together.

	<ul style="list-style-type: none"> To train student leaders 	✓	✓	✓	<ul style="list-style-type: none"> To train student leaders in different school aspects, provide opportunities for senior students to be mentors or tutors of junior form students. This develop students' sense of responsibility, achievement and confidence.
3.2 To help students develop a healthy lifestyle and live a purposeful life by liaison with different stakeholders	<ul style="list-style-type: none"> To help students develop a good living habit to achieve a healthy body, mind, and spirit. 	✓	✓	✓	<ul style="list-style-type: none"> To promote the happiness of doing sports and making good use of the sports equipment in school. We also plan to do different sports promotion so as to broaden students' horizon ad hope they can find the sports they like To invite alumni who excel in sports to share their stories of developing a healthy lifestyle through doing sports To promote good living habits, good diet in extra-curricular activities To share with students the Catholic Faith, prayers and spiritual activities, teach students with the practice and practise with students together, for example, to teach and to experience mindful breathing exercise together with Gospel wordings from Bible. To share with them the life-experience of living a purposeful life by teachers, parents, alumni or guest speakers.
	<ul style="list-style-type: none"> To fully develop students' various potential to acquire purpose and pursue their vocation 	✓	✓	✓	<ul style="list-style-type: none"> To develop students' potential by making good use of data. To develop a central data bank for students' talents, to provide a platform for them to show their potential. To organize activities to let students know their strengths and weaknesses. To increase the self-understanding of students so they can better plan their paths of studying of career so they have a clear target with purpose To develop the "University Dream" of each student when they entered the school To invite parents, alumni to school to share on their career paths or their working experience on their expertise fields.
	<ul style="list-style-type: none"> To strengthen home-school cooperation through various activities and programs. 	✓	✓	✓	<ul style="list-style-type: none"> To enhance family-school cooperation, to provide parent education and to promote a healthy lifestyle in families To invite parents to do sharing on purposeful life or share their life stories
	<ul style="list-style-type: none"> To strengthen the bonding with alumni to provide more sharing or exposure for students. 	✓	✓	✓	<ul style="list-style-type: none"> To strengthen the network of alumni, so that the VC spirit and good traditions can be kept and passed on. To make use of successful examples to encourage students to overcome adverse situations in cycle assembly, Speech Day, and special period.
	<ul style="list-style-type: none"> To strengthen the connection with EDB, Universities, and NGOs to provide more exposure to students on life planning. 	✓	✓	✓	<ul style="list-style-type: none"> To organize visits to higher education institutes, to seek the resources from EDB, and NGOs, so that students get broader exposure. To invite expertise from government departments to provide professional support, e.g. to invite nurses from the Health department to share with students on a healthy balanced diet and how to read the food label correctly in choosing healthy food.